The Effect of Using Children's Storybooks on Early Reading Skills in First Grade Students of Mis Al-Ikhlasiyah

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ABSTRACT

In accordance with the formulation of the problem, this study aimed to determine the effect of the use of children's story books on the early reading skills of first-grade students at Mis Al-Ikhlasiyah. This study used a quantitative pre-experiment method with a two-group pretest-posttest. The research subjects consisted of two groups of first-grade students: an experimental group (N = 27) and a control group (N = 27). In this study, the subjects were first given a pre-test to determine their initial abilities before being taught using storybooks. Following the pretest, the students were given treatment, namely storybooks. After completion, the students were given a posttest to determine the extent of the storybook's influence on their reading ability. The Effect of Children's Storybook Media: The use of children's storybooks significantly improves the early reading skills of first-grade students in MIS Al-Ikhlasiyah. This is evident from the increase in the average score of students in the experimental class (pretest 70.44 to posttest: 80.3) and the percentage of completion (48.15% to 85%). Differences between the Experimental and Control Classes: The control class also experienced improvement but was not as significant as the experimental class. The completion rate of the control class was only 33%, compared to 85% in the experimental class. Effectiveness of Children's Storybook Media: Children's storybook media have been proven to be effective in increasing students' interest and early reading skills compared to conventional methods.

Keywords: Childrens, Storybook, Skills, Reading

I. INTRODUCTION

The ability to read is the main capital in the life of every individual, both at school and in an ordinary community environment. In school life, people often experience learning difficulties because they lack adequate skills.

Students who lack reading skills consistently miss the key points of reasoning in discussions, especially when teachers pose questions that require students to analyze the implicit values behind the reading material they have absorbed in various ways. Impaired reading skills are caused by backgrounds that do not support the achievement of the desired level of proficiency. Reading is one of the many skills students must possess.

In education and teaching, reading activities and assignments are one of the absolute ways to acquire knowledge through reading activities. Reading skills largely determine success in achieving progress and completing studies. This is in accordance with Deboer (Sari, R., & Setiawan, 2020) said, who states that good reading skills are one of the keys to achieving success in education.

Reading is the most basic skill that children must master from an early age, especially at elementary school level (SD), because this is where the formation of children's language skills begins. The most important aspect of learning to read is how to foster a desire to read among students and improve their understanding of reading. The more often the students read, the higher their reading ability. If children already have a high level of understanding of reading, it will be easier for them to at school. Children often feel bored when reading textbooks; therefore, we also need to find other alternatives, such as using learning media.

An effective way to encourage students to become more interested in reading is through storybooks. Every child loves stories, which also relatively inexpensive and easy to find. The use of storybooks in this learning

process is expected to be helpful for achieving these goals. Was considered statiscally significant. Through experimental research, the author used storybooks in the form of fairy tales and legends such as the children's stories The Origin of Lake Toba, Malin Kundang, and The Greedy Monkey.

II. METHODS

A. *Research Design*

This study used a quantitative pre-experiment method with a two-group pretest-posttest. The research subjects consisted of two groups of first-grade students: an experimental group (N = 27) and a control group (N = 27). In this study, the subjects were first given a pre-test to determine their initial abilities before being taught using storybooks. Following the pretest, the students were given treatment, namely storybooks. After completion, the students were given a posttest to determine the extent of the storybook's influence on their reading ability. The research was conducted at Mis Al-Ikhlasiyah, Jalan Jermal Tiga Ujung Number 19 Medan and Mis Al-Ikhlasiyah, Jalan Siswa Medan, from the end of April to the end of July in the 2024-2025 academic year.

B. *Population*

A population is a collection of units that serves as the primary target for conducting research. According to Fathom (2005:103), "A population or universe is the entirety of the elementary units whose parameters will be estimated through statistical analysis conducted on the research sample. "

Anyone conducting the research must first create a research plan. One factor included in this plan is understanding the research object. This object is crucial in any research because it is from this object that the data connected to the problem being studied are gathered.

The entire object to be studied is called the population. In one study, the objects encountered may be limited or unlimited. This is in accordance with the opinion of experts who say the following: "The population encountered may be limited or unlimited, depending on the investigator" (Surakmad, 1982: 93).

Based on the above opinion, the population in this study is all grade I students of Mis Al-Ikhlasiyah in the 2024-2025 academic year, totaling 54 people.

Table 1. Research Population

Number	Class	Amount
1.	HE	27 students
2.	IB	27 students
Research Population		54 students

The sample in this study was defined as individuals/students who constituted the entire study population. This was due to the limited population size in this study.

E. *Data Analysis Technique*

Variable analysis is the process of determining and formulating variables. The data collected and analyzed in this study were related to the variables being studied.

Two variables are used in this study. Variable X (independent) is the effect of using children's storybooks, and variable Y (dependent) is the initial reading ability of first-grade students at Mis Al-Ikhlasiyah in the 2024-2025 academic year

A research instrument was used to collect the data. The research instrument used was a test.

The test was administered twice, at the beginning of the session (pretest) and at the end of the session (posttest). The initial test was administered to determine students' reading abilities before treatment, while the final test was administered to determine students' abilities after treatment. The purpose of this test was to obtain data to evaluate students' initial reading abilities.

The next step after data collection was data analysis. Data analysis techniques are crucial in any research. All collected data will be meaningless without analysis.

The F test is used to "test whether the dependent variables, namely the experimental class (1A) and the control class (1B), simultaneously have a positive and significant influence on the dependent variable, namely the IB of the 27 students (Y). The decision-making criteria in the F test using SPSS with a significance level of 5%" are from Bailia et al. (2014:3).

  a. If the significance value is < 0.05, or the calculated f > from the f table, then there is an influence

between the independent variable and the dependent variable.
b.   If the significance value is > 0.05, or the calculated f < from the f table, there is no influence between the independent and dependent variables.

Using the formula: F=
$$\frac{R2/K}{(1-R2)/(N-K-1)}$$

Information:

F= The calculated F is then consulted with the F table.R2= Correlation   partial found.
N= Number of samples.
K= Number of independent variables.
Basis for testing decision making:
If F count > F table,Ha is accepted, and Ho is rejected. If F count < F table, then Ha is rejected and Ho is accepted.

III.   RESULTS AND DISCUSSION

A. *Research Result*
The results of the experimental research before and after the treatment of the use of storybook media carried out on grade I students at Mis Al-Ikhlasiyah 2 Medan will be described quantitatively and descriptively. The descriptive description of the learning outcomes of grade I studied (initial test), namely before being given treatment, and after being given treatment (final test), namely with the use of storybook media.

This research process began with a meeting with the principal and homeroom teacher of class 1, Mis Al-Ikhlasiyah 2 Medan, to request permission and approval to carry out this research and convey the purpose of the research being carried out. Prior to conducting the research at Mis Al-Ikhlasiyah 2 Medan, the researcher first conducted observations to see how teachers teach in class, namely, by looking at the learning methods and models used by teachers in the teaching and learning process in class. Based on the analysis of pretest data conducted by the researcher on the reading ability of class I Mis Al-Ikhlasiyah 2 Medan students with a total of 54 students, class 1A was the experimental class, while class 1B was the control class.

Based on the results of the initial observations, it turns out that the researcher found several problems, namely, the difficulties experienced by students in initial reading skills, not being able to read text readings because some students did not know the letters and lacked self-confidence.

Thus, the researchers implemented a learning process that could improve students reading skills. One way to address this issue was to use children's storybooks as a medium to improve their reading skills.

The researchers conducted an initial test to assess students' early reading skills in children's storybooks using reading texts. From this initial test, the researchers found that the students had difficulty reading the texts.

It can be concluded that students' initial reading skills were still low, and the average student learning score was 70.44 with a completion percentage of 48.15%. It can be concluded that the students' initial reading skills were still low, and the average student learning score was 59.19, with a completion percentage of 7.41%.

The learning outcomes in reading for grade 1 students at Mis Al-Ikhlasiyah 2 Medan were obtained from the results of the final test (post-test), where students showed their learning outcomes after receiving treatment, namely by using storybook media.

The highest value category obtained after treatment was with the use of story book media (90), and the lowest value was 70. It can be concluded that students' initial reading skills increased after using the story-book method. The average student learning score was 80.3 with a completion percentage of 85%.

It can be concluded that the average student learning rate for initial reading skills using the conventional method was 71.1 with a completion percentage of 33%.

Table 1. Pretest Result

Class	Average	Completion Percentage
Experiment	70.44	48.15%
Control	59.19	7.41%

Table 2. Posttest Result

Class	Average	Completion Percentage
Experiment	80.3	85%
Control	71.1	33%

To analyze the effect of treatment, t-tests and F-tests (ANOVA) were performed.
1.   Paired Sample t-test:
Experimental Class: p-value < 0.05, indicating a significant difference between pretest and posttest.
Control Class: p-value < 0.05, indicating an increase, although not as large as the experimental class.

2.   F Test (One-Way ANOVA):
Pre-test: F-statistic = 43.51, p-value < 0.05, indicating a significant difference between the experimental and control classes.
Posttest: F-statistic = 36.43, p-value < 0.05, indicating a significant effect of treatment on the experimental class compared to the control.
These results support the hypothesis that the use of storybook media has a positive impact on students' early reading abilities.

B. *Discussion*
The results of the study show that:

1.   Use of Children's Storybook Media:
a.   Increase in the average reading score of the experimental class students from 70.44 80.3.
b.   The completion percentage increased from 48.15% to 85%.
c.   This is in accordance with the learning theory that children's storybook media can increase their motivation and understanding.

2.   Comparison with Control Class:
a.   The control class experienced an increase in average scores from 59.19 to 71.1.
b.   However, the completion percentage reached only 33%, which is much lower than that of the experimental class.

3.   Relationship with Previous Research:
a.   This result is in line with Tarigan's (2008) research, which stated that the use of creative media can improve students' initial reading skills.
b.   The findings also support the theory that children's stories are effective in fostering an interest in reading (Nurgiyantoro, 2005).

IV.   CONCLUSIONS

The Effect of Children's Storybook Media: The use of children's storybooks significantly improves the early reading skills of first-grade students in MIS Al-Ikhlasiyah. This is evident from the increase in the average score of students in the experimental class (pretest 70.44 to posttest: 80.3) and the percentage of completion (48.15% to 85%). Differences between the Experimental and Control Classes: The control class also experienced improvement but was not as significant as the experimental class. The completion rate of the control class was only 33%, compared to 85% in the experimental class. Effectiveness of Children's Storybook Media: Children's storybook media have been proven to be effective in increasing students' interest and early reading skills compared to conventional methods.

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