

## Use of Literacy Tree Rewards in Motivating the Reading of Deaf Students

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**Abstract.** Reading is a basic thing that must be mastered by students, because reading is the basis of every science. By reading, it is hoped that deaf students will broaden their horizons and knowledge and improve their vocabulary. It is often found that the problem experienced by deaf students is the lack of motivation to read both at home and at school. This article aims to describe the application of the media appreciation of the literacy tree and to find out the influence of the media on the reading motivation of deaf students of grade VII at SLB Kota Bekasi Jaya Bekasi both at home and at school. This study uses a qualitative descriptive approach with observation, interviews and the results of questionnaires / surveys of motivation and interest as well as observation and direct experience. The results of observations, interviews and questionnaires took place before using the literacy tree reward media and after using the literacy tree reward. The results showed that the use of the literacy tree reward can increase reading motivation in deaf children in class VII at SLB Negeri Bekasi Jaya, Bekasi City. With the increased motivation to read in deaf children, it is expected that the habit of playing games during recess is reduced, students are more serious when getting reading assignments and students like to go to the library.

**Keywords:** Deaf students; motivation; reading; literacy tree rewards.

### 1. Introduction

Starting from the School Literacy Movement (GLS) launched by the government to cultivate reading and writing, which is contained in the regulation of the Minister of Education and Culture number 23 of 2015 with the aim of strengthening ethics, the literacy movement in this country is increasingly fluttering, marked by the rise of schools launching a literacy movement in every school, especially at SLB Negeri Bekasi Jaya, Bekasi City.[1]

Literacy is the ability to use various everyday skills related to skills; read and write, numeracy, science, financial, digital as well as culture and citizenship[2]-[4] . The form of the School Literacy Movement (GLS) is to read in addition to the textbook for fifteen minutes before the lesson begins. With the School Literacy Movement , it is expected that students will get used to reading. Furthermore, it can take the moral values contained in the book he reads.

Since the fifteen-minute reading program was launched, the school of SLB Negeri Bekasi Jaya Kota Bekasi has been active in implementing the program by providing facilities and infrastructure in the form of a school library, reading garden, reading corner, and providing reading books in each classroom hallway, as well as forming a school literacy team .

Based on the researcher's observations, all the facilities and infrastructure provided by the school are only a decoration in the school, because the interest and motivation of students to read books is still very lacking. The books provided both in the library and in the classroom hallway, only become displays and decorations. Very few students are interested in reading. Students prefer to play gadgets during recess, students are lazy when asked to go to the library room, students prefer to chat with fellow friends when they are reading books both in class and in the library. This happens because of the lack of motivation of students in reading. Reading for them is not a fun and challenging thing. Reading is boring and saturating.

Reading is very important in life for everyone in general, especially for deaf children, considering that the vocabulary of deaf children is very minimal. With a lot of

reading, it is hoped that their vocabulary and vocabulary will increase, of course, with the number of stories they read every day.

Literacy is the door to the future for students because literacy helps to be ready to enter the world of work, wise in making decisions and most importantly literacy is the key to continue learning [5], [6]. With literacy, we are able to live the present and future lives better [7], [8]. Mastery of literacy is an important indicator to improve the achievements of the younger generation in achieving success. The cultivation of literacy as early as possible must be realized because it is the main capital in realizing a smart and cultured nation.

Unfortunately, this reading habit has not been cultivated among the residents of SLB Negeri Bekasi Jaya, Bekasi City, especially class VII children. Although as we know that when talking about literacy, it is not limited to reading and writing. But reading is a very important start to add insight and knowledge and apart from that, for deaf children it is expected to increase their vocabulary in communicating.

Referring to the problems above, it is necessary to have an alternative problem solving that can provide a change for the better in increasing interest in reading in deaf children, so that their knowledge and insight and vocabulary will increase. As one of the solutions that can be done related to the above problems is to apply a way that can be interesting to students and motivate them to increase their interest in reading. The method applied is to use the "Literacy Tree Reward"

Researchers were motivated to conceptualize learning in the classroom by using the literacy tree reward media as a tool to increase student motivation in reading books. This idea is motivated by Fajar Rosyidah's writing in "Infecting the Literacy Virus" in the book of a collection of good practices of literacy in Schools. The author then documented the description of the increase in reading interest of deaf children in a best practice entitled "Use of Literacy Tree Rewards to Increase Reading Interest of Deaf Children in Class VII SMPLB at SLB Negeri Bekasi Jaya".

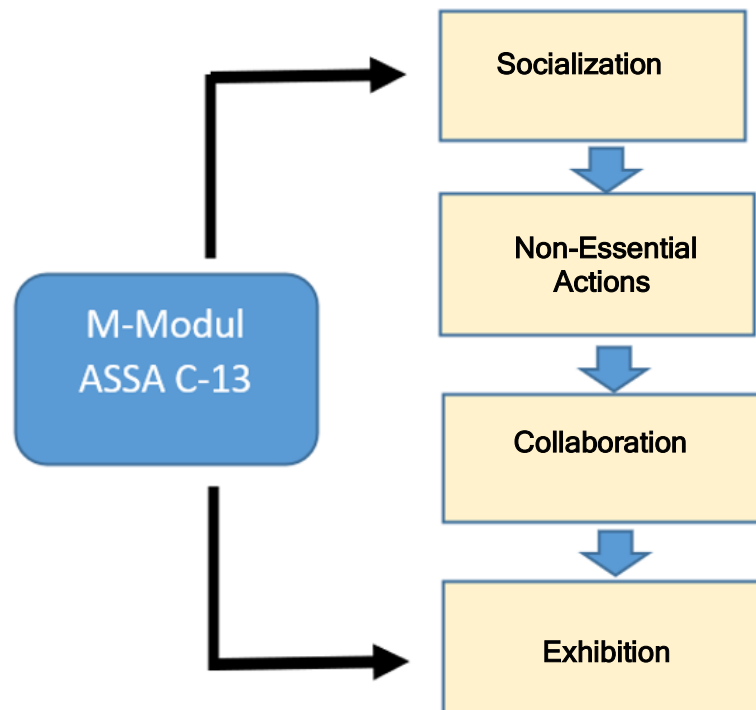
Based on the background mentioned above, the author formulates the problem, "Can the Use of the Literacy Tree Reward increase the reading motivation of deaf children in grade VII students at SLB Negeri Bekasi Jaya, Bekasi City in the first semester of the 2019 - 2020 academic year?"

## 2. Method

This activity was carried out at SLB Negeri Bekasi Jaya, Bekasi City, Jl. Mahoni Raya No.1 Perum Bekasi Jaya Kota Bekasi. Data collection and observation are carried out before the learning activities take place and the provision of questionnaires is carried out when the teaching and learning activities have ended.

Data collection was carried out by observation and interview techniques. The results of observations and interviews took place before using the literacy tree reward media and after using the literacy tree reward. Other supporting data used are records of student progress in the classroom and in the library during student reading activities and the results of filling out questionnaire instruments for motivation and interest in reading books. According to Sanjaya (2013:44), the process of assessing learning problems in the classroom is through self-reflection in an effort to solve problems with various planned actions in real situations and analyzes every influence of treatment. The subjects in learning with this literacy tree reward media are class VII students of SMPLB Negeri Bekasi Jaya Kota Bekasi for the 2019/2020 academic year, totaling 6 students. The data source according to Arikunto (2013:107) is the subject from which the research data is obtained. The source of the data is the result of observations on grade VII students of SMPLB Bekasi Jaya Bekasi City which was carried out in the first semester of the 2019/2020 academic year before the kbm process took place in the classroom,

where in the process the teacher implemented the use of literacy tree rewards. Meanwhile, the object in this writing is the reward of the literacy tree. Observation instruments are tools used to collect data in a study, both the main research tool and the supporting tool. The main tools used are in the form of motivation and interest questionnaires, observation sheets and interview results.



**Figure 1** Online Learning Activities with M-Module ASSA C-13

### 3. Results and Discussion

#### 3.1 Research results

The condition of literacy motivation for deaf children at SLB Negeri Bekasi Jaya, Bekasi City before using the literacy tree reward is very lacking. This can be seen from the researcher's observations of students, before class hours and during recess. Before using *the* literacy tree reward the data obtained is related to students' reading motivation, it can be explained as follows:

**Table 1:** Student reading motivation before applying Literacy tree reward, 2019 data

Do not	Information	Sum
1	Students feel good about reading books	1
2	Students are sleepy when reading a book	5
3	Students consider reading books important	0
4	Students play games during recess	6
5	Students love going to the library	0
6	Students chat while reading a book	5

Table 1, students who expressed pleasure numbered 1 student out of 6, students stated drowsiness when reading a book totaled 5 out of 6 students, while students who argued that reading books were important (nothing), students who played games numbered 6 students (all students played games during recess hours), students who liked to go to the library 0 students, while the students who chatted while reading the book totaled 5 students. apabila taken extreme conditions i.e. sleepy students 5 students or almost all students in the class. This is a challenge for teachers to find solutions so that students' motivation increases and is interested in reading books both at home and at school, as well as having an understanding that reading books is very important for their knowledge and insight. The conditions affecting student motivation are quite complex. Therefore, when the literacy movement is being vigorously promoted, it is certainly an opportunity for teachers to innovate to increase students' reading motivation.

How to increase the reading motivation of grade VII students at SLB Negeri Bekasi Jaya Bekasi City is done by providing something that makes children interested in reading continuously. For that researchers create and apply the literacy tree reward. The reason for creating this literacy tree is so that students like to read. The main key for students to like to read is to make fun activities. By packing the whole activity of reading into something exciting and into their world. One of them is by creating a literacy tree and giving rewards.

Making tree collages, Students individually and with the guidance of the teacher make collages of tree shapes, on the subject matter of Art and Culture. Students perform a reading activity fifteen minutes each day before the lesson begins and conclude what is read. In addition to class, the teacher also assigns students to fill their free time by reading, such as during recess or in other empty hours, and also cooperates with parents to invite their children to spend time accompanying children at home in reading.

Upon entering school, the student reports the title of the book he reads at home then reports the title of the book he reads by writing on the leaves and attaching it to each of the trees he made. Each student makes one tree that does not yet have leaves. This tree will later be affixed with leaves that the teacher gives you every time the student finishes reading a book. The more diligently students read books. The denser the leaves on the tree he made. While the reward is in the form of objects that are liked by students provided by the teacher every weekend. There are these objects in the form of stationery, food, and books made by teachers in which there are stories about students. All rewards are given to the students who read books the most, or the ones with the densest leaves. This reward is given every weekend. This literacy tree is displayed on the wall of the classroom. Each tree has the name of each student.

The condition of student motivation after using the literacy tree can be seen from the start of the preparation stage, the teacher conveys to all students in class VII of SLB Negeri Bekasi Jaya, Bekasi City to make a craft in the form of a literacy tree. With this information, students welcome with enthusiasm, because the craft lesson is a lesson that is much loved by most students. With the information conveyed that this literacy tree is used to see the progress of students' reading spirit. The teacher gave a glimpse of information that they would have the task of creating a literacy tree. This literacy tree they made has no leaves yet. Leaves will be obtained by students if they finish reading books, both at home and at school. Every weekend the student who gets the most leaves will get a reward (Reward).

The teacher instructs students to create a literacy tree during Art Culture and Crafts lessons. Read fifteen minutes before learning, and sum up what has been read. The creation of a literacy tree is an individual task given during the Art and Culture lesson. In this learning activity, it was very enthusiastic and the involvement of all students was very visible. Before implementing the literacy tree reward, the teacher provides a questionnaire (fill in the survey for students to answer). In taking surveys and learning

outcomes can be explained in tables 1 and 2. The teacher analyzes all the data that has been obtained related to real conditions and observations of student involvement, as well as records the psychological atmosphere and expression of students when getting *rewards* from the literacy tree he made. The increase in student motivation in reading books in grade VII students of SMPLB Negeri Bekasi Jaya, totaling 6 students after using the literacy tree reward media, is shown in table 2.

**Table 2:** Increased student reading motivation, 2019 data

Do	Keterangan	Jumlah
1	Students feel good	5
2	Sleepy students	0
3	Students consider reading books important	5
4	Students no longer play games during recess	6
5	Students become not lazy to the library	5
6	Students do not chat while reading books	6

Based on the data in table 2, the number of students who have the motivation to read books with the media *reward* literacy tree is: students who expressed pleasure amounted to 5 students out of 6, Students who were sleepy when reading books after applying the literacy tree reward 0 or all students were actively involved when given reading assignments, while students who thought reading was important 5 students. Students who don't play games during recess are 6 students. Students who like to go to the library of 5 people. Students who don't chat while reading the book of 6 students.

### 3.2 Discussion

To increase the reading motivation of grade VII students at SLB Negeri Bekasi Jaya, Bekasi City, researchers made a strategy through the application of literacy tree rewards. The activity of applying the literacy tree reward is carried out before learning starts and during recess. The application of this literacy tree reward is to motivate students to like to read books. The application of this literacy tree reward can increase students' reading motivation. In the literacy tree made by students, there are the number of leaves that have been written with the title of the book that students read every day. Each student is vying to reproduce the leaves on the tree he made. Through the results obtained, students learn to reflect on the achievements they have gained and improve them. In the literacy tree reward, students can calculate and see the results of the development of the literacy tree. In this context, students are given an understanding that the target achieved by students is an increase in motivation to read books. The more diligently they read books, the denser the literacy tree they make and of course the more beautiful the tree will be. For students who have the densest leaves on the tree, they will get a reward or a gift from the teacher.

From this discussion of good practice, it can be explained that the problem of motivation to read books increases by showing the number of students who expressed enjoyment of reading books after the literacy tree *reward* was applied. Increased student pleasure by 6 students. Reward is a tool to educate children so that children can feel happy because their deeds or work are rewarded [9], [10]. The results of this discussion of good practice are also strengthened by the results of research that reward is given as reinforcement in learning [11]. In other words, student learning outcomes after using the literacy tree reward media have increased. Students' reading motivation increases both individually and classically.

#### 4. Conclusion

The conclusions of the good practice on the use of literacy tree reward media in increasing student motivation in reading books are as follows: 1) Teachers must always make observations and make changes to the learning model in accordance with the characteristics of students and the class being taught; 2) innovation in increasing student motivation in reading books in class VII of SMPLB Negeri Bekasi Jaya, Bekasi City, can increase students' motivation to read books. 3) The success of teachers in applying the literacy tree reward has stimulated learners to be actively involved, displaying creative, effective characters and creating a pleasant atmosphere. Based on these conclusions, suggestions are made. For teachers, before implementing the literacy tree reward, teachers must prepare the type of reward that is attractive to students. One of them is that the teacher is able to understand and know what the preferences of each student are. Good practices in the form of learning innovations can be used as a reference for classroom action research.

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