Models of Literacy Media in Improving Reading Skill of Early Grade Students

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Abstract. The low quality of media literacy used in reading learning causes the low reading skills of early elementary school students. Therefore, this research aims to produce a valid, practical, and effective literacy mediato improve reading skills of elementary school students. This research was a developmental researchusing 4-D development model (defining, designing, developing, and disseminating). The subjects of research were the early grade students of the elementary school in Padang Utara District, Padang City. The literacy mediawere in the form of big books, pictures media, and stories calendar. The data were obtained from media validation, teachers' and students' responses, observation, and students' learning outcomes inreading. The results showed that the students were interested in using the media for reading and feeling happy with the reading materials. It improved the students' understanding of the reading contents. Based on these results, it can be concluded that the media was valid, practical, and effective to be used to improve the reading skills of early grade elementary school students.

Keywords: literacy media, reading skill, early grade students

1 Introduction

Nowadays, the word literacy is so popular among academics. The low level of knowledge and understanding of information in Indonesia are often associated with the low level of public literacy [1]. In this sense, literacy can be interpreted as an insight and ability of individuals to process information and knowledge for life skills. Literally, it is defined as the ability to read and write [2]. It is closely related to language skills like listening, speaking, reading, and writing, as well as the ability to think.

Literacy is very important for elementary school students. It affects the success of learning and life [3]. The literacy component, especially reading, is very important as well since the latest information is gained and understood through reading activities. It will help the students to be able to keep up with information [4]. Furthermore, literacy in reading also makes the students have a lot of knowledge and know the latest information. These impacts make the students to be more sensitive to some situations and conditions. Finally, they are able to become a part of the world development.

Reading literacy needs to be taught and cultivated for the children started in the early elementary school class [5]. The reading skills that obtained during initial reading stage have

an effect on advanced reading skills later[6]. If the students' reading skill in the early class is not good, then they will have difficulty in having adequate reading skills at the advanced reading stage. In this extend, as a skill that underlies the next skill, beginning reading in early age requires teacher attention. Therefore, the initial reading activity needs maximum service and implementation.Thus, patience and thoroughness are also needed in training, guiding, directing the students to achieve the expected goals [5].

Early reading is a process of learning how to read for elementary school students. The students learn to gain abilities of reading, master the techniques of reading, and capture the contents of the reading text properly [7]. Therefore, learning how to read in the early stagedeals with an interesting method, strategy, and media because basically reading is a boring activity. The activity of stringing word by word, sentence by sentence in finding the meaning on the passage is an activity that takes attention and drains the mind [8]. Moreover, the teachers need to design an interactive activity in reading to make the students become fond and accustomed to read . Thus, they will think that reading is a fun activity. The teacher also plays an important role in fostering the students' reading motivation [9]. The motivation from teachers is a source of inspiration that can foster the students' enthusiasm in reading. In the end, the examples given by the teachers as a role model in reading will motivate the students to read too [10].

In some extend, reading in the early grades also requires the right tools or media, aside from learning design and teachers' and students' motivation. The use of reading media also contributes in determining the success of reading [11]. If the learning design makes the students enjoy in reading and the motivation of the teacher makes the students eager to read, then the right reading media will make them to be interested in reading. Moreover, it can be said that learning to read begins with attraction. Ifthe students are interested in reading, obviously it will be easier to teach them. In addition, an attractive reading material that has many illustrations and color images will stimulate the students' interest in reading[12].

Furthermore, the early grade students' characteristics who have a short concentration range need support to make them interested in learning [13]. The use of media such as images or pictures, graphics/diagrams, or interesting objects can help the students to optimize the process of learning to read. In addition, an attractive reading material contents will attractthe students' attention and they can be more attentive in reading[14]. The students will easily understandthe concepts given through visual or verbal because these media will also make the students remember information more compared to text media.

This study aims to fulfill the above needs by developing media literacy that is able to improve reading skills of early grade elementary school students. The literacy media developed are big book, picture media, and story calendar. Big Book is an active one that is very well used in the early classes. It allows the students to learn how to read through remembering and repeating [15]. Thus, the story calendar has materials that are related to each other and is enriched with images that can provide space for the students to explore their imagination. While the picture media is a visualization media that can attract the students' reading interest. Learning how to read with this type of media also makes the students to be motivated and interested in reading and knowing the contents of illustrated stories[16].

The development of the three media above is expected to fosterthe students' interest in reading and improve their reading skills as a measure of the success of reading. In addition, the media developed is expected to be used in achieving the objectives of Indonesian language learning as contained in the curriculum optimally.

2 Methods

The process for developing the media using the 4-D development model included4 stages; define, design, develop, and disseminate. The overall data of the research results were analyzed using a qualitative approach. The qualitative research used methods such as participant observation or case studies which result in a narrative and descriptive account of a setting or practice[17]. The research was carried out on 4 stages in a developmental research; (1) define, in which the researchers tried to find the terms and components needed to develop the mediathat fits to the curriculum, learning material, and students'needs analysis, (2) design, in which the researchersmade the media according to the terms and components described in the previous stages, (3) develop, in whichthe media was then revised and validated by experts. After that, the media was tested on a limited basis in several schools to see its practicality and effectiveness, (4) disseminate, in which the media was revised again and implemented on a broader scale. The purpose of the dissemination activity was to see the consistency of the results obtained at the development stage[18]. The subjects of this study were teachers and early grade elementary school students. The teachers acted as validators. They tried out, examined, and responded to the media. While, the students were involved as the subject of the trial as users and responders. The primer data used in this research included: (1) validation sheet, (2) observation, (3) teachers' response, (4) students' response, and (5) students' learning outcomes in reading.

3 Result And Discussion

The results gained form the researched indicated that the media such as big books, pictures media, and stories calendar used in this study were valid, practical, and effectivefor reading activities in early grade elementary students.

3.1 Media Validity

The media validity was carried out by experts and practitioners by giving scores on each indicator of assessments [19]. The assessment indicators on big books, pictures media, and stories calendar were divided into several aspects; (1) aspects of content eligibility, (2) aspects of language use, (3) aspects of display pattern, and (4) aspects of graphic. The assessment indicators for each aspect were differed depending on the type of the media. The assessments were carried out by giving a score of 1 - 4 on each assessment indicator, with criteria: (1) not appropriate, (2) less appropriate, (3) appropriate, (4) very appropriate. The results of media validation by experts and practitioners can be seen in the following table.

Table 1. Big books, pictures media, and stories calendar validation result

No	Indicators	Big Book		Picture		Story Calendar	
		Average	Category	Average	Category	Average	Category
1.	Content eligibility	3.63	Highly Valid	3.50	Highly Valid	3.67	Highly Valid
2.	Language use	3.60	Highly Valid	3.38	Valid	3.50	Highly Valid
3.	Display	3.48	Valid	3.52	Highly	3.42	Valid

No	Indicators	Big Book		Picture		Story Calendar	
		Average	Category	Average	Category	Average	Category
	pattern				Valid		
4.	Desain graphics	3.76	Highly Valid	3.60	Highly Valid	3.63	Highly Valid
	Average	**3.62**	**Highly Valid**	**3.50**	**Highly Valid**	**3.56**	**Highly Valid**

Based on table 1 above, it was concluded that every aspect of big books, pictures media, and stories calendar met the validity criteria. It was concluded that the big books, pictures media, and stories calendar in this research were declared to be valid and suitable to be used in improving reading skills of early grade elementary school students.

3.2 Media Practicality

The practicality could be meant as the ease to implement, examine the media. It also equipped with clear instructions to make it easier for the teachers and students to use these learning devices [20]. The level of media practicality was seen from aspects: (1) implementation of learning using the media, (2) teacher's respons, and (3) students' responses. The description of each aspect was outlined as followed:

3.3 Learning implementation

The observation of the learning implementation aimed to see whether the media waswell-implemented or not according to the syllabus designed. The observationwas carried out by 2 observers in 3 meetings using observational indicators that had been arranged before. The first learning process was using big books, the second learning process was using pictures media, and the last learning process was using the stories calendar. The entire observation indicators were grouped into 3 activities; (1) pre, (2) whilst, and (3) post activities. The following table explained the results of the learning implementation using thedeveloped media.

Table 2. The level of learning implementation using the media

No	Learning Activities	Big Book		Picture		Story Calendar	
		Average	Category	Average	Category	Average	Category
1	Preactivity	3.72	Very Practical	3.43	Practical	3.67	Very Practical
2	Whilst activity	3.63	Very Practical	3.54	Very Practical	3.63	Very Practical
3	Post activity	3.60	Very Practical	3.40	Practical	3.47	Practical
	Average	**3.65**	**Very Practical**	**3.46**	**Practical**	**3.59**	**Very Practical**

Based on these results, it can be concluded that learning activities using the media were very well implemented and can help the eary grade students in reading. Overall, learning to read in the early classes using big books media gained an average value of 3.65 that showed very practical category. All learning activities that usedthis media in the pre activities, whilst activities, and post activities also showed very practical categories. Therefore, learning to read in the early classes using pictures media obtained an average value of 3.46 in the practical

categories. The whilst activities in this learning stage got very practical categories. Whereas, the pre and post activities can be said in a practical category. Next, learning to read in the early classes using the stories calendar showed an average score of 3.59 in a very practical category. The preand whilst activities in this learning got a very practical category, while for post activities was in a practical category.

3.4 Teachers' respond analysis

As an education practitioner, the teachers needed to respond to the quality of media used in teaching learning process. It aimed to see whether the media was suitable and easy to use for the teachers in teaching reading in the early grades of elementary school or not. The practicality of using the media can be seen from the scores given to the following aspects: (1) practicality of use, (2) time allocation, (3) use of images and illustrations, (4) use of language and sentences, (5) impact on learning. The following table showed the results of the teacher's response to the assessment aspects above

Table 3. The teachers' respond toward the media

No	Indicator	Big Book		Picture		Story Calendar	
		Average	Category	Average	Category	Average	Category
1	Practicallity	3.67	Very Practical	3.33	Practical	3.42	Practical
2	Time allocation	3.75	Very Practical	3.50	Very Practical	3.63	Very Practical
3	Image and illustration	3.75	Very Practical	3.33	Practical	3.46	Practical
4	Language	3.67	Very Practical	3.63	Very Practical	3.67	Very Practical
5	Impact on learning	3.83	Very Practical	3.67	Very Practical	3.67	Very Practical
	Average	**3.73**	**Very Practical**	**3.49**	**Practical**	**3.57**	**Very Practical**

In general, the response given by teachers to Big Book media were 3.73 with very practical categories. Theirrespond to the pictures media was3.49 with practical categories. Then, their respond to stories calendar was 3.57 with very practical categories. The results of the teacher's response indicated that teacher considered the use of the media was practical and easy to use in teaching and learning processfor the earlygrade of elementary school. The teacher also believed that the media had a positive impact on learning. The use of animated images in the media made the students enthusiastic in following reading activities. The students were eager to read the sentence contained in the next picture.

3.5 Students' respond analysis

The development of this media was intended for early grade elementary school students with the purpose to increase their reading interest and reading skills. Therefore, the respond of the students to see the level of practicality of the media was requiredin order to find out the real conditions of the media when it was used by the students. Through this analysis, it could be seen whether the students like the media or not. The students' responses analysis was carried out using a questionnaire to seek their perception on the media used. The students were

asked to give an assessment of each statement according to the conditions they felt during or after using the media. The following table showed the results of the students' responses toward the media.

Table 4. The students' respond toward the media

No	Statements	Big Book		Picture		Story Calendar	
		Average	Category	Average	Category	Ave\rage	Category
1	Literacy mediais attractive to read.	3.78	Very Practical	3.68	Very Practical	3.72	Very Practical
2	Literacy mediacontain a clear and appealing pictures.	3.66	Very Practical	3.42	Practical	3.50	Very Practical
3	Literacy mediais in line with the content of the story.	3.88	Very Practical	3.78	Very Practical	3.83	Very Practical
4	Literacy mediahas variety and attractive color.	3.82	Very Practical	3.58	Very Practical	3.67	Very Practical
5	Literacy mediatext is clear and easy to read.	3.78	Very Practical	3.63	Very Practical	3.67	Very Practical
6	Literacy mediasentences is simple sentence and easy to understand.	3.68	Very Practical	3.68	Very Practical	3.75	Very Practical
7	Literacy mediais interesting and not tedious.	3.75	Very Practical	3.46	Practical	3.48	Practical
8	Literacy mediais easy to understandand the contents are in line with the pictures.	3.85	Very Practical	3.76	Very Practical	3.76	Very Practical
9	Literacy mediagive a valuable moral value.	3.92	Very Practical	3.72	Very Practical	3.83	Very Practical
10	Literacy mediahelp me in reading.	3.72	Very Practical	3.70	Very Practical	3.75	Very Practical
11	Literacy mediamake me interested and active in reading.	3.82	Very Practical	3.52	Very Practical	3.68	Very Practical
12	Literacy mediahelp me to answer the questions.	3.72	Very Practical	3.52	Very Practical	3.72	Very Practical

No	Statements	Big Book		Picture		Story Calendar	
		Average	Category	Average	Category	Ave\rage	Category
13	Literacy mediahelp me to retell the stories.	3.63	Very Practical	3.42	Practical	3.50	Very Practical

Based on the results of the table above, the students' responses to the big books was 3.77 with a very practical category. Then, the students' response to pictures media was 3.60 in a very practical category. While, the students' response to the stories calendar media reached 3.68 in a very practical category.

3.6 Media effectivity

The effectiveness could be meant as compatibility and conformity. The effectiveness of the media defined asin what extend did the media meet the expected results. It could be seen from the achievement of the program to lead the students to reach established instructional goals and provide an active and attractive learning experience[21].

The effectiveness of the media was seen from the students' reading skills performance in each set of learning outcome indicators. The indicators as followed: (1) the ability to read the text aloud, (2) the ability to answer questions, and (3) the ability to retell the contents of the text. The media was said to be effective, if the student learning outcomes passed the minimum scoring criterion (KKM) which was set at 7. The students' learning achievement in reading using the media can be seen in the following table.

Table 5. The students' learning achievement in reading

No	Students' learning achievement indicators	Big Book		Picture		Story Calendar	
		Average	Category	Average	Category	Average	Category
1	Reading aloud skill	85.67%	Good	84.83%	Good	84.83	Good
2	Answering question skill	91.67%	Very Good	88.50%	Very Good	89.33	Very Good
3	Retelling skill	82.17%	Good	81.33%	Good	83.17	Good
	Average	**86.50%**	**Very Good**	**84.88**	**Good**	**85.77**	**Good**

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The table above showed that the average of students' reading skill using the big book media was 86.50 with a very good category. The average value of the students' reading skills using picturesmedia reached 84.88 with a good category. On the other hand, the average value of the students' reading skills using stories calendar media was 85.77 with a good category.

It could be stated from the table above that learning to read in the early grade elementary school students using the media had passed the minimum scoring criterion (KKM). The media was effectively used in improving the learning process and reading outcomes of early grade elementary school students.

4 Conclusion

This research concluded 5 main core conclusions as followed; (1) the media used in this study (big books, pictures media, and stories calendar) were valid, practical, and effective to be used in the process of reading in the early grades of elementary school, (2) The media developed were in the form of big books, pictures media, and stories calendar media, (3) the media validity was obtained from the results of expert judgment in terms of the feasibility of content, language usage, display patterns, and graphics. The results of the assessment indicated that the media developed was suitable for reading in the early grades elementary school students, (4) the media practicality was obtained from observation of learning using the developed media, teachers' responses, and students' responses. The observations showed that the media made the reading process more effective and meaningful. The students were interested and active in reading, (5) the effectiveness of the media was obtained from the students' learning achievement in reading skills after using the media. The results of the assessment indicated that the score obtained by the students have passed the minimum scoring criterion (KKM) set.

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