



The Effect of Storybook-Based Shared Reading Learning Approach on Reading Interest and Indonesian Language Learning Outcomes in Class V Elementary School Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan pembelajaran *Shared Reading* berbasis buku cerita terhadap minat baca dan hasil belajar bahasa Indonesia pada siswa kelas V SD Kecamatan Makassar. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode quasi eksperimen. Penelitian ini menggunakan desain *non-equivalent control group design*. Teknik pengumpulan data pada penelitian ini adalah melalui observasi, angket dan tes. Populasi dalam penelitian ini adalah seluruh siswa kelas V Sekolah Dasar di Kec. Makassar. Adapun sampel dalam Penelitian ini adalah MIM 11 Bara-Baraya sebanyak 33 siswa sebagai kelas eksperimen dan MIM 8 Maccini 30 siswa sebagai kelas kontrol. Teknik analisis data yang digunakan adalah *uji independent sample t-test* dan *uji analysis variansi multivariat*, yang sebelumnya diuji prasyarat yaitu normalitas dan homogenitas. Hasil penelitian ini menunjukkan bahwa minat baca dan hasil belajar bahasa Indonesia yang diberikan perlakuan berupa penerapan pendekatan *shared reading* dibandingkan dengan siswa yang tidak diberikan perlakuan. Berdasarkan hasil uji *independent sample t-test* pada hipotesis I diperoleh nilai sig. sebesar $0,003 < 0,05$, maka dapat dinyatakan bahwa H_0 ditolak dan H_1 diterima, pada hipotesis II diperoleh nilai sig. sebesar $0,00 < 0,05$, maka dapat dinyatakan bahwa H_0 ditolak dan H_1 diterima. Dan hasil uji Manova, diperoleh nilai sig. $0,00 < 0,05$, maka dapat dinyatakan bahwa H_0 ditolak dan H_1 diterima, dikarenakan nilai signifikansi lebih kecil dari 0,05. Berdasarkan hal itu, maka dapat dinyatakan bahwa pendekatan pembelajaran *shared reading* berbasis buku cerita berpengaruh terhadap minat baca dan hasil belajar bahasa Indonesia siswa kelas V SD Kecamatan Makassar.

Kata Kunci: *Shared Reading, Berbasis Buku Cerita, Minat Baca, Hasil Belajar*

Abstract

This study aimed to determine the effect of storybook-based Shared Reading learning approach on reading interest and Indonesian language learning outcomes in fifth grade elementary school students, Makassar District. This research was a quantitative research using quasi-experimental method. This study deployed a non-equivalent control group design. Data collection techniques in this study were through observation, questionnaires and tests. The population in this study were all fifth grade elementary school students in the Makassar district. The samples in this study were MIM 11 Bara-Baraya as many as 33 students as the experimental class and MIM B Maccini 30 students as the control class. The data analysis technique used was the independent sample t-test and the multivariate analysis of variance, which had previously been tested for prerequisites, namely normality and homogeneity. The results of this study indicated that reading interest and Indonesian language learning outcomes which being given treatment in the form of the application of a shared reading approach compared to students who did not. The storybook-based shared reading learning approach was said to be influential because it increased reading interest and Indonesian language learning outcomes. Based on the results of the independent sample t-test on hypothesis 1, the sig value was obtained of 0.003 0.05, it can be stated that H_0 is rejected and H_1 is accepted, in hypothesis II the sig value is obtained of 0.00 -0.05, it can be stated that H_0 is rejected and H_1 is accepted. And the results of the Manova test, obtained the value of sig $0.00 < 0.05$, it can be stated that H_0 is rejected and H_1 is accepted. because the significance value is less than 0.05. Based on this, it can be stated that the storybook-based shared reading learning approach impacted on reading interest and Indonesian language learning outcomes at the fifth graders elementary school students in Makassar.

Keywords: *Shared Reading Storybook Based Reading Interest Learning*

PRELIMINARY

Story books as a support for developing reading skills are certainly very much needed. In storybooks there are stories that are related to each other and there are writings that can represent the story shown by the pictures. Story books are the type of

book that most adults choose to read with children (Kotaman & Balci, 2016: 2).

In addition, in Indonesian language lessons, there is the teacher's role in developing four skills in students. These skills consist of reading, speaking, writing, and listening skills. Reading skills are one of the skills that improve students' abilities. Through storybook reading activities, it is

expected to be able to give effect. According to Dalman (Meliyawati 2016: 1) reading is an activity of a cognitive process, which allows readers to find all kinds of written information.

One language skill that is very meaningful for humans is reading because it aims to master information in the form of discourse, especially in story books. Although storybooks are considered by the general public as stories that don't really happen.

The Indonesian nation for several generations has a relatively very low interest in reading, especially among children. Compared with the reading interest of other developing countries. Indonesia is one of the first to have low interest. So that interest in reading from an early age can be optimal, a solution is needed.

So far, the government's efforts to respond to an increase in reading interest are with the presence of Library Visit Day which is commemorated every September 14, at the same time as the Love to Read Month which falls in September. The commemoration was inaugurated by President Soeharto since 1995. This is the same as the opinion of Makassar Mayor Danny Pomanto in the presentation and interview of the 2021 public service innovation competition in the Makassar City Library Service's "Touch Pustaka" program. This activity was organized by Kemenpan-RB. The mayor recognizes the ability of students after obtaining learning experiences that must be optimized. Optimization efforts must of course start with awareness.

Rahim (Triatma 2016: 168) reveals that if a person consciously manifests his willingness to obtain reading material and then reads it, he is certainly categorized as having a strong interest in reading. Subject books, books about science, newspapers, magazines, and story books are reading materials that can be read.

The factual reason that researchers found in the field was the low interest in reading and learning outcomes among elementary school students due to

technological advances that are now easier, and their appearance has more or less changed children's interest in reading and visiting the library. The influence of gadgets on children's reading interest is very diverse, including that children will be lazy to read books, especially story books because they are more interested in social media or games, confiscate children's literacy activities, children have the notion that finding information in books is not more important than gadgets.

This is reinforced by the data that the authors obtained showing that students in Kec. Makassar, which is in two schools in class V, namely MIM 11 Bara-Baraya and MIM 8 Maccini, is classified as low in interest in reading story books and their learning outcomes are due to the influence of gadgets. This is evident from students who have an interest in reading and learning achievement is only 50%.

Today's technological developments make anyone able to access the internet. These activities can actually still be classified as part of reading activities. However, other visual things from the internet are sometimes inappropriate for children to access. This analysis also becomes a reference that reading activity is a difficult activity for elementary school students.

In addition to the difficulty factor, it is also because learning in general has not made students in grade V SD have a habit of reading. A learning in which students are assigned to read books, and they are directed to find information and even knowledge, as well as to appreciate scientific works such as articles and literary works, is classified as not optimal. The presence of the teacher with his lectures almost every day still occurs during the learning process to this day. As a result, students act as powerless listeners, information that is less 'meaningful' is easily consumed by them. The information received is usually attached more so that it can be meaningful for students independently. Searching for and finding information/knowledge on their own through reading books and other media that has been

assigned can be achieved if students are given the opportunity. For this reason, we need a solution in the learning process that can help educators maximize reading interest and student learning outcomes.

In this case the researcher also chose shared reading because in its application it makes the teacher and students more actively involved during the learning process. And to optimize it, storybooks are needed as a medium for reading activities. Of course, learning like this is what is needed for educators to achieve a particular success in maximizing interest in reading and learning Indonesian.

The success of shared reading in influencing the process of reading activities and learning outcomes is evidenced by several research results conducted by researchers, one of which is Yasinta (2020: 11) with the title Application of Shared Reading to Improve Students' Reading Aloud Ability in High Grades. The results of this study revealed that there was an influence in high grades on each learning indicator in improving students' reading aloud skills. This tends to produce reading interest and reading learning outcomes that are better than learning outcomes using conventional learning methods.

Lailiyah (2019: 1) with the title Improving Indonesian Language Learning Outcomes in Aspects of Reading Skills Through Shared Reading Learning in Class II Semester II MI Ma'arif Dukuh Salatiga. This proves that the use of the shared reading method at MI Ma'arif Dukuh Salatiga can improve reading skills in second semester students of MI Ma'arif Dukuh Salatiga. Anwar (2020) with the title The Effect of Using the Shared Reading Method on Students' Reading Comprehension Ability in the Main Material of Folklore in Class V SD Negeri Garatengah, Japara District, Kuningan Regency.

From this description, the researcher was interested in conducting research related to "The Effect of a Storybook-Based Shared Reading Learning Approach on Reading Interest and Indonesian Language Learning

Outcomes in Fifth Grade Students of SD Makassar District".

METHODS

This research is a quantitative research using quasi-experimental methods. This study used a non-equivalent control group design (Sugiyono: 2017:77). Data collection techniques in this study were through observation, questionnaires and tests. In this design there are two groups consisting of an experimental class and a control class. In the first stage, the two groups will be given a pretest to find out whether there is a difference in the initial state between the experimental class and the control class.

Furthermore, treatment will be given in the form of a shared reading learning approach based on story books in the experimental class. Then, Posttest is also given at the end of the research which will be analyzed to draw research conclusions. So in this study it can be described in the table of research design pretest posttest Control Group Design.

Table 1
Research Design Nonequivalent
Control Grup Desain

O ₁	X	O ₂
O ₃	-	O ₄

(Sugiyono: 2017:77)

Information:

O₁ = experimental class pretest

O₂ = posttest experimental class

X = treatment using storybook-based shared reading approach in the experimental group

O₃ = control class pretest

O₄ = posttest control class

The definition of population according to Sugiyono (2016: 215) is a generalization consisting of objects or subjects that have certain qualities and characteristics that have been determined by researchers to be studied and after that conclusions are drawn. The population in this study were all fifth grade elementary school students in Kec. Makassar

for the 2021/2022 Academic Year consisting of 123.

Table 2
Research Population

No	Name of school	Classes	gender		amount
			men	women	
1	MIM 11 Bara-Baraya	V	17	16	33
2	MIM 8 Maccini	V	14	16	30
3	Darul Hikmah	V	17	4	21
4	Nasrul Haq	V	16	10	26
5	MI Tahfidzu l Quran	V	5	8	13
amount					123

Source: School Administration Documents for the 2021/2022 Academic Year

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2018: 118).

The sampling technique used is non-probability sampling with purposive sampling in which the determination of the sample is based on the consideration of the researcher who is considered to be representative of a population (representative). The sample in this study was MIM 11 Bara-Baraya as many as 33 students as the experimental class and MIM 8 Maccini 30 students as the control class.

RESULTS AND DISCUSSION

1. The Storybook-Based Shared Reading Learning Approach Has an Influence on Reading Interest

Research data on students' reading interest was divided into two parts, namely data before being given treatment (pretest)

and data after being given treatment (posttest) from both the control class and data from the experimental class.

Based on the description of the pretest and posttest explanations of students' reading interest in the experimental class at MI Muhammadiyah 11 Bara-Baraya and the control class at MI Muhammadiyah 8 Maccini, the summary of students' reading interest in the experimental class and control class can be seen in the bar chart below:

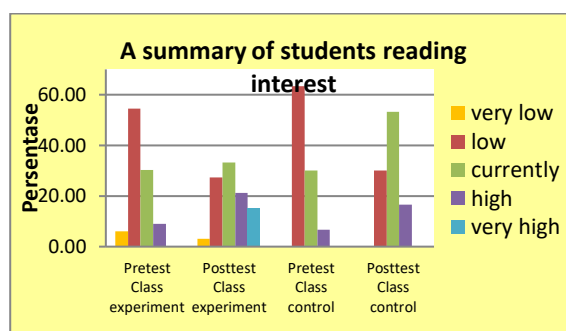


Figure 1 Recap of Students Reading Interest

2. Storybook-Based Shared Reading Learning Approach Has an Influence on Indonesian Language Learning Outcomes

Research data on student learning outcomes is divided into two parts, namely data before being given treatment (pretest) and data after being given treatment (posttest) from both the control class and data from the experimental class.

Based on the description of the pretest and posttest explanations of the experimental class student learning outcomes at MI Muhammadiyah 11 Bara-Baraya and the control class at MI Muhammadiyah 8 Maccini, while the summary of experimental class and control class student learning outcomes can be seen in the bar chart below:

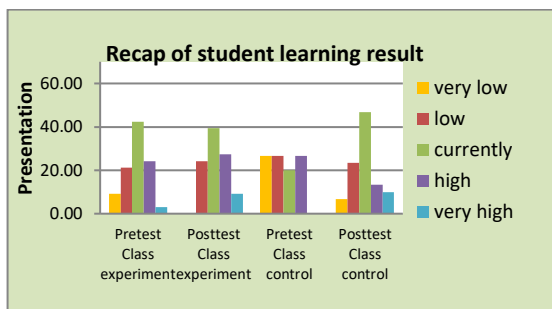


Figure 2 Summary of Student Learning Outcomes

3. The Effect of Storybook-Based Shared Reading Learning Approach on Reading Interest and Indonesian Language Learning Outcomes in Fifth Grade Students of SD Makassar District through Hypothesis Testing

Before carrying out the independent sample t-test and multivariate analysis of variance (Manova) as tests used to test hypotheses, the results of the pretest and posttest data must first be carried out by normality tests and homogeneity tests as prerequisite tests. The normality test used in this study used the SPSS version 23 program with the Shapiro-Wilk technique. The results of the pretest and posttest normality tests can be seen in the table below:

Table 3 Normality Test Results

Hasil Data	Kelas	Shapiro-Wilk		
		Statistic	df	Sig.
Reading Interest Pretest	Eksperimen	0,971	33	0,51
	Kontrol	0,967	30	0,46
Reading Interest Posttest	Eksperimen	0,936	33	0,05
	Kontrol	0,944	30	0,12
Pretest Learning results	Eksperimen	0,964	33	0,34
	Kontrol	0,891	30	0,07
Posttest Learning results	Eksperimen	0,964	33	0,34
	Kontrol	0,966	30	0,44

Source: Data Processing Using the SPSS Program (2022)

Based on decision making, if the significance value obtained is greater than

0.05 then the data is normally distributed. The results of the normality test on the reading interest pretest data for the experimental class showed a significance value of 0.51 and for the control class 0.46. It can be stated that the reading interest pretest data was normally distributed. Next, the results of the normality test on the reading interest posttest data for the experimental class showed a significance value of 0.05 and for the control class 0.12. It can be stated that the reading interest posttest data is normally distributed. Furthermore, the results of the normality test on the pretest data of experimental class learning outcomes showed a significance value of 0.34 and that of the control class was 0.07, it can be stated that the posttest data of reading interest is normally distributed.

Then, the results of the normality test on the posttest data of experimental class learning outcomes showed a significance value of 0.34 and that of the control class was 0.44, it can be stated that the posttest data of reading interest is normally distributed. After carrying out the normality test, homogeneity test will be carried out as the second prerequisite test. The data used in the homogeneity test are posttest data from the control class and the experimental class. The homogeneity test used in this study used the help of the SPSS version 23 program. The pretest and posttest normality test results can be seen in the table below:

Table 4 Homogeneity Test Results

Data	Levene Statistic	df1	df 2	Sig.
Reading Interest	7,676	1	61	0,07
Learning outcomes	0,028	1	61	0,87

Source: Data Processing Using the SPSS Program (2022)

Based on decision making, if the significance value obtained is greater than 0.05 then it is said that the variances of the

two data groups are the same or homogeneous. The results of the homogeneity test on reading interest data showed a significance value of $0.07 > 0.05$ and on learning outcomes data showed a significance value of $0.87 > 0.05$, it can be stated that the posttest data of interest in reading and learning outcomes in the experimental class and the control class are homogeneous, meaning that the data has the same variance and further tests can be carried out. Based on the results of the normality test and homogeneity test, it can be continued by carrying out the independent sample t-test and the multivariate analysis of variance test (Manova) as the tests used in conducting hypothesis testing.

The independent sample t-test was carried out using the SPSS version 23 program to answer the first and second hypothesis formulations. First, the effect of the storybook-based shared reading learning approach on reading interest of fifth graders of SD Makassar district. Second, the effect of the storybook-based shared reading learning approach on the learning outcomes of fifth grade elementary school students in Makassar district. The results of the independent sample t-test can be seen in the table below:

Table 5
Independent Sample T-Test Results

		t-test for Equality of Means				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Reading Interest	Equal variance assumed	0,003	7,18	2,29	2,597	11,767
	Equal variance not assumed	0,003	7,18	2,29	2,591	11,773

Learning outcomes	Equal variance assumed	0,000	15,55	2,29	9,926	21,165
	Equal variance not assumed	0,000	15,55	2,81	9,911	21,179

Based on the decision to test the hypothesis, H0 is rejected and H1 is accepted if the significance value (2-tailed) obtained is less than 0.05 and vice versa. Based on the results of the independent sample t-test using SPSS version 23, the significance value (2-tailed) of reading interest is $0.003 < 0.05$, it can be stated that H0 is rejected and H1 is accepted, because the significance value (2-tailed) is smaller from 0.05. Based on this, it can be stated that the storybook-based shared reading learning approach has an effect on the reading interest of fifth grade students of SD Makassar sub-district.

Furthermore, the significance value (2-tailed) of learning outcomes is equal to $0.00 < 0.05$, it can be stated that H0 is rejected and H1 is accepted, because the significance value (2-tailed) is smaller than 0.05. Based on this, it can be stated that the storybook-based shared reading learning approach has an effect on the learning outcomes of Indonesian language students in class V SD Makassar sub-district.

Next, a multivariate analysis of variance test (Manova) was carried out using the SPSS version 23 program to answer the third hypothesis formulation, namely the effect of a storybook-based shared reading learning approach on reading interest and learning outcomes of Indonesian language students in fifth grade at SD Makassar District. The results of the multivariate analysis of variance (Manova) test can be seen in the table below:

Table 6
Multivariate Variance Analysis Test Results

<i>Effect</i>		<i>Value</i>	<i>F</i>	<i>Hotellings</i>	<i>Sig.</i>
Intercept	Pillai's	0,99	3517	2,0	0,0
	Trace		,14 ^b	0	0
	Wilks'	0,08	3517	2,0	0,0
	Lambda		,14 ^b	0	0

Based on the decision to test the hypothesis, H0 is rejected and H1 is accepted if the significance value (2-tailed) obtained is less than 0.05 and vice versa. Based on the results of the multivariate analysis of variance test using SPSS version 23, a significance value of 0.00 < 0.05, it can be stated that H0 is rejected and H1 is accepted, because the significance value is less than 0.05.

Based on this, it can be stated that the storybook-based shared reading learning approach has an effect on reading interest and Indonesian language learning outcomes for fifth grade students of SD Makassar District.

DISCUSSION OF RESEARCH RESULTS

Based on the results of the study, it shows that there is an influence of a storybook-based shared reading learning approach on students' reading interest because they have an interactive reading experience, which occurs when students participate in it. This is reinforced by Don Holdway's theory: 2017 (founder of shared reading) quoted from Fisher, B and Medvic, E.F's book stating that reading together is an interactive reading experience that occurs when students participate in it or read together a large book or other writing. enlarged while being guided and assisted by a teacher or other experienced reader.

Research conducted by Yasinta (2020) on improving students' aloud reading skills in high grades by implementing shared reading. During the learning process with the

<i>Effect</i>		<i>Value</i>	<i>F</i>	<i>Hotellings</i>	<i>Sig.</i>
Class	Hotelling's	117,24	3517	2,0	0,0
	Trace		.138 ^b	0	0
	Roy's	117,24	3517	2,0	0,0
	Largest Root		.138 ^b	0	0
a	Pillai's	0,43	23.2	2,0	0,0
	Trace	7	63 ^b	0	0
	Wilks'	0,56	23.2	2,0	0,0
	Lambda	3	63 ^b	0	0
b	Hotelling's	0,77	23.2	2,0	0,0
	Trace	5	63 ^b	0	0
	Roy's	0,77	23.2	2,0	0,0
	Largest Root	5	63 ^b	0	0

implementation of shared reading, different treatments appeared and resulted in an increase.

In the experimental class with a storybook-based shared reading learning approach, the students were excited and enthusiastic about participating in the learning process. The storybook-based shared reading learning approach gave a positive response to students in participating in class learning. One of them is shown during the reading activities carried out by the teacher and students together, this also makes students able to listen and enjoy stories. While the control class was given treatment using conventional learning in the form of lectures and questions and answers. Shows that students experience boredom because they only listen to the teacher reading story books without any interactive between the teacher and students so that students are just listeners during class learning.

The use of a storybook-based shared reading learning approach to reading interest

not only increases interest in reading, but can also improve student learning outcomes. After the storybook-based shared reading learning approach was carried out on reading interest and Indonesian language learning outcomes. Shows that student learning outcomes between the two classes are different, increasing student learning outcomes on the folklore material of the Crown Prince Lamadukelleng. In the category of experimental class learning outcomes are classified as high and the control class is classified as moderate. Posttest score of learning outcomes with very high category in the class. Students who get high scores in both classes look very active during the learning process. Students pay attention and listen to the material presented properly so that they can understand a complete discourse based on cooperation or sharing information.

CONCLUSION

Based on the results of research in class V SD Makassar District which examines the effect of a storybook-based shared reading learning approach on reading interest and learning outcomes of Indonesian language students of class V SD Makassar District.

1. Based on the results of calculating the description of the storybook-based shared reading learning approach, it affects reading interest because through this learning approach, the effect before being given treatment and after being given treatment between the control class and the experimental class greatly increases. Interest in reading in the experimental class was higher than in the control class. It can be seen from the results of calculating the average value of reading interest after treatment for the control class, which was 68.60, while the average value of reading interest for the experimental class was 71.36.
2. Based on the calculation results of the description of the storybook-based shared reading learning approach, it affects student learning outcomes because through this learning approach,

the effect before being given treatment and after being given treatment between the control class and the experimental class greatly increases. The learning outcomes of students in the experimental class were higher than those of the control class. It can be seen from the results of calculating the average value of learning outcomes after treatment for the control class, namely 63.27, while the average value of learning outcomes for the experimental class was 66.73.

3. The storybook-based shared reading learning approach has an effect on interest in reading and learning outcomes of Indonesian language learning for fifth grade elementary school students in Makassar district. Besides that, it can also involve students actively in the learning process. Where the results of the multivariate analysis of variance test using SPSS version 23, a significance value of $0.00 < 0.05$, it can be stated that H_0 is rejected and H_1 is accepted, because the significance value is smaller than 0.05. Based on this, it can be stated that the storybook-based shared reading learning approach has an effect on reading interest and Indonesian language learning outcomes for fifth grade students of SD Makassar District.

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PROFIL PENULIS

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