

Received: October 2023 Accepted: December 2023

DOI: <https://doi.org/10.58262/ks.v12i1.121>

The Implementation of Cooperative Learning Model Using the Round Robin Technique to Improve Reading and Writing Literacy of Elementary School Students

Halimatussakdiah¹, Febi Junaidi², Suci Rizkiana³, Manggala Wiriya Tantra⁴, Desi Fitri Yani⁵, Doni Iwan Prasetyo⁶, Dwi Swasono Rachmad⁷

Abstract

This research aimed to improve the literacy of reading and writing among elementary school students affected by the eruption of Mount Sinabung. The identified problem was the low literacy skills of the learners. The factors causing this issue were that teachers still preferred using conventional teaching methods dominated by lecturing without implementing learning models and instructional media focused on textbooks. Another obstacle was the ongoing disaster condition, leading to students experiencing trauma. To address these problems, the researchers implemented the cooperative learning model with the "keliling" (round robin) technique, supported by audiovisual media. The research method incorporated was action research based on McNiff's theory. The present research data was collected through tests, assignments, observations, and field notes. The data validity was ensured through careful observation, triangulation, peer checking, and input from school members. Subsequently, the data were analyzed using quantitative and qualitative data analysis methods. Ultimately, the research concluded that there was an improvement in students' reading and writing literacy by implementing the cooperative learning model with the round robin technique supported by audiovisual media. The improvement was evidenced by the average scores for writing (74.6) and reading (73.33) and a significant increase in students' learning motivation (75.11%).

Keywords: reading and writing literacy, cooperative learning, elementary school

Introduction

The term "*literasi*" is derived from the English word "literacy," which refers to the ability to read and write (Oxford, 1991). Echols & Shadily (2003) propose that "literacy" defines the phrase "*melek huruf*" in Indonesian, meaning being literate. Reading and writing literacy is fundamental in students' lives because knowledge is acquired through reading and writing. The prerequisite for knowledge to emerge is the development of a literate society, starting from early grades (Jessel, 2011, Halimatussakdiah, 2021). Bowcher & Zhang (2020) argue that children need to learn how to read and write at some point in early learning, and competence in these skills is crucial for overall educational proficiency. Beside it, the educational system is

¹ Universitas Negeri Medan, Email: halimatussakdiahnst11@unimed.ac.id (Corresponding Author)

² Universitas Sebelas Maret, Email: febijunaidi@gmail.com

³ Universitas Sebelas Maret, Universitas Muhammadiyah Purworejo, Email: sucirizkiana@umpwr.ac.id

⁴ Universitas Gadjah Mada, Email: manggalawiriyatantra1993@mail.ugm.ac.id

⁵ Universitas Sebelas Maret, Email: desifitriyani12@student.uns.ac.id

⁶ Universitas Sebelas Maret, Email: donibpkp89@gmail.com

⁷ Universitas Gunadarma, Email: dwi.swasono@dsn.ubharajaya.ac.id

also one of the most essential aspects of every community (Mamani, et al, 2023).

Burke & Baillie (2011) emphasize the importance of developing reading and writing literacy early, as it supports the learning process at higher levels. Babalola (2020) discovered in his research that most middle-grade students rarely read; they only do it when their assignments or exams are approaching. Based on these findings, parents should teach their children to start reading early and provide them with reading materials. The awareness that parental education is really important for the development of children's intelligence (Junaidi et al, 2022). Additionally, teachers should engage students in reading and writing activities earnestly. Long-term benefits and overall academic improvement have shown that reading and writing literacy skills are essential to start at a young age (Weikle & Hadadian, 2004, Halimatussakdiah, 2018). Chong (2016) measures success through students' mastery of language skills, such as reading and writing. Therefore, language as a valuable asset should be continuously promoted until the end.

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 (Halimatussakdiah, et al, 2023). The situation at the elementary school in the Siosar shelter area at Mount Sinabung revealed a concerning issue: the low literacy skills of second-grade students. It was evident from their below-average scores in both reading and writing. The average reading score for second-grade students was 54.75, while the writing score was 53.75. Hence, most learners were classified into the "Below Average" category. It was not just a matter of literacy skills; they also faced motivational challenges, as they lacked the motivation to learn. It was recognized by the low average motivation score of 37.64 for the second-grade class, implying another urgent concern at SDN 047175.

SDN 047175 is the only school in the Siosar shelter area at Mount Sinabung which provides education to the students in that region. However, during volcanic eruptions, the school had to close, resulting in disrupted learning and failure to meet the curriculum targets. Consequently, the expected learning outcomes and competencies could not be achieved.

Considering the history of Mount Sinabung, it has been experiencing prolonged eruptions. For example, the mountain erupted twice on Monday, August 10, 2020, around 10:16 AM WIB. The first eruption released an ash column measuring 5,000 meters above the summit. It was recorded on seismographs, with a maximum amplitude of 120 mm and lasting 1,785 seconds. An hour later, Mount Sinabung erupted again at approximately 11:17 AM WIB (Mukaromah, 2020).

The challenges encountered by students, both from themselves and their environment affected by disasters, have influenced their literacy development significantly. Several studies support this notion, highlighting that literacy practices can be challenging if learners are not mentally and physically prepared to face adverse social conditions (Chong, 2016, Mavilidi, 2019). Factors such as students' needs, age, backgrounds, and the surrounding environment also play a crucial role (Bowcher & Zhang, 2020, Rosemberg, 2012, Halimatussakdiah, 2018). Consequently, the ongoing disaster at Mount Sinabung profoundly impacts students' literacy abilities. The statement provided by the School Principal, Mr. SS, explains that:

"The children are still experiencing trauma. They express fear and anxiety when they have to go to school for learning."

Furthermore, regarding students' learning motivation, Mrs. RS, a second-grade elementary school teacher and informant, explained the following:

"In the classroom, the students' learning motivation is low. It is evident that they easily get bored during lessons, have difficulty maintaining focus when the teacher explains the materials, lack confidence in expressing their opinions, show little enthusiasm for learning, are not very active during the learning process, quickly become

discouraged from challenging tasks, and prefer not to study in groups."

Low motivation significantly impacts students' literacy abilities, making it crucial to foster their learning motivation. Guthrie (1998) supports this notion, stating that the success of learners reading and writing activities is closely tied to their motivation. Therefore, strong intrinsic motivation among students becomes a critical factor in their academic success and enables them to be proficient in literacy throughout their lives.

The evident low literacy levels and learning motivation among students indicate that the school has not effectively fulfilled its mission as a center for developing a reading and writing culture. Classroom activities have not optimally developed learners' literacy skills. Hence, an innovative learning model is urgently needed to generate more meaningful learning experiences for them. One potential solution to this issue is the cooperative round robin technique (Casey, 2014, Goodyear, 2014).

The cooperative learning model involves students learning together and supporting each other as a team to achieve predefined goals or tasks (Fernandez, 2016, Suzby, 1994). Numerous research studies on cooperative models in educational contexts have uncovered improved student learning outcomes (Casey, 2014, Goodyear, 2014, Barrett, 2005, Dyson, 2001). If teachers are willing to implement the cooperative round robin technique, it is recommended to use technology-enhanced learning media, such as audiovisual learning materials. Audiovisual media encompass both sound and visual elements, making them more effective in engaging students as they combine both auditory and visual learning (Gray, 2017, Ashley, 2010). Implementing such type of media will undoubtedly facilitate teachers in creating more interactive and meaningful learning experiences (Friedrich, 2013).

The implementation of the cooperative learning model using the round robin technique with the assistance of audio-visual media not only focuses on students' reading and writing abilities but also serves as a means to foster their learning motivation. In this regard, the effective development of their literacy skills relies on both internal and external factors (Wigfield, 2004, Schunk, 1997). Internal factors, such as growing motivation, play a crucial role in encouraging active reading and writing among students, starting from elementary school (Guthrie, 2011, Uno, 2006, Wigfield, 2004).

Furthermore, the novelty of this research was prominent in addressing the challenges faced by elementary school students affected by the eruption of Mount Sinabung in the Siosar shelter area. By implementing a cooperative learning model supported by audio-visual media, efforts were made to tackle the issue of low literacy skills among students. This approach aimed to prevent the emergence of an illiterate young generation and ensure that students become proficient in reading and writing, enabling them to access knowledge independently in the event of another eruption of Mount Sinabung and school closures. Additionally, reading materials could serve as a source of entertainment during such challenging times, helping to reduce the mental burden and trauma experienced by learners due to the disaster. Thus, this research really needs to be conducted to improve students' literacy skills, especially reading and writing literacy.

Method

The present study was an Action Research. This type of research is considered suitable for

addressing teacher-related issues, as it combines diagnosis, action, reflection, and evaluation while focusing on improving educational practices through a systematic study of a problem (McNiff, 2002). It offers ways and procedures to enhance educator professionalism in the classroom teaching process, considering student conditions (Hopkins, 1993, McNiff, 2002). Kemmis and McTaggart (1992) suggest that action research is essential for individual and cultural group change.

The research subjects were second-grade students and a teacher at SDN 047175 Siosar, Merek District, Karo Regency, North Sumatra Province. There were 20 second-grade students, comprising 12 girls and 8 boys. The subject teacher was Mrs. Rejeki Br. Sembiring, S.Pd (referred to as RS). The researchers acted as participants and observers, becoming internal parts of the group under study. The researchers observed what people did, listened to what they said, and offered assistance when needed but refrained from deep involvement in the observed group's activities (Denzin et al., 2009, Lofland, 1984).

Data collection involved several techniques, including 1) Tests/Assignments: Performance tests were utilized to assess students' reading abilities, while assignments measured their writing skills; 2) Observation: Observations were conducted to comprehend students' learning motivation; 3) Field Notes: These included summarized notes of both teacher and student activities, obtained through observations during the classroom learning process.

To ensure the credibility of this research, various measures have been implemented. Firstly, meticulous and continuous observations were conducted throughout the research process at SDN 047175 Siosar, located in the Merek District of Karo Regency, North Sumatra Province. Secondly, a triangulation approach was employed to validate the data obtained. In this regard, the researchers cross-checked the data using external sources or alternative procedures to ensure its accuracy and reliability. Furthermore, the trustworthiness of the research data was strengthened through verification by peers and the school community. Involving the School Principal, Teachers, and Parents in this process helped to verify and authenticate the collected information.

Subsequently, the data gathered during the research was analyzed using both quantitative and qualitative methods. The quantitative analysis involved scoring test results, calculating class averages, and determining the percentage of students who successfully met the learning objectives. On the other hand, the qualitative analysis focused on data reduction, data display, and conclusion drawing.

Result and Discussion

The ongoing impact of Mount Sinabung's eruption has resulted in several challenges faced by elementary school students. Among these challenges, second-grade students have encountered difficulties in literacy, reading, and writing and a decline in their learning motivation. These issues are elaborated further in the description of data from Cycle I and Cycle II.

Result

Results of Cycle I

1) Planning Phase

The planning phase of this study included: developing a lesson plan, creating a cooperative

learning scenario using the round robin technique, preparing audio-visual learning media to support the delivery of learning materials, and designing assessment instruments for literacy skills and student learning motivation using observation sheets.

2) Implementation Phase

In Cycle I, Teacher RS conducted the learning process using the cooperative learning model with the round robin technique, supported by audio-visual media. The actions taken during Cycle I are described as follows:

During the main activity of the lesson, the teacher asked the students to read a text about "Lani and Siti playing with a rabbit in the backyard" and to analyze a poem titled "My Rabbit". The teacher then instructed the students to complete a writing task using cursive handwriting. Next, the teacher asked the students to practice writing capital letters found in the reading text. Afterward, the teacher instructed the students to write another text titled "Lani, the Diligent Child" using cursive handwriting and ensuring correct spelling and capitalization. The teacher explained and discussed their work once the students finished their cursive writing practice. However, some students became disengaged after a few minutes, engaging in activities unrelated to the lesson, such as talking to friends, listening to the explanation while lying down, joking with peers, chatting, standing up, playing with rulers and bottles, and frequently looking outside the classroom.

3). Observation Phase

The observation results from Cycle I indicated that second-grade students in elementary school obtained scores below 75, with 70% falling short and 30% meeting the expected literacy competence. It indicated that these students had not achieved the expected literacy proficiency level. Based on the assessment conducted by Teacher RS in Cycle I, the literacy scores for reading and writing among second-grade students were as follows:

(1) Reading ability: 13 students obtained the category "Poor," 5 students obtained "Adequate," 1 student obtained "Good" with a score of 67, and 1 student obtained "Excellent" with a score of 80. According to the minimum passing grade criterion set at 66, only 2 out of 20 students achieved the passing grade or a classical completeness rate of 10%. Referring to the minimum classical completeness rate of 75%, these scores were below the success criterion. Therefore, the Pre-Action (Preliminary) intervention did not effectively acquire learning completeness in the class. The class's average score was 54.75, which did not reach the passing grade limit. The target completion rate in the class was still 10%, far from the set target of 75%. Therefore, students' reading ability had not improved.

(2) Writing ability: 12 students acquired the category "Poor," 5 students acquired "Adequate," 2 students acquired "Good" with scores of 67 and 70, and 1 student acquired "Excellent" with a score of 80. According to the minimum passing grade criterion set at 66, only 3 out of 20 students achieved the passing grade or a classical completeness rate of 15%. Referring to the minimum classical completeness rate of 75%, these scores were below the success criterion. Thus, the Pre-Action (Preliminary) intervention did not effectively achieve learning completeness in the class. The average score was 53.75, which did not attain the passing grade limit. The target completion rate was still 15%, far from the set target of 75% completeness. Therefore, students' writing ability had not improved.

The next activity was an observation conducted by the researchers to determine students'

learning motivation. It was guided by a student learning motivation observation sheet. The findings of the student learning motivation data for second-grade elementary school students in the first cycle were as follows: 55.15% of students showed dedication when completing tasks, 59.18% were persistent in handling difficulties, 61.5% exhibited interest in learning, 64.14% demonstrated self-reliance in learning, 60.12% could express their opinions, 65.25% worked well in cooperation, 64.45% had a strong desire to learn, 58.14% showed self-awareness, and 62.35% were responsible in their learning. Overall, students' learning motivation was classified into the "Adequate" category, with an average class percentage of 61.14%.

Results of Cycle II

Cycle II consisted of two sessions. The research implementation in each cycle involved the following actions: planning, implementing, taking action, and reflecting. The phases were as follows:

1) Planning Phase

The planning phase of this research encompassed the following steps: identifying the issues related to reading and writing literacy and students' learning motivation, devising appropriate actions to address the identified problems using the cooperative model with the support of audio-visual media, creating a lesson plan, preparing audio-visual learning materials, and setting up assessment instruments for reading and writing literacy and student learning motivation observation sheets.

2) Implementation Phase

During Cycle II, Teacher RS conducted the learning process using the cooperative model with the round robin technique, supported by audio-visual learning materials. The following actions were taken:

In the main activity, Teacher RS facilitated the learning process for second-grade elementary school students by presenting audio-visual media related to images and texts about "Activities at Siti's Home." The teacher divided the learners into five groups, each consisting of 4 students, and they sat in a circular arrangement in a clockwise direction. The teacher guided the students to observe the images related to "Activities at Siti's Home." The students attentively observed the images. Next, the teacher instructed the students to read the text aloud with correct pronunciation individually. One by one, the students took turns reading simple sentences with appropriate intonation. Then, they read individual letters and accurately combined them into syllables, words, and simple sentences.

After all the students finished reading, the teacher posed questions (what, who, when, and where). The students, within their groups, each answered one question assigned by the teacher. They wrote down their answers on a piece of paper. After completing the task, each student provided feedback on their groupmates' work, moving clockwise from left to right. If any incorrect or inappropriate answers needed correction, the responsible student would make the necessary corrections.

3) Observation Phase

The observation results in this second cycle indicated that 70% of second-grade elementary school students obtained a score of less than 75, with 30% achieving a passing grade. It suggested that most students had not reached the expected level of literacy skills. The assessment conducted by Teacher RS in the second cycle showed the following scores for

students' literacy abilities.

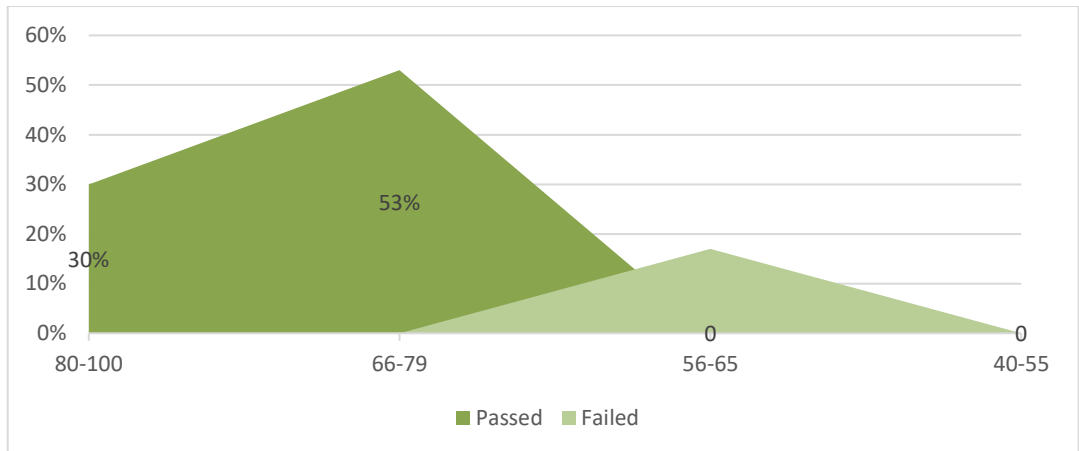


Figure 1. Graph of Students' Reading Ability Data in Cycle II.

Referring to Figure 1, no student obtained a "Poor" grade, 5 students obtained an "Adequate" grade, 6 students obtained a "Good" grade, and 9 students obtained an "Excellent" grade. Based on the passing grade set at 66, 15 out of 20 students achieved a passing grade or a classical mastery level of 75%. It indicated that the study results met the success criteria, suggesting that the teaching and learning process was successful, with an average score of 73.33.

Next, the data regarding the writing ability of second-grade elementary school students is presented in the following figure.

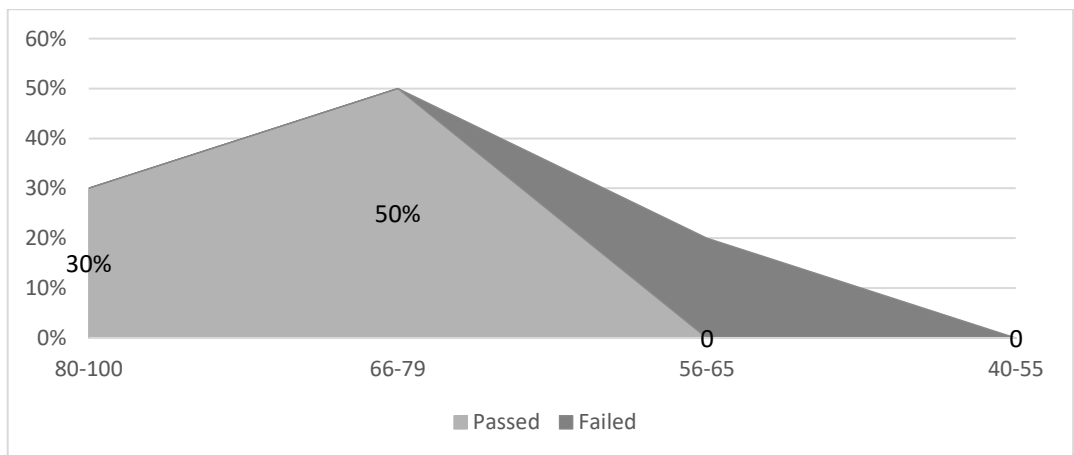


Figure 2. Graph of Students' Writing Ability Data in Cycle II.

Referring to Figure 2, no student achieved a "Poor" grade, while 4 students achieved an "Adequate" grade, 10 students achieved a "Good" grade, and 6 students achieved an "Excellent" grade. Based on the passing grade set at 66, 16 out of 20 students reached the classical completeness rate of 80%, suggesting they could meet the success criteria. It indicated that the learning and teaching process had successfully supported learning completeness in the classroom, with an average class score of 74.6.

Furthermore, the researchers observed the learning motivation of students in Grade II of

Elementary School during Cycle II. The observation took place during the ongoing learning process. The findings on the students' learning motivation data are as follows:

Table 1. Student Learning Motivation in the Second Grade of Elementary School during Cycle II.

No	Aspects	Percentage (%)
1	Perseverance in completing tasks	75.75
2	Tenacity in encountering difficulties	76.5
3	Possession of high interest	74.5
4	Independence	73.25
5	Ability to express opinions	72.5
6	Ability to collaborate in identifying and solving problems	75.25
7	Desire for learning	75
8	Self-awareness	75.25
9	Responsibility	78.75
	Total	676
	Average Score	75.11

Table 1 shows that students' learning motivation in Cycle II was classified under "Good Level of Motivation," experiencing an increase with an average class percentage of 75.11%.

4) Reflection Phase

Reflection activities were conducted after the completion of the learning session. During these reflection sessions, the researchers discussed with Teacher RS regarding students' literacy in reading and writing and identified the weaknesses in the teaching process to make improvements for the next cycle. The researchers emphasized to the teacher that the learning experience's process and outcomes related to students' reading and writing literacy had significant room for improvement. Consequently, the teacher decided to implement several improvements in Cycle II.

Based on the reflection results, several factors contributed to the failure to achieve specific indicators, including 1) Insufficient mastery of the cooperative learning model, particularly the round robin technique; 2) Difficulties in utilizing the LCD to display media, as the teacher was not proficient in operating equipment like LCDs and computers for audiovisual media implementation; 3) Small-sized texts, images, and inaudible sound resulted in some students sitting at the back being unable to respond effectively to the messages conveyed; 4) Lack of optimal motivation to read aloud; students seemed less enthusiastic and hesitant to volunteer when the teacher asked "*Who wants to read first?*"; 5) Some students paid inadequate attention when audiovisual media were presented, including sequential images given as tasks; 6) Disturbances caused by students talking, joking, and chatting with classmates, while others remained silent.

Reflection on reading abilities revealed the following issues: 1) Some students still did not recognize letters and struggled to differentiate similar-looking letters, such as b, d, p, v, u, and w; 2) Some students were not familiar with vowels and consonants; 3) Some students had difficulty reading syllables and combining them; 4) Students encountered challenges in spelling words correctly; 5) Some students read vocabulary inaccurately; 6) Some students misread words; 7) Some students made errors when reading simple sentences; 8) Some students lacked fluency in reading, while others were not proficient at all; 9) Some students had unclear pronunciation while reading.

Regarding writing abilities, the observations included: 1) Students' handwriting was not neat;

2) Some students wrote words slanted instead of upright; 3) Students showed inconsistent writing patterns, with some letters going up and down; 4) Inconsistency in the size of letters, as some were written larger than others; 5) Unclear formation of letters; 6) Many words were illegible due to being too small; 7) Inconsistent length of letters in words; 8) Many students wrote letters with the same height; 9) Some students' writing was extremely unclear and difficult to read; 10) Inconsistent spacing between words; 11) Students had not mastered the use of capital letters, as they struggled to determine when to capitalize words; 12) Students frequently used or created sentences that were not coherent with the preceding ones, leading to confusion and lengthy sentences; 13) Many students had issues with missing letters or words when writing sentences; 14) Some students wrote two or more words by only writing the first letters, making it hard to decipher the intended words. Additionally, some used letters interchangeably, for example, confusing b and d; 15) Students' writing often differed from the objects or sentences presented by the teacher in audiovisual media.

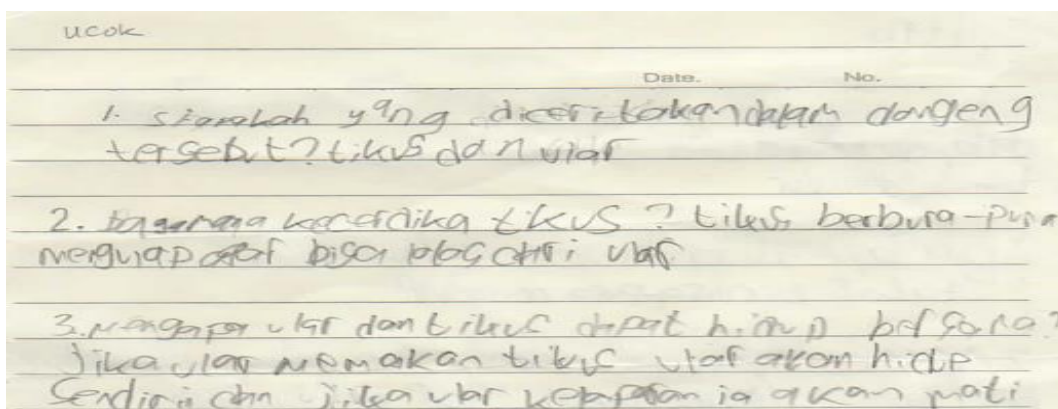


Figure 3. Handwriting of a Second-Grade Elementary School Student Named Ukok.

The comparison of reading and writing literacy assessment results of second-grade elementary school students from each cycle is as follows.

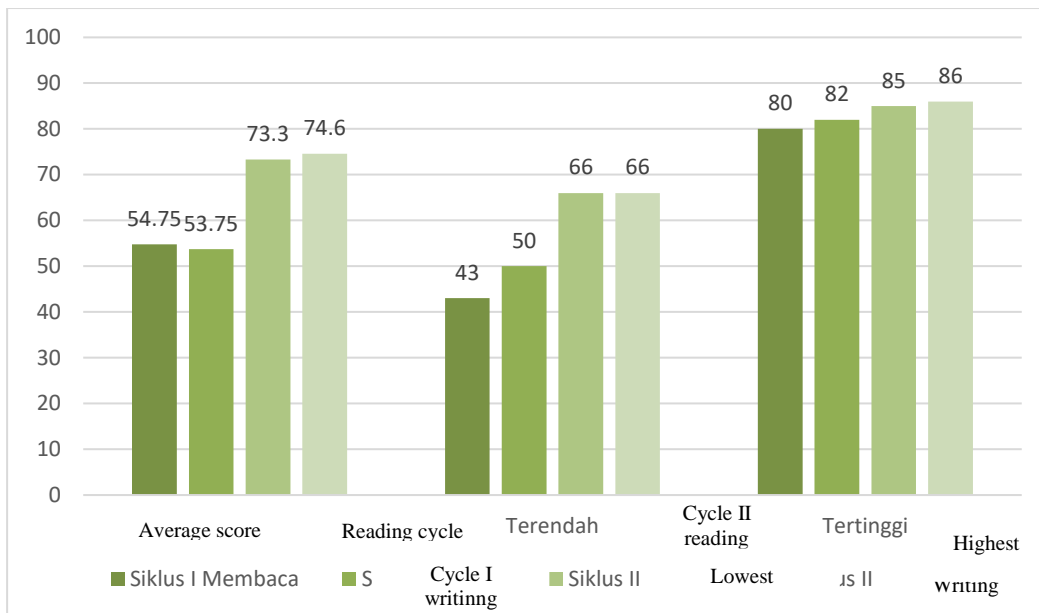


Figure 4. Graph of the Reading and Writing Literacy Scores of Second-Grade Elementary School Students.

Figure 5 displays the first and second cycles of reading and writing assessments. In the first cycle, the average reading score was 54.75, with the lowest at 43 and the highest at 80. For writing, the average score was 53.75, with the lowest at 50 and the highest at 82. Moving to the second cycle, there was a noticeable improvement in both reading and writing scores. The average reading score increased to 73.33, with the lowest at 66 and the highest at 85. As for writing, the average score increased to 74.60, with the lowest at 66 and the highest at 86.

Concerning the comparison of student motivation in second-grade elementary school, it was evident that the number of motivated students improved for each aspect of learning motivation from the pre-action phase to the first and second cycles. Specifically, the percentage of motivated students was 35.55% during the pre-action stage, which increased to 61.14% in the first cycle and improved to 75% in the second. These findings are presented in Table 3 below.

Table 2. Comparison of the Improvement of Learning Motivation Among Second-Grade Elementary School Students.

No	Aspects	Percentage (%)		
		Pre-action	Cycle I	Cycle II
1	Perseverance in completing tasks	40	55.15	75.75
2	Tenacity in encountering difficulties	33.33	59.18	76.5
3	Possession of high interest	36.66	61.5	74.5
4	Independence	31.67	64.14	73.25
5	Ability to express opinions	32.50	60.12	72.5
6	Ability to collaborate	33.33	65.25	75.25

7	Desire for learning	42.50	64.45	75
8	Self-awareness	31.67	58.14	75.25
9	Responsibility	38.33	62.35	78.75
Total		320	550.28	676
Average percentage (%)		35.55	61.14	75.11

Discussion

In Cycle I, the teacher encountered difficulties implementing the cooperative learning model with the round robin technique supported by audiovisual media. The teacher appeared somewhat awkward as she was unfamiliar with this approach. Consequently, the learning process in Cycle I exhibited several weaknesses that negatively impacted students' literacy skills in reading and writing. Based on observations during Cycle I, it was found that a higher number of students scored below 75. Regarding reading ability, only 2 out of 20 students achieved a passing grade, representing only 10%. It was classified below the minimum target of 75% for successful learning. The class's average score was 54.75, failing to reach the set passing grade. Similarly, in writing ability, only 3 out of 20 students attained the classical completeness rate of 15%. It was still below the target of 75%, resulting in the conclusion that the processes in Cycle I did not achieve the expected success in facilitating complete learning in the classroom. Besides, the class's average score for writing was 53.75, also below the passing grade.

The target for achieving completeness in the classroom had not reached the classical completeness rate of 75%. As a result, students' literacy in reading and writing had not been fully accomplished. Meanwhile, a research study conducted by Young and Potter (2013) emphasizes the importance of developing reading skills for first-year students to achieve academic success in the future. They found that students who lacked adequate reading skills struggled to comprehend, analyze, synthesize, and evaluate texts effectively.

Based on the reflection of Cycle I in second-grade elementary students, it was evident that the teachers had not optimally conducted the learning activities, particularly regarding the attention given to learners encountering challenges in literacy, specifically reading and writing. Those encountered obstacles included: the literacy workshop management carried out by the teacher was not optimal, the loudspeaker's sound was insufficiently audible, the audio-visual media displayed small and unappealing texts and images, the teacher appeared confused while presenting audio-visual materials, the cooperative learning model with the round robin technique had not been executed effectively, as it lacked student engagement and remained teacher-centered, and finally, the teacher was not proficient in using laptops and projectors.

Bourke (2004) explains that the typical learning process in Asia follows a teacher-centered paradigm. Accordingly, the implementation of student-centered learning or process-oriented learning is still uncommon due to its requirement of a creative, innovative learning process and a curriculum that supports such learning. Kim & Anderson (2011) argue that the success of students' reading skills relies on the professionalism of teachers. Nevertheless, many educators are not trained to teach reading and writing skills, assuming that students already possess these abilities and thus neglecting to teach them (Kim & Anderson, 2011: 29). Furthermore, Fischer and Frey (2014) assert that teachers must continually pay attention to learners' needs and develop activities using supporting aids such as innovative learning media to help them enhance their insufficient skills.

Learners' literacy skills are crucial in learning (Bayhan, 2006). When students have low literacy, it often results in a lack of understanding about a subject. Thus, the success of education heavily relies on literacy abilities and awareness. Correspondingly, a culture of literacy instilled in students can influence their success in school and society (UNESCO, 2006). Cultivating it early can significantly impact students' ability to compete globally (Beers, 2009). Moreover, literacy serves as a means to transfer knowledge, as research indicates that a prerequisite for knowledge development is the literacy development of the community from an early age (Jonathan, 2017).

However, some weaknesses were identified based on data analysis and reflection in Cycle I. As a result, improvements were implemented in Cycle II. During Cycle II, a careful examination of the learning steps was conducted, and a cooperative model using the round robin technique with audio-visual media assistance was applied. As a result, in Cycle II, reading abilities improved, with 15 out of 20 students achieving a passing grade or a classical completeness rate of 75%. This level of completion met the success criteria, resulting in an average score of 73.33. Meanwhile, regarding writing abilities, 16 out of 20 students achieved a classical completeness rate of 80%, which also met the success criteria, with the class's average score being 74.6.

In Cycle II, students' learning motivation in second and third-grade elementary school was evident as they enthusiastically participated in relaxed classroom settings, sitting on the floor as if in a cozy gathering, making the learning experience less rigid. Additionally, the teacher appeared happy and supportive while guiding the students. Thus, they actively engaged in the lessons, completing tasks confidently and responsibly. During Cycle II, the learning motivation of second-grade students significantly improved by 75.11%. Based on the research findings, Cycle II demonstrated success criteria, with students achieving an average class score of over 75%.

Implementing the cooperative learning model with the round robin technique supported by audiovisual media could innovate, accelerate, enrich, and deepen students' skills, motivating and involving them in learning. This approach also helps connect knowledge learned in school, strengthens teaching methods, promotes progress in the school environment, and suggests that educators should choose media that incorporate visual, auditory, and kinesthetic aspects. Students can easily grasp meaningful concepts by engaging multiple senses and movements in the learning process (Davis & Tearle, 1999).

Biggs (2003) emphasizes that learners' learning outcomes heavily depend on their prior knowledge and the motivating factors driving their desire to learn. Schunk, Pintrich, and Meece (2008) define learning motivation as a process that compels students to engage in mental or physical activities to achieve their goals. In this regard, Pintrich (1999) and Kang (2008) state that learning arises from the interaction between cognitive variables and learners' learning motivation. Nugroho (2016: 21) suggests that learning motivation can be understood as the driving force within students that brings about behavioral changes to achieve desired objectives.

Ryan and Deci (2000) define intrinsic motivation as the motivation that originates within an individual. Intrinsically motivated students engage in learning because they are driven by inner satisfaction. On the other hand, extrinsic motivation, as described by Walker, Barbara, and Robert (2006), refers to motivation that arises from external factors surrounding learners and eventually influences them. Several theories about student motivation, presented by Bandura (1997) and Pintrich and DeGroot (1990), highlight that learning motivation is influenced by student expectations, perceived value, and influences that can increase or decrease their motivation to learn. Expectations refer to students' beliefs about what they want to achieve by performing specific tasks. Perceived value influences their enthusiasm about learning and

engaging in specific academic tasks, ultimately affecting their learning outcomes. One of the factors that can increase learning motivation is the use of audiovisual media, as implemented in this research.

Based on the research findings and literacy scores comparison, there are several recommendations that teachers should consider to improve students' achievements in the classroom: 1) Classroom management should focus more on disruptive students and those who seem disengaged during explanations; 2) Before engaging in reading activities, teachers should read a story aloud with proper intonation and pronunciation, allowing students to grasp its meaning; 3) Before asking students to write simple sentences based on audiovisual media, teachers must explain the images to assist students facing difficulties in interpreting the media display; 4) The implementation of cooperative learning models, precisely the round robin technique, should be better comprehended by teachers; 5) Educational media should be designed more innovatively to avoid monotony and better support students' literacy and learning motivation; 6) Teachers should practice predicting the time needed for preparation, implementation, and closure when using audiovisual media in the classroom; 7) Enhance students' focus on media by increasing the size of text and images and using louder loudspeakers to improve audio quality; 8) Teachers should encourage students to present their work in front of their peers confidently; 9) Before displaying media, teachers should spontaneously ask questions to some students to condition their focus; 10) Teachers should explain the subject using simple sentences and relatable examples from the students' environment to enhance their understanding.

Conclusion

The conclusion of this research indicates a notable improvement in students' literacy skills and learning motivation through implementing the cooperative model with the round robin technique, aided by audiovisual media for elementary school students affected by the Mount Sinabung disaster. This improvement was evident from the data showing that the reading ability of second-grade students in Cycle 1 (54.75) increased in Cycle 2 (73.33). Additionally, their writing ability in Cycle 1 (53.75) improved in Cycle 2 (74.6). Moreover, the learning motivation in Cycle 1 (37.64%) significantly increased to 71% in Cycle 2, demonstrating a positive level of motivation.

Acknowledgement

The researchers would like to express heartfelt gratitude to the Education Fund Management Institution (*LPDP*) under the supervision of the Ministry of Finance of the Republic of Indonesia for the scholarship provided. Special gratitude is also extended to the esteemed faculty members and lecturers of Universitas Sebelas Maret, Central Java, Indonesia.

References

- Ashley, S., Poepsel, M., & Wills, E. (2010). Media literacy and news credibility: Does knowledge of media ownership increase skepticism in news consumers?. *Journal of Media Literacy Education*, 2 (1), 37-46.
- Babalola, J.O. 2020. Evaluating Reading Habit Among Junior Secondary

- School Students In Ekiti State In Nigeria. *International Journal Of Language Education*, 4 (1), 74-80
- Baynhan, M. (2006). *Literacy Practices: Investigation Literacy in Social Context*. United Kingdom: Longman Group Limited.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: Freeman.
- Barrett, T. (2005). Effects of Cooperative Learning on the Performance of Sixth-Grade Physical Education Students. *Journal of Teaching in Physical Education*, 24 (1), 88-102.
- Beers, C. S., Beers, J. W., & Smith, J. O. (2009). *A Principal's Guide to Literacy Instruction*. New York: Guilford Press.
- Biggs, J. (2003). *Teaching for Quality Learning at University (2nd ed)*, Open University Press.
- Bourke, R. (2004). *Empire and Revolution: The Political Life of Edmund Burke* for Princeton University Press.
- Bowcher, W. L & Zhang, Z. (2020). Pointing at words: Gestures, language and pedagogy in elementary literacy classrooms in China. *Linguistics and Education*, 55 (4), 120-130.
- Burke, L. & Braille, S. (2011). Literacy Centers: Away to Increase Reading Development. *Academic Leadership The Online Journal*, 9 (3), 15-20.
- Casey, A. (2014). Models-based Practice. *Physical Education and Sport Pedagogy*, 19 (1), 18-34.
- Chong, S. L. (2017). Many Languages, Whither Literacy? Understanding the Ontology of Reading in Linguistically-diverse Contexts. *3L: The Southeast Asian Journal of English Language Studies*, 23 (2), 1-13.
- Chong, S. L. (2016). Re-thinking aliteracy: When undergraduates surrender their reading choices. *Literacy*, 50 (1), 14-22.
- Davis, N.E., & Tearle, P. (Eds.). (1999). *A Core Curriculum for Telematics in Teacher Training*. www.ex.ac.uk/telematics.T3/corecurr/tteach98.htm.
- Denzin, Norman K., & Lincoln, Yvonna S., (Ed.). (2009). *Handbook of Qualitative Research, 2nd editions*, New Delhi, Teller Road Thousand Oaks, California. USA: Sage Publication, Inc.,
- Echols, John, M. & Shadily H. (2003). *Kamus Inggris Indonesia: An English Indonesian Dictionary*. Jakarta: Gramedia.
- Fernandez, J, R., Sanz, N., Cando, F., J. & Santos, L. (2016). Impact of a sustained Cooperative Learning intervention on student motivation. *Physical Education and Sport Pedagogy*, 18 (1), 1-17.
- Friedrich, J & Willey, R, D. (2013) Audio Visual Materials. *Journal of Health, Physical Education, Recreation*, 26 (5), 56-57.
- Goodyear, V.A., Casey, A., & Kirk, D. (2014). Hiding Behind the Camera: Social Learning within the Cooperative Learning Model to Engage Girls in Physical Education. *Sport, Education & Society*, 19 (6), 712-734.
- Gray, J.H., Davis, P & Liu, X. (2017). Keeping Up with the Technologically Savvy Student: Student Perceptions of Audio Books. *Schole: A Journal of Leisure Studies and Recreation Education*, 26 (2), 28-38.
- Guthrie, J.T. (2011). Best practices in motivating students to read. In L. Morrow & L. Gambrell (Eds), *Best practices in literacy instruction* (pp. 177-198). New York: Guilford Press.
- Guthrie, J.T. et.al. (1998). Does Concept-Oriented Reading Instruction Increase Strategy Use and Conceptual Learning From Text?. *Journal of Educational Psychology University of Maryland College Park*, 90 (2),
- Guthrie, J.T. et.al. (1993). *Concept Oriented Reading Instruction: An Integrated Curriculum to Develop Motivations and Strategies for Reading*. Diperoleh 20 September 2019, dari www.corilearning.com.

- Halimatussakdiah., Suwandi, S. Sumarwati., & Wardhani, N. (2023). Utilization of literacy workshop to improve reading ability of elementary school students. *International Journal of Instruction*, 16(1), 897-918. <https://doi.org/10.29333/iji.2023.16150a>
- Halimatussakdiah. (2021). Application of Audio Visual Media to Improve Writing Skills and Learning Activities of Elementary School Students Victims of the Mount Sinabung Disaster, North Sumatra, Indonesia. *Journal of Hunan University Natural Sciences*, 48 (7), 244-255.
- Halimatussakdiah, Masri, L., Simbolon, N. & Handayani, H.S. (2018). Writing Literation of Elementary School Children in Relocation Siosar. *Internasional Journal of Science and Research (IJSR)*, 7 (7), 498-504.
- Halimatussakdiah, Masri, L., & Khairani, I. (2018). *Pembelajaran Literasi Anak*. Kota Tangerang: Mahara Publishing.
- Hopkins, D. (1993). *A Teacher's Guide to Classroom Research*. Philadelphia: Open University Press.
- Jessel, J. et.al. (2011). Different spaces: Learning and literacy with children and their grandparents in east London homes. *Linguistics and Education*, 22 (3), 37–50.
- Jonathan, O. E. (2017). Literacy Education and Sustainable Development in Developing Societies. *International Journal of Education & Literacy Studies*, 5 (3), 126-131.
- Junaidi, F., Suwandi, S., Saddhono, K., & Wardani, N. (2022). Improving students' social intelligence using folktales during the covid-19 pandemic. *International Journal of Instruction*, 15(3), 209-228. <https://doi.org/10.29333/iji.2022.15312a>
- Kang, S., Scharmann, L.C., Noh, T. & Koh, H. (2008). The influence of students' cognitive and motivational variables in respect of cognitive conflict and conceptual change. *International Journal of Science Education*, 27, 1037-1058.
- Kemmis, S. and McTaggart, R. (1992) *The Action Research Planner* (third edition) Geelong, Vic.: Deakin University Press.
- Kim, J. 2014. College EFL Learner's Speaking Motivation under English-medium Instruction Policy. *The Journal of Asia TEFL*, 11 (1), 37-64.
- Lie, A. 2008. *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas/ GRS*. Jakarta: PT Grasindo
- Mamani, Wilson Cruz, et al. (2023). Role of Artificial Intelligence in Shaping Modern Education in the Kurdish Region: Mediating Role of Smart Learning. *Kurdish Studies*. <https://doi.org/10.58262/ks.v11i1.1006>
- Mavilidi. (2019). Integrating physical activity into the primary school curriculum: rationale and study protocol for the “Thinking while Moving in English” cluster randomized controlledtrial. *BMC Public Health*, 19 (4), 379-389.
- Mcniff, J. (2006). Action Research: A Generative Model for In-Service Support. *Journal of In-Service Education*, 10 (3), 40-46.
- Mcniff, J, & Whitehead J (2006). All You Need to Know About Action Research: An Introduction. London: SAGE Publications.
- Mcniff, J, & Whitehead J (2002). Action Research: Principles and Practice. Second Edition. Newyork: RoutledgeFalmer.
- Mcniff, J. (2002). *Action research for professional development Concise advice for new action researchers*. Newyork: Routledge Falmer.
- Mukaromah, F. M. (2020, 8 Agustus). Gunung Sinabung Kembali Erupsi, Tinggi Kolom Abu 2.000 Meter dari Puncak. *Kompas*. <https://www.kompas.com/tren/read/2020/08/08/102000765/gunung-sinabung-kembali-erupsi-tinggi-kolom-abu-2000-meter-dari-puncak>.
- Nugroho R, W. (2016) Penerapan Media Pembelajaran Audio Visual Dalam Upaya

- Meningkatkan Motivasi Dan Prestasi Belajar Siswa Kelas XI Sepeda Motor B Pada Mata Pelajaran Perbaikan Perawatan Mekanik Otomotif Di Smk Piri Sleman. Skripsi UNY.
- Oxford Dictionary. (1991). New York: Oxford University Perss.
- Pintrich, P. & Schunk, D.H. (2002). *Motivation in Education*, Upper Saddle River, NJ: Merrill Prentice Hall.
- Pintrich, P. (1999). The role of motivation in promoting and sustaining self regulated learning, *International Journal of Educational Research*, 3 (1), 459-470.
- Pintrich, P. & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance, *Journal of Educational Psychology*, 82, 33-40.
- Rosemberg, C. R. (2012). Learning to Read and Write in Bilingual Context: A Study and Implementation Programme with Indegenous Qom Communities in Argentina. *L1: Educational Studies in Language and Literature*, 12 (2), 1-25.
- Ruck, J. (2020). Elementary-level learners' engagement with multimodal resources in two audio-visual genres. *The Language Learning Journal*, 20 (1), 1-16.
- Ryan, R.M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Schunk, D.H., & Zimmerman, B.J. (1997). Developing self-efficacious readers and writers: The Role of social and self-regulatory processes. In J. T.
- Schunk, D. H., Pintrich, P. R. & Meece, J. L. (2008). *Motivation in education: Theory, Research, and Applications (3rd ed.)*, Upper Saddle River, NJ: Merrill Prentice Hall.
- Sulzby, E. (1994). Children's emergent reading of favorite storybooks: A developmental study. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (pp. 244-280). Neward, DE: International Reading Association.
- Sulzby. (1986). *Literacy Strategies for Grade 4-12: Reinforcing Threads of Reading*. Alexandria: Association for Supervison Curriculum Developmment.
- Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- UNESCO. (2003). *The Prague Declaration. "Towards an Information Literate Society*
- UNESCO. (2006). *Understandings of literacy*. Diperoleh 23 September 2019, dari http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf.
- Uno. B. H. (2006). *Teori motivasi dan pengukurannya*. Jakarta: PT. Rajagrafindo Persada.
- USAID. (2014). *Kemampuan literasi Kelas Awal di LPTK*. Jakarta: USAID
- USAID. (2015). *Buku Sumber untuk Dosen LPTK Pembelajaran Literasi di Sekolah Dasar/Madrasah Ibtidaiyah*. Jakarta: USAID PRIORITAS
- Walker, A., Barbara, C. & Robert, A. (2006). Identification with academics,intrinsic/extrinsic motivation, and self-efficacy as predictors of cognitive engagement. *Learning and Individual Differences Journal*, 16, 1-12.
- Wigfield, A., Guthrie, T, J., Tonks, S. & Perencevich, C, K. (2004) Children's Motivation for Reading: Domain Specificity and Instructional Influences. *The Journal of Educational Research*, 97 (6), 299-310.
- Weikle, B., & Hadadian, A. (2004). Literacy, development and disabilities: are wemoving in the right direction?. *Early Childhood Development and Care*, 174 (7), 651-666.
- Young, J. A. & Potter, C. R. (2013). The problem of academic discourse: Assessing the role of academic literacies in reading across the K-16 curriculum. *Across the disciplines*, 10(4). Retrieved April 20, 2021, http://wac.colostate.edu/atd/reading/young_potter.cfm
- Yusuf, M. O. (2005). Information and communication education: Analyzing the Nigerian national policy for information technology. *International Education Journal*, 6 (3), 316.