Utilization of Literacy Workshop to Improve Reading Ability of Elementary School Students

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Elementary school students in the Siosar shelter area experienced trauma and lagging behind learning, especially reading as effect of the Mount Sinabung disaster which often erupts. This action research is to improve the quality of reading learning for elementary school students affected by the Mount Sinabung disaster in the Siosar shelter area, Indonesia. Reading problems experienced by students include difficulty recognizing letters, spelling stammering, difficulty reading words, not paying attention to punctuation, not understanding the content of reading, and low motivation to learn. The action taken to solve the problem is to utilize a literacy workshop assisted by audio-visual media. This research method is an action study that refers to Mcniff's theory, which is carried out two cycles with two meetings each. Data collection techniques are carried out by tests, observations, analysis of documents and interviews. Data analysis techniques are carried out quantitatively & qualitatively. The results of this study showed that the quality and process of reading results improved before and after the action (the average initial condition of 52.23 increased to 81.06). The findings were reinforced by t-test results that showed there were significant differences in reading competence in pre-action and in the results of second cycle actions. It is recommended that special actions be taken in learning for students in disaster areas by utilizing various media, both through group and individual activities to be motivated in learning and traumatic reduction.

Keywords: action research, reading ability, learning motivation, literacy workshop, elementary school students

INTRODUCTION

Efforts to develop a reading culture have been conducted through the "school literacy movement" launched by the government. The policy is to increase students' reading interest (Kemendikbud 2016). Reading is one of the most important abilities for children as they develop in their early school years, as it becomes the basis for their learning (Küçükünal, Öğretir Özçelik, & Yalçınkaya 2020: 1), as it can support the learning process at a higher level (Burke & Braillie 2011; Beers 2009), and will have a great impact on encouraging students to be able to compete globally (Bowcher 2020; Batool & Sheila 2019). However, the reality that occurred in the elementary school located in the sinabung mountain siosar shelter area was not in line with expectations, it was found that students' reading skills failed. The failure was seen from the low reading ability of students with an average score of 55.23. Furthermore, only five students out of 30 students achieved Minimum Mastery Criterion. Not only a failure in reading ability, but the motivation of learning students also showed motivation in the low category, with the average percentage of the class, reached 37.68%.

Elementary school students in the Siosar shelter area experienced trauma and lagging behind learning, especially reading as effect of the Mount Sinabung disaster which often erupts. Reading problems experienced by students include difficulty recognizing letters, spelling stammering, difficulty reading words, not paying attention to punctuation, not understanding the content of reading, and low motivation to learn. The elementary school in this shelter of Siosar is the only place for elementary school students affected by the eruption of Mount Sinabung to get an education at the elementary level. If the mountain erupts, the school will be off, and students will not go to school, so the learning is not carried out properly (Halimatussakdiah 2018). Therefore, the themes of learning that must be learned in each semester can not be learned maximally, and the achievements could not meet the target. It confirms that there is an urgent problem in primary schools located in the shelter of Siosar.

The obstacles faced by students both from themselves and the environment affected by the disaster turned out to be a very complex influence. It is reinforced by the research that finds that reading practices will be difficult to realize if students are not ready mentally, physically, or in social condition (Chong 2016; Cliff 2016), as well as the needs, ages, backgrounds, and learning environment of students (Thibaut 2018). This is supported by the theory of Bronfenbrenner (1986) views that a child's development is influenced by the environmental context. The reciprocal relationship between the child's individual and the environment will shape the child's behavior. This theory emphasizes the influence of the environment in the development of each individual where the development of learners is the result of interactions between the surrounding nature and the learners. Furthermore, Gibbs (2019) said that the environment affected by natural disasters often interferes with educational opportunities for children. The results of his research show that changes in the academic field are experiencing obstacles. Children's ability to read and count decreased scores. In addition to the direct threat of the disaster experienced children can experience specific challenges associated with different stages

of physical, mental, emotional, cognitive, and social developmental stages (Anderson, 2005; Bonanno et al., 2010; Peek, 2008).

The problem of low reading ability and student learning motivation currently requires interactive reading learning resources, arousing students' learning motivation. Learning is carried out in a relaxed, comfortable atmosphere, fun, not formal activities that often make students bored (Nambiar 2017). One of the learning resources that can be used to be a solution is the literacy workshop. There has been a long-standing literacy workshop in the school, but the teacher too neglect the literacy workshop.

Empowerment of literacy workshops becomes a solution as an effort to solve problems faced by students affected by disasters. Actions taken to try to overcome the problem of the low reading ability of students in refugee camps, this is done to avoid the possibility of the birth of an illiterate young generation, and so that students can read fluently so that they can access knowledge independently whenever there is another eruption of Mount Sinabung and schools are closed. In addition to accessing knowledge, when students can read, they can choose readings that can be entertained in these conditions so that the sadness and trauma caused by the disaster can reduce the mental burden of the students. Several studies that support the use of literacy workshops can be a strategy to increase students' attention in learning, namely (1) Burke & Braillie research (2011) explains the teacher's strategy for the development of children's literacy, namely the Literacy Workshop, which researchers use to develop the reading ability of children who have just entered school; (2) Nambiar research (2017) confirms that technology-assisted interactive learning spaces can make learning more interesting and increase

students' attention in the classroom; (3) Polizzi research (2017) discusses digital literacy, which is included in the national curriculum in the UK, using online content in classrooms can make students interested in learning.

The literacy workshop will be pursued to contain print media that have existed and more on interactive learning media such as audio-visual learning media. The implementation of audio-visual media makes it easier for teachers to teach to be more interactive. By implementing audio-visual media (Friedrich 2013), it can display images, sounds, and videos about stories (Martinez 2019; Kalantzis 2016) and can motivate students to enjoy learning because learning while playing (Beaty 2009; Gray 2017; Ashley 2010).

When the teacher instructs students to read, it can be seen that students mean it, are cheerful and enthusiastic so that there is an increase in reading skills from pre-action, cycle I to cycle II. This is evidenced based on the average score of students' reading ability found in pre-action (55.23) and in cycle II increased (81.06). The percentage of students who have achieved grade completion increased in cycle II by (96%). Likewise, student learning motivation in pre-action (37.68%) and in cycle II increased (82%) with the category of moderate motivation. This is a new thing because previously teachers have never done learning with this situation. In addition, a statistical test was carried out, namely the t-test, namely the $9{,}577 > 2{,}045$ or $t_0 > t_t$ so that the null hypothesis which reads "THERE is NO difference in reading ability between before and after learning by utilizing audio-visual media-assisted literacy workshops in Grade III

elementary school students" is rejected or there is a difference between reading ability before and after being given action by utilizing an audio-visual media-assisted literacy workshop

The Importance of Reading Ability

Reading ability can be instilled in students from the early grades because the prerequisite for the emergence of knowledge is the development of literacy society since the early grades (Jessel 2011; Zuchdi 2010; Cope & Mary 2019). Freire inherited the idea that learning to read is more than a mechanical process, and that's the way it is taught has key implications for developing critical thinking (Freire & Macedo 2004). Castellví (2021) Learning to read is certainly related to the idea of reading the world.

There are several studies that support this research, namely: (1) Reading competence is the most important skill for children's academic success. The strategies implemented by peer-tutoring are integrated using e-books. The effect of this strategy on children's reading comprehension was investigated using a quasi-experimental design. Three classes of students aged 11-12 (n=73) participated in the study for 12 weeks, and showed that the integration of peer guidance in reading e-books resulted in an effective instructional model for improving the reading of elementary school students (Tsuei, Huang, & Cheng 2020); (2) Masri & Halimatussakdiah's research (2017) in siosar relocation which states the main problem in this study is the ability to read early in grade I students. After the provision of action with the use of big book media, the average score of the class increased to 60.8 with the number of students who completed learning as many as 14 students; (3) The results of a survey conducted by the Ministry of Education and Culture's Puspendik in testing the reading skills of fourth grade elementary school students, the results were 46.83% in the poor category, 47.11% in the sufficient category, and only 6.06% in the good category.

The difference between these relevant studies and this action research is that children's reading difficulties do not just come from the students themselves, but what makes the difference is the impact of the Mount Sinabung disaster situation. Thus, the novelty in this research is an effort to overcome the problems of elementary school students who were affected by the Mount Sinabung disaster in the Siosar shelter area, which are related to the ability to read. The low ability of students is evidenced in the distribution of reading ability results of many students who obtained the 'Less' grade category of 19 people, the 'Enough' category of 6 people, the 'Good' category of 3 people and the 'Excellent' category of only 2 people. Based on the minimum completion criteria that have been set at 66, there are only 5 people out of 30 students who scored in classical completion (17%). Referring to the minimum classical completion of 75%, the score is below the success criteria so that it can be said that learning activities have not succeeded in providing completeness of learning in the classroom.

This action research is also a strategy for teachers to improve and solve problems that occur in the classroom, the process is developed over time, and is based on teacher experience, contextual knowledge, collaborating with researchers as equal partners, and teacher ownership (Leeman, van Koeven & Schaafsma 2018; McNiff 2006). Teachers

can reflect on the obstacles that result in students failing (Cresswell 1998; Kemmis & McTaggart 2009), including failure in reading and low student learning motivation, then try alternative actions with literacy workshops with audio visual media that are believed to solve problems. Through action research in the Siosar shelter area, it will certainly be able to reach remote pockets where children affected by the Mount Sinabung disaster often do not receive education services.

Motivation is a process of increasing motives into actions or behaviors to meet needs and achieve goals (Wigfield 2004). Motivation is the state and readiness in the individual that encourages his behavior to do something in achieving certain goals (Cambria & Guthrie 2010; Schunk 1997). Based on some studies stated that children who have good motivation will experience an increase in literacy skills well during their learning. Reading is an energy-consuming activity that often involves choice, motivation is essential to fostering a student's desire to enjoy reading, even students with the strongest cognitive skills may not spend much time reading if he or she is not motivated to read (Guthrie 2011). Motivation theory seeks to understand the choices individuals make among the various activities available to them and their effort and perseverance at their chosen activities (Wigfield 2004; Schunk 1997).

Learning resources of literacy workshop assisted by audio-visual media

According to Allen (1998), literacy workshop is a place as a strategy to develop literacy skills that have been owned by students through continuous and directed improvement programs. Literacy workshops are used as a place to improve students' literacy skills (Burke & Braillie, 2011: 4). Tobin, R. and McInnes, A (2008: 4) explain that students in the classroom will need different instruction, literacy centers can be a great way to distinguish instruction from classroom learning. Furthermore, Nambiar's research (2017: 30) explains the characteristics of interactive rooms designed with colorful walls, interesting images and motivational messages. Each class is also personalized with the addition of a feature such as a mirror, the table is arranged in a bow and students are allowed to doodle it. Students sit facing each other and teachers occupy central positions, having access to each student. Air-conditioned, has Wi-Fi connectivity, LCD projectors, and Chromebooks.

In addition to providing an attractive and conducive learning space, this classroom aims to facilitate the integration of technology into learning, such as audio-visual media. Audio visual media is suitable for applied to literacy learning because it can activate students' eyes and ears in the learning process (Ashley 2010). Audio visual media is suitable for improving students' literacy skills because this type of media not only contains sound elements but also contains images that can be seen, such as video recordings, various sizes of movies, sound slides, and so on (Martinez 2019). This is in line with the research of Sumarwati et al (2021) that learning materials are easier for students to understand if visualized. This research focuses on visual media in the form of comics. Furthermore, Bulkani, et al (2021) stated that teachers should play an active, creative and innovative role in developing animation learning media based on local wisdom in learning so that student learning outcomes get maximum results.

The teacher's strategy to improve reading skills can be done using audio visual because it has the following advantages (Beaty 2009): (1) the teaching material will be clearer in meaning so that it can be better understood by students; (2) media that have elements of sound and images so that teaching will be more varied; (3) students do more learning activities, because not only listen to the teacher's description, but also the activity of observing, performing, demonstrating, and others; (4) Teaching will attract more students so that it can foster learning motivation.

METHOD

This action research is suitable for solving teacher's problems because this action research collaborates on diagnosis, action, reflection, and evaluation (McNiff 2002: 15) and focuses on improving educational practice through systematic studies of a problem (Cresswell 1998: 599). In addition, Kemmis and McTaggart (2009: 16) suggest that research into these actions is essential for individual change and group cultural change.

Research Design

Design action research according to McNiff (2006), planning, implementation, observation and reflection. The research design consisted of eight-step models of the action research process according to McNiff (2002: 71) "Review the current exercises, identify the aspects researcher wants to improve, imagine the way forward in this case, monitor and reflect what happened, change the plan based on what has happened found, what has happened, and continue, evaluate modified actions, continue until aspects of the work reach the target".

Research Subject

Research subjects were 30 students 20 female and 10 male and a third-grade elementary school teacher. This study involved the teacher with the researcher, the researcher as the internal person who was in the learning process and at the same time collaborated to help the teacher carry out the learning process.

Data Collection Techniques

The teacher collected data by providing reading tests and observation sheets of learning motivation. The assessment focus consists of reading letters, reading vocabulary, reading words, reading simple sentences, fluency, and clarity of voice (referring to Afflerbach 2009; Beers 2009; Zuchdi 2001). Furthermore, the instrument of learning motivation consisted of indicators: Be diligent in facing tasks, be tenacious to face difficulties, have high interest, be independent, can express opinions, can work together, desire to learn, have self-awareness, and be responsible (Guthrie 2011; Wigfield 2004).

Test Instruments

The reading test manuscript containing the text and instructions for reading assignments is tested for validity through expert tests, namely elementary school education experts (1 person) and Indonesian experts in elementary schools (2 people). From the expert test, feedback was obtained to revise the substance and use of language in the readings and

test instructions so that it was easy for students to understand. The reading test is carried out by giving the task of reading simple sentences (single sentences) in a voice.

Data Analysis Techniques

Data analysis techniques are carried out qualitatively and quantitatively. Qualitative analysis is used descriptively qualitatively, that is, by describing the results of the application of actions. Quantitative data analysis with descriptive and inferential. Descriptive data analysis includes calculations of averages, frequencies, modes, and standard deviations. To see the improvement in achievement of each cycle, a critical analysis was carried out by comparing the percentage of motivated students and the scores achieved by students. Inferential data analysis performed by t-test

Indicators

The success rate of reading ability is determined by looking at the success criteria that have been set in the following table.

Table 1
Indicators of student reading ability success

Assessment Aspects	Assessed elements	Score
1. Reading letters	Students read letters correctly	20
	Students read letters quite correctly	10
	Students read letters incorrectly	5
2. Reading vocabulary	Students read vocabulary correctly	20
	Students read vocabulary quite correctly	10
	Students read vocabulary less correctly	5
3. Reading words	Students read the word correctly	20
	Students read the word quite correctly	10
	Students read words incorrectly	5
4. Read simple sentences	Students read simple sentences correctly	20
	Students read simple sentences quite correctly	10
	Students read simple sentences incorrectly	5
5. Fluency	Students are fluent in reading	20
	Students are quite fluent in reading	10
	Students are less fluent in reading	5
6. Clarity of Voice	Students are clear in reading	10
	Students are self-explanatory in reading	7
	Students are less clear in reading	3
Number of scores		100

The achievement of this study was carried out by comparing the results of actions of each cycle with indicators of success. Students have the ability to read Students who reached Minimum Mastery Criterion ≥66 by percentage The indicator reaches ≥75%.

Table 2
Indicators of success of student learning motivation

Indicators	Descriptors	Valuation
1. Persevere in the face of the task	1) Diligent in understanding the teacher's explanation of the assigned tasks 2) Mean it in doing the task given by the teacher 3) Diligently ask the teacher when there is a task that is not understood 4) Involve yourself in completing group tasks	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors
2. Tenacious in the face of adversity	1) Have a willingness to learn without coercion 2) It's not easy to despair in doing something 3) Not quickly satisfied on the achievements achieved 4) Not ashamed if you experience failure and be able to rise again for the better	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors
3. Have a high interest	1) Have the desire to pay attention to the teacher's explanation in learning activities 2) It's nice to see learning media playback compared to chatting with deskmates 3) Strive to master the subject matter 4) Showing concern for his friends who have not yet succeeded	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors
4. Independent	1) Does not rely on friends in completing tasks 2) Actively read books to find the correct source of answers in working on assignments 3) Have a creative attitude in learning 4) Can work on group tasks that are divided individually	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors
5. Can express opinions	1) Willing to ask the teacher about material that is not yet understood 2) Likes to ask questions with friends if there is something you don't understand 3) Dare to express your opinion in group discussions 4) Provide input in group discussions, if there are group friends who are not right in answering.	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors
6. Can work together	1) Happy to work on tasks together with friends 2) Can work together during group discussions 3) Can cooperate with teachers 4) Helping friends who have difficulty learning	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors
7. Desire to learn	1) Paying close attention to the learning media displayed by the teacher 2) The desire to participate in learning 3) Comply with the rules submitted by the teacher 4) Not easy to give up on learning	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors
8. Self-awareness	1) Curiosity about new things 2) have a desire to ask questions to teachers regarding the learning media displayed 3) Willing to answer questions from teachers 4) Be confident in doing things while learning	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors
9. Responsible	1) No fuss, listening to the teacher's explanation 2) Collect tasks on time 3) Actively engage in discussions with group mates 4) Dare to read out the results of the discussion	1. One visible descriptor 2. Two visible descriptors 3. Three visible descriptors 4. Four visible descriptors

Furthermore, students are said to be successful in having learning motivation if the indicators achieve classical learning completion reached 75%. Students have learning motivation by percentage the indicator reaches ≥75%.

FINDINGS

Results of Action on Cycle I

Observations in the first cycle of teachers, it was found that the quality of the learning process was not optimal in meeting the indicators that had been set as many as 10 indicators (opening lessons, informing learning objectives, using learning media, using learning models, mastering learning materials, involving students in learning, dividing students into groups and accompanying students to discuss, assess and evaluate student learning processes and outcomes, and conclude learning). Of the 10 indicators, only about 30% were implemented. In addition, the teacher has not been able to properly control the situation in the literacy workshop. Teachers are not used to using audio-visual media, whereas previously researchers had provided training to teachers as many as 4 meetings from the first week to the last week in January 2021 related to designing audio-visual learning media, implementing learning steps with the use of audio-visual media and at the same time practicing it in the literacy workshop, but because teachers were not used to it, they experienced several obstacles.

Furthermore, observations of students were found that students were not very active, felt afraid of being told to read, there were some students who had not been able to read sentences from the audio-visual media display, the display of writing sentences was not too large, the atmosphere of the classroom was noisy, students commented on each other when faced with the text displayed and some felt embarrassed to read. The learning conditions are not optimal, this can be seen from the reading ability scores of students as follows: There are 5 students who obtained the Less grade category, 18 students in the Sufficient category, 5 students in the Good category, and 2 students in the Excellent category. The average score of the class is 62.83 and the completion target in the class is still 24%, it has not reached the target of the completion criteria of at least 75%.

Furthermore, the learning motivation data of grade III elementary school students in the first cycle of meeting 1 below There were 20 people out of 30 students who scored to achieve the minimum completion criteria (57%). The grade point average of 68.17 has not reached the minimum completion criteria limit. So that students' reading ability has not been achieved.

Table 3
Student learning motivation in cycle I meeting 1

Observed motivation	Percentage (%)
1. Persevere in the face of the task	56
2. Tenacious in the face of adversity	39.16
3. Have a high interest	38.33
4. Independent	37
5. Can express opinions	43.33
6. Can work together	35
7. Desire to learn	43.33
8. Self-awareness	33.33
9. Responsible	40

In the cycle I meeting 2, reading ability still does not show an increased average value. There are 4 students in the Less category, 6 students are in the Enough category, 15 students are in the Good category, and 5 students are in the Very good category. There are 20 out of 30 students whose scores are achieving Minimum Mastery Criterion (57%). The average class score is 68.17 and has not reached the Minimum Mastery Criterion limit. Thus, the students' reading ability has not been achieved. Furthermore, the data of third-grade elementary students' motivation in the cycle I meeting 2 are as follows.

Table 4
Student learning motivation in cycle I meeting 2

Observed motivation	Percentage (%)
1. Persevere in the face of the task	49.16
2. Tenacious in the face of adversity	51
3. Have a high interest	47
4. Independent	54.16
5. Can express opinions	43.33
6. Can work together	34.16
7. Desire to learn	51
8. Self-awareness	49.16
9. Responsible	46

Based on the reflections carried out, so the improvement was conducted, the results of the reflection are: 1) It is necessary to carry out actions by paying attention to better procedures, in utilizing literacy workshops assisted by audio-visual media, in order to improve the reading ability and learning motivation of students; 2) Teachers prepared more actions in the literacy workshop before the day of implementation. Closing the doors and some windows overcame noise disturbances from the outside; 3) Researcher and teacher prepared portable LCD and computers owned by the school. Before the implementation of the action, the teacher practiced operating the tool to be used with the researcher. The teacher needed to practice predicting the time it takes for preparation, application, and closure due to learning using audio-visual media; 4) increased size of the text writing and image, increased the sound volume of the media by further

strengthening the loudspeaker so that students could focus on the media; 5) The teacher motivated students to be confident to read their work in front of their friends; 6) Before presenting the media, the teacher gave questions to some students spontaneously so that students were conditioned to be more focused. The teacher explained the material using simple sentences and examples that were close to the student's environment to make it easy for students to understand.

Results of Action on Cycle II

This cycle II of observation of teacher was focused on seeing the progress of teachers. The results of learning implementation from the first to the second meeting were in line with the plan that had been set. The teacher seemed to motivate students to work with their groups actively. The teachers seemed to be more active in paying attention to each student in doing their group work. The teacher seemed to be able to understand the tools used to implement audio-visual media when they wanted to be displayed. The teacher did not forget to give appreciation in the form of praise to students so that students felt happy and noticed.

Observation on students, they seemed enthusiastic in following the learning. Students could complete the tasks the teacher gives responsibly. In Cycle II, students able to read fluently. The activities in the second meeting of Cycle II were carried out according to the plan. Students could already feel the benefits of the media displayed. An innovative learning atmosphere made students followed the learning happily and not quickly bored. In reading his tasks in front of the class, they were increasingly confident, even had been fluent in reading, no longer felt afraid and ashamed. The evaluation results showed a good improvement, it appears that no students have obtained the Less category, the Enough category numbered 5 students, the Good category numbered 16 students, and the Very good category numbered 9 students. There are 25 out of 30 students whose score achieves Minimum Mastery Criterion. The average class score is 73.33 has reached the Minimum Mastery Criterion Limit. The completion target in the class of 83% has reached the target of completion criteria at least 75%.

Furthermore, the data of third-grade elementary students' motivation in the first meeting of Cycle II is as follows. The percentage of the number of students motivated in the first meeting of Cycle II is diligent in facing tasks (65%), tenacious in facing difficulties (67%), interest in learning (66%), independent in learning (75%), motivated to be able to express opinions (65%), work together in finding and solving problems (65.5%), desire to learn (66.33%), self-awareness (57%), responsible for learning (58.33%). The observation of students' learning motivation in the first meeting of Cycle II reaches 65.02%.

The second meeting of cycle II, it has seen an increase. Students had started to dare to read their assignments more than before, and almost all students seemed confident studying in the literacy workshop. Moreover, the observation results of the ability to read vocabulary, words, and simple sentences have shown a good average value. A student obtains the Enough category, the Good category numbered 15 students, and the very good category numbered 19 students. Based on the Minimum Mastery Criterion

set, namely, 66, 29 out of 30 students get a score achieving the Minimum Mastery Criterion. The average class score of 81.06 has reached the Minimum Mastery Criterion limit. The completion target in the class of 96% has reached the target of completion criteria at least 75%.

Furthermore, the data of third-grade elementary students' motivation in the second meeting of cycle II is as follows. The percentage of the number of students motivated in the second meeting of cycle II is diligent in facing the task (82%), some are motivated to be tenacious in the face of difficulties (82.5%), interest in learning (82%), independent in learning (85%), who are motivated to be able to express opinions (78%), cooperate in finding and solving problems (83%), desire to learn (84%), self-awareness (82%), responsible in learning (82%). The percentage of the average class has reached 82%.

The following research data such as: Increased motivation of all aspects of third grade elementary school students, comparison of student reading ability assessment results, percentage of pre-action and cycle II, summary of the descriptive statistics analysis results, the results of the normality test, the results of the homogenity test and Summary of the hypothesis testing, as follows.

Table 5
Increased motivation of all aspects of third grade elementary school students

Observed Motivation	Percentage				
	Pre-Action	Cycle I		Cycle II	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1. Persevere in the face of the task	49,17	56	49.16	63,33	82
2. Tenacious in the face of adversity	33,33	39.16	51	62	82,5
3. Have a high interest	36,66	38.33	47	68,33	82
4. Independent	31,67	37	54.16	67	85
5. Can express opinions	42,50	43.33	43.33	65	78
6. Can work together	33,33	35	34.16	70	83
7. Desire to learn	42,50	43.33	51	63,33	84
8. Self-awareness	31,67	33.33	49.16	69,2	82
9. Responsible	38,33	40	46	72	82
Total value	339,16	365,48	425	600	740,5
Average percentage	38	41	47.21	67	82

Based on table 5, it shows that the percentage of students who are motivated in every aspect of student learning motivation seems to have increased even though it is not too high, starting from pre-action (38%), cycle I meeting 1 (50%), cycle I meeting 2 (59%), cycle II meeting 1 (66%) and in cycle II meeting 2 the number of motivated students increased to reach (79%). In general, the pre-action conditions are all low. The percentage of students who meet is low on all aspects. In cycle I there is an increase of about 12 - 21%. In cycle 2 there is a significant increase although not too high around 7 -20%.

Table 6
Comparison of student reading ability assessment results

Criteria	Condition				
	Pre-Action	Cycle I		Cycle II	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
Average value	55,23	62,83	68,17	73,33	81,06
Lowest value	41	43	50	59	65
Highest score	82	85	90	90	92
Classical Completeness	17%	23%	67%	83%	97%

Based on table 6, it shows that there is a significant improvement seen in the comparison of the average reading ability scores of grade III elementary school students in pre-action (55.23), in cycle I of meeting 1 (62.83), in cycle I of meeting 2 (68.17), in cycle II of meeting 1 (73.33) and in cycle II of meeting 2 (81.06). Based on the distribution of scores in the pre-action and cycle I, student scores tend to be in the low group. In cycle II students' grades tend to be in the upper group.

Table 7
Percentage of pre-action and cycle II

Score	Pre-Action (%)	Cycle II (%)
52-57	20	0
58-63	23	0
64-69	17	7
70-75	27	17
76-81	10	20
82-87	3	43
88-93	0	13
∑	100	100

Table 7 shows that student's reading ability has significantly improved. In the pre-action, the highest score percentage is ranged between 70-75, while in the cycle II the highest score percentage is ranged between 82-87. Significant increase was found in the score range 82-87 which was only achieved by 3% of students in the pre-action and increased to 43% at the cycle II.

Table 8
Summary of the descriptive statistics analysis results

Group	Pre-Action (%)	Cycle II (%)
N	30	30
Lowest Score	52	65
Highest Score	82	92
Mean	55.93	81.06
Mode	58	85
Std. Dev.	10.58	7.05

Table 8 shows that the range of reading skills scores on the pre-action and posttest is very different. The pretest score was 52 - 85, while the cycle II was 65 - 92. The mode score on the pre-action was 58, which was obtained by four students, while the mode score on the cycle II was 85, which was obtained by six students. Based on the range of scores, the average, and the mode, it can be concluded that there is an increase in reading scores.

Table 9
The results of the normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Action	.170	30	.027	.936	30	.070
Cycle II	.178	30	.016	.945	30	.122

a. Lilliefors Significance Correction

Demonstrates that the significance value of the pretest reached 0.07, and that of the postest was 0.377. Both groups achieved significance values that were higher than 0.05, and therefore, the data were considered normally distributed.

Table 10
The results of the homogenity test

Score			
Levene Statistic	df1	df2	Sig.
2.577	1	58	0.114

The significance value yielded from Levene's test was 0.114. Data are homogenous if the significance value obtained is or exceeds 0.05. Therefore, the data are declared homogenous.

Table 11
Summary of the hypothesis testing

t-test	Degree of freedom	alpha	t-obs.	t-table	Conclusion
Pretest & Postest Score	58	0.05	9.577	2.045	H0 rejected

So, $9{,}577 > 2{,}045$ or $t_0 > t_t$ so that the null hypothesis which reads "THERE is NO difference in reading ability between before and after learning by utilizing audio-visual media-assisted literacy workshops in Grade III elementary school students" is rejected or there is a difference between reading ability before and after being given action by utilizing an audio-visual media-assisted literacy workshop.

Based on the data in the table above, there is an increase in reading ability and student learning motivation measured by comparing achievements from pre-action to cycle II. In addition, statistical tests were carried out, namely normality tests, validity tests and t-tests.

Based on the reflections over the past two cycles, there seems to be progress as follows: The teacher and the researcher managed the organization of the literacy workshop's space and optimized audio-visual media that initially experienced weaknesses; the next

media were pursued to be made more effective such as enlarged text and clarified sound. This is according to Sadruddin's research (2012), explaining that the effective plan and discipline of classroom management conducted by the teachers will help achieve the increase of action research in each learning cycle. During the learning process, the teacher actively motivated students, invited students to ask questions, made observations, and directed tasks in a structured manner. The teacher displays audio-visual media with sounds, images, and stories, the process takes place naturally in the form of learning while playing, a fun informal atmosphere, and not formal activities that often make students bored. This kind of treatment is not without reason. Fernandez (2016) shows that teachers who can motivate students would be able to learn with fun so it can improve their reading and writing skills in class (Nolen 2007). Research actions that utilize literacy workshops with the help of audio-visual media showed an improvement in the reading ability and learning motivation of elementary school students affected by the Eruption of Mount Sinabung. The increase is a positive thing; it is reinforced by Elliott (1978: 355), who states that the commitment of action research should focus on the practice of problems that have been found in participants experiencing problems to be changed to capable, and Zuber-Skerritt (1996b: 83) conveys that action research should bring about practical improvements, innovations, and better changes to the actions taken.

DISCUSSION

The success of education is reflected in two things, namely the process and results of the education (Howes 2008). The use of technology is an important thing that needs to be integrated into the educational process (Martinez 2019; Beaty 2009) because it can be a solution to problems in education (Ashley 2010). Technology that utilizes learning media such as audio-visuals is suitable for improving students' abilities to read because this type of media contains elements of sound, motions, and images that can be seen (Ruck 2020). The media used in each meeting is pursued to have similarities in the form of audio-visuals. The use of the same media as this is done as a stimulus to grow students' curiosities in the media. Research conducted by Nolen (2007) shows that something in common will foster curiosity in students if given on an ongoing basis. Therefore, the use of audio-visual media at the first and second meetings was an effort by the researcher to increase students' curiosities.

In Cycle I, students' reading skills have not been achieved, the incompetence of this study is almost the same as the reported study (Le Roux 2021) that after many education reforms over the past 2 decades, South Africa is still one of the lowest performing countries in terms of literacy outcomes. Despite increased access to early childhood education programs, more than half of Grade R students will enter Grade 1 without the skills necessary to master reading. Obviously, systemic interventions don't work. The studies reported here are also based on the framework of Bronfenbrenner's ecological theory which views human development as influenced by the environmental context. If the child's environment experiences obstacles, the child will also experience obstacles in learning. This is in line with what was conveyed by Masri & Halimatussakdiah (2017) that the eruption of Mount Sinabung, Tanah Karo Regency, North Sumatra Province,

caused a psychological impact on children. Symptoms of stress experienced by children after a disaster include: fear of separation from parents, fear of strangers, difficulty sleeping, bedwetting or sucking thumbs, easy crying and screaming, fear, laziness to study at school, refusing to go to school and not being able to concentrate. A Young and Potter study (2013) confirms that students in first-year classes who do not acquire reading skills, then those students cannot adequately understand, analyze, synthesize, or evaluate texts.

In Cycle II, the teacher and the researcher evaluated the obstacles faced in Cycle I to improve learning to be more effective. The teacher evaluated the use of audio-visual media, practiced reading together repeatedly, and gave appreciation if students were fluent in reading so that the students felt happy and proud. The research of Alegría & Cisternas (2018) found that many children are in difficult situations in reading in the first years, the problem of failure is that it originates in the classroom, so the authors are interested in conducting research that will help avoid, or at least reduce, repetition in the first years of the child. The author, analyzes how children read, what children read, how many children made progress, what intervention from the teacher seemed to contribute to that progress. The author, conveys that there is teaching that deviates greatly from traditional methods (phonetics, in particular, "generative words") and puts forward the ideas and ways of children's learning, cognitive interactions between them and also their participation in written culture.

Additionally, in Cycle II, the teacher was more active in introducing vocabulary, words, simple sentences to students so that students got used to and motivated students who had failed in reading. According to Cambria & Guthrie (2010) that there are two sides that become influential to students' reading ability; on the one hand, are skills that include phonemic awareness, phonics, word recognition, vocabulary, and simple understanding. On the other hand is the desire of "will," students to read. Thus, there is a growing willingness of students or strong motivation, and supported by learning that makes learning conditions more relaxed and informal. It describes children's pleasures, their desires, and their behavior while reading. A student with skills may be capable, but without willpower and motivation, he will not be able to succeed (Cambria & Guthrie 2010).

Furthermore, Pereira da Costa & Carvalho da Silva (2015) said that reading activities play a very important core role in the classroom, reading activities should be designed with things that please children, taking into account novelty and governed by appropriate principles, such as children brought closer to the text of the story through audio-visual computer games with animation technology. Similarly, Kellner (2000), In a period of dramatic technological change, technology is evolving exponentially and this is bound to have an impact on how learning and literacy in the 21st century are being redefined (Benson & Chik 2010). Therefore, educators have a need and responsibility to adapt and integrate curricula into new digital contexts (Schmar-Dobler 2003), utilizing media technologies to ensure that education is relevant to the demands of today's society (Kress 2003). Similarly, Girón-García (2015), her article highlights the role of digital literacy to promote reading comprehension to solve problems, activities, tasks; or simply

to satisfy learners' needs by providing an overview of an intervention's pedagogical and qualitative data showing its successful implementation.

Based on the reflections over the two cycles, it can be seen that there is some progress taking place, as follows: The teacher and the researcher managed the organization of the literacy workshop's space and optimized audio-visual media that initially experienced weaknesses; the next media were pursued to be made more effective such as enlarged text and clarified sound. During the learning process, the teacher actively motivated students, invited students to ask questions, made observations, and directed tasks in a structured manner. Fernandez (2016) shows that teachers who can motivate students would be able to learn with fun so it can improve their reading skills in class (Nolen 2007).

Furthermore, a validity test was also carried out on the reading test script. The reading test manuscript containing the text and instructions for reading assignments is tested for validity through expert tests, namely elementary school education experts (1 person) and Indonesian experts in elementary schools (2 people). From the expert test, feedback was obtained to revise the substance and use of language in the readings and test instructions so that it was easy for students to understand. The reading test is carried out by giving the task of reading simple sentences (single sentences) in a voice. The focus of the assessment is: the precision of reciting letters, the precision of reciting words, the fluency of reading, the intonation of pauses, and the clarity of the voice.

Research actions that utilize literacy workshops with the help of audio-visual media showed an improvement in the reading ability and learning motivation of elementary school students affected by the Eruption of Mount Sinabung. The increase is a positive thing; it is reinforced by Elliott (1978: 355), who states that the commitment of action research should focus on the practice of problems that have been found in participants experiencing problems to be changed to capable, and Zuber-Skerritt (1996b: 83) conveys that action research should bring about practical improvements, innovations, and better changes to the actions taken.

CONCLUSION

The results of this study concluded that the quality and process of reading results increased before and after the action (the average initial condition of 52.23 increased to 81.06). The findings were reinforced by t-test results that showed there were significant differences in reading competence in pre-action and in the results of second cycle actions. The results of this study show that there is an improvement in the quality of the reading learning process and results in elementary school students in the siosar shelter area and the actions implemented by utilizing literacy workshops assisted by audio-visual media have also been optimally pursued, but in its implementation there are limitations to ideal measures due to the following factors: 1) Not all students have shown the best performance, 2) Electricity often goes out so that the use of audio-visual media is hampered, 3) The equipment of the literacy workshop has not been used for a long time so that it is dirty and poorly maintained, 4) it is necessary to take special actions in learning for students in disaster areas by utilizing various media, both through

group and individual activities to be motivated in learning and traumatically reduced, 5) There is a sinabung mountain disaster that erupts continuously due to reading learning disorders. It is hoped that subsequent researchers can work on these limitations.

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