

CHAPTER I

INTRODUCTIO

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1.1 Background of the Study

Reading is very important in increasing one's insight. The importance of interest in reading in education has a positive impact when learning a language, both in Indonesian and English. Reading skills are abilities that are generally obtained from school, this ability is very important to develop because reading is an activity that can develop knowledge (Ismayilli et al., 2022). Reading skills are one of the skills that students must master. English is a foreign language for Indonesian people and is also the official language of many countries. If you learn it, you will not only be able to communicate with the international community, but also be able to recognize the language itself. The Importance of English in the World of Work. It is possible that by frequently reading books in English, students will find it easier to think in that language. Improving English literacy skills will also improve your abilities in other aspects, for example grammar skills, writing skills, and also speaking skills (Mustafa et al., 2022).

Reading is very important in increasing one's insight. The importance of interest in reading in education has a positive impact when learning a language, both in Indonesian and English (Habók et al., 2024). In fact, there is still a lot about the importance of reading for students, namely to stimulate an interest in reading or literacy, namely providing interesting reading such as containing pictures so that it is not boring for students (Permatasari & Wienanda, 2023). Reading literacy is very

important because from reading students' knowledge will increase and they will begin to get used to reading every day. This is because nowadays the dominance of reading has become modern, namely via the internet, young people prefer to use the internet because of the more varied reading they get there (Zerebecki & Oprea, 2022).

This is very important because a habit will be able to enable students to filter out important information in news or other important information (Soroya et al., 2021). Digital literacy can be said to be progress in the Indonesian education system, namely the result of technological advances that are maximized in the education system (Dida et al., 2021). The increasing development of technology actually makes it easier for students to raise their literacy by providing material or scope for browsing according to their age limit, because basically literacy that is done at home can be called non-formal because it discusses video games, animated cartoons, or Korean dramas.

This influences the Indonesian government's policy, there are several schools that use traditional teaching methods, namely not allowing students to bring cell phones or smartphones to school because they think it will disrupt the effectiveness of learning in class (Rukmini et al., 2023). This literacy system, which is still a traditional method, is still applied in schools located in remote villages, meaning that students who go to school there rarely have cell phones, therefore digital literacy methods are also not implemented well (Olanrewaju et al., 2021). Schools, which are usually places to support students' education, also do not have facilities or means that are capable of supporting digital literacy, for example

facilities that should be available include school computers and media devices that can provide a digitalization effect for students' education (Alam et al., 2023).

Several previous studies have shown that interesting learning material can increase students' interest in reading (Wu et al., 2023). First, research on the implementation of literacy movements for children with special needs in elementary schools providing inclusive education. The collected data was then analysed through the stages of data reduction, data presentation, and drawing conclusions (Heru & Supadi, 2023). The implementation of the school literacy movement is carried out by prioritizing an affective social environment and creating comfortable and literacy-friendly physical environmental conditions. Implementation begins with a preparation stage, then a development stage and ends with a learning stage. Obstacles in implementing school literacy activities are related to the limited number of non-learning books, teachers' lack of knowledge about the literacy movement, reading corner facilities that are still not comfortable and the low motivation of deaf students in literacy activities (Hamzah, 2023). These obstacles were resolved by providing additional reading books, involving teachers in training and workshops on school literacy, decorating reading corners to make them more attractive and comfortable and collaborating with parents to motivate and get used to literacy both at school and at home (Kurniastuti et al., 2023).

The study conducted by Wirdiyana et al. (2024) focused on the use of e-books to increase junior high school students' interest in reading through Guidance and Counseling Action Research (PTBK). This research was carried out in two cycles, each consisting of the stages of planning, action implementation,

observation, and reflection. Data were collected using tests, observations, and interviews, while the analysis was conducted both qualitatively and quantitatively.

Riady et al. (2023) conducted a study on strategies to increase people's reading interest through the development of digital libraries. This research employed a literature review approach; therefore, it was not carried out in a specific location. This research uses literature studies, so it does not have a specific location. The discussion is carried out by reviewing and analysing library materials from several sources such as journals and books. The research results show that people's low interest in reading needs to find a solution. One solution that can be done is to instill the habit of reading from an early age. Getting into the habit of reading books can be done by providing books at home and making it a rule to read books in your free time. Apart from that, the government or schools can provide libraries and facilitate various types of books so that people's interest in reading increases.

The Use of Pop-Up Book Media to Increase Interest in Reading (Rahifa, 2023). The results of this research show that the library service strategy in increasing interest in reading uses a promotional strategy, namely by creating a library website that can be used by users, an OPAC (Online Public Access Catalog) service strategy) namely by providing accurate information to users, finding reading material needs for users, and providing convenience to users, customer service strategies by improving physical library facilities that are Instagram able, and strategies for improving the performance of librarians by participating in seminars and educational events.

Analysis of Reading Learning Difficulties for Children with Special Needs in Elementary Schools (Wulandari & Setiawan, 2023). The results of descriptive study research showed three main findings that can be described in this research based on the results of interviews, observations and documentation and strengthened by theoretical studies from various references. solutions or treatments that can be carried out by teachers and parents by providing treatment to overcome learning difficulties and obstacles. experienced by students with special needs who have learning difficulties in reading skills.

In Bali there is a school for deaf and mute students called SDN 2 Bengkala. This school started as a comprehensive school in 2007. SDN 2 Bengkala currently has six deaf students. This school accepts grades 1, 2 and 3 and studies independently in combined classes, while students accepted into grades IV, V and 6 will be grouped with other children.

SDN 2 Bengkala applies the same cloth to both mute and normal students. When the students gather, two teachers will teach them. A teacher has a different role in the class, there is a teacher who teaches material in deaf dialect, and another teacher teaches material orally.

Therefore, other students are also able to understand by communicating with peers who have hearing loss. One of the challenges in increasing the reading interest of mute children is the lack of alignment between the general concept of reading interest and methods that are suitable for them. Erlidawati (2023) explains that a special approach to fostering reading interest in mute children can help overcome

this gap, allowing them to gain the benefits of literacy in ways that match their needs and conditions. Reading interest in mute children is often understood conventionally, focusing on developing visual reading skills and understanding written texts. However, for mute children, this approach is not always appropriate due to their limitations in oral communication and language.

It is important to adapt learning methods to suit the needs of mute children. For example, the use of sign language, pictures, or assistive technology such as text-reading software can help them access reading material and understand the content better. Selecting appropriate reading material is also important in increasing mute children's interest in reading. Books with rich illustrations and content that is relevant to their life experiences can motivate them to engage in the reading process (Grøver et al., 2023).

Technology can be a very useful tool in developing an interest in reading for mute children (Sari et al., 2023). Apps or software specifically designed to help them access text, such as audiobooks or apps with text-to-speech features, can increase their accessibility and engagement in reading. A multisensory approach, which involves the use of multiple senses such as sight, hearing, and touch, can be very effective in facilitating the learning of mute children (Recard, 2021). For example, presenting text through images, videos, and sign language simultaneously can improve their overall understanding.

Collaboration between general teachers and special education specialists is very important in designing and implementing reading interest programs for mute

children. By combining the knowledge and experience of these two fields, we can create an inclusive and supportive learning environment for all students. Increasing mute children's interest in reading requires an approach that is sensitive to their needs and conditions. By integrating appropriate learning methods, using relevant reading materials, utilizing technology, and collaborating with special education specialists, we can overcome the asymmetry between the concept of interest in reading and its application to mute children (Erlidawati, 2023). This will not only improve their reading skills, but also give them a fair chance to gain the benefits of literacy like other children.

This research tries to use the e-book method to improve the reading activity for deaf students based on the problems they face in reading and the benefits of using learning media. The motivation for this research comes from the recognition that deaf students have particular difficulties when confronted with English literature. In other words, SD N 2 Bengkala is a supporting aspect to be used in this research. Apart from that, SD N 2 Bengkala is one of the inclusive schools in Bali and has implemented inclusive school procedures since 2007. Therefore, they lack the resources to foster an interest in reading, and traditional learning materials may not be able to meet their needs. The ultimate goal is to bridge this gap and foster positive learning experiences that meet the specific needs of the student population. To achieve this, the present study introduces the concept of an interactive hybrid book, which combines text, images, and sign language to create inclusive and engaging reading materials. The development of such a book is important because traditional resources are often not accessible for students with hearing impairments,

whereas an interactive hybrid book provides multimodal support that can enhance comprehension, motivation, and participation in reading activities.

1.2 Problem Identification

The primary issue addressed in this study is the low reading interest and lack of enthusiasm among fourth-grade students at SDN 2 Bengkala, particularly in reading English texts. Many students exhibit limited engagement with reading materials, which negatively affects their academic performance and language development. This issue is further compounded for students with disabilities, especially those with hearing and speech impairments (commonly referred to as "Kolok students"), who face communication barriers that hinder their reading development.

SDN 2 Bengkala is an inclusive elementary school that accommodates both regular students and students with special needs, including those with hearing and speech impairments. The school implements a co-teaching model in each classroom, where one teacher provides verbal instruction and the other translates it into sign language. Despite these efforts, students with disabilities continue to experience difficulties in reading activity, particularly in English. One contributing factor is the lack of inclusive and interactive learning materials tailored to their needs. Traditional teaching methods remain dominant, which do not adequately support multimodal learning styles or the specific needs of students with disabilities.

Building on the challenges faced by students with special needs in accessing conventional learning resources, previous studies have emphasized the importance

of developing interactive and inclusive learning media to enhance literacy skills. Such media are designed to provide equal learning opportunities by accommodating diverse learning styles and supporting students with disabilities. This highlights the need for innovative solutions, such as hybrid or multimodal learning materials, that can effectively increase reading motivation and comprehension among students with special needs. Widyastuti & Sari (2021) demonstrated that the use of hybrid books which combine text, images, audio, and video can significantly increase reading motivation and comprehension among elementary school students. Similarly, Damayanti, et al. (2022) found that hybrid books are effective in inclusive education settings, as their multimedia features help bridge learning gaps between regular and special needs students. However, despite these findings, the use of hybrid books in inclusive elementary classrooms remains limited due to the lack of contextually appropriate and accessible digital learning materials.

In light of these challenges, this study aims to develop an inclusive and interactive hybrid book as a learning medium to improve reading interest and literacy skills among fourth-grade students at SDN 2 Bengkala. The hybrid book is designed to accommodate diverse learning styles and support both regular and hearing-impaired students, ensuring equitable access to educational opportunities and promoting inclusive learning in accordance with global best practices in special education.

1.3 Limitation of the Study

One solution to the problem is that in student learning, a teacher should balance the use of cell phones and also reading media found in schools such as

learning books (Mishra et al., 2020). This is done so that students are not too dependent on gadgets and forget about traditional reading media such as books. Apart from that, teachers can also provide media such as reading that has been prepared from home, such as short stories that contain pictures (Carpenter et al., 2023). However, if using traditional media still makes students not interested enough, therefore one of the solutions is to create digital literacy image media such as stories in the form of videos containing pictures or material wrapped in a video to increase students' interest in reading (Sugita et al., 2021).

Digital literacy is the user's knowledge and skills in utilizing digital media, such as communication tools, internet networks (Rahmah, 2015). Digital literacy includes an understanding of online communication ethics, use of social media, and collaboration skills in a digital environment (Imjai et al., 2024). Students are taught how to interact productively and meaningfully in the digital world, which is an important skill in the modern world of work. Examples of implementing digital literacy at home are: Carrying out searches using a browser. Listen to music from official streaming services. Look at cooking tutorials on the internet, and there are many examples of activities that support various creations in literacy. However, in the current era, literacy must also be influenced by the reading habits implemented in schools (Vargas et al., 2024).

1.4 Research Problem

This study is underlined by four questions, such as;

- a. What kinds of English reading media are needed by inclusive students at SD N 2 Bengkala?
- b. How is the design of the hybrid book for inclusive class students at SD N 2 Bengkala?
- c. How is the content validity of the hybrid book k for inclusive class students at SD N 2 Bengkala?
- d. How is the practicality of the hybrid book for inclusive class students at SD N 2 Bengkala?

1.5 Purpose of the Study

The purpose of this research is to identify, describe and evaluate multimode learning materials in the form of hybrid book for English language teaching in inclusive class with a focus on increasing students' reading interest.

- a. To analyze the kinds of English reading materials needed by inclusive students at SD N 2 Bengkala
- b. To identify the design of the hybrid book for inclusive class students at SD N 2 Bengkala
- c. To evaluate the content validity of the hybrid book for inclusive class students at SD N 2 Bengkala
- d. To analyze the practicality of the hybrid book for inclusive class students at SD N 2 Bengkala

1.6 Significance of the Study

1.6.1 Theoretical Significance:

The findings of this study are expected to contribute to the development of reading materials that significantly enhance our understanding of concepts supporting inclusive reading. As a result, teaching and learning methods need to be tailored and individualized. Teaching students with special needs in regular classrooms presents unique challenges; therefore, teachers must possess strong pedagogical skills and a deep awareness of these students, including the ability to design specialized learning resources and tools.

1.6.2 Practical Significance:

a. For Institution

Because the utilization of multimode learning materials guarantees that educational resources are available and interesting to everyone, fostering a more inclusive and fair learning environment, this research can be beneficial to educational institutions. Additionally, the creation of these resources is consistent with the institution's mission to use technology to enhance instruction and promote technical literacy, both of which are becoming more and more crucial in today's society. The creation of multimode learning resources also advances the goal of the school, which is to generate well-rounded people. These resources not only boost kids' enthusiasm for reading but also foster teamwork, critical thinking, and creativity.

b. For Teachers

The development of multimode learning materials for English language teaching to increase students' interest in reading in inclusive classes has important practical significance for educators. This initiative is poised to bring positive changes in teaching methods and outcomes, thereby making the teaching process more effective. The development of this material is also in line with the role of teachers as facilitators of inclusive education. By utilizing multimode resources, teachers can create an environment where each student feels valued and supported in their learning journey.

c. For Students

The development of multimode learning materials for English language teaching to increase students' interest in reading in inclusive classes is very important for students. This initiative is designed to make the English learning experience more enjoyable, accessible, and tailored to individual needs, providing several beneficial practices for students.

d. For Researches

Researchers will find considerable practical value in the study and creation of multimode learning materials for English language instruction to boost students' interest in reading in inclusive classrooms. This project offers several useful implications for more scholarly research while advancing instructional tactics and our understanding of successful pedagogical techniques. Practical implications of this research

include the establishment of an evidence-based teaching methodology. Researchers can shed light on the best modalities and approaches by examining how multimode learning materials affect students' motivation in reading in inclusive settings. When creating an inclusive curriculum, educators may use this knowledge as a helpful resource to assist guide their selections.

