

Preliminary Research of Media Literacy Development

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Abstract— This research is motivated by the low quality of media literacy used by teachers in reading learning in the early grades of elementary school. This study aims to produce valid media literacy used in reading learning in the early grades of elementary school. This type of research is research and development with a 4-D development model consisting of the stages of defining, designing, developing and distributing. The research subjects were early elementary school students in Padang Utara Subdistrict, Padang City. Literacy media developed are big book and media images. Data obtained from the results of needs analysis, analysis of students, and the results of media validation validation by the validator. The development process carried out shows that students tend to like teaching materials that have bright colors such as yellow, green, and blue. Students also like animals, plants, and daily activities with colors that match reality. The development of literacy media as needed, makes students enthusiastic to read and interested in knowing the contents of the stories contained in media literacy. Based on this, it can be concluded, that validated media literacy developed is used in reading learning in order to foster literacy in reading early elementary school students.

Keywords— *preliminary research; media literacy development*

I. INTRODUCTION

Reading skills is one of the language skills that can deliver someone to understand the problems that occur in society. Reading skills are the gateway to getting to know and know the latest information. Openness of insight cannot be obtained without information disclosure. The openness of current information is certainly more obtained through reading activities [1]. Without reading, information updates are certainly not possible. In essence, reading is the most powerful way to adjust to the times.

Reading is an activity that is considered boring. Readers are required to self-understand ideas and information conveyed by the author. Therefore, reading skills need to be cultivated early. Information literacy is certainly not maximal if it is always forced.

Reading interest is a long and gradual process. So reading literacy needs to be instilled since the child starts to get an education [2]. Literacy reading is very important for elementary school students (SD), because literacy skills affect the success of learning and life.

Literacy reading will help students be able to keep up with the pace of information. Literacy in reading makes students have a lot of knowledge, up to date with the latest information and are able to catch up [3]. Such an impact will be on conditions, so that they are able to become part of the progress of the times.

Reading skills obtained at the beginning of the class affect advanced reading skills [4]. If the reading foundation in the early class is not strong, then at the advanced reading stage students will have difficulty in having adequate reading skills. As a skill underlying the next skill, reading in the early grades requires teacher attention. Therefore, early reading activities are of special concern. Both in terms of implementation, service, and in terms of providing reading material.

Reading in the early grades is an introduction to reading for elementary students. Students learn to gain abilities and master the techniques of reading and capturing the contents of the reading properly [5]. Learning to read in the early classes certainly must be introduced as well as possible, so that students' love of reading material can grow [6].

Activities to string word for word and understand the message contained in it is a very draining activity. If reading activities are carried out in a conventional manner, it will certainly be boring [7]. Reading activities will be more sickening to students if the reading material used does not arouse the appetite to read.

Therefore teachers need to design learning to read well, so that students become fond and accustomed to reading. In addition, so that the concept in him is embedded that reading is a fun activity. The teacher also plays a role in fostering students' reading motivation [8]. Motivation from teachers is a source of inspiration that can foster students' enthusiasm in

reading [9]. Giving examples from teachers as reading ambassadors will motivate students to always read.

Reading literacy learning in the early grades also requires the right tools or media. In addition to the learning design and motivation of teachers, the use of reading media also contributes to determining the success of reading. If the learning design makes students feel happy in reading, the motivation of the teacher makes students eager to read, then the right reading media will make students interested in reading [10]. That is, learning to read begins with attraction, if students are interested in reading, of course it will be easier to direct. Attractive reading material, has many illustrations and color images will stimulate children's interest in reading [11].

Characteristics of early grade students who have a short concentration range need support so that they are interested in what they are learning. The use of media literacy such as images, graphs / diagrams or interesting objects can help optimize the process of learning to read students. In addition, reading material whose contents attract attention will make the child centered on the reading material [12]. Students will more easily understand the concepts given through visual or verbal. The use of visual media will also make students remember information more than just using text media.

This study aims to fulfill the above needs by developing media literacy that is able to improve reading skills of early elementary school students. The media literacy developed is the big book and picture media. Big Book is one of the most effective in the early grades. Big Book allows students to learn to read through how to remember and repeat reading [7]. The image media is a visualization media that can attract students' reading interest. Learning to read with media images also makes students motivated and interested in reading and knowing the contents of illustrated stories [13].

The development of the two literacy media read above, is expected to foster interest in reading early elementary school students and improve their reading skills as a measure of the success of reading. In addition, the media literacy developed is expected to be used in achieving the objectives of Indonesian language learning as contained in the curriculum as optimally as possible.

II. RESEARCH METHOD

The process of developing media literacy using the 4-D development model includes define, design, develop, and disseminate. The overall data of the research results were analyzed using a qualitative approach. Qualitative research is using methods such as participant observation, which is a descriptive narrative, a descriptive account of a setting or practice [14]. A qualitative approach is an approach method in the form of observations and case studies with results in a narrative, descriptive form. The use of qualitative research is due to the development of concepts based on the data obtained [15].

The research implementation is adjusted to the stages of the development model used. Because this research focuses on the things needed in developing media literacy, the translation of research only reaches the stage of development.

The activities carried out at each stage of development follow the explanation as follows. (1) The define phase, defines the requirements and components needed to develop media literacy to suit the needs of the early grade students. Based on this, then at this stage an analysis of student characteristics and analysis of teaching material requirements is carried out. (2) The design phase, prepares media literacy developed according to the terms and components described in the previous stages. (3) The stage of development, the prepared media literacy is revised by experts, so that media literacy is valid to be used [16].

The subjects of this study were teachers and early elementary school students. Practice the teacher as a practitioner's validator, review and provide the value of the media developed. Students are involved as subjects that form the basis of media literacy and also as a user response. The data used is primary data, because the data is obtained directly from the source. As for the other types of data: (1) Data from the preliminary study, consisting of interviews and (2) Data from the results of media literacy validation by expert and expert validators.

The entire data used in the study was obtained using a data collection instrument. Data from preliminary studies is obtained using instruments: (1) interview questionnaire and (2) observation sheet. Data from media literacy validation results were collected using instruments: (1) big book validation sheet and (2) image media validation sheet, validation data analyzed and set into the validity level stated by Widjajanti (2008:58) yaitu:

TABLE I. LEVELS OF MEDIA LITERACY VALIDITY

Range	Category
1,00 – 1,99	Not Valid
2,00 – 2,99	Less Valid
3,00 – 3,49	Valid
3,50 – 4,00	Highly Valid

III. RESULT AND DISCUSSION

The results of this study are media literacy (big book, media images, and story calendars) that are suitable for students' needs and are validly used in reading learning in the early grades of elementary school. The results of the study are described according to the stages of the research carried out.

A. Define Stage

1) Analysis of Student Characteristics

Analysis of student characteristics was carried out by examining expert opinions about the character of early elementary school students. Generally early elementary school students like stories that are close to their surroundings. Early grade students were very fond of fable-shaped stories, stories about daily activities, stories about adventures, and fantasy stories of living things. In addition, early elementary school students also like environmental-themed stories, play, and stories that contain elements of teaching.

Early elementary school students also liked the pictures. So in a reading for early class students, it must be dominated

by images. Images of reading material for early grade students can be in the form of animals, robots, or human animated images. Presentation of images in reading material as far as possible should be in accordance with reality. If in the real world buffalo is black gray, then in teaching materials, the color of the buffalo must also be.

Bacillary ingredients for early grade students, you should use a variety of colors. Early elementary school students like bright colors that make eyes interested in seeing. The use of bright colors reflects the concept of happiness, of course, this is in accordance with the characteristics of early elementary school students. The concept of combining colors in teaching materials must also be proportional between bright colors and dark colors.

The use of sentences in reading material also influences students' interest in reading. Early class students have not been able to understand long sentences. The number of words per sentence for early elementary school students amounts to 4-7 words. Word selection must also pay attention to the level of mastery of the words of early elementary school students. The words used are simple words that are easy for students to understand.

2) Analysis of Literacy Media Needs

The purpose of the needs analysis is to examine more deeply the various aspects needed for the development of media literacy. Effective reading learning cannot be separated from the use of media literacy in the learning process. Therefore, the analysis of media literacy needs is focused on students' needs for reading material.

Analysis of media literacy needs can be done by conducting interviews with students. Interviews were conducted on three aspects, namely: (1) types of media literacy stories, (2) stories of media literacy figures, and (3) media literacy colors. The following are the results of the interview to find out the results of the three aspects of this aspect.

The types of stories have four options, namely: (1) adventure, (b) daily activities, (c) the surrounding environment, and (d) friendship. Of the 30 students interviewed, there were 5 students who liked stories about adventure, 11 students educated stories about daily activities, 8 students liked stories about the environment, and 6 students liked stories about friendship. More details can be seen in the following figure 1

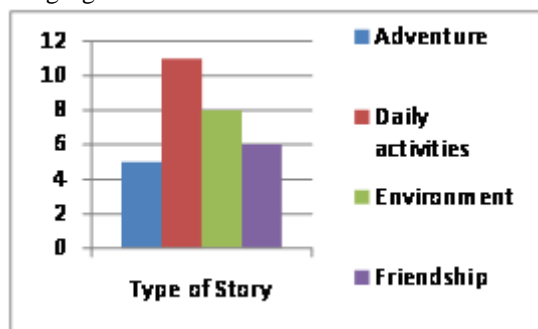


Fig. 1. Types of Stories Preferred by Students

Based on the above data it can be concluded, that the majority of students prefer media literacy that tells about daily activities. Because the types of literacy media developed are divided into two, the two literacy media will raise stories about the big book and stories about environment (picture media).

Aspects of story characters have four options, namely: (a) human animation, (b) objects, (c) animals, and puppets around the environment, and (d) robots. Of the 30 students interviewed, 13 students liked stories with animated characters (cartoons), 4 students liked the characters, 9 students liked animal figures, and 4 students liked robot characters. More details can be seen in figure 2 below.

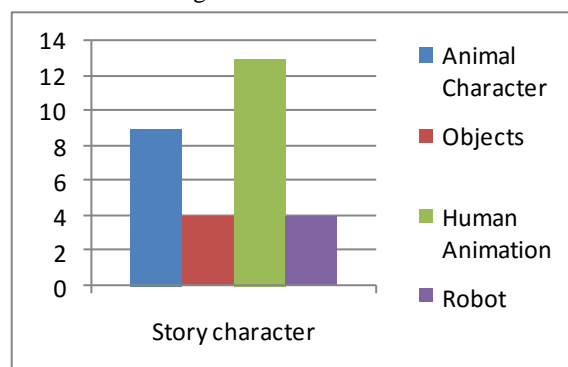


Fig. 2. Types of Character Stories Preferred by Students

Based on the above data it can be concluded, that the majority of students like stories with human animated figures. Because the type of media literacy developed is divided into two, the two literacy media use big book characters and animal figures (media images).

Based on the above data it can be concluded, that the majority of students like stories with human animated figures. Because the type of media literacy developed is divided into two, the two literacy media use big book characters and animal figures (media images).

The background color aspect of media literacy has 6 options: (a) red, (b) blue, (c) yellow, (d) green, (e) black, and (f) gray. Of the 30 students interviewed, 2 students liked red, 7 students liked blue, 4 students liked yellow, 8 students liked green, 3 students black, and 6 students liked the color gray. More details can be seen in the following figure 3.

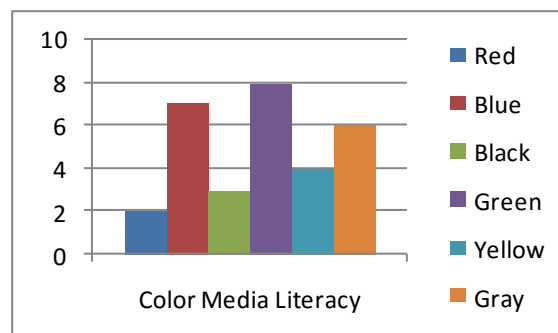


Fig. 3. Media Color Literacy that Students Like

The data above shows that students prefer green as the dominant element in coloring. In order not to appear monotonous, three of the highest color choices will be taken to vary in the big book coloring and image media. The dominant color variations used are blue, green, and gray.

B. Design Stage

After defining the characteristics of media literacy for early elementary school students, the next activity is to design media literacy that fits the needs of students both in terms of content, color, presentation sentence, and image. The design of media literacy is an answer to the low quality of media literacy used in reading learning.

1) Big Book

Big book literacy media raises the theme of children's activities or habits in everyday life. Big book characters are human animated figures named Mona, Leni, and Lala. This story tells the story of children who like excessive snacks, causing stomach ache. Indirectly the Big Book story has taught students about the values of goodness that can be applied in the life of the day.

The media literacy cover is given a bright color with a meadow and blue sky and clouds. This certainly gives an interesting impression at the beginning. In the middle of the cover, a child is showing a big book story with a smile.

Images are proportional in size, clearly visible and in accordance with the big book storyline. Images in each storyline reflect everyday life. The description of the character is also in accordance with reality. Mona, who always has a lot of snacks, is made more fat than her friends.

The use of sentences also looks effective. Each picture has 3-5 sentences, of which each sentence consists of 5-7 words. The words used are words that have often been used by students. So that students will be easier to understand the contents of the story. Some big book views can be seen in the following picture.



Fig. 4. Design of the Big Book Display

2) Media gambar

Picture media is a visualization media that can attract students' reading interest. The image media that was developed raised the theme of the environment peppered with stories of friendship. Taking themes according to the needs of students at the interview stage.

The picture media tells about the sadness of buffaloes and storks because they do not have land as a place to look for food. Rice fields are decreasing as they are replaced by housing. However, buffaloes and benches keep increasing each other so that they are patient and continue to pray so that people are aware.

The media cover image is dominated by green with a background of rice field views. The cover shows the core story of buffalo and herons who are looking for food. The picture is as if showing a buffalo talking to a crane.

The contents of each picture are delivered with the right and appropriate story. The story is brief and interesting. Although the story is short, students still get teaching in order to maintain the environment and ecosystem.

The use of sentences is also easy for students to understand. The story of each picture also consists of 3-5 sentences, where each fixed sentence consists of 5-7 words. The layout of the image is also proportional and balanced. Some display media images can be seen in the following picture.



Fig. 5. Design of Display Media Images

C. Development Stage

1) Media Literacy Validity

Validation of media literacy is carried out by experts and practitioners by giving a score on each assessment indicator. Assessment indicators on big book literacy media and picture media are divided into several aspects, namely: (1) aspects of content eligibility, (2) aspects of language use, (3) aspects of presentation patterns, and (4) graphic aspects. The assessment indicators for each aspect differ depending on the type of media literacy. Assessment is carried out by giving a score of 1 - 4 on each indicator of assessment, with criteria: (1) not appropriate, (2) not appropriate, (3) appropriate, (4) very

appropriate. The results of the media literacy validation by experts and practitioners are further elaborated as follows.

2) Big Book Validity

No	Indicators	Big Book	
		Average	Category
1.	Content eligibility	3.63	Highly Valid
2.	Language use	3.60	Highly Valid
3.	Display pattern	3.48	Valid
4.	Desain graphics	3.76	Highly Valid
Average		3.62	3.62

Based on the table above, it was concluded that the media of big book literacy was valid used in reading learning in the early classes. Big book literacy media has a validity level of 3.62 with very valid criteria.

The aspect of content eligibility obtained a score of 3.63 with very valid criteria. According to the validator, the topic of the big book is in accordance with the needs of students. The big book topic also fits the characteristics of students. In addition, the validator considers that the appearance of big book can motivate students to read.

Aspects of language use score 3.60 with very valid criteria. The results of the validator's assessment show that the big book has a short and easy to understand story. Big books also have clear sentence patterns. The use of language in the big book is also effective and efficient

Presentation aspects score 3.48 with valid criteria. These results indicate that the big book is presented systematically. big book manifests the existence of interaction in learning. The illustrations and images are very interesting and are in accordance with the development of the early grade students.

The graphic aspect has a score of 3.76 with very valid criteria. Based on these results it can be concluded that the big book cover has unity. Lay out the big book well organized. The big book picture is clear and has meaning. The design and appearance of the big book is interesting and not monotonous

3) Media Image Validity

TABLE II. MEDIA IMAGE VALIDITY

No	Indicators	Media Images	
		Average	Category
1.	Content eligibility	3.50	Highly Valid
2.	Language use	3.38	Valid
3.	Display pattern	3.52	Highly Valid
4.	Desain graphics	3.60	Highly Valid
Average		3.50	Highly Valid

Based on the table, it can be concluded that valid image media is used in reading learning in the early classes. Image media obtain a 3.50 validity level with very valid criteria

The aspect of content eligibility obtained a score of 3.50 with very valid criteria. These results indicate that the image media component fits the needs of students. Topics of picture media topics according to student characteristics. In addition, the display of image media is able to motivate students to read.

Aspects of language use score 3.38 with valid criteria. The validator's assessment shows that the image media has a short and easy to understand story. Media images also have a sentence pattern that is quite clear and easy to understand.

The presentation aspect gets a score of 3.52 with very valid criteria. These results indicate that media images are easy to use in learning. Images on media images are presented quite interesting and quite in accordance with the development of early grade students.

The graphics aspect scores 3.60 with very valid criteria. These results indicate that Lay out media images are well organized. Cover media images have unity and are related to the contents of the story. The design and appearance of media images are attractive and not monotonous.

IV. CONCLUSION

Based on the explanation of the results of the research and discussion above, conclusions are obtained as follows: (1) Literacy media have been produced that are in accordance with the characteristics and needs of early elementary school students. (2) Literacy media developed include big books, and media images. (3) In general, early elementary school students like reading material that has bright and varied colors. Early elementary school students also like reading material that has pictures. Generally students like reading material with animal images or human animation (4) The validity of media literacy is obtained from the results of the validator's assessment of aspects of content eligibility, language usage, presentation patterns, and graphics. The results of the assessment showed that the media literacy developed was declared valid and suitable for reading in the early grades

Based on the conclusions obtained, it is recommended that elementary school teachers and education practitioners be able to use media literacy developed in achieving the objectives of learning Indonesian as stated in the curriculum as optimally as possible.

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