

Improving Literation Skills of Students Reading Through A Basic Book For Third Grade Of Elementary School Students

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Abstract -- This study aims to improve literacy skills of students in grade 3 through a tiered book. The study location was located in Muhammadiyah Elementary School 2 GKB, with the subjects of the study were 30 students in class 3-A. This study used Quasi Experiment with the design of *one group pretest posttest design*. This research was conducted in 2 meetings, by doing several stages, namely, developing a Learning Implementation Plan (RPP), Student Worksheet (LKS), and Literacy Read-write Skill Test. Data collection techniques use the method of observation of teacher activities and student activities, tests, and student response questionnaires. The results showed an increase from the first meeting to the second meeting. For teacher activities at the first meeting the percentage was 84.06%, and at the second meeting the percentage increased to 93.84%. The activities of students in the first meeting had a percentage of 75.38% and at the second meeting the percentage increased to 92.30%. improvement of students' literacy literacy skills can be seen from the results of evaluations at the *pretest* and *posttest* which respectively have the results of an average *pretest* score of 52 and the test *posttest* value with an average of 89. While the response of students to learning activities using tiered books shows the percentage by 86%

Keywords: Literacy literacy skills, Tiered Books.

I. INTRODUCTION

According to Didik Suhardi et al. (2013), in order to be able to excel in participation and engagement amid globalization and regionalization in the 21st century, national education needs to focus or pivot on three main things, namely basic literacy, competence, and character quality. The basic literacy that needs to be used as our education axis is (1) literacy literacy, (2) numeracy literacy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, and (6) cultural and civic literacy. one of literacy. Of the six basic literacy available, literacy that is very important to master is literacy. Both literacy has a big influence on daily life, so that someone will be able to live his life with more quality.

According to Saryono, et al (2012) reading and writing is the literacy known as the earliest in the history of human civilization. Reading skills as one of the written language skills that are important for students to have to be able to communicate verbally or in writing. Reading skills must be instilled in every student, either by themselves or other people with the aim of increasing achievement in the future (Bakar, 2014). In addition, there are other basic skills that are in line with reading skills are writing skills. Writing skills are a skill in expressing ideas through language media. Writing is an activity in using or applying vocabulary, writing, and language structure in a productive and effective manner in the form of writing (Nurgiantoro, 2001).

Reading is someone's basic capital in understanding and knowing various kinds of information. While writing is a follow-up of understanding the information received. To support and achieve these objectives, adequate reading material is needed in terms of themes, and the level of reading difficulties so that the development of reading skills which will be continued with writing skills can be carried out well and achieve the expected results.

The existence of quality books has an important role in fostering a culture of literacy. To ensure the availability of quality books, required bookkeeping governance that can be accounted for through the arrangement of bookkeeping systems in a systematic, comprehensive, and integrated manner. One book that is considered capable of meeting the needs of students is a tiered book, a tiered book is a reading book in which there are texts and images that are adapted to students' reading skills. Reading with tiered books will be a solution to improve students' reading skills from the beginning (Kompasiana, 2018).

According to YLAI (2017), tiered books consist of big books and tiered reading books. Tiered books play an important role for students in the introduction of letters to advanced reading, because tiered reading books are made not only for reading, but also include strategies to attract students' attention to the reading they read.

Chall (1983) explained that the stages of reading development (stages of reading development) that are in accordance with the development of literacy and easier to understand the phases of phasing are with six stages (stages 0 to stage 5). In stage 3, the Chall divides again into phases A and B, so as a whole the classification amounts to 7. Based on the Chall gap, then the level setting for the book gap is 7 (seven) levels, namely: A, B, C, D, E, F, and G.

In literacy education, matching readers with text, aims to develop readers' skills in handling difficult texts gradually. Therefore, the teacher needs to choose a book whose level of difficulty increases gradually. In addition, the reader needs to be accompanied in understanding the text. This reader assistance is in line with the concept of Vygotsky scaffolding. Vygotsky (1978) calls this process scaffolding, which refers to teaching with *zone of proximal development*. This scaffolding process defines "space between," the space that exists between activities that students can do independently and activities that students cannot do, even with help. By teaching this "space between" zones, the teacher helps students to reach a higher level.

There is a lot of research on tiered books. Research conducted by Kusmiyati (2017) Comparative Study of Interest and Reading Ability of B3 Program Recipient School Students and B3 Non-Recipient Schools in Karangrejo District, Purbalingga Regency. The study compared the results of interest and reading ability in students who received tiered books and those who did not. The results of his research prove that students who were schooled facilitated with a Tiered Reading Book (B3) had a higher reading interest and reading ability than students who were not educated with a Tiered Reading Book (B3). That is because the Tiered Reading Book (B3) is able to provide solutions to problems for students by providing interesting offerings and contents of the book according to their level.

Another study by Supartinah, et al. (2016) Development of Guidelines for the Characteristics of Javanese Language Books in the Middle School. This study uses R & D research with a 4-D development model. The component of the gap in it is the same, that is, the content of the text that is adjusted to the initial to the advanced gap with supporting illustrations. While the differences in the variables, namely in this study measuring student character education. In addition, tiered books in this study use Javanese. Other studies have also been conducted by Karen (2017) *Using Alphabet Books Across Grade Levels: More Than 26 Opportunities*. This journal aims to find out the use of the alphabet book as a medium to increase students' interest in learning letters starting from the most basic vocabulary to forming a complete sentence. In addition, in the alphabet book there are various themes and in the delivery there are visual aids or images that match the intended word. The alphabet book is a book in which there are words or writings which at the beginning of the word begin with the alphabetical order A-Z supported by images that match the intended content. The difference, this study measures student learning outcomes in recognizing simple letters and words in accordance with the alphabet.

Quoted from the results of interviews conducted by researchers at one of the 3-A grade teachers at GKB 2 Muhammadiyah Elementary School on May 24, 2019, Evi Eryana Hapsari stated that grade 3 literacy literacy skills at Muhammadiyah 2 Elementary School GKB were still lacking. There are some students who still cannot read and write fluently. Currently, they are in the low class and will go up to high class, which is class 4. So, before going to class 4, they are required to have qualified literacy skills. This can be seen from the value of Indonesian language subjects in the aspects of reading and writing, there are some students who have grades under the KKM. In addition, the interest in reading and writing students is also still relatively low because there are not many students who are interested in reading to the library due to the lack of interesting books for them.

Reading and writing are the basic capital to know and understand the information that has been received. So, it must be implanted from small to adult in the context of family, community, and education. To achieve this goal, a person needs adequate reading books and is adjusted to the level of difficulty of his book so that their literacy literacy can be well developed and facilitated. However, books that are in accordance with the level of ability of children are very difficult to find on the market. In fact, books are one of the supporting ingredients in improving children's ability to read and write. In Muhammadiyah 2 Elementary School GKB there is already a library. In addition, there is a reading corner in each class. However, children do not use it well, because existing books tend to be boring and not according to their needs. Therefore, it is expected that there are books that can provide interesting reading for students and according to their needs. One of these books is a tiered book.

If observed, the statement of one of the teachers interviewed was that the facilities and infrastructure contained in the school were adequate, namely the existence of a library. However, the lack of interesting reading books and books that do not fit the needs of students makes students' reading interest less, therefore, in this study, researchers will try to use

II. METHOD

This study uses a type of quantitative research. The location of the study was at Muhammadiyah Elementary School 2 GKB. The subjects of the study were 3-A grade teachers and grade 3-A students at Muhammadiyah Elementary School 2 GKB with 30 students. This research was carried out in a collaborative form between researchers and classroom teachers. The research design used was *one group pretest posttest design*. The design of this study will use one group which will be observed at the *pretest* (O1) stage which is then followed by giving certain treatments (X) and *posttest* (O2). The one-group *pretest-posttest* design can be written in the form:

O1 X O2

Information:

- O1** = initial test (*pretest*) to find out students' critical thinking skills
- O2** = final test (*posttest*) to find out students' critical thinking skills
- X** = treatment of learning by using edmodo-based e-learning in problem-based learning

Data collection techniques use the method of observation of teacher activities and student activities, tests, and student response questionnaires. Data collection techniques in the form of tests are prepared to analyze the improvement of students' literacy literacy skills and are given at the beginning and end of learning. Data collection tools use evaluation sheets. The questions on the evaluation sheet are adjusted to the learning indicators provided by the teacher.

III. RESULT AND DISCUSSION

Result

The following will be explained about the results and discussion of quantitative research conducted by researchers with the title "Improving Literacy Skills in Reading and Writing Students Through Tiered Books for Grade 3 Students of Elementary School". This study uses Quasi Experiment with the design of *one group pretest posttest design* to obtain data on teacher activities, student activities, increase the test of literacy literacy skills, and student responses.

1. Implementation of RPP in Teacher Activities

The following is a table of implementation of lesson plans by the teacher:

Table 1 Teacher Activities

Meeting	Teacher Activity Average Score	Percentage of Teacher Activity	Category
1	4.23	84.6 %	Good
2	4.69	93.84 %	Very Good
Average	4.46	89.22 %	Very Good

Based on Table 1 it was shown that learning with tiered books to improve students' literacy literacy skills was carried out in a very good category. The data shows the percentage of learning feasibility in each meeting containing preliminary activities, core activities, and closing activities which were assessed by two observers. At the 1st meeting the final average score was 4.23 with the percentage of suitability of the two observers' evaluations of 84.6%. While at the second meeting the final average score was 4.69 with the percentage of suitability assessment of the two observers at 89.22%.

2. Student Activities

Table 2 Student Activities

Meeting	Average Student Activity Score	Percentage of Student Activities	Category
1	3.76	75.38 %	Good
2	4.61	92.30 %	Very Good
Average	4.19	83.84 %	Good

Based on Table 2, it is shown that in general the student activities observed in each meeting recorded by two observers during the learning process are considered Good. At the 1st meeting, the final average score of activity was 3.76 with a percentage of two observers matching 75.38%. While at the 2nd meeting the final average score was 4.19 with the percentage of appraisal of two observers 83.84%.

3. Literacy Literacy Skills Test

Table 3. Literacy Literacy Skills Tests

Student	Pretest		Posttest		Enhancement	
	Score	Category	Score	Category	G	Category
1.	50	Not Complete	90	Complete	0.8	High
2.	60	Not Complete	80	Complete	0.5	Medium
3.	50	Not Complete	95	Complete	0.9	High
4.	60	Not Complete	80	Complete	0.5	Medium
5.	45	Not Complete	75	Complete	0.3	Medium
6.	75	Complete	100	Complete	0.7	High
7.	50	Not Complete	90	Complete	0.8	High
8.	80	Complete	95	Complete	0.7	High
9.	60	Not Complete	90	Complete	0.8	High
10.	75	Complete	85	Complete	0.7	High
11.	50	Not Complete	100	Complete	0.9	High

12.	30	Not Complete	85	Complete	0.7	High
13.	35	Not Complete	85	Complete	0.7	High
14.	60	Not Complete	90	Complete	0.7	High
15.	65	Not Complete	100	Complete	0.7	High
16.	60	Not Complete	90	Complete	0.5	Medium
17.	75	Complete	90	Complete	0.7	High
18.	50	Not Complete	95	Complete	0.9	High
19.	30	Not Complete	80	Complete	0.6	Medium
20.	70	Not Complete	100	Complete	1.0	High
21.	75	Complete	85	Complete	0.6	Medium
22.	65	Not Complete	100	Complete	1.0	High
23.	65	Not Complete	90	Complete	1.0	High
24.	55	Not Complete	90	Complete	0.7	High
25.	60	Not Complete	95	Complete	0.8	High
26.	40	Not Complete	80	Complete	0.6	Medium
27.	30	Not Complete	85	Complete	0.7	High
28.	50	Not Complete	90	Complete	1.0	High
29.	75	Complete	100	Complete	1.0	High
30.	50	Not Complete	85	Complete	0.5	Medium
Total	1570		2660		22,5	
Average	52	Not Complete	89	Complete	0.75	High

Based on Table 3, it is shown that the average score of students' literacy literacy skills at *pretest* is 52 with the Not Completed category, while at *posttest* it is 89 with the Completed category. Based on the two data, there is an increase in the average value of students' literacy literacy skills before and after the implementation of tiered books in classroom learning. Improvement of students' high literacy literacy skills with an average score of *n-gain* of 0.75

4. Student Response

Table 4. Student Response

Student	Questionnaire Indicator										$\sum TSEV$	$\sum s_{max}$
	1	2	3	4	5	6	7	8	9	10		
1.	5	4	4	3	3	3	4	5	3	5	39	50
2.	4	5	4	5	5	5	4	5	3	4	44	50
3.	5	4	5	3	3	3	3	5	3	4	37	50
4.	4	5	5	4	4	5	4	5	3	5	44	50
5.	5	4	4	5	5	5	5	5	4	5	47	50
6.	5	4	5	3	5	5	3	5	5	5	45	50
7.	5	4	4	5	5	4	4	5	4	5	45	50
8.	4	5	5	4	3	5	5	5	4	4	44	50
9.	5	4	5	5	4	4	4	5	4	5	46	50
10.	4	4	5	5	4	4	3	5	5	4	43	50
11.	5	4	4	5	5	5	4	5	5	5	47	50
12.	4	5	4	5	4	4	4	4	5	5	44	50
13.	5	3	4	5	5	5	5	5	4	3	44	50
14.	5	4	5	4	5	5	5	5	5	4	47	50
15.	3	4	3	4	4	4	4	3	5	4	39	50
16.	4	5	3	3	5	4	4	4	5	5	43	50
17.	4	3	5	5	4	3	4	5	4	5	42	50
18.	5	3	3	5	5	5	5	5	4	5	45	50
19.	5	4	3	4	4	4	3	5	5	3	40	50
20.	4	5	4	3	4	5	5	4	3	4	42	50
21.	4	5	3	3	4	5	3	5	5	5	42	50

22.	3	5	5	4	3	4	3	5	5	5	42	50
23.	5	4	3	5	3	5	5	5	4	4	43	50
24.	5	4	4	5	5	4	4	5	4	4	44	50
25.	5	4	3	5	4	4	4	4	4	3	41	50
26.	4	4	5	5	5	5	5	5	4	4	46	50
27.	5	3	3	5	5	5	5	5	4	5	45	50
28.	3	4	5	3	4	5	5	5	5	5	44	50
29.	4	3	5	4	5	3	4	5	4	4	41	50
30.	4	5	5	5	4	5	5	4	4	4	45	50
	Jumlah										1300	1500

Table 4 shows the percentage of student responses to learning activities using tiered books through 10 statement items. Of the 10 items of statements that have been given, obtained answers with very good categories. Based on the table, it can be interpreted that the students' response to learning that has been done is Very Good with a final percentage of 86%.

Discussion

1. Teacher Activities

Data on the results of teacher activities on tiered books developed are used during the learning process in order to facilitate students' understanding of the material to be delivered. The use of tiered books will help teachers make students' literacy literacy skills more than before. Data obtained from tiered book trial activities was carried out in the 3rd grade of Muhammadiyah 2 GKB Gresik Elementary School. The results of the observation of teacher activities towards the use of supplementary books developed are as follows;

Teacher activities in learning activities achieve success if the majority (76% to 99%) of learning material can be mastered by students. From the observation results, the teacher's activity showed 89.22%. The conclusion from observation of teacher activity is a tiered book can be mastered by students optimally / very well. so that it is interpreted in a very good category.

2. Student Activities

Student activities are observed during the learning process by implementing tiered books to improve students' literacy literacy skills. Student activities were assessed using student activity observation sheets developed through observations made by two observers during the learning activities. The observation results of student activities using tiered books to improve students' literacy literacy skills can be seen in Table 2.

There were 13 aspects observed as assessment material by two observers during the learning process. The thirteen aspects are contained in the student activity observation sheet developed. The assessment starts from the beginning of the learning activity until the end of the study for two meetings. Based on the results of the analysis of the assessment of observations of activities at each meeting listed in Table 2 shows the average score of student activity. At the first meeting, the final score of the activity was 3.76 in the good category. Whereas, in the second meeting the final average score was 4.72 with a very good category.

This increase shows that student activities that are expected to emerge during learning can be raised and implemented very well. The statement is supported by the percentage of appraisal suitability conducted by the two observers for 2 consecutive meetings namely 75.38% and 92.30%. on the student activity sheet, the aspect that is expected to emerge during learning is a tiered book reading activity that is completed up to level 6 and students successfully answer questions at each level accompanied by the truth in vocabulary writing.

The fifth, sixth, seventh, and eighth student activities in table 4.7 are interrelated activities. The four activities of the students are follow-up activities carried out by students in reading tiered activities starting from level 1 to level 6 conducted. After reading up to the mastered level, it will be continued by answering questions on each level and writing vocabulary at each level.

In the activity table presented, the four activities experienced an increase in the average score in two meetings. The first meeting showed the acquisition of a score in a good category and at the second meeting in a very good category. This shows that students have begun to be able to read, answer questions and write well. Based on the exposure of the results in Table 4.7 it can be concluded that the percentage of activities carried out by students is classified as Good, which means that each activity is carried out properly by students so that learning activities can be carried out well and in accordance with the lesson plan.

3. Literacy Literacy Skills Test

Students' literacy literacy skills are measured by giving *pretest* questions at the beginning of the activity before learning by using tiered books based on book gaps, and *posttest* questions when the entire series of learning activities are held during 2 meetings using tiered books based on book gaps. The assessment instrument used is a test of literacy literacy skills that refers to four indicators of literacy literacy skills, namely reading the contents of the story text smoothly, explaining the text content of the story properly and correctly, answering questions according to the text content correctly, and writing vocabulary words in each paragraph correctly.

The results of the student literacy literacy skills test are used as a basis for determining the category of literacy literacy skills possessed by students. The results of tests of student literacy literacy skills are presented in Table 3. Based on Table 3, it is

indicated that the average test scores of students' literacy skills at the *pretest* category are not completed, while the *posttest* results are categorized as completed. From the two data, there is an increase in the average value of students' literacy skills before and after the application of tiered books based on the book gap. Improved tiered book skills High category with an average *n-gain* score of 0.75.

Based on the data from the results of the test scores of students' literacy skills, the completeness data for each test indicator also showed that the students' literacy skills generally showed that all the indicators of the students' literacy skills at the *posttest* were categorized as Completed. The completeness category refers to student KKM which is ≥ 75 . This is indicated by the analysis of *n-gain* score where the gain value for each indicator has increased. Student literacy skills can be developed through a student-centered learning approach (Snyder & Wiles, 2015).

Based on the discussion and elaboration of the results of the analysis of the completeness of the indicators of students' literacy skills above, it can be concluded that tiered books can improve students' literacy skills. As well as the research conducted by Kusmiyati (2017) Comparative Study of Interest and Reading Ability of B3 Program Recipient Students and B3 Non-Recipient Schools in Karangrejo District, Purbalingga Regency. The results of his research prove that students who were schooled facilitated with a Tiered Reading Book (B3) had a higher reading interest and reading ability than students who were not educated with a Tiered Reading Book (B3). That is because the Tiered Reading Book (B3) is able to provide solutions to problems for students by providing interesting offerings and contents of the book according to their level.

So, based on some of the literature studies above it can be concluded that the use of tiered books is an effective solution to improve elementary school students' literacy skills.

4. Student Response

In this study, student responses were assessed using the response questionnaire distributed by the teacher to students to assess students' responses to learning that had been conducted during two meetings using tiered books to improve the literacy skills developed. The questionnaire that was disseminated contained 10 items of positive statements that students had to fill in by giving a checklist. Fill out the questionnaire sheet using a Likert scale with 5 rating categories (Very Less, Less, Enough, Good, Very Good).

Student responses to learning that lasts for two meetings can be used as a reference for learning effectiveness. If students respond positively, then the learning given during the two meetings can positively improve students' literacy skills and can help students understand the contents of the story. The results of the student analysis shown in Table 4 show that students gave very good responses to the tiered books that were developed as well as the learning activities they attended during the two meetings.

Table 4 shows that the response is very well seen in item statement number 1 which shows the appearance of tiered books making students interested in reading it. Item number 6 explains that through tiered books, students' interest in reading is increasing, and item number 7, through tiered books, increases student interest in writing. Meanwhile, the response with a balanced percentage can be seen in item statement number 4, namely tiered books adding insight and new knowledge to students.

Based on the results of the response analysis, the final conclusion is that overall the percentage of 86% of students respond very well to tiered books and instruments for assessing students' literacy skills developed and implemented in learning activities for two meetings can help students understand the contents of the stories and can improve literacy skills during learning activities.

IV. CONCLUSION

Based on the data presented, it was concluded that the use of tiered books can improve literacy skills in grade 3 students of elementary school.

Reading books given to students must be books that have criteria that are in accordance with their needs and provide positive values for students, as well as the criteria contained in a tiered book. Therefore, when students choose or read a book must be accompanied by assistance from parents and teachers. In addition, the teacher needs to provide guidance to students regarding literacy skills. Therefore, the teacher must provide reinforcement and assistance in terms of reading and writing because both are basic things that must be mastered by students before learning other skills.

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