



The Effectiveness of the Use of Learning Media for Children's Books Like to Read on Reading Literacy Comprehension of Elementary School Lower Grade Students

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Abstract. One of the subjects taught at the elementary level is science, the concepts contained in the science material are very many that allow for misconceptions experienced by students. Understanding concepts is the main key in science learning, but there are still conceptual errors experienced by students, especially in force material., the purpose of this study are: 1) Analyzing the conceptual error of force material; 2) Describe the conceptual error of force material. The type of research in this article is qualitative ethnography. Data collection techniques for interviews, observations, and documentation. Validity of data by triangulation techniques. Inductive data analysis techniques. The data analysis process is data collection, data reduction, data display, verification and conclusion drawing. The results of the study were three: 1.The documentation results showed that out of 19 students, 11 students still experienced misconceptions, 2.) The interview results showed students' fallacies regarding the description of gravitational force 3.) Factors causing misconceptions in students.

Keywords: Science · Conceptual Error · Elementary School

1 Introduction

Reading is an essential component of language proficiency. Students should be able to read well because, in addition to helping them develop strong reading skills, it can also make it easier for them to complete tasks. Since reading will help students understand information from previous learning, students need to have strong reading skills. In addition, having a solid reading ability can allow students to acquire a wide range of knowledge and understanding, making it essential for every student. They have to understand what they are reading other than just reading it [1] States, "Reading is all activities that the reader only carries out to obtain information that they want to get, and the content is in a reading material" The output resulting from reading is the result of reading activities, namely understanding the content of the reading. Reading is a complex action in it does not only contain words or writing. Reading also involves various

activities visually, such as translating multiple words as well as through thought processes to understand the various meanings of words [2]. [3] He said, "The ability to read is one of the keys to students' progress because students can read. It will be easier to explore various sources of information in writing." Therefore reading is more than just looking at words, phrases, sentences, paragraphs, and writings composed of a collection of letters: reading is an activity that involves understanding various symbols, signs, and signs that have meaning. The reader will be able to understand and receive the author's message. Children's penchant for holding and flipping through books is the first step to learning to read. Language is the primary means for children to express their needs and desires. Thus, reading functions to obtain information through print and non-print media by involving elements of hearing and sight.

Through Permendikbud No. 23 of 2015, the Ministry of Education and Culture introduced the Literacy Movement in Schools (GLS), which involves all school personnel, teachers, students, and parents/guardians of students and the community whole, stakeholders in the educational process.[4] Therefore. Every child must read regional stories and folklore before the subject is delivered in class, especially in elementary school [5]. Through the Minister of Education and Culture Regulation Number 23 of 2015. A school literacy program was formed to develop character by familiarizing students with reading textbooks before class. It aims to encourage student's interest in reading, teach students about books, improve reading skills, and develop noble morals. [6] In [7] It is stated that the school day is used for students to carry out extracurricular, curricular, and extracurricular activities. Activities carried out by the curriculum to improve or deepen the basic skills or indicators of a subject or field are called extracurricular activities.

The ability to read is incorporated into the concept of literacy. The essential skill for a child to advance in education is reading comprehension, perhaps because learning resources are usually found in books, which require the child to read proficiently to gain the knowledge they need [7]. The increase in one's capacity to interpret information critically, creatively, and reflectively depends on various activities, including reading, thinking, and writing. [8]. Literacy skills are essential to development. For continuous training, development, and progress, literacy skills are crucial. In addition, if extra care is not taken, literacy may deteriorate over time, depending on the environment. If literacy is managed correctly, that positively affects the future growth of negam. It is clear that the development of the child, in particular in the field of schooling, is affected by inadequate literacy skills. Students' poor comprehension and reading skills have a significant impact. Reduced mastery of science, reduced ability to think, passivity at work, inactive learning, reduced achievement, and personal inability to create original ideas and opinions are all the consequences of low reading ability [9]. In individuals experiencing various difficulties, other impacts on society include difficulty interacting with others, difficulty understanding the information offered, and lagging behind those with inadequate literacy skills. Indonesia may be further left behind in the future if the country's successors do not increase its literacy rate.

Comprehension is the capacity to connect information and various items with ownership schemes [10]. Comprehension, on the other hand, comes from the word "understanding", which indicates judgment. Understanding, ideas and points of view [11]. The process of understanding something or understanding information can be used to define

performance. Reading comprehension can be defined as the process or action by which a person processes information from text or reading material that relates to a previous concept. If children do not have good reading comprehension skills, this can have a significant impact. To achieve these goals, the existence of a supportive role in improving student knowledge is essential [12]. Teachers, the learning environment, infrastructure, media, and technology, as well as student learning models and practices, play a supporting role in education. Teachers come up with a variety of new ideas to improve or improve students' low reading comprehension. Utilization of learning approaches. Learning models, learning methods, learning tools and resources, and teaching media are only a tiny part of the promising options that have been generated to fix these problems [13]. Learning media accelerates the learning process, clarifies assessment, and enables the achievement of educational or learning goals [14]. Educational media as methods, tools, and technologies to promote teacher-student communication in a more effective way than traditional teacher-student interaction methods in the classroom [15]. In addition, the modifications made to the current facility and its implementation impact the talent and growth of students.

A fun learning tool keeps students' attention on the media presented or used. Reading children's books is a medium for this research and is thought to help students' reading literacy comprehension. The simplicity of use, attractive packaging, reasonable price, and image-based instructions make the book appealing to researchers. Learning media are tangible or intangible objects that help spread learning resources with a knowledge-based focus. Learning media are very diverse, including non-printing learning media such as audio, slideshows, animated videos, and documentaries, as well as printed teaching media such as books, posters, and booklets. There has been some research on the relationship between media and students' literacy skills, including the use of comic books as a tool to improve reading literacy. [16]. The second study examined creating successful and efficient storybook media to improve reading ability. [17], The potential for media adaptation to influence student development also affects students' reading comprehension skills. Third, research [18] shows that the use of such media is proven to improve reading comprehension. Fourth, findings from the study [19] about the impact of the use of media ledger on students' literacy ability is reliable. Fifth, research shows that moving image media is more effective than still images, although previous studies have also used static images [20]. [21] With the help of images and visual aids, students can use comprehensive strategies to improve reading comprehension. The seventh study uses experimental research to improve reading comprehension using comics as the primary medium successfully [22] Experimental design with pretest-posttest components used in research [23] That will do. According to the study's findings, cartoons help children understand concepts better. [24] People learn to improve their reading skills by using the ledger. Studies using factorial design and experimental techniques revealed that reading comprehension results for comic book media were lower than for picture books.[25]. [26] Game book media impacts children's interest in reading and how they respond, work together, and perform. [13] The use of storybook media has a significant impact on how well children's reading comprehension improves with this medium. [27] The research entitled "The Effectiveness of Teaching Materials for Graphic Organizers in Reading in Elementary School Students" using graphic media teaching materials has

proven effective for students' reading skills in the future. The use of big book media has proven to improve students' reading achievement in reading comprehension effectively. In addition, it can have a significant influence on student reading achievement.[26]. The interactive Power Point media can increase students' reading knowledge and comprehension. Students respond well and enthusiastically when using interactive media PPT [27].

Researchers chose to use the book "Children Like to Read as a platform to conduct learning to improve children's reading comprehension strategies, which teachers have never done before. Unlike other books that only list text, the choice "Children Like to Read has different connotations. In the book" Children Like to Read, English words, letters, and illustrations are arranged alphabetically on each page before being bound together. The Children's Book Like to Read was applied to this study to review children's reading literacy levels in lower primary schools. The purpose of this study was to review whether there were variations in students' reading literacy scores before and after exposure to comic strip media and whether comic strips succeeded in improving students' reading literacy comprehension. This study aims to determine the impact of the use of picture book media on students' reading literacy comprehension skills and changes in students' reading literacy comprehension scores before and after using this media. Research can help overcome problems in the education sector. In addition to helping students who have difficulty understanding readings, researchers hope to ease the burden on teachers and help students who have difficulty understanding lessons.

2 Method

This research approach is quantitative by recording the data using statistical calculations. Quantitative methods [28] It is a research technique that applies positivist ideology to a specific population or sample and collects quantitative and statistical data. The established hypotheses are tested using quantitative methodology. A Quantitative approach using numbers obtained from the measurement and percentage of research variables, one experimental group that has previously completed the pre-test before the start of the exercise and post-test after the completion of the activity is used [29]. Because comparing the circumstances before and after the action was performed, the study using a set of pretests and posttests was considered accurate. To find out the differences in students' understanding of the results and the influence of the Children Like to Read book on students' literacy comprehension, learning media was used in this study with the text "Children Like to Read" on students' ability to understand their literacy.

The research was conducted at an elementary school, precisely at the State Elementary School in Baki District, Sukoharjo Regency, designated School B, SDN Mancasan 02. There were 16 lower-grade students consisting of grades 1 to grade 3 in this study. Using a technique called purposive sampling, samples are selected that comply with the rules or meet specific requirements [28]. Students with poor reading comprehension, whose average prediction score was 55.25, were the criteria for the study (Table 1).

The data collection technique is in the form of the results of tests carried out before the action (pretest) and after the step (posttest). The research instrument is in the form of a short answer test with ten questions. Statistics used in research conducted using

Table 1. Research samples

Research samples		
Class	Amount	Total
1	7	7
2	4	11
3	5	16

parametric statistics. It is a statistical technique that provides specific conditions for the parameters of the population taken. The state proposed for parametric statistics itself is that the distributed data must use average data [30]. Calculating normality test results for hypothesis testing is one of the inferential data analysis approaches. The Kolmogorov-Smirnov formula is used to perform normality tests and t-tests of paired samples or paired t-tests for hypothesis testing. The pretest and post-test results of the experimental group were used in the calculation of the test. So that the hypothesis of the research carried out is:

H_0 : There is no average difference between students' reading literacy comprehension before being given learning media and after being given learning media

H_1 : There is an average difference between students' reading literacy comprehension before being given the media and after being given learning media.

3 Results and Discussion

In this study, several studies were carried out to get the best results normality test, a research test prerequisite for parametric hypothesis testing. Test the parametric hypothesis using a t-assess pair sample to make it easier to ascertain whether there is a difference or test which theory is correct. Regression testing is an advanced stage to find out whether the use of the book media "Children Like to Read has an impact on early-grade reading comprehension. The conclusions of this study can also be inferred from the test results the researcher found.

When the normality test is used, significant results are achieved using the Kolmogorov-Smirnov formula at significance levels above 0.05 or 0.059. Therefore, this group belongs to the standard class. This suggests that the data will be considered for further testing if distributed regularly. To ascertain whether a hypothesis is accepted, you should test it using a t-test. In this study, the theory's validity was tested using the t-test of paired samples; if the result is strong and the significance level is lower than 0.05, the hypothesis is considered invalid. On the contrary, if the significance level is higher, H_a (0.05) depart is accepted.

3.1 Normality Test

Because average data is a condition for adding test data, such as when using test parameter one or hypothesis test t, this normality test is a test carried out to determine whether the

Table 2. Tests of Normality

Test	Statistic	df	Sig.	Criteria
Pretest	0.936	16	0.303	Normal
Posttest	.896	16	.069	Normal

biodistribution data is average. A sample of 16 students from the experimental group was employed in the trial. The results of this test are described as follows (Table 2).

3.2 Paired Sample Test t-test

In the t-test of paired samples, you must decide which hypothesis will be accepted after the calculation of the t-test. Due to normal data distribution and a small sample size [28], The t-test is also known as the parametric hypothesis test. The paired sample t-test, also known as the paired sample t-test, is a parametric preference test for researchers. The t-test compares the results of the pretest, which was completed before the activity, and the posttest, which was completed after the action.

The Table 3 illustrates the average Pre-test score of 55.25 and the average Post-test score of 83.56 with 16 respondents. Because the post-test score > Pre-test or $83.56 > 55.25$, there is a descriptive difference in the average student's reading literacy comprehension. The following table is related to the absence of a relationship between the pre-test and post-test in this study (Table 4).

This sample correlation serves as the basis for decision-making. If the sig is more than 0.05, then it can be concluded that there is no relationship between the pretest and posttest for this correlation. The correlation value can reveal the relationship between the pretest and posttest if the sig < value is 0.05. The significance value for the author's study was 0.096. Because of Sig. > 0.05, meaning that there is no correlation between Pre-test and Post-test. A t-test, or hypothesis test, is performed subsequently on paired t-samples (Table 5).

Table 3. Paired Sample T-Test

Test	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	55.25	16	12.261	3.065
Posttest	83.56	16	4.147	1.037

Table 4. Paired Samples Correlations

Test	N	Correlation	Sig.
Pair 1 Pretest Posttest	16	.431	.096

Table 5. Paired Samples Test

Test	Mean	Std. Deviation	t	df	Sig.
Pretest Posttest	-28.313	11.122	-10.183	15	.000

Table 6. Model Summary

Model	R	R. Square	Adjusted R. Square	Std Error of the Estimate
Pair 1 Posttest Posttest	.431	.186	.128	3.873

The researcher’s choice was based on a t-test sample that showed that the pretest and post-test results differed significantly if the two-tail result was less than 005. There is no difference between the pretest and post-test if it is the other way around, i.e., if the sig value of 2 tail > 0.05. The significance of the test results, in this case, is 0.000. Ho is ignored because its value is much smaller than 0.05 (0.000 0.05). As a result, it is hypothesized that students’ reading literacy comprehension differs on average between before and after exposure to learning media.

The degree of reading with critical comprehension is included in From the Table 6; it can be said that so there is a difference in the average student learning outcomes after being given treatment, namely learning media. The magnitude of the resulting influence is 18,6%.

3.3 Reading Comprehension

Reading Comprehension is the ability of the brain to understand a significant meaning of a problem and then to understand and explore various social phenomena contained in the text [31]. Another step in reading for information, messages, and meanings is reading the experience. If a person can understand everything he reads, he is said to be successful. I’m reading something. Students can visualize and connect their knowledge of the first language they read sequentially to understand the meaning of the reading text [31]. Given what they read is highly correlated with this understanding. Reading comprehension is the process of using textual reading materials to understand experiences, connect new information with previously learned information, and answer questions of a cognitive nature [32]. The level of understanding of each individual’s reading is different. Some individuals quickly understand the reading. And some individuals find it challenging to understand the reading. In understanding the readings, there are several categories, [33] He expressed his opinion that there are three ways to be able to measure a person’s reading comprehension, namely inferential comprehension, literal comprehension, creative comprehension, and critical comprehension. These results vary by level. This reading level is also analogous to letting the child categorize with Bloom at the level of comprehension associated with learning. Inferential comprehension is the

level of comprehension when the author conveys an idea to the reader by reading the passage verbatim. Higher-order thinking skills are what makeup reading comprehension that is so important. Reading comprehension at this level is also influenced by the student's ability to identify various linguistic components (words, phrases, clauses, and sentences) and spelling errors made while reading. The degree of reading with critical comprehension is included in the evaluation competence if it is associated with Bloom's taxonomic formulation. As a first step towards improving more challenging comprehension abilities, literal comprehension is a comprehension that can be achieved by reading anything directly written in the text or contained at the surface level. The purpose of this understanding is to help students become more analytical by having them summarize pieces of text as evidence of what they understand while reading. In addition, the reading comprehension associated with the creation of diverse new elements is creative. as present in the reading, such as ideas, themes, words, and phrases. This level of clever reading comprehension is the highest compared to other reading groups. When adjusted to Bloom's taxonomy, this reading level is equivalent to the ability to create (creation).

[32] There are three ways to measure a person's reading comprehension level: literal comprehension, reasoning comprehension, and evaluation comprehension. Literal comprehension is the comprehension outlined in the reading. Inferential comprehension is a type of comprehension whose level of understanding is often associated with homework or reading comprehension with implied meaning. This requires the reader to understand the content outside of the reading but is still closely related to the content. Finally, the comprehension rating is the level of comprehension about those outside of reading. But it is not necessarily related to task, at this level, it can often be attributed to everyday situations or events.

This study uses four levels of understanding: text understanding and reasoning understanding, evaluative comprehension, and creating awareness based on reading comprehension indicators put forward by experts. Different levels of awareness are needed to get a definite picture of the student's ability to understand the text presented by the teacher. Whether students have a literal (written) level of comprehension or creativity (connecting reading with the reader's feelings), this understanding indicator can make it easier for writers and teachers to understand students' abilities, especially comprehension literacy. Indicators of reading comprehension in the book "Children Like to Read" begin with literal comprehension, followed by an awareness of reasoning, evaluation, and creativity. Students will be guided to understand the content of the book implicitly. Such as letters of the alphabet, images, and their meanings. The level of reasoning is measured by the information implied in the book, such as finding images, notes, and definitions. Furthermore, the evaluation is that students are asked to understand the reading, then the student completes the lesson. At the level of creative comprehension, students can connect what students feel when reading raw will improve their reading skills. Students and students can think critically. Next, the comprehension assessment is to let the students understand the reading, and then the student finishes the reading.

At the level of creative comprehension, students can connect students' feelings while reading books with students critical thinking. Book "Children Like to Read" This research uses four levels of understanding, namely text comprehension, reasoning

comprehension, evaluative comprehension, and creative comprehension, based on reading comprehension indicators put forward by experts. Different levels of knowledge are required.

A similar study titled “The Effectiveness of Comic Media On Reading Comprehension of Grade IV Elementary School Students” [16]. The study used quantitative descriptions to inform some of the results; from 30 students at SDN Bergaskidul 03 Semarang Regency, 22 students achieved stringent standard targets, and eight still had strict standards. The value ratio dropped to 66.67. The growth rate is 2.037%. Supported by the literary and comic t-test “My ideals.” which gives t count (6,738) > t table (2,048). There is a significant difference. The presence of comic media makes students more enthusiastic about being involved in their reading projects. This research is entitled The Effectiveness of Comic Media in Situational Learning to Improve Learning Outcomes of Grade III Students of SD Negeri Karundang 2. This research used the R&D method with the development of ADDIE. Which informs the development of exciting comics for students and utilizes the medium of comics in learning to be meaningful. The language is easy to understand, and there are concrete examples of these comics [18]. The results showed that using comic books as a source of information can increase a person’s capacity to teach tuning children. Post-test, pre-test results, and combined test results can be used to show that there is an improvement in the ability to understand information from deaf students of D3 SDLB [23]. The research entitled “The Effectiveness of Teaching Materials for Graphic Organizers in Reading in Elementary School Students” using graphic media teaching materials has proven effective for students’ reading skills in the future [27].

By getting students used to reading, students can continue to hone their reading skills, and the more words and sentences they get, the more insights students gain. Acquiring various knowledge will make it easier for students to obtain different information. The use of appropriate reading media can also affect students’ reading interests. Elementary school students still prefer written descriptions with pictures and text to stories without images and text, such as novels and short stories. Therefore, using books helps stimulate students’ interest in reading, making them more active

4 Conclusion

The research conducted by the author aims to determine the differences in the results of students’ reading literacy comprehension before and after being given actions in the form of the use of children’s book media like to read, as well as the effectiveness of the use of children’s book media like to read literacy on students’ reading literacy comprehension ability. This study uses the method quantitative research design using one group pretest and posttest. The results of this study are that there are differences and improvements in results when conducting post-tests and pretests and there are average differences between students’ reading literacy comprehension before being given learning media and after being given learning media which shows that children’s books like to read are effective in increasing the reading interest of lower grade students.

The research helps teachers who experience similar obstacles. Besides that, teachers also use learning for students learning needs. In addition, the use of teaching media

must also be considered by the teacher. So that students can read it comfortably. The author also urges going deeper into strategies to improve students' reading skills with low levels.

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