

## Utilization of the Let's Read application to improve the literacy skills of 5th grade students at SD Muhammadiyah Tanjung Selor

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### Abstract

*This research is motivated by the lack of reading literacy skills among elementary school students. This is caused by the lack of adequate reading infrastructure, including libraries and limited variety of books. The purpose of this study is to find out how the use of the Let's Read application affects the reading literacy skills of 5th grade elementary school students. This study uses quantitative research with quasi-experimental methods. The design used in this study was a pre-experimental design where only one class was given a pre-test and a post-test, namely the experimental class without a control or comparison class. The questionnaire became the instrument used in this study. As for the respondents in this study were all 5th grade students, totaling 28 people. The treatment was given for 10 meetings. Data processing shows that the Let's Read application has a significant impact on the reading literacy skills of fifth grade students.*

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### Abstrak

Penelitian ini dilatar belakangi oleh kurangnya kemampuan literasi membaca di kalangan siswa sekolah dasar. Hal ini diakibatkan oleh kurangnya infrastruktur membaca yang memadai, termasuk perpustakaan serta terbatasnya buku buku yang bervariasi. Adapun tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemanfaatan aplikasi Let's Read terhadap kemampuan literasi membaca siswa kelas 5 SD. Penelitian ini menggunakan penelitian kuantitatif dengan metode quasi eksperimen. Adapun design yang digunakan dalam penelitian ini adalah pre-experimentant design dimana hanya satu kelas saja yang diberikan pre test dan post test yaitu kelas eksperimen tanpa adanya kelas kontrol atau pembanding. Kuesioner menjadi instrumen yang digunakan dalam penelitian ini. Adapun yang menjadi responden dalam penelitian ini adalah seluruh siswa kelas 5 yang berjumlah 28 orang. Perlakuan diberikan selama 10 kali pertemuan. Pengolahan data menunjukkan bahwa aplikasi Let's Read memiliki dampak signifikan terhadap kemampuan literasi membaca siswa kelas V

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## 1. INTRODUCTION

In the world of education, literacy skills are absolutely necessary. The progress of a country can be measured by the level of literacy in that country. Study support books and other reading books are learning tools for students. Transferring knowledge cannot occur without writing and reading. This shows that writing, the culture of reading and writing is very important among children. Because of this, it is important to cultivate literacy activities. Literacy is a person's ability to read, understand, evaluate and use information in various forms and contexts. Literacy coverage includes the ability to read and write and the ability to understand and analyze information, and the ability to use technology

and social media wisely. In order for such abilities to be achieved, a person needs to have four language skills, namely the ability to listen, speak, read and write (Halim, 2017).

Literacy literally comes from the word literacy which means literacy (Echols & Hassan, 2003). According to Kuder & Hasit (2002) Literacy is the entire process of learning to read and write that a person learns, including four language skills (listening, speaking, reading and writing). More broadly, Musthafa (2014) stated that literacy means the ability to read, write and think critically, which means that someone who is literate is someone who reads and writes accompanied by the ability to process information obtained from these reading and writing activities.

However, in reality, a lot of data shows that the literacy skills of Indonesian people are still very lacking. The Indonesian people's reading level index is still very low at only 0.001 percent. According to the survey findings, low interest in reading causes stagnation and even a decline in the quality of education in Indonesia (Unesco, 2011). In line with this, international literacy ranking data published by Central Connecticut State University (2016) in its article entitled Most Literate Nations in the World, where Indonesia ranks 60th out of 61 countries. According to the results of the Program for International Student Assessment (PISA) survey published by the Organization for Economic Cooperation and Development (OECD) in 2019, it was also stated that Indonesia ranks 62nd out of 70 countries, or is one of 10 countries that has a high literacy rate low. The results of this international research show that the literacy skills of Indonesian students are generally still relatively low, especially in this case language literacy. According to Nurdianti & Suryanto (2010), Indonesian society is an illiterate society, namely people who can read but do not yet have the will to make the habit of reading a daily activity. Apart from that, in relation to elementary schools, the school system still does not provide opportunities for literacy traditions for students. Teaching in class still uses the lecture method which positions students as listeners. Reading activities in class are still rarely carried out by teachers so that students are not facilitated in literacy development which results in a literate generation being difficult to achieve. Apart from reading ability, we are also faced with the fact that Indonesian people's writing ability is still relatively low. The Ministry of National Education revealed a number of survey results from the IEA regarding children's reading and writing abilities that almost 50% of grade VI elementary school students in six provinces supported by the Primary Education Quality Improvement Project (PEQIP) could not compose. One of the causes of the low reading and writing abilities of elementary school students in Indonesia is that so far students have received more rote lessons than practice, including composing.

The lack of literacy in Indonesian society will have a negative impact on society itself. According to Witanto (2018), the impacts that occur if you do not have an interest in reading are (1) in understanding, mastering and applying science and technology you often experience difficulties. (2) Lack of insight and knowledge, resulting in a person's lack of positive thinking patterns so that the person is more susceptible to being persuaded by incorrect understanding. (3) Creativity does not develop due to a person's lack of interest in reading. (4) When someone has little interest in reading, it will be difficult for that person to keep up with the latest developments, making it difficult for them to hone their skills. (5) The country will suffer losses due to the loss of resource assets due to the lack of contribution of the younger generation to building a better country.

One of the causes of people's low interest in reading is a deep-rooted one, namely the low literacy culture of elementary schools in Indonesia. The lack of adequate reading infrastructure, including libraries and the limited variety of books, is one of the many factors that causes students' low interest in reading. The availability of reading support books is also very important to motivate students to increase their knowledge, but there are still many schools in Indonesia that only rely on textbooks for teaching and learning activities (Witanto, 2018).

To overcome the problems above, technology can be an effective solution. One application that can improve literacy skills is the Let's Read application. This application has features that can help users improve their reading skills and understand information. With the Let's Read application, it is

hoped that literacy skills can increase, especially for those who have difficulty reading and understanding information. This application can help users learn to read in a more interactive and effective way.

This makes researchers interested in finding out how the use of the Let's Read application affects the literacy skills of class V students. The results of this research are expected to provide important information regarding whether or not the use of the Let's Read application can improve students' literacy skills so that teachers can use the Let's Read application as a reference material in literacy activities at school.

**2. RESEARCH METHOD**

This research uses quantitative research with quasi-experimental research methods. The design used in this research is a pre-experimental design. Pre-experimental design is a design that includes only one group or class that is given pre- and post-tests (Sugiyono, 2014). This one group pretest and posttest design was carried out on one group only without using a control or comparison group. Implementation of literacy activities in class is carried out in 10 meetings. The population used in this research was fifth grade elementary school students. In collecting data using a questionnaire instrument regarding students' reading interest. Based on the type of instrument used, this research obtains pretest and posttest score data which will then be processed quantitatively. The test was carried out using a related t-test to find out how the use of the Let's Read application affects the literacy skills of class V students at Tanjung Selor Muhammadiyah Elementary School.

**3. RESEARCH RESULTS AND DISCUSSION**

**3.1 Research Results**

Researchers used the results of the pretest and posttest from the class groups selected in this research. In this research, the test was carried out twice, namely before being treated, it was called a pretest and after being given treatment, it was called a post test, which then dissected the information collected which involved factual tests as outlined in table 1.

**Table 1**  
**Descriptive statistics**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest use of let's read	28	11	30	18.93	5,340
posttest use of lets 'read	28	29	40	35.54	3,061
Valid N (list wise)	28				

From the data above, it can be seen that the average pretest score before receiving treatment was 18.93 lower than the post test score. There is a difference of 16.61 between the pretest and posttest results.

To find out how the use of the Let's Read application affects the literacy skills of fifth grade elementary school students, the researcher used a related t-test to answer the hypothesis. Here the researcher only uses one pretest and posttest group. The data processed is pretest and posttest data in one experimental group only without using a control or comparison group. After the data was obtained, the data was analyzed using IBM SPSS version 25.0 for Windows software. The first test carried out was the normality test for the pretest and posttest scores which will be described in table 2.

**Table 2. Normality Test Table**  
**Tests of Normality**

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest the use of lets read	,179	28	,022	,929	28	,059
posttest use lets read	.203	28	,004	,934	28	,076

a. Lilliefors Significance Correction

Based on table 2, the researcher used the Shapiro-Wilk test because the respondent data was less than 30. Based on the data above, it is known that the pretest value obtained a significance value of 0.059. The data shows that the significance value is  $0.059 > 0.05$ . Meanwhile, the posttest value obtained a significance value of  $0.76 > 0.05$ . Based on this data,  $H_0$  is accepted and  $H_a$  is rejected. This shows that the pretest and posttest data values come from normally distributed data. After knowing that the two pretest and posttest scores were normally distributed, a pretest and posttest mean difference test was carried out to determine students' literacy abilities before and after being given treatment. The following are the results of the related t-test described in table 3 and table 4.

**Table 3. Sample statistics**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest the use of lets read	18.9286	28	5.33978	1.00912
	posttest use lets read	35.5357	28	3.06089	.57845

**Table 4. T test results  
Paired Samples Test**

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pretest use of lets read - posttest use of lets read	-16.60714	5.00621	.94609	-18.54835	-14.66594	-17,554	,000

According to the data above, Sig. (2-tailed) is  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that based on the data above there is an influence of the use of the Let's Read application on the literacy skills of class V students. Apart from that, it can also be seen in table 3 that the average pretest score before the literacy habituation activities were carried out using the Let's Read application was 18.93 and after the literacy activity habituation treatment was carried out using the Let's Read application the average posttest score of students reached 35.53 so that the average student score increased by 16.6

**3.2.Discussion**

The Let's Read application is a digital library specifically for children that is available online and for free on Android devices via the Play Store application (Fahrani et al., 2022). The Asia Foundation developed the Let's Read application as part of its Books for Asia program initiative. The Let's Read application has many advantages, one of which is that it can be used as a tool to introduce language literacy and can improve children's reading skills because of the large collection and images in it. This application contains stories packaged in various languages (multilingual) and with graded levels according to the level of reading difficulty starting from level 1 to level 5. Apart from that, the Let's Read application also presents interesting pictures on each page so that it makes children interested in reading (Samsiyah et al., 2020).

Children's use of the Let's Read application can optimize language aspects through reading activities. Apart from that, reading activities using the let's read application can also provide several benefits such as increasing self-confidence, increasing vocabulary so that children are skilled at speaking and loving books, can improve children's thinking power, optimize children's reading and writing abilities, and train children's critical thinking skills. . Apart from that, according to Fahrani et al., (2022), reading activities on the Let's Read application can also change children's views regarding the function of gadgets, which can not only be used for playing games and watching but can also be used for reading.

Apart from the uses mentioned above, the Let's Read application also makes it easy for children who have difficulty accessing reading books due to economic limitations. Ease of access to reading materials is one form of library development in line with the development of information technology. The ease of access obtained from the Let's Read application can also be an alternative for equalizing children's reading habits through quality reading materials so that

there is no reason for parents not to read books to their children because access is easy to obtain (Nyono, 2021).

The search feature in the Let's Read application provides collection search options based on theme, reading level and language so that it makes it easier to search for collections quickly and specifically according to your needs. However, this feature also has disadvantages, namely that sometimes the search results displayed are not appropriate and the placement of collections in inappropriate reading level categories (Nurhabibah et al., 2023).

#### 4. CONCLUSION

Based on the discussion and research results, it can be concluded that the Let's Read application has an effect on the literacy skills of grade 5 elementary school students. This is based on the fact that there is a significant difference between the level ratio before and after treatment. This proves that the use of Let's Read media can help teachers to improve students' literacy skills and this research recommends that schools to foster students' interest in reading and improve literacy skills, schools can provide media for reading on the Let's Read application or create reading programs at home using the application Let's Read. Apart from that, Let's Read can also be used as a substitute media for conventional libraries to become digital libraries that students can use at school or at home.

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