Improving Students' Reading Ability Using E-Book Media in Class III UPTD SD 35 Barru

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Article Info	Abstract
	This study aims to address the issues outlined earlier, specifically in improving students' reading skills through the use of e-book media in Grade III at UPTD SDN 35 Barru. Based on the results of the initial tests, it was found that students' comprehension of reading material was generally very low, as reflected in the low percentage scores across various aspects. Therefore, concrete actions are necessary to enhance students' reading skills so that they can achieve better academic performance. The use of e-book media is expected to help students achieve more optimal learning outcomes. This improvement is evident from the positive changes in learning attitudes and the increased reading skill scores of students in Cycle I and Cycle II. The contribution of e-book media in improving students' reading skills in the Indonesian language subject has proven to be significant. In Cycle I, the average learning achievement rate reached 73.3%, and it increased to 88.5% in Cycle II.

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1. INTRODUCTION

Education as a process of improving human resources (HR), this encourages the government to make efforts to improve the quality of education. Education in Indonesia is far behind when compared to other countries. The low quality of education in Indonesia is caused by several factors, namely: unequal distribution of teaching staff in schools, lack of facilities and infrastructure, inadequate budget and ineffective learning processes. This research uses the classroom action research (PTK) method which is carried out in two cycles.

Indonesian is a tool for unifying the nation that must be mastered by every Indonesian citizen. Therefore, providing the basics of good language use from an early age is very important. At the elementary school level, Indonesian language learning includes material that encourages students' thinking abilities. This subject is a mandatory subject at all levels of education, because Indonesian is the language of national unity. As a unified language, children must be taught how to use Indonesian properly and correctly from an early age.

Reading is a skill that develops from understanding words, sentences, to paragraphs in reading, as well as the ability to understand the content of reading critically and evaluatively. Reading activities involve the process of observing, understanding, and giving meaning to written words based on existing knowledge and understanding.

The purpose of reading is to obtain information from print or electronic media, including understanding the content and meaning of reading which is done through a comprehension process. According to Anderson (in Finiyah, 2019: 179-181), to develop reading skills, aspects such as interest, motivation and appropriate reading techniques need to be considered. Reading skills include mastery of efficient reading techniques. If students do not have the intention to read, reading habits will not develop. On the other hand, even though interest in reading already exists, obstacles such as reading too slowly, unnecessary hand or lip movements, and reading word by word, can reduce the effectiveness of reading (Laila, 2019: 180).

Teachers play an important role in education and are the main factor in the progress of a nation in the future. In general, the teacher's job is to teach knowledge and skills to students in each subject. Apart from that, teachers are also responsible for guiding students to have good attitudes and behavior, both in the school environment and in society.

One learning method that is in accordance with the current curriculum is cooperative learning. This learning is social-based and encourages students to be responsible for their own learning process, including searching for information to answer the questions given. In this method, the teacher acts as a facilitator who provides support without forcing predetermined results.

Digital books, or e-books, are one of the results of technological advances that are utilized by various groups. E-books function as a medium for conveying information in the form of text, images, video, audio and other multimedia in a concise and efficient manner (Firda, 2020: 89). E-books are very popular because they have various features that make it possible to search for information quickly and easily. In addition, e-books do not require large storage space when traveling because the data is stored digitally on electronic devices, and is environmentally friendly. E-books are also used as an effective alternative learning media.

2. DISCUSSION

Gerlach and Ely (in Arsyad, 2020: 8) state that media, in a broad sense, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes. Meanwhile, Sadiman (in Hasan, 2021:16) defines media as anything that can be used to convey messages from the sender to the recipient so that it can stimulate students' thoughts, feelings, attention and interest so that the learning process occurs.

The use of learning media is very important to increase students' interest in learning. Learning media, psychologically, helps students understand material more easily because it is able to change abstract things into more concrete (real) ones (Supriyono, 2018). To design effective learning media, teachers must understand the material being taught and choose appropriate media. Teachers also need to be careful in determining the type of learning aids that support the learning process efficiently.

E-books, or digital books, are in great demand because they have many features that make it easier to search and access information quickly and efficiently. Another advantage of e-books is that they do not require physical storage space, because everything is stored digitally on electronic devices. Additionally, e-books are environmentally friendly. E-books also function as alternative learning media that present information in interactive and interesting multimedia formats (Firda, 2020:90). According to Firda (2020), e-books provide many benefits in the world of education. Teachers can store many books in digital format, making it more efficient without having to bring physical books to class. E-books make learning easier for students because they are flexible and can be accessed at any time. In addition, e-books allow students to study independently according to their needs, interests and abilities. This media also makes it easier to convey concrete information and allows for more personalized learning (Sukmawati et al., 2020).

E-books provide greater flexibility in learning because they are equipped with interactive features such as hyperlinks, multimedia, and annotations. This feature supports more effective learning with an interesting learning experience. However, using e-books requires electronic devices and an internet connection, which is sometimes an obstacle for some students. Nevertheless, e-books remain a more cost-effective solution than printed books, especially in supporting digital learning.

Tarigan (in Aini, 2021:120) defines reading as a process carried out by readers to understand the message the writer wants to convey through words or written language. Reading involves the process of looking at groups of words as a whole, understanding their individual meanings, and integrating them to gain complete understanding.

The habit of reading can also start from the family environment. Parents play an important role in instilling an interest in reading in children from an early age. Creating a mini library at home and setting specific times for reading can help create a reading habit in the family

environment. In addition, parents need to limit excessive use of electronic devices and work together with teachers to provide children with an understanding of the importance of reading.

3. RESEARCH METHOD

The method used is classroom action research (PTK). The procedure for carrying out this research was carried out in 2 cycles, namely cycle I and cycle II. Each cycle is held 4 times, namely 3 face-to-face meetings and 1 meeting for the cycle test. Each cycle is carried out in accordance with the changes to be achieved. For this reason, at the end of each year a test is given to determine the student's level of ability in the learning process. In general, there are four stages that are followed in classroom action research, namely, planning, implementation, observation and reflection.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Research result

In this case, it can be seen from the initial test to determine the level of students' ability to read through single word sequences. After carrying out the initial test, the researcher found that the level of students' understanding of reading material in general was still categorized as very low and it could be seen that the percentages obtained for each aspect were very low. With this, it is felt that there is a great need for action to improve children's reading skills so that they can achieve brilliant achievements. With the presence of E-book media, we will be able to achieve more satisfying achievements.

At the beginning of the first cycle, the implementation of classroom actions showed students' positive learning attitudes as a contribution from the application of e-book media in Indonesian language learning, namely the realization of an increase in positive attitudes and the learning process began to improve. Based on the results of the analysis of the overall average achievement of a positive attitude, there are still around 9.2 percent or 5 students who have not shown a good positive attitude. For this reason, Indonesian language learning using e-book media needs to be continued so that students' reading abilities continue to improve. In the first cycle it can be seen that each indicator observed shows a tendency towards a good positive attitude. At the end of cycle I, the "reading fluency" indicator reached 75.7%, the "intonation" indicator reached 69.7%, the "understanding content" indicator reached 72.7%, the "expression" indicator reached 72.7%, and the "confidence" indicator reached 75.7%. Based on the second cycle, it can be seen that each indicator observed shows a tendency for positive attitudes to increase and get better. 97%, on the "intonation" indicator 91%, on the "understanding the content" indicator 87.9%, on the "expression" indicator it reached 84.8%, and on the "confidence" indicator it reached 81.8%.

Table of Student Learning Results in Cycle I and Cycle II

Aspect	Cycle		Progression I to II
	I	II	S2-S1
Average value	24.2	29.2	5%
Student Completion Percentage	73.3%	88,5%	15,2%

Based on the research results table presented, the average score of students' reading ability shows an increase of 5 from cycle I to cycle II. In addition, all students have succeeded in achieving the specified indicators (minimum score 70), so that the indicator achievement level reaches 100 percent. The level of student learning completion also experienced a significant increase, namely by 15.2% from cycle I to cycle II.

4.2. Discussion

The results of the research show that the teacher's ability to apply e-book media contributes to increasing students' positive attitudes and reading abilities in Indonesian language subjects in class III UPTD SDN 35 Barru. Reading ability is functionally related to a positive attitude to learning. The ability to read Indonesian increases if there is an increase in the quality of the

learning process as a result of students' positive attitudes towards learning. Positive attitudes and reading skills can be improved if teachers are able to implement learning strategies and media that can awaken students' overall potential both physically, mentally and intellectually.

This increase can be seen from the increase in positive learning attitudes and students' reading ability scores in cycle I and cycle II. The contribution of implementing e-book media to improving students' Indonesian reading skills is very significant. In cycle I the average level of learning achievement reached 73.3% then in cycle II it increased again reaching 88.5

5. CONCLUSION

Based on the results of this classroom action research, it can be concluded that the use of e-book media in learning Indonesian is able to improve students' reading skills in class III UPTD SD 35 BARRU. This can be seen from the comparison of the average scores in cycle I and cycle II, where the average score in cycle I was 73.3%, while in cycle II it increased to 88.5%. Thus, the results of the analysis show that the application of e-book media significantly increases students' reading ability into the high category.

6. ACKNOWLEDGEMENT

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