



## Analysis of the Implementation of Storybook Teaching Media to Improve the Reading Literacy Ability of Elementary School Students

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<http://dx.doi.org/10.18415/ijmmu.v11i1.5289>

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### **Abstract**

This study aims to determine the implementation of storybook teaching media on literacy skills with 3 indicators, namely the ability to read students, the ability of students to understand the content of reading and the use of storybook media. This research uses ex-post-facto research. The research was conducted for 3rd grade students of SDN Bangsri 2 with 14 students. The research was conducted for 2 meetings and 1 evaluation with a time allocation of 2x35 minutes (70 minutes). Data on students' reading ability was taken through a test of students' reading ability by grouping students using level 1, level 2, level 3, and level 4. The results of students' reading ability are at level 2 of 42.86% with a fairly good category. The ability of students to understand reading was carried out observation and pretest tests with the results obtained that the ability of grade 3 students of SDN Bangsri 2 in understanding reading was still low because many of the pretest scores were not complete.

**Keywords:** *Teaching Media; Reading Literacy Skills; Storybook*

### **Introduction**

The challenges of education in the 21st century era really require reading skills, where reading is one of the activities of perceiving, analyzing, and interpreting that readers do to understand what the author will convey in written media. In Indonesia itself, according to (PISA 2018 Assessment and Analytical Framework, 2019) from 2000 to 2009 has increased from 371 to 402, but from 2009 to 2018 has decreased from 402 to 371. At present, literacy has only touched the aesthetic beauty aspect in literacy, not maximally developing literacy programs (Sutrisna, 2018).

Literacy must be done as early as possible by introducing a culture of literacy, the introduction of literacy requires a long process (Tahmidaten & Krismanto, 2020). Each stage needs to be evaluated for its success (Padmadewi & Arini, 2018). Based on literacy habituation carried out from an early age, it can increase students' awareness of the importance of reading (Fauziyyah et al., 2020).

In the current era of technological development, making everything desired can be accessed easily and obtained quickly. Based on these technological developments, the teacher's learning process

also follows the times, namely by making interactive and innovative teaching media (Satriani et al., 2022).

Teaching media is an instrument used in determining the success of the teaching and learning process in the world of education (Wahyuningtyas & Sulasmono, 2020). Where the existence of this media can be easily understood by students. In addition, learning takes place more lively and increases the involvement of students in the classroom which makes them more independent (Alti et al., n.d.). The teaching media in this study used storybooks.

Storybooks are usually known in the form of storytelling pictures, which can improve learners' ability to understand, attract attention, and increase learners' liking for books, encourage reading skills, preserve culture and history and instill morals in learners (Pasaka et al., 2022). The characteristics of teaching media are fictitious, manipulative, distributive and able to be used in mass, groups and individuals well. The benefits of teaching media are to increase and direct the attention of students so that it can generate learning motivation, more interaction between students and the environment. If the teaching media used is interesting, practical and effective, students' interest in learning will increase (Khotimah, 2021).

Researchers conducted a study to assess the reading literacy skills of grade 3 students. They conducted pre-observation tests to evaluate the students' reading abilities. The study involved observation tests and skills tests to determine the students' literacy skills in comprehending reading materials. The researchers also conducted interviews and distributed questionnaires on storybooks to gather information about the use of storybooks in Indonesian language learning for low grade students and their preferences in reading. The aim of this research is to bridge the findings of previous studies and provide recommendations on using storybooks to enhance students' literacy skills, taking into account their characteristics. The study focuses on three indicators: students' reading ability, their comprehension of reading materials, and the use of storybook media in teaching literacy skills. Through this research, the authors aim to contribute new findings and recommendations on the effective use of storybooks to improve students' literacy skills.

## **Methods**

This research used a preliminary study with a descriptive nature. Observations were made on third grade students of SDN Bangsri 2 totaling 14 students. The research was conducted for 2 meetings and 1 evaluation with a time allocation of 2x35 minutes (70 minutes). The test of students' reading ability is carried out by grouping students using level 1 (recognizing letters), level 2 (recognizing words), level 3 (analyzing sentences) and level 4 (recognizing paragraphs) (Sholatiah et al., 2023). Learners are tested starting from level 1, if they understand each letter then go to level 2, level 3 and level 4. The criteria for students' reading test ability 0-25% qualification is not good enough, 26-50% qualification is good enough, 51-75% qualification is good and 76-100% qualification is very good.

A skills test was conducted to assess students' reading comprehension abilities, specifically their problem-solving skills. The test consisted of 15 questions related to material changes in objects. The test was administered using a liveworksheet platform. The results of the skills test were analyzed based on criteria for completeness, with scores ranging from 0 to 59 indicating incomplete qualifications, and scores from 60 to 100 indicating complete qualifications. Additionally, a teacher interview was conducted to gather information about the condition of Indonesian language learning in lower grades, particularly whether storybooks were used as a teaching media to improve literacy skills for grade 3 students at SDN Bangsri 2. Questionnaires were also distributed to identify the types of reading preferred by the students. These research methods were employed to gain insights into students' reading abilities and the effectiveness of storybook teaching media in enhancing literacy skills.

## Result and Discussion

### Student Reading Skills

The following are the results of the reading ability of grade 3 students at SDN Bangsri 2:

Table 1. Observation Results of Students' Reading Ability

No	Reading level	Students	Percentage (%)	Criterion
1	Level 1	0	0	Not Good
2	Level 2	6	42.86	Good Enough
3	Level 3	4	28.57	Good
4	Level 4	4	28.57	Very Good
<b>Sum</b>		<b>14</b>	<b>100</b>	
<b>Average</b>			<b>7.14</b>	

**Results and Discussion  
Students' Reading Skills**

### Learners' Ability to Understand Reading

The ability of students to understand reading is carried out by an observation test with indicators of not understanding the text read, very low reading ability, difficulty concentrating in learning, lack of understanding of punctuation, unable to explain the reading read, and difficulty recalling the reading read (Sholathiah et al., 2023). The observation results are as follows:

Table 2. Observation Test Results of Students' Ability to Understand Reading

No	Indikator	Persentase (%)
1	Not understanding the text read	57.14
2	Very low reading ability	42.86
3	Difficulty concentrating on learning	57.14
4	Lack of understanding of punctuation	57.14
5	Can't re-explain what was read	57.14
6	Difficulty recalling what was read	92.87

### Pretest Students

The following are the results of the pretest of Learners in Using Liveworksheet

Table 3. Pretest Results of Learners Using Liveworksheet

No	Interval	Students	Total Score	Prosentage(%)	Criteria for Completeness
1	9	0	0	0	Complete
2	8	0	0	0	Complete
3	7	0	0	0	Complete
4	6	3	18	31.58	Complete
5	5	3	15	26.32	Not Complete
6	4	3	12	21.05	Not Complete
7	3	3	9	15.79	Not Complete
8	2	1	2	3.51	Not Complete
9	1	1	1	1.75	Not Complete
<b>Total</b>		<b>14</b>	<b>57</b>	<b>100</b>	
<b>Average</b>			<b>4</b>	<b>1.55</b>	

Table 4. Percentage of Student Study Completeness

No	Students	Procentage (%)
1	3	21.43
2	11	78.57

### Use of Storybook

The teacher interview contains 15 questions that can explain the conditions of the Indonesian language learning process in the lower grades. The information is to find out whether they have used storybook teaching media to improve the literacy skills of grade 3 students at SDN Bangsri 2. Researchers also distributed questionnaires on the use of storybooks to find out the types of reading preferred by students.

Table 5. Results of Interviews with Low Grade Teachers

NO	Interview Question	Results Description
1	Has SDN Bangsri 2 implemented the Merdeka Curriculum?	Already this year for classes I and IV
2	What models, approaches and methods do you often use in learning Indonesian in class?	Still often use the lecture method and group learning. It's still rare
3	Do you often use a variety of learning models to facilitate understanding from students?	
4	Do you often utilize the school environment or the environment around students to carry out Indonesian language learning?	No, it's still a picture in the LKS book
5	Do you think it is important for teachers to relate the material to be learned with real experiences?	Very important, more stimulating for students' memory
6	Do you think it is important for teachers to prepare local wisdom in learning materials?	Actually, it is very important, because it makes it easier for children to understand learning, because local wisdom is familiar to students.
7	The books used in learning are self-developed books or books from the government and circulating in the market?	Still from the government on the market
8	In what kind of material do you have difficulty in teaching it to students?	Materials that require high concentration, which require concrete evidence such as changes in the form of objects
9	Do you think the media used is enough to help students in developing students' literacy skills in accordance with the objectives of Curriculum 2013?	Not yet
10	Do you think it is necessary to develop teaching media to help students in developing students' literacy skills in accordance with the objectives of Curriculum 2013?	Still very necessary, because children's literacy is currently decreasing
11	How is the activeness of the learners during the learning process in this case both related to the ability of students to ask questions, answer questions, discuss and seek information from various sources?	Still not very active or taking the initiative to learn independently
12	How do students respond to Bahasa Indonesia learning?	They think it's hard because it's more memorization.
13	Is the Bahasa Indonesia learning media available in the library complete?	Still learning books
14	What learning media are used in Bahasa Indonesia learning??	LKS, Student handbook
15	Are the facilities and infrastructure available enough to support learning activities?	Enough but not yet optimally used

The researcher also distributed a questionnaire on the use of storybooks to find out the type of reading preferred by students.

**Questionnaire Results**

**Storybooks That Are Often Read**

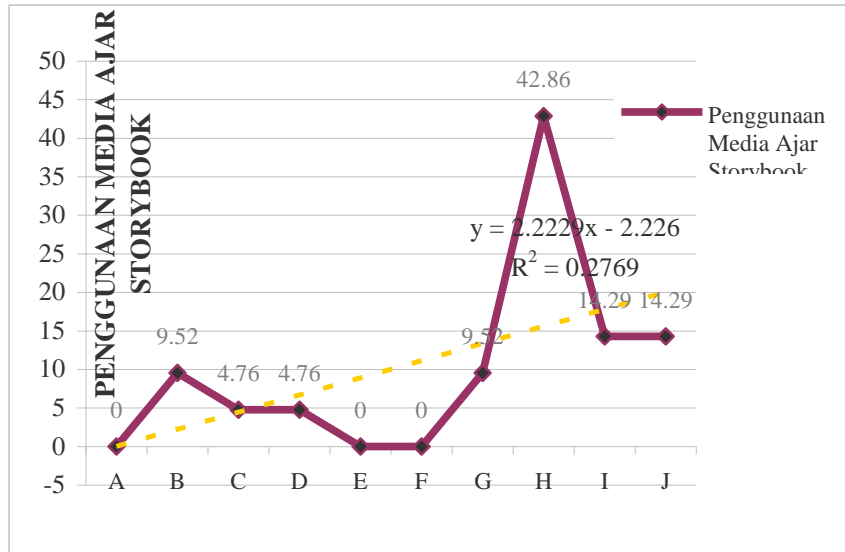
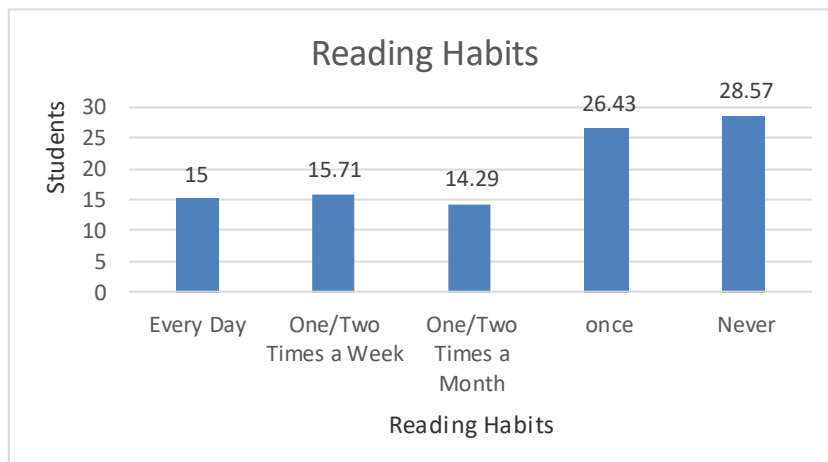


Figure 1. Questionnaire Results on the Use of Storybooks that are Read Frequently

Description:

A = comic books, B = storybooks/novels, C = science books, D = magazines, E = newspapers, F = instructions for use, G = brochures or signage, H = titles of TV shows, I = advertisements in newspapers/TV, and J = reading on the internet

**Reading Habits**



Gambar 2. Kebiasaan Membaca Peserta Didik  
Figure 2. Questionnaire results of students' reading habits

## **Discussion**

### **Learner Reading Proficiency**

Indonesia develops a literacy culture as a prerequisite for life skills in the 21st century through basic literacy. These basic literacies include literacy, numeracy, science literacy, digital literacy, financial literacy, and cultural and civic literacy (Nudiati & Sudiapermana, 2020). Literacy skills are very important to instill in primary schools because they support students to overcome various problems. Literacy skills (reading and writing) must be higher than speaking skills in students (Sholatiah et al., 2023). Reading is a process of understanding, interpreting and articulating discourse (Saraswati et al., 2021). Observation of reading skills in grade 3 students was carried out once a meeting.

Based on Maryani & Elnawati's research (2020), the ability to recognize letters in children is very high, namely 36% and a high category of 64% with low and very low categories of 0%. According to Haryono et al. (2022), when children aged 7-2 years are in operational cognitive development where children have understood logical operations with the help of concrete objects in addition to developments in the way of thinking / intelligence. Cognitive factors have an important role for children's success in learning, because all forms of learning are always related to remembering and thinking.

### **Learners' Ability to Understand Reading**

Table 3, namely the observation test of students' ability to understand reading, obtained the results on indicator one, namely not understanding the text read by 57.14%, the second indicator, namely very low reading ability by 42.86%, the third indicator, namely difficulty concentrating in learning by 57.14%, the fourth indicator, namely lack of understanding of punctuation by 57.14%, the fifth indicator, namely not being able to explain the reading read by 57.14% and the sixth indicator, namely difficulty remembering the reading read by 92.87%. The high level of students' incomprehension of reading due to low reading ability, difficulty concentrating in learning, lack of understanding of punctuation so that students cannot explain the contents of the reading again because of the difficulty in remembering the contents of the reading so it can be concluded that the ability of students to understand reading is still low.

The low reading ability of students is influenced by several factors, one of which is caused by learning difficulties. According to Megaswarie (2020), learning difficulties in children are not always caused by cognitive factors or the intelligence of students below the average, but can also be caused by environmental factors that are less supportive so that children experience delays in participating in learning.

To find out the ability of students to understand reading, a skills test was also conducted. The results of the problem solving skills test are described in table 4, clarified in table 5 and figure 3. Based on table 4, those who got scores 9, 8, and 7 were 0%, meaning that no students got these scores. For value 6, 31.58%, value 5, 26.32%, value 4, 21.05%, value 3, 15.79%, value 2, 3.51% and value 1, 1.75%. So it can be concluded that the reading ability of students is still low because the percentage of complete criteria is less than that of students who are not complete.

### **Use of Storybooks**

To find out whether storybook teaching media has been used in improving students' literacy skills, researchers conducted interviews with low-grade teachers. Based on the interviews described in table 6, it can be concluded that the literacy skills of students are still low which is caused by the lack of varied models, approaches and learning methods used by teachers in learning Indonesian. Less utilization of the environment so that it does not utilize local wisdom as a learning medium with concrete evidence that is easily understood by students. In addition, the lack of varied learning media used in learning,

especially the use of storybooks to improve students' literacy skills, while the available facilities and infrastructure are quite capable.

This is the same as research conducted by Paramita et al., (2022), through interviews with third grade teachers the low reading skills of students are caused by the lack of media development that can improve reading skills and the low use of technology in developing reading media so that it still focuses on using books so that it is less interesting. In addition, the Indonesian language learning process should ideally be taught using media that can increase interest in learning so that reading skills are high. Teachers need to provide several reading sources by developing these reading sources through several learning media to increase students' interest in learning.

Researchers also distributed questionnaires on the use of storybooks to find out the types of reading preferred by students described in Figure 7, comic books 0% means that no students read comics. Storybooks and brochures as much as 9.52% higher than science books, magazines, newspapers, user manuals. The titles of TV shows obtained the highest value of 42.86% then advertisements in newspapers / TV 14.29% balanced with internet reading. That is, here it can be concluded that today's learners prefer attractive displays and are already through digital media.

Nurbaeti et al., (2022), stated that to improve students' reading literacy activities, it is necessary to pay attention to the media used to make it interesting and the storytelling method to encourage critical and logical thinking. The use of pictorial media for children has the advantage that students can read and see the available images so that it is not boring. In addition, it can stimulate children's ability to tell stories because they can imagine the images obtained in the media (Nurjannah et al., 2022).

In addition, it is explained in Figure 8 that the reading habits of students are still very low. The reading habit is only 15% for every day, 15.71% one/two times a week, 14.29% one/two times a month, 26.43% once and 28.57% of students never read at all. So it can be concluded that low reading habits affect students' literacy skills, so follow-up needs to be done.

## **Conclusion**

Students' reading literacy skills are in the low category. There still needs to be a lot of habituation of reading literacy skills, strategies and methods used in learning to improve reading literacy skills. Teachers also need to provide access to learning resources that support students in improving reading literacy skills such as literary sources, books that are interesting and easy for students to understand, and digital books that are easily accessible to students. Learners need to be trained to be literate, hone critical and creative thinking, and be able to solve problems. The main finding in this study is that students have low reading skills so that in understanding reading is still in the category of less because of the low habit of students in reading. The limitations of this research are still in the stage of analyzing the reading literacy skills of students. Further research that can be done is the development of storybook teaching media to improve students' reading literacy skills.

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