



## **Efforts to Increase Reading Interest in Adolescents 17-23 Years Old (Literacy Habituation on Jalan Sukabumi in the City of Bandung)**

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**Abstract.** Increasing reading interest in adolescents aged 17-23 years is a significant challenge in improving literacy in society. This effort involves a literacy habituation strategy that focuses on developing consistent and engaging reading habits. The methods used include the introduction of popular books, book discussion programs, and the use of technology to facilitate access to digital literacy resources. The results of the study show that with the implementation of the right literacy habituation strategy, adolescents can increase their interest in reading and develop sustainable reading habits, while the methods used are literacy habituation and field research to gain a comprehensive understanding. The results of the study show that environmental, educational, and parental factors play an important role in shaping and increasing reading interest in adolescents.

**Keywords:** Adolescents, Increasing interest in reading.

### **INTRODUCTION**

The willingness to read is a significant and strong source of motivation for a person to analyze, remember, and evaluate the readings that he or she has read. The interest in reading will affect the form and intensity of a person in determining his or her goals in the future. Therefore this willingness must constantly be honed, developed, and explored because the interest in reading is not obtained from being born for free. Interest in reading is a deep tendency of a person's soul characterized by feelings of pleasure and a strong desire to read without coercion (*Ajnani et al. 2019:75*).

Stimulating individual reading interest is one of them with interesting but still educational media. Fictional literary works can be used as an alternative to this. In a study conducted by *Ariska Ekawati et al. in 2019*, it was stated that fiction stories are the most liked and read things so that they affect a person's interest in reading.

According to Nurgiyantoro (2013), fictional stories can be said to be narrative discourses that are fictitious or imaginary in nature that do not really happen in real life. According to Salma Ihsania fiction stories are the most popular stories, especially by teenagers and students because the stories are light and easy to understand. It can be concluded that a fictional story is a fictional or imaginary story made by the author. Today's society, generally teenagers, uses social media more as an alternative in literacy.

The awareness of reading interest grows from each person, of course, it is necessary to have awareness from the individual himself. Indonesian people, including school-age children, have not carried out intense reading activities. Compared to developed countries in ASEAN, Indonesia ranks at the bottom in terms of reading interest. Indonesia has a reading index of 0.001. That means 1000 to 1 people who only have a high interest in reading.

Based on a survey conducted by the Program of International Student Assessment (PISA) in 2019, Indonesia's reading interest ranks 62nd out of 70 countries. In other words, Indonesia is included in the 10 countries that have the lowest literacy rate among the countries surveyed.

The definition of interest is a source of motivation that encourages a person to do what they want to do when they are free to choose, when a person judges that something will be useful then they will become interested. Interest is the foundation for forming lifelong learners

Reading is a divine command that God has revealed to humans. As contained in the Qur'an, Surah Al-Alaq verses 1-5 which reads

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

.Means:

*Read it with the name of your Creator Lord. He had created a human being from a clot of blood. Read, and your Lord is the Most Merciful, the One who teaches (man) through the medium of qalam. He teaches man what he does not know.*

This verse is the command of the Qur'an and the command of Allah. Therefore, reading is very important for everyone. In reality, reading is an orderly process because reading is not only knowing the names of letters, ordering them, and how to pronounce them, or just knowing the shape of letters, but the activity of reading includes the ability to understand the meaning of words and the meaning of sentences, accompanied by the ability to concentrate, remember,

and be able to re-express what they have read. Reading activities are expected to be not only a routine activity but can become a character that arises from motives in a person.

## **LITERATURE REVIEW**

### **Reading Interest**

Adolescent reading interest refers to the tendency or interest of adolescents to read books, magazines, articles, or other reading materials. This internal motivation is what makes it happen; Orong teenagers to find and enjoy reading activities. Reading interest can be influenced by many factors, including home environment, education, culture, and personal habits. Younger generations who have a high interest in reading tend to be more active readers and may have more comprehensive knowledge and better language skills.

### **Definition of Reading Interest**

A strong interest in reading also helps adolescents develop their creativity, imagination, and understanding of the world around them, but adolescents' interest in reading can be influenced by many factors, including technological advances and digital media that provide a variety of entertainment options.

Stating that reading is basically absorbing reading. Hurlock (2009: 114) states that interest can be used as a strong source of motivation for a person to learn. In line with this statement, Schunk (2012: 30) states that interest is something that is liked or desired so that it involves itself in an activity.

According to Smith (2012: 3) added that although the function of reading is very useful for daily life, reading as a hobby is also an important goal. A reading culture that is really applied to everyone will make people enjoy the reading activity. Ilogho & Enamen (2015: 67) states that

*reading culture or habit describes a regular engagement in the act of reading on a continuous basis. It is an addiction to read with provable, positive effects on addicts.*

Therefore, it is important for parents, educators, and the public to stimulate adolescents' interest in reading by providing access to a variety of interesting reading materials and providing a positive example of the importance of reading.

According to Farida Rahim (2008:28) stated that an interest in reading is the desire to have a strong interest in reading will be realized in a strong willingness accompanied by a person's efforts to read. A person who gets reading material and then reads it on his own awareness or encouragement from outside.

One of the Indonesian-language pen journals, mentioned that there are several factors that can affect the growth of reading interest in the community, especially among teenagers. Books for children at home, school, library, bookstore, (3) Choices made by librarians for children or for children, (4) Availability of time and opportunities for children to read, (5) Personal Needs and Abilities With various types of books, children become fond and curious, so they are free to choose their favorite reading materials (Munawwarah Ridwan et al., 2021) This shows that low interest in reading is not only caused by the absence of information sources, but also because of a person's psychological condition or mentality, for this reason, building a reading habit must start from building an individual's personality.

If you want to build a reading community, you must make a massive effort such as guidance and assistance to individuals or students in all phases of their development (children, adolescents and adults), in order to be able to actualize their potential (intellectual, emotional, social, and moral-spiritual) optimally, so that they become a productive and contributive person, or meaningful in their lives, both personally and socially (Yusuf, 2017: 33). Guidance supports the development of adolescents in their learning and development process to increase reading interest in adolescents. Of course, in this case, it is included in one of the goals of guidance and counseling, which is to help change behavior between adolescence and adulthood. Junior high school teenagers are individuals who have high motivation and enthusiasm (Syamsu Yusuf & Wildani, 2017)

The developmental tasks that must be fulfilled by junior high school adolescents include aspects of moral, emotional, cognitive, self-improvement, association with peers, career decisions, and having social awareness and responsibility (Syamsu Yusuf & Sugandhi, 2014)

According to Reutzell & Cooter (2014: 5) it is stated that reading is the ability that makes all the essence of learning precise. Based on this opinion, it can be concluded that reading activities can help a person or student to be able to grow and develop.

Adolescence and children are the most important time to instill the habit of reading, interest in reading can also be created from the encouragement of parents at home, but most people are more focused on the learning outcomes, the influence of technology such as the use of smartphones that are not limited by both parents is one of the factors causing low interest in reading among elementary school students to further increase interaction in increasing reading interest in teenagers on Jalan Sukabumi Dalam through discussion, reflection together and sharing reading experience. According to (Solahudin, 2022) Low reading interest will affect

the low level of knowledge and insight of students, while students who have high reading intensity will have a broad level of knowledge and insight (Solahudin, 2022). (Hermawan et al., 2020)

The character of reading will grow in a person if in daily life often do an activity regularly and repeatedly, so that later it will become a habit, which will eventually become a printed character. Therefore, character education is mandatory and must be carried out as much as possible from an early age so that children are able to apply it. Reading requires skill and habituation, many people claim to be diligent readers but they sometimes don't find anything from the reading material.

An interest in reading needs to be instilled in adolescents. Bamberger (1975: 12) states that *if we are to inculcate the habit of reading, we must go beyond the needs and interests of the various developmental phases and motivate the child to fit his reading material to his changing intellectual needs and environmental conditions. Reading should become a habit determined by permanent motives rather than changing inclinations.*

Likewise reading is a hard job, often we see people who read for a few minutes their eyes red and yawn. A child's interest in reading depends on the creativity of his parents in fostering an interest in reading to their children, of course this is done in various ways that must be taken. This is because parents have a lot of time to pay attention to their children when they are at home to make children's activities always related to reading so that interest in children can grow (Hermawan et al., 2020)

Measuring the high and low interest in reading can use aspects of reading interest. According to Harris & Sipay (1985: 30), the aspects of reading interest are as follows.

1. The aspect of awareness of the benefits of reading, which is an aspect that reveals how far the subject realizes, knows and understands the benefits of reading books.
2. The aspect of attention to reading books, which is an aspect that reveals the subject's attention and interest in reading books.
3. The aspect of pleasure, which is the aspect that reveals how happy they are with the activity of reading books.
4. The frequency aspect, which is how often the subject reads the book.

This opinion is strengthened by Sinambela's opinion. According to Sinambela in Sandjaja (2001: 19), there are three aspects of reading, which are as follows.

1. The pleasure of reading, which is an aspect that reveals whether a child is happy or not in reading.

2. Awareness of the benefits of reading, which is an aspect that reveals a child's knowledge about how important reading is.
3. Reading frequency, which is an aspect that reveals how often a child reads

An interest in reading is a strong and deep interest associated with pleasure in the act of reading, and a person may be stimulated to read either spontaneously or externally. Interest in reading also causes a feeling of pleasure because he believes that reading will provide benefits for him so that he can convey to anyone who will provide a benefit that he has read and is beneficial to his listeners.

### **Definition of Adolescents**

A teenager is someone who has just entered adulthood who has just learned right and wrong, the opposite sex, understands his role in the social world, accepts his identity given by God, and is able to develop all the potentials that exist in him personally. Today's teenagers need to be prepared and able to face life and social challenges.

Adolescence is the period when a person goes from children to adults, adolescence is a period of self-discovery where a person cannot be called a child or an adult.

Adolescents need direction and supervision from parents because the condition of adolescents tends to be unstable. Basically, the essence of adolescents is the process of finding a person's identity, so that they will be faced with a contradictory or incompatible and labile situation so that they easily feel disappointed, insecure, and anxious (Monanda & Nurjanah, 2017). This opinion is supported by Masykur & Kustanti (2019) in essence adolescents are a time to prepare themselves so that they can benefit the community in their environment.

The digital era is an era where everything can be easy with technology and internet access anywhere and anytime so that it can help humans in their daily lives. According to Rahayu, & Widodo (2019) The digital era is a period of transition and development with broader and more rapid achievements than the previous era. So that technological developments have succeeded in providing convenience in communication without the limitations of space, distance, and time (Muhasim, 2017).

### **Critical Literacy**

The concept of critical literacy is to emphasize the importance of reading critically and analytically, by questioning the information received from reading materials so that adolescents on Jalan Sukabumi Dalam can develop critical thinking and expand the perspective of adolescents on Jalan Sukabumi Dalam.

Literacy is now more than just the ability to read and write vocabulary. Entering the 21st century, literacy develops into the ability to think about words, the world around them, and the relationships between the two to solve life's problems. The author quotes Alwasilah and mentions seven main principles of literacy that have developed today:

1. Literacy is a life skill that allows humans to function optimally as members of society;
2. Literacy includes receptive and productive abilities in efforts to discourse in writing and orally;
3. Literacy is the ability to solve problems;
4. Literacy is a reflection of cultural mastery and appreciation;
5. Literacy is an activity of reflection (self);
6. Literacy is the result of collaboration;
7. Literacy is the activity of making achievements. (Alwasilah, 2012).

## **METHOD**

This study uses a qualitative approach. According to Moleong (2017:6), qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, action and others holistically and by way of description in the form of words and language, in a special context that is natural by utilizing various natural methods. Qualitative research according to Hendryadi, et. al, (2019:218) is a naturalistic research process that seeks a deep understanding of social phenomena in nature.

Basically, this study uses the most basic method, namely conducting careful and systematic observations, requiring a certain flexibility (not rigid). From the study of definitions, it can be concluded that qualitative research is research that aims to understand the phenomena experienced by the research subject, such as behavior, motivation, action, and others. Explained comprehensively in words and forms of language by utilizing various scientific methods in this study, the type of research used is qualitative research that is descriptive. Nazir (Andi Prastowo, 2012:186). said that the descriptive method is a method used to research the status of a human group, an object, a set of conditions, a system of thought, or a class of events at a time.

This research was conducted to describe a situation to increase reading interest in teenagers on Jalan Sukabumi Dalam. This research is a descriptive research using qualitative research. In a broad sense, there are two categories of research: quantitative research and qualitative research. Each approach has a set of assumptions, goals, and characteristics that

distinguish them. The focus is not on the advantages or disadvantages of various methods, but rather on the researcher's ability to adapt and create designs that are appropriate for his research.

The following research aims not to question the correctness or inadequacy of the two research methods, but rather to illustrate the fundamental differences between quantitative and qualitative research, with a particular focus on qualitative research (given their infrequent use). The basis of qualitative research is constructivism which assumes that reality is plural, interactive and an exchange of social experiences interpreted by each individual (Sukmadinata, 2005). Qualitative researchers believe that truth is dynamic and can be found only through the study of people through their interaction with their social situations (Danim, 2002). Qualitative research examines the perspectives of participants with interactive and flexible strategies.

Based on the description above, we can identify five main characteristics of qualitative research. These characteristics include utilizing the natural environment as the main source of data. The second point has a descriptive nature that is analytical. The focus is on the process, not on the results. It is inductive. Make meaning a top priority. The data in the qualitative research comes from the organic setting of the natural environment. It involves examining events in a social context. The main focus of qualitative research is the study of individual experiences and perspectives. To collect data, researchers physically visit designated locations. The situation is understood and analyzed, with studies carried out during the assignment period. Researchers are present at the scene, actively observing, recording, and questioning the situation.

Examination of sources that are closely related to historical events in a given period is very important. The findings collected during that time were immediately organized. The observations made are basically related to the state of the surrounding environment in which the behavior occurs.

### **Research Location**

The research was conducted on Jalan Sukabumi Dalam Bandung. Batununggal District. Kacapiring Village, (Honda gang, where teenagers gather on Jalan Sukabumi Dalam) The research time was carried out with a time allocation from March 2024 to July 2024.

### **Research Subject**

The main subject of this study is teenagers in Jalan Sukabumi Dalam Bandung. Below is a table of research preparation prepared from March 2024 until the end of the study on July 12-2024, in accordance with the attachment made. The data of adolescents on Jalan Sukabumi Dalam consists of 48 adolescents aged 16-23 years, 30 males and 18 females. Because the

adolescents who are often seen in the research site 14 adolescents, and of the 14 adolescents all male, then 14 adolescents will be examined.

## DISCUSSION

### Description of Research Results Data

Efforts that can be made to further increase reading interest in adolescents aged 17-23 years (literacy habituation) on Jalan Sukabumi in the city of Bandung.

Teens tell stories about what they have read.

Based on the results of the research of meeting 1, one of the teenagers interviewed, namely TNZ, at the time of the research processing of adolescents on Jalan Sukabumi in following the directions that had been given previously. In line with the results of the interviews with teenagers, namely:

Researchers : Has your teacher ever asked you to tell a story after reading a book? (14 -06 -2024 )

TNZ :Ever. Get used to reading books a day for at least 15 minutes. (14 -06 -2024 )

Researchers : Has it been done? (14 -06 -2024 )

TNZ : Have read the book ( DEATH NOTE) ( 14 -06 -2024 )

Table 1  
Research instrument grid

It	Indicators	Instruments		
		Interview	Observation	Document
1	Teens tell stories about what they're read	Teenagers walk in Sukabumi Dalam	Teenagers walk-in Sukabumi Dalam	
2	Buy books that interest you in reading	Teenagers walk in Sukabumi Dalam	Library or Gramedia	Book purchase
3	Give books as gifts	Teenagers walk in Sukabumi Dalam	Teenagers walk in Sukabumi Dalam	Photograph
4	Providing teenagers with a good way to exchange ideas about anything with their friends	Teenagers walk in Sukabumi Dalam	Teenagers walk in Sukabumi Dalam	Brainstorming schedule
5	Providing reading time	Teenagers walk in Sukabumi Dalam	Teenagers walk in Sukabumi Dalam	Photograph

Table 2. Interview Research Instrument for Residence of Jalan Sukabumi Dalam Who are Tenaager Children

It	Indicator	Question
1	Teens tell stories about what they've read	What efforts have been made at home to encourage interest in reading? Has it been implemented?
2	Buy books that interest you in reading	Does each house have an interesting book to read? Where did the book come from, did you buy it yourself?
3	Give books as gifts	Have parents ever given a gift of books, how do teenagers respond ?
4	Providing teenagers with a good way to exchange ideas about anything with their friends	Do parents allow their children to participate in this research and exchange ideas with their friends ?
5	Make time to read	Do parents want to participate in interviews and observations conducted by researchers?

Based on the interview above, it can be concluded that teenagers on the path of sukabumi deep, can tell stories after they read books, but they still feel unusual because they are used to playing gadgets and choosing to play games instead of reading, therefore the researcher made a habit of reading at the time of this 1st meeting.



Figure 1. 1st research meeting

Teenagers on Jalan Sukabumi Dalam are reading books at a location that is often used by teenagers on Jalan Sukabumi Dalam with a location commonly called the location of CUMAN SATUU. This 1st meeting was very awkward to tell a story, but with one encouragement, one of the teenagers with the initials TNZ told him about what he had read and retold the content of the story he had read.

The development of this 1st meeting is around 35% of some teenagers who are enthusiastic about participating in this research because teenagers on Jalan Sukabumi Dalam are always

seen as often disturbing other residents, but with this research the residents gradually accept the existence of this research well.

B. The researcher conducted interviews with several teenagers on Jalan Sukabumi dalam. The 2nd Encounter Research Interview is as follows.

Researcher: What books have you bought besides textbooks?

AR : Ever ( Harry Potter novel ) ( rooling stone magazine ) ( 18- 06-2024 )

BN : Ever ( Naruto novel ) ( onepiece ) ( 18- 06-2024 )

AP : Ever ( AADC Novel ) ( Half Salmon Man ) ( 18- 06-2024 )

BP : Ever ( Novel Si Hati Biru ) ( 18- 06-2024 )

Researcher: Which of those books do you like the most and read it often? ( 18- 06-2024 )

AR : Rooling Stone Magazine ( 18- 06-2024 )

BN : Novel Onepiece ( 21-06-2024 )

AP : Half-Salmon Man Novel ( 18-06-2024 )

BP : Novel Si Hati Biru ( 18-06-2024 )

Like what the interview was done, teenagers on Jalan Sukabumi Dalam, had bought books other than textbooks, and the results of the interview that were not mentioned in the interview they bought books because they were obliged to buy at school, they did not show any interest in reading because they were already seen as often unsettling, they talked about what they were doing, we were always looked at badly.



**Figure 2. 2nd research meeting**

Teenagers on Jalan Sukabumi Dalam, returned to read books at the location where they gathered, which had been scheduled in advance, and teenagers on Jalan Sukabumi Dalam, brought their other friends outside the community that had been formed beforehand, this 2nd research meeting there were significant changes including being more active in reading books on the sidelines of their respective busyness, this was mentioned by several teenagers who told the researcher about what they had experienced.

The development of this 2nd meeting is around 45% of the changes felt by teenagers on Jalan Sukabumi Dalam, although in this 2nd meeting there were several teenagers on Jalan Sukabumi Dalam who were not present in this study as many as 3 people for reasons that cannot be mentioned in this study.

C. The researcher conducted interviews with several teenagers on Jalan Sukabumi Dalam, with the question of whether they had ever received book gifts from your parents, siblings, and friends. The content of the interviews with several teenagers who have not been interviewed in the previous interview is as follows.

Researchers: Have you ever received book gifts from your parents, siblings, and friends?

RD : Ever Novel Laskar Pelangi ( 22-06-2024 )

ZF : Not ( 22-06-2024 )

BN : Not ( 22-06-2024 )

RY : Not ( 22-06-2024 )

RF : Ever Novel Minimarket Girl ( 22-06-2024 )

DN: Have been Novel December 2021 and Suryakarta 2 times ( 22-06-2024 )

SD : No ( 22-06-2024 )

Researchers: Do you like the books given?

RD : Really liked it

ZF : - ( 22-06-2024 )

BN : - ( 22-06-2024 )

RY : - ( 22-06-2024 )

RF: Not liking it is because it is less attractive. ( 22-06-2024 )

DN: The first book is very liked because it is a book that I like and the second book is not liked because the book uses English that I don't understand.

SD : - ( 22-06-2024 )

Researchers: Have you ever given books to friends, relatives, and parents?

RD: Giving a novel to a girlfriend 1 time ( two blue lines ) ( 22-06-2024 )

ZF : No ( 22-06-2024 )

BN : No ( 22-06-2024 )

RY : No ( 22-06-2024 )

RF: Once gave a novel book to a friend ( 22-06-2024 )

DN : No ( 28-06-2024 )

SD : No ( 28-06-2024 )

Most of the teenagers or parents interviewed have never been given a gift of a book from their parents, siblings, and friends, because teenagers or parents of them, are not used to giving gifts such as books, they do not think of giving a gift of a book, because the researcher asks them, they only give to those who have given it, therefore there is no reciprocity in giving a gift of a book.



**Figure 3. 3rd research meeting**

Teenagers on Jalan Sukabumi Dalam are back to read books other than books Lessons in this 3rd meeting, teenagers on Jalan Sukabumi Dalam are very enthusiastic because teenagers want to go to college, one of the teenagers with the initials RF talked about wanting to get used to reading books by participating in this research so that in the future teenagers are not lazy to read and change *their mindset* Reading books is unpleasant or can be called unsociable. The development of this 3rd meeting is around 65%, many changes are felt by the teenagers of Jalan Sukabumi dalam. Among them from the previous study several teenagers were reminded by the researcher but in this 3rd meeting teenagers walked Sukabumi Dalam, reminded the researcher that there was a research meeting schedule that day, and there were several teenagers asking the researcher how to write a good job application, how to enter college, and there was one teenager who wanted to go back to school to take package C and who previously did not want to continue education.

D. The researcher provides sharing time with his friends, to exchange ideas about anything with his friends. The following is the content of the interview with the teenagers.

Researchers: Have you ever exchanged ideas with your friends? ( 24-06-2024 )

RD: Ever ( sharing to girlfriend ) ( 24-06-2024 )

ZF : Often ( sharing to girlfriend ) ( 24-06-2024 )

BN: Very often ( sharing to girlfriend ) ( 24-06-2024 )

RY: Never Have I Ever ( sharing with girlfriend ) ( 24-06-2024 )  
RF: Very often ( sharing to girlfriend ) ( 24-06-2024 )  
DN: Very often ( sharing to girlfriend ) ( 24-06-2024 )  
SD: No ( because I don't have any friends I can trust) ( 24-06-2024 )  
TR: Very often ( sharing with parents ) ( 24-06-2024 )  
RD: Very often ( sharing with parents ) ( 24-06-2024 )  
ZF : Very often ( sharing with close friends ) ( 24-06-2024)  
BN: Very often ( sharing with close friends ) ( 24-06-2024)  
RY: Never ( cannot be mentioned ) ( 24-06-2024 )  
YN: Never ( cannot be mentioned ) ( 24-06-2024 )  
Researchers: Thank you for the answer. ( 24-06-2024 )

The results of the sharing are very, very different from the content of the topic that is talked about to their friends, girlfriends, parents sharing at this time more telling what they are doing in 1 month more than this research such as what book they are currently reading, have they read to the end, tell the content of the reading and make their friends, Parents, and their girlfriends are curious to borrow the books they read, the purpose of this sharing is to create a sense of curiosity that is told to the interlocutor to generate a sense of interest in reading.



**Figure 4. 4th research meeting**

## CONCLUSION

In this study, the researcher concluded that literacy habituation is an effective approach to increasing adolescents' interest in reading. We found that an organized and interactive literacy habituation program can significantly increase adolescents' interest in reading. This program includes reading together, book discussions, and the formation of an active reading community. The results showed that adolescents who were involved in the program showed a greater interest in reading compared to adolescents who were not involved in the program.

In addition, research shows that variables such as family environment, availability of easily accessible books, and community support also increase adolescents' interest in reading. Therefore, it is very important to create an environment for adolescents that supports literacy activities. In conclusion, efforts can be made to increase the reading interest of adolescents aged 17 to 23 through literacy habituation by introducing various types of reading, such as books, articles, and digital content, according to each teenager's character.

Some teenage parents direct their children to have an interest in reading by giving them books that their children like, but this is not enough. The researcher directed teenagers by opening reading applications between them and playing gadgets such as Fizzo novels, digital Gramedia, Apple Books, and many others on their respective gadgets.

Adolescents on the path of Sukabumi Dalam, who prefer to play gadgets rather than read, are affected by the fact that there is no guide; no one motivates them to believe that having an interest in reading is important for their future.

## Suggestion

The suggestions from the researcher are as follows:

1. Make a regular reading schedule and make sure the time is really comfortable for reading.
2. Using interesting media, choose readings that suit each character or favorite to increase reading motivation.
3. Use the most comfortable place such as the room, library, and reading garden.
4. Join an online reading group or reading forum to exchange thoughts and ideas.
5. Give *self-reward* after reading the book to the end to increase motivation.

By implementing the suggestions above, the researcher hopes that the interest in reading in adolescents on Jalan Sukabumi Dalam, can increase and help them in the process of

development towards a better and the researcher hopes that this research is not only on Jalan Sukabumi Dalam, only.

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