



# The Implementation of Quantum Reading Method with Storybird Media to Strengthen the Reading Skill

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**Abstract.** Background: This study aimed to described the learning using the Quantum Reading method with storybird media to strengthen the reading skill of elementary school students at 23 Semanggi Muhammadiyah Elementary School (23SMES).

Method: The method used in this study was descriptive qualitative with a case study design. The data collection technique used in this study was observation, interview, and documentation. Data were analyzed by data reduction, data presentation, and conclusion. The assessment technique used in this study was technical triangulation and source triangulation.

Result: Quantum Reading method with Storybird media can overcome the problem of students who did not like to read because the media was also engaging; some pictures made students enthusiastic and comfortable when reading. So that students can more easily understand the contents of the story given and more easily remember the account. The result of this study indicated that the implementation of students' reading abilities or skills had increased after reading using the Quantum Reading method with Storybird media.

Implications: The implications of this study were: The principal guides each class teacher to have pedagogical competence and enrich creative ideas to improve students' reading skills. Teachers must be severe in educating the nation's children and continually hone creativity, knowledge, and cooperation between other teachers to make learning well received by students.

Novelty: This study revealed the implementation of the Quantum Reading method to improve reading skills with Storybird media.

**Keywords:** Reading Skill · Storybird · Quantum Reading

## 1 Introduction

Quantum reading is a method that concerns students' comfort in the classroom learning process. Comfort here is a factor that affects reading. Reading is one form of interaction in the learning process. The application of Quantum reading presents a concept about learning strategies to read more accessible and faster with high comprehension. If

students' understanding improve, they get better grades and learn faster. One way that is thought to be able to overcome problems regarding students' speed reading skills is the Quantum reading method. If students have experienced it quickly and successfully, they begin to read more often during learning and as a hobby. Of course, it also raises the enthusiasm of students in reading. Quantum reading is a learning method that aims to generate reading potential as an element of interaction in the learning process [1]. Media that play a role in helping students learn. Learning media must also be selected according to the characteristics and needs of students in learning. Effective education does not only provide information, because elementary school students are easily bored, so to invite students to learn, teachers usually use teaching aids to provoke students' interest in learning [2]. Learning media itself needs a breakthrough, creation, and development widely by utilizing developing technology. Teaching media is closely related to the definition of educational technology [3]. Many types of learning media can be used to assist students in learning. One of the media that can be used in education and supporting students' reading interests is storybird media.

Teachers must choose teaching materials that follow the characteristics of students in the class so that they can grow the activeness and enthusiasm of students in carrying out learning so that students who have difficulty reading become easier to read [4]. Storybird is one of the learning media that can improve reading skills through pictures that are as attractive as possible so that students can be interested and easily understand quickly. This media gives influence as well as various types of images such as animal images. Story birds can use to help students to solve the problem in learning writing students have difficulties in creating the idea and students feel confused to imagine what they want to write because if students only learning by using textbooks is a lack of effectiveness [5]. Not only used to support reading skills, Storybird can also play a role in helping students improve their writing skills. The existence of this Storybird media which has advantages such as compiling creative children's stories, is expected to increase student interest in learning.

Reading is one aspect of language skills that a person must have. Reading is a thought process that includes understanding, telling, and interpreting the meaning of written symbols by involving sight, eye movements, inner speech, and memory [6]. Reading also requires collaboration with body parts such as the eyes, mouth, and brain. Skill is an ability to do something [7]. Reading skills need to be applied when children are still as early as possible because Reading is the primary basis that students must have [8]. When children have been involved in reading skills since elementary school, these abilities will continue to be owned and always used until the next level. The authors chose the Storybird media because it not only has good text and story formats, but it is also supported by exciting and interrelated images with the story's content so that it can attract students' attention and when reading it will be easier to understand because there are pictures. If the type of text follows the characteristics of students, students' reading comprehension skills may increase [9].

## 2 Method

### 2.1 Type and Design

This study was qualitative descriptive with a case study design. This study focused on the activities of teachers in Pasar Kliwon District, Surakarta City, Central Java, Indonesia in terms of implementing the Quantum reading method using Storybird media to strengthen reading skill. This study was conducted in September 2022.

### 2.2 Data and Data Source

The data in this study was about the implementation of Quantum reading with Storybird media at 23SMES. The data source of this study was taken from the learning conducted by the 5th-grade teacher of 23SMES. In this study, the authors apply ethical principles: (1) Obtain informed consent to all informants. (2) Confidentiality of informants is protected. (3) Did not apply fraudulent practices. (4) Give the informant the right to withdraw from the study.

### 2.3 Data Collection Techniques

Observations used in this study were participatory observation and direct observation. The authors observed the informants (teachers) in learning activities in the classroom. The authors participated in teacher activities when the learning process takes place.

The interview used in this study was a semi-structured interview. The author has prepared a draft of the questions. The author interviewed informants (teachers) about implementing learning with the Quantum reading method with Storybird media. The list of interview questions was as follows:

- What strategies do you apply to your students to strengthen their reading skills?
- What media do you use for students to strengthen their reading skills?
- After carrying out the lesson, what is the effect of using the Quantum Reading method with Storybird media to strengthen students' reading skills?
- Is it the first time you have used the quantum reading learning method with story bird media or have you used it before?
- According to you, how is learning by applying the quantum reading method with story bird media? Is it suitable for fifth grade elementary school students?
- Is there a difference between learning the quantum reading method using story bird media and the previous learning method?

Teachers in the form of a lesson plan (RPP), media, attendance, obtained from learning activities carry out the documentation used in this study at 23SMES.

### 2.4 Data Validity

To check the validity of the data, the authors used two types of triangulation: source and technical. Source triangulation collected data from various parties, namely students and teachers. Meanwhile the triangulation technique was used by re-checking the data from interviews with data from observations, and documentation.

## 2.5 Data Analysis

The analysis process included data reduction, data presentation, and drawing conclusions. At first, the authors transcribed the results of interviews with informants. Then, the authors analyzed word by word based on the interview results. After that, the authors formulated a pattern between the implementation of the assessment. Finally, the authors concluded.

## 3 Result and Discussion

The teacher conducted learning according to the method used. In learning the teacher starts with religious habituation, namely reciting and reading prayer together. After that, the teacher improvised about the reading contained in the media and asked students to ask questions about the reading assignment. Before started to read, students were conditioned as best as possible in their mental, physical, and environmental conditions to achieve high concentration. Then students started reading using the Quantum reading method. The teacher trained students to did a super scan by going through each sentence or page of the reading assignment. Let students point to each sentence by sentence. In a back-and-forth motion, quickly brought their eyes down the page. Let the eye followed the finger, looking for anything that stands out such as titles, pictures.

Students were required to read a little faster than their usual comfortable reading rate. Students' reading speed was done with their fingers to keep them from losing their place and not repeating the exact words. When using fingers, students were directed to look at several words together; phrases (expressions) have a more significant meaning than words that stand alone. After that, students were assigned to repeat the reading by recording the main idea of the reading. Then students were encouraged to explained what they read to other students, or to talk to themselves about the reading.

Furthermore, students worked on the questions presented related to the reading to obtain the results obtained when reading using the Quantum reading method. When reading, students looked enthusiastic and happy with the readings and questions presented because they may have never read illustrated stories like Storybird. The teacher then checked/corrected students' questions one by one. Next, the teacher instructed students to group up to 7 groups, each consisting of 3–4 students. After the group was formed, the teacher explained the activity: making Storybird stories. The picture was presented on a sheet of paper and the students together with group members made a story according to the image in a related way. In making stories, students enjoy and exchange ideas among group members. The teacher always accompanies the students if there were difficulties. The teacher gave 15 min to made a story. If something has been completed, the teacher checked the results of their work. After all groups finished, the teacher asked the students if there were any difficulties in making a picture story (Storybird).

This was the statement of the fifth-grade teacher regarding the Quantum reading method using Storybird media.

“The method I use only asks students to read readings like reading texts”.

“I use media that is already in the book. It remains only for students to read and then understand the contents of the reading”.

“Learning methods and materials are critical in a learning media. Because basically yes, with complete methods and materials, it will make an interesting media too”.

“The methods and learning media used today have not been able to meet the predetermined criteria so that they cannot support the learning process”.

“I have come across many methods and media, but to be honest, this is the first time I have used the Quantum Reading method and the Storybird media”.

“Conditioning students is easy for me, but many children still don’t pay attention and joke with their friends”.

The following is the opinion of the fifth-grade teacher regarding implementing the Quantum reading method with Storybird media to strengthen students’ reading skills.

“There is an increase in students’ ability to read. Because the media is also interesting, some pictures make students enthusiastic and comfortable when reading”.

In addition, the fifth-grade teacher also revealed the method used and the effect on students after carrying out learning activities.

“The method used is good and can stimulate students to be easy and fast in reading. For the media, it would be better if the text story was added again”.

“Honestly, this is the first time I have used media like that, usually I ask students to do it. The problem is that if the children use groups first, it takes a long time. But sometimes I tell students to group up, but this method is the first time this time”.

“When it comes to learning, the children become more excited, are more interested, and can come up with ideas. So, the children have different ideas so that they can tell stories. So it’s easier to explain”.

“Usually, children are already used to the previous methods. If this was different, the children had new experiences so that it could be applied to fifth graders, so they could better understand learning according to the theme”.

Based on the interviews and observations, it can be concluded that learning with the Quantum reading method using story bird media is the first time it has been implemented in 23SMES. The implementation of learning using the Quantum Reading method using Storybird media made students more active and excited in learning activities. The media is also engaging, some pictures make students enthusiastic and comfortable when reading. Students became easier to understand and remember the stories they have read. So this learning method is very suitable and can be applied to fifth-grade elementary school students.

Based on the results of the authors’ findings produced various information. In the observation activities carried out directly, the authors found that applying the Quantum reading method with Storybird media to the fifth-grade elementary school students went smoothly according to the learning steps and the students were very active and excited in the learning process. The media was also engaging, some pictures make students enthusiastic and comfortable when reading. So that there is an increase in students’

ability to read. This is in line with other studies that learning with the Quantum reading method can improve students' abilities, especially students' reading skills for elementary school students [10–15].

Learning is done with the help of Storybird media which combines story text and images in a story narrative (See Fig. 1). Media Storybird is an exciting medium to teach reading skills [16]. Reading in Elementary School is the basis or foundation for a higher level and underlies the next level of education. So reading skills need special attention from the teacher because if the ground is not firm at the next stage, students will have difficulty having further knowledge. The success of students' learning in participating in the teaching and learning process in schools is primarily determined by their mastery of reading skills. Students who cannot read fluently and quickly will have difficulty participating in learning activities. Students will have difficulty understanding the information presented in the story.

In the learning process that has been carried out at 23SMES (See Fig. 2), students' reading skills were strengthened after using the Quantum reading method with Storybird media. This is evidenced by the results of students who can more easily understand the contents of the stories and can more easily remember the story. Media Storybird is supported by small group discussion techniques to help students exchange ideas. Using story bird media can also reduce student boredom and student problems in reading. The students are active in the learning process so learning objectives can be achieved because small groups interact. The improvement in reading skills was caused by the improvement in the quality of the learning process. Students actively participate in learning in class. This finding is in line with several previous studies [17–19].

Based on the results of interviews with teachers from 23SMES, they felt happy when they saw the enthusiastic attitude of students in the learning process. The students can further develop the ideas they have which makes students diligent in reading and telling stories about the stories they have read. So it can be concluded that students' reading skills can improve after reading using the Quantum reading method with Storybird media. Using the Quantum reading method with Storybird media can overcome the problem of students who do not like to read because it can improve their reading skills.

While sneaking to escape, Monkey was caught by a resident who managed to catch him. Monkey was caught and brought by the residents to be sold to people to make monkey masks.



Finish the story of the Monkey who has a stubborn and greedy nature. The monkey king knew about this incident and told all the monkeys as a lesson not to imitate the monkey's stubborn nature by not listening to the advice of the monkey king and being greedy for taking all the bananas belonging to the residents. Because those who have these characteristics will not have friends.



**Fig. 1.** Storybird Media Display



Fig. 2. Learning Process with the Quantum Reading Method with Storybird Media

## 4 Conclusion

The standard and ongoing problem of strengthening the reading skills of elementary school students is a scourge that must be stopped for the sake of the future. The study conducted is not only limited to a survey, but also changes that must be made immediately starting from the elements of students and teachers to the government so that it does not become a culture. This study is critical, especially for teachers in using learning methods and media to improve the reading skills of elementary school students.

This study has many limitations, namely using only one method and learning media. The following research is on how to implement using various learning methods and media, not only to improve the reading skills of elementary school students with a variety of diverse and more comprehensive sources so that it is not only in the Semanggi area, but also more broadly to all corners of the country. In addition, the implementation time must also be carried out at least 1 year so that the data obtained is more accurate and varied from various sources.

This study has several suggestions; first for the principal to guide each class teacher to have pedagogic competence and enrich creative ideas to improve students' reading skills. Another direction is attending webinars or workshops on innovative learning methods and media. Second, teachers must be serious about educating the nation's children and always hone creativity, knowledge, and cooperation between other teachers to make learning well received by students.

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