THE EFFECTIVENESS OF INTERACTIVE STORY BOOK TO TEACH READING FOR 4TH GRADE OF SDN 1 MOYOKETEN

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Abstract : *Reading is a process that readers engage in and utilize to comprehend the massages that authors hope to express via the use of words and written language. The low interest in reading is one of the many issues with Indonesian education. Students still have very little enthusiasm in reading English-language materials, and their overall proficiency in the language is also relatively low. The aim of the research was to find the effect reading comprehension of using story book on students' 4th grade of SDN 1 Moyoketen. The method used in this research was the quantitative method of pre-experimental design by implementing pre-test and post-test. In this study, the researcher used 35 students as a sample. The data were collected by pre-test scores mean (55.71) then post-test scores mean (66.14). the result of the statistical test asymp. Sig (2-tailed is worth 0.000. It can be concluded that interactive story book is significantly effective. In conclusion interactive story book is significantly effective for students at 4th grade SDN 1 Moyoketen. So, interactive story book was in effective method can be applied in the classroom.*

Keywords : *Effectiveness, Interactive, Reading, Story Book.*

Abstrak : Membaca adalah proses dimana pembaca terlibat dan memanfaatkan untuk memahami pesan yang disampaikan penulis untuk mengekspresikan melalui penggunaan kata-kata dan bahasa tertulis. Rendahnya minat baca merupakan salah satu dari sekian banyak masalah pendidikan Indonesia. Siswa masih memiliki sedikit antusiasme dalam membaca materi berbahasa Inggris, dan kemampuan mereka secara keseluruhan dalam bahasa tersebut juga relatif rendah. Tujuan penelitian adalah untuk mengetahui pengaruh pemahaman bacaan penggunaan buku cerita pada siswa kelas 4 SDN 1 Moyoketen. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif rancangan pra percobaan dengan menerapkan pre-test dan post-test. Dalam penelitian ini, peneliti meneleti 35 siswa sebagai sampel. Data dikumpulkan dengan nilai rata-rata pre-test (55,71) kemudian nilai rata-rata post-test (66,14). Hasil uji statistik asim. Sig (2-tailed bernilai 0.000. Dapat disimpulkan bahwa buku cerita interaktif sangat efektif. Kesimpulannya, buku cerita interaktif sangat efektif untuk siswa kelas 4 SDN 1 Moyoketen. Jadi, buku cerita interaktif itu dalam metode yang efektif dapat diterapkan di kelas.

Kata Kunci : Buku Cerita, Efektivitas, Interaktif,

	Membaca.

INTRODUCTION

The low interest in reading is one of the many issues with Indonesian education. Students still have very little enthusiasm in reading English-language materials, and their overall proficiency in the language is also relatively low (Literasi et al., 2023). Reading is one of the language skills that must be mastered by every student. Reading becomes one of the subjects that must be taught in the national curriculum. Reading is a process that readers engage in and utilize to comprehend the massages that authors hope to express via the use of words and written language (Munawar, 2022).

Reading is a technique that a reader uses to acquire the message that is delivered by a writer through words and that reader may perceive and understand (Lustyantie, 2015). Reading is, in essence, the process of deriving meaning from written words or symbols and demonstrates how one can perceive, comprehend, and interpret meaning in language. Reading, then, is the process of assimilating and comprehending textual communication (Prijana & Rohman, 2017). For students, reading is a crucial skill, particularly while studying the English language. The students can gain a lot of knowledge and information via reading. Reading is a beneficial activity for students, but it is also essential and necessary because the success of their studies depends largely on their reading proficiency (Hidayah, 2016). The purpose of reading for the students is to learn about the inventions made by the author, to solve the author's problems, to understand the topic's value or interest, to solve the story's problems, to summarize the story's events, to categorize certain facts or the author's actions in the text or paragraph, to draw conclusions from the action or ideas in the text, and to compare the two authors' plots (Sunanih, 2017).

An area of interest in the realm of education is reading motivation, which is the desire to read. Teaching and promoting learning both require an understanding of and application of the factors that encourage pupils to read. The procedures for putting extra effort into reading and writing activities are called reading and writing motivation (Kurniawan et al., 2020). A still-used learning tool, books are one of the most well-liked learning materials. Storybooks are read aloud interactively so that language is learned within the context of the narrative (Mustika et al., 2018).

Planning an interactive storytime for a class or a single child is simple. The objectives of interactive storybook reading vary. Creating a lexicon is the first objective. The child's ability to recount the story is the second objective. The illustrations in the book will be the primary subject of education when employing interactive storybook reading to increase vocabulary (Putri & Tiarina, 2021). The objects in this study were students from elementary school (SD). Based on the information above, researchers are interested in making a study entlited *"The Effectiveness of Interactive Story Book to Teach Reading for 4th Grade of SDN 1 Moyoketen"*.

RESEARCH METHODS

The researcher employed pre-experimental design and quantitative methodologies in this investigation (Sugiyono, 2019). In order to analyze populations and/or particular samples, researchers employ quantitative methods, which are positivist research techniques (Rahmi, 2022). The researcher uses one group pretest-posttest design. The researcher uses pre-test to find out the basic knowledge of students about their reading comprehension. In the end of the study, there was a post-test to find out the activity to know the effectiveness of interactive story book to teach reading (Abraham & Supriyati, 2022). In the forms of the causal relationship clause, the variables are divided into two categories, namely the independent variable (X) and dependent variable (Y). The independent variable (X) use interactive story book and variable (Y) is a English reading comprehension (Pridana & Sinurasi, 2020).

The sample of this study was taken by using purposive sampling. Purposive sampling is a technique of determining samples with certain considerations (Afandi et al., 2013). The researcher's SPSS software.

RESULT AND DISCUSSION
Research Finding
In this study employs an experimental design and observes one class as a sample. This research was conducted in SDN 1 Moyoketen grade IV. This class consisted of 35 students, 16 were male and 19 female. Pre-test and post-test scores were used to collect data for this study.To describe the data, the researchers determined the criteria for the students' test scores, the table of criteria is as follows

Table 1. Criteria of The Score

No.	Grade	Qualification	Range of Scores
1	A	Excellent	100 – 85
2	B	Good	84 – 70
3	C	Average	69 – 55
4	D	Poor	54 – 50
5	E	Very Poor	49 – 0

The Students' Score in the Pre-Test
In this study, researchers gave a pre-test. Students had to answers to 20 questions. The pre-test was given to determine student's initial ability to obtaining reading learning outcomes, the results of the pretest analysis are calculated using SPSS 21.

Table 2. Descriptive Statistics of Pre -Test

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Pre-test	35	25	40	65	1950	55,71	1,107	6,547	42,857
Valid N (listwise)	35								

In table, 35 students take the pre-test. The lowest score is 40 and the highest score is 65. The data range is 25. The average of the data is 55,71. The standard deviation of the data is 6,547. The variance is 42,857.

The Students' Score in the Post-Test
In this study, researcher gave post-test. Students have to answers to 20 questions. The post-test is used to determine students' final ability in mastering reading. SPSS 21 is used to calculate the results of the post-test analysis.

Table 3. Descriptive Statistics of Post –Test

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Post-test	35	25	50	75	2315	66,14	,741	4,387	19,244
Valid N (listwise)	35								

In table, 35 students take the post test. The students lowest score is 50 and his highest score is 75. The data range is 25. The average of the data is 66,14. The standart deviation is 4,387. The variance is 19,244.

The normality tests
The normality test Shapiro-Wilk is used to determine the distribution of data. The data was considered not normal in this test if the number of significant (Sig<0,05). The table shows above

that the significance is 0.024 and 0.000, which is less than 0.05 (Sig<0.05). As a result, the data can be considered not normal (Arikunto, 2013).

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	"Pre-Test"	.171	35	.011	.927	35	.024
	"Post-Test"	.272	35	.000	.801	35	.000

a. Lilliefors Significance Correction

Figure 1. Processed SPSS Test of Normality

Tests of Homogeneity of Variance

The homogeneity test was used as a reference for the next statistical decision. If the number of Sig<0.05, two variances from two data groups are not the same or are not homogeneous. If the number of Sig>0.05, the variance from both data groups is the same or homogeneous. According to the table above, the number of Sig is 0.027. As a result, it is possible to conclude that data from the pre-test and post-test is homogeneous (Abraham & Supriyati, 2022)

Tests of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	5.115	1	68	.027
	Based on Median	4.713	1	68	.033
	Based on Median and with adjusted df	4.713	1	65.676	.034
	Based on trimmed mean	5.210	1	68	0.26

Figure 2. Processed SPSS Test of Homogenity

Positive ratings or differences (positive) in reading interactive story book, as well as pre-test learning outcomes. There are 32 positive data points, which means that 32 students have improved. The average range or average increase is 16.50, and total number of positive powers or powers is 528.00. Ties are the same pre-test and post-test values; the table above shows 3 which means that there are same values that are the same between the pre-test and post-test.

Statistics Non-Parametric Wilcoxon Test

Ranks

		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	0[a]	0.00	0.00
	Positive Ranks	32[b]	16.50	528.00
	Ties	3[c]		
	Total	35		

a. Post-test < Pretest
b. Post-test > Pretest
c. Post-test = Pretest

Figure 3. Processed SPSS Statistic Non Parametric

The basis for making the Wilcoxon Rank Test
a. If the value of Asym. Sig<0.05, then the hypothesis is accepted
b. If the Asym. Sig value >0.05, the the hypothesis is rejected

Test Statistics[a]	
	Post-test – Pre-test
Z	-5.008[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Figure 4. Processed SPSS Test Statisics

Based on the results of the "Statistical Test" Asymp. Sig (2-tailed) is worth 0.000. Because the value is 0.000 is smaller than <0.05, it can be concluded that "the hypothesis is accepted". It means, there is significant effect to reading comprehension of using story book on students 4th grade SDN I Moyoketen.

Discussion

In this section, the researcher will explain the implementation in class IV learning at SDN 1 Moyoketen. When the researcher entered the class, the students' response was very busy and the class was not conducive. After being assisted by the class teacher, the class became conducive. Then for the first time, students were given a pre-test, their responses seemed not to be interested in reading the questions and complained a lot about the reading.

The response of students after being given story books was very positive, they became more interested in reading. Then, students were given a post-test. When doing the post-test, students was looked happier and did not complain much. Even though, when doing the post-test there was still noise in the class and there were still some students asking and answering questions with other students. But their learning outcomes during the post-test have increased. Based on the research conducted in the classroom, the researcher found that students who were initially not interested in reading story books or story problems became more interested in reading.

According to data analysis, there is significant effectiveness in interactive story book. This shown by the SPSS program results. Furthermore, significant results can be seen in the paired sample test. The result is 0.000. The result, is less than <0.05, indicating that Ho is rejected and Ha is accepted. Thus, it has been proved that using interactive story book to teach reading is more effective than not using interactive story book.

CONCLUSION

The objective of this research is to measure the effectiveness of interactive story book to teach reading for 4th grade of SDN 1 Moyoketen in the academic Year 2022/2023, the researcher concludes the result of the research as follows:

The result of pre-test with the reading test, 35 students shows that the mean is 55.71, the highest score is 65 and the lowest score is 40, The result of post-test with the reading test, 35 students shows that the mean 66.14, the highest score is 75 and the lowest score is 50. Thus, it has been proved that using interactive story book to teach reading is more effective than not using interactive story book.

SUGGESTION

Based on the research the writer to deliver some suggestion as follows As English teacher, we must be innovative in creating and implementing media and practices. Strategies in English lessons, especially reading lessons. Students should criticize and suggest to the teacher if this method is wrong. The media and strategies employed are not what they need. For example, using interactive story book when reading a text has been shown to help students understand the text,

so the researchers found that recommend using the story book media. This study can be used for further study consideration other people, for example researchers have also compared the effectiveness of the interactive story book show media to other media to confirm the effectiveness of the media in teaching reading comprehension.

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