The Influence of the Buddy reading Method Assisted with Flipbook Media on the Reading Abilty of Class V Students 3 Paraikatte

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Abstract

This research is an experimental study which aims to determine the effect of the buddy reading method assisted by flipbook media on the interest and reading comprehension ability of class V group 3 Paraikatte students**.** The Buddy Reading method which is supported by flipbook media **has** significant benefits in increasing the interest and reading comprehension skills of class V students. This method can be a fun form of learning so that it can increase students' interest in reading. The research carried out was experimental research using an experimental class and a control class. Data collection techniques through test instruments, questionnaires and observations to determine the increase in students' reading comprehension skills and reading interest through the buddy reading method. In the experimental group, the average reading interest was 70,784. Meanwhile, after treatment or giving the buddy reading method to the experimental group, the average interest in reading was 83,039. The same thing in the assessment of reading comprehension ability in the Pretest was 52.235. Meanwhile, the average reading comprehension ability on the Posttest was 84.235. On average, after treatment with the buddy reading method, the average reading ability in the experimental group was higher than the reading ability in the control group. The average reading ability in the experimental group was 84.235, which is higher than the average reading ability in the control group of 67.750.

Keywords: buddy reading, interest read , read understanding

1. Introduction

The quality of reading in Indonesia is still far below other countries . This was proven in Mahaarani, et al (2017:321) that the results of the 2022 Program for International Student Assessment (PISA) research were recently announced on December 5 2023, and Indonesia was ranked 68th with a score; reading (371). And the latest data from *the Most Littered Nation In The World* conducted by *Central Connecticut State University* in March 2016, shows that Indonesia is in 60th place out of 61 research member countries.

The basic problem of students' low

interest and reading comprehension ability is related to the availability of books, situational factors and parental parenting patterns. Not all students get quality and age-appropriate books. Apart from that, economic factors and parents' low awareness of providing books at home mean that students do not get the books they need. Apart from that, there are several things that cause students' low interest in reading books, including the current learning system which has not been able to trigger students to have an interest in reading due to monotonous and teacher-centred learning.

Unfortunately, in Indonesia there are still very few books suitable for elementary school students. Apart from that, the low interest in reading is caused by several things, including the high price of books and limited library facilities, which means that reading is no longer a means of learning and entertainment for students. (Satriani, S, 2021:167).

Based on the results of research in two schools in Cluster 3 Paraikatte, students' interest and ability to read is still low due to the many factors that cause this problem, so the school has coordinated with the government regarding this matter, apart from that, other efforts have been made by the school, such as , the school has provided several reading book facilities needed to increase students' interest in reading and reading comprehension skills. From the two schools that the researchers took as samples, the teacher only used the lecture method with a silent reading method for high class students without exploring students' understanding in comprehending reading.

Teachers are less creative in providing a learning atmosphere that attracts students in learning to read, so that students feel bored in learning to read. Reading is only a side activity to be able to complete subsequent activities, especially in advanced classes. This causes students to be unable to understand the content of the reading. Syamsuddin & Lukman, in (

Ruddamayanti, R, 2019) There needs to be an approach that can be taken by teachers in implementing reading methods, so that not only the content of the reading is understood but it can also arouse students' interest in reading activities .

The aim of conducting research on the influence of the buddy reading method assisted by flipbook media on the interest and reading comprehension abilities of fifth grade elementary school students is to support the students' learning process. Through Buddy reading, namely reading activities with friends, and with the help of flipbook media, it can be an interesting and effective alternative learning strategy. This is because Buddy reading assisted by flipbook media provides several benefits, including: increasing interaction and collaboration between students, increasing motivation and enthusiasm for reading, making it easier for students to understand reading and making learning more interesting and enjoyable.

In the learning process, the use of sophisticated technology and information can provide convenience for students, because it can be used as an alternative in learning media, such as the use of technology such as smartphones which is increasing from year to year Alwan (Humairah, 2022).

The use of technology in learning in question is one way of using electronic reading materials (*E-Books*) as a teaching medium which can then be accessed online. One of the free *flipbook* -based *e-book creation applications (Humairah, 2022).* Flipbook is a media created in a structured manner that contains writing, sound images displayed in digital format with multimedia elements so that it makes users more active (Sari and Ahmad, 2021). Based on the definition above, Flipbook is a digital book that can present text, images, sound and video which are designed as attractively as possible to increase students' enthusiasm and understanding in the teaching and learning process (Masitoh, 2022).

It is hoped that this research will

provide real contributions and benefits in learning, especially in increasing the interest and reading comprehension skills of class V students in Paraikatte 3 cluster in Gowa Regency. Therefore, strategic efforts are needed to increase interest and reading comprehension skills at that level. One learning method that is currently attracting attention and developing reading skills is the buddy reading method assisted by flipbook media. This method combines collaboration between two or more students to read together using flipbook media as a learning support. Flipbook media provides a visual dimension that can increase students' interest and involvement in the reading process.

The importance of good reading comprehension is not only reflected in academic grades but also has an impact on students' ability to understand information, analyze content and develop their knowledge, therefore this researcher aims to explore " The Effect of the Buddy Reading Method Assisted with Flipbook Media on Class Students' Interest and Reading Comprehension Ability V Cluster 3 Paraikatte "

2. Research methods

This research uses a quantitative research approach. The type of research used in this research is *quasi experimental design research* . Sugiyono (2007: 107) defines experimental research as research that is used to find the effect of certain treatments on others under controlled conditions. Sugiyono (2010: 75) stated that the main characteristic of *quasi experimental design* is the development of a type of *true experimental design* , which has a control group but cannot fully function to control external variables that can influence the implementation of the experiment.

Research in the experimental group, learning was carried out using the *Buddy Reading method* , while the control group used conventional methods or was not given treatment. The population in this study was all fifth grade elementary school students in

cluster III, Bajeng subdistrict, Gowa district, totaling 183 students from 7 schools. The sampling technique used for this research was a *purposive sampling* technique . According to Suharsimi Arikunto (2010:183) what is meant by *purposive sampling* is: *Purposive sampling* is a sampling technique carried out by taking subjects not based on strata, random or region but based on the existence of a specific objective, so that the samples taken are class V students. Pakkingkingang Inpres Elementary School and fifth grade students at Inpres Barasa Elementary School.

This research uses data collection techniques by: Questionnaires, observations and tests. In this research, questionnaires were used to measure students' interest, observations were used to determine the implementation of the buddy reading method in learning, and tests were carried out to determine students' reading comprehension abilities. In this research , researchers used quantitative data analysis techniques, while this quantitative data was analyzed using statistical analysis. The statistical analysis used is descriptive statistical analysis. Descriptive analysis, describes or provides an overview of data in tabular form so that others can easily obtain an idea of the nature (characteristics) of the two objects.

3. Results and Discussion

The results of this research will describe the research objectives What was done was to determine the effect of the buddy reading method assisted by flipbook media to students' reading comprehension abilities class V Gugus III, Bajeng District, Gowa Regency,

Implementation process learning Which done on group experiment theme 7 subtheme 1 as many as 4 time meeting. Meeting 1 that is give *Pre-test* , meeting 2 And 3 giving treatment *(treatment)* form application of the baddy reading method assisted by flipbook media, and meetings 4 by giving *a post-test* . *Pre-test* is carried out for measuring initial comprehension

reading ability student before applied A treatment *(treatment)* , while *the post-test* was carried out to measure students' reading comprehension abilities after implementation of a treatment *(treatment).*

The research results obtained will then be analyzed use statistics descriptive And statistics inferential. Processing statistics descriptive For state distribution frequency score respondents or describe interest and ability to read and comprehend students before and after given treatment. Whereas processing inferential For testing hypotheses which exists. Analysis done For utilise application *IBS SPSS Statistics Version 25* . AnalysisThis done For know

influence about data results research that has been collected and its relationship to testing hypothesis study.

Pre-test done For know Students' Reading Comprehension Ability before using the buddy reading method assisted by flipbook media. After data *Pre-test* obtained, data Then processed with use help program *IBM SPSS Statistics Version 25* . Experimental class *pre-test* results data can be seen on table following This.

Table 4.7 Pre-Test Reading Comprehension Ability of Experiment Class and Control Class Students

Variable	Reading Comprehension Ability	
	Control Class	Experimental Class
N	17	17
Range	10	11
Mak Value	43	43
Min Value	33	32
Mean	36.82	38.12
Sum	626	648
Variant	7,779	10,610
Standard Deviation	2,789	3,257

Source : *SPSS Statistics Vesion 25*

Based on table 4.7 on Which show pre-test description Students' Reading Comprehension Ability Which covers mark average (*mean)* in the experimental class is 38.12 while the control class was 36.82, mark middle (*median*) in the experimental class amounted to 38.00 while the control class is 37.00 And mode (*mode*) in the experimental class of 38 while the control class as big as 37, deviation standard (standard deviation)in the experimental class amounted to 3,257 while the control class was 2,789, the range *in* the experimental class was 11 while the control class of 10, the lowest value (min) in the experimental class of 32

while the control class was 33 and the highest (max) value in the experimental class was 43 while the control class was 43. The *pre-test frequency distribution* of students' reading comprehension ability in the experimental class and control class can be seen on table following:

Table 4.8 Distribution And Percentage Score Mark Student *Pre-test* Class Experiment

Intervals	Category	Frequency	Percentage
84 – 100	Very Skilled	0	0%
68 – 83	Skilled	0	0%
52 – 67	Enough Skilled	0	0%
36 – 51	Not enough Skilled	12	70%
20 – 35	Very Not enough	5	30%
Total		17	100%

Results

Based can be seen amount There students in the category and 5

Source: exercise data on table 4.8 it that the were 12 less skilled students in

the very less skilled category. So based on results analysis descriptive Which has carried out, it can be concluded that students have the ability to read comprehension experimental class low.

Table 4.9 Distribution And Percentage Score Mark Student *Pre-test* Class Control

N	Intervals	Category	Frequency	Percentage
	84 – 100	Very Skilled	0	0%
	68 – 83	Skilled	0	0%
	52 – 67	Enough Skilled	0	0%

36 – 51	Not enough Skilled	12	70%
20 – 35	Very Not enough	5	30%
Total		17	100%

Source: Results exercise data

Based on table 4.9 it can be seen that the amount students who received the less skilled category were 12 students and the very less skilled category was 5 students. So based on results analysis descriptive Which has carried out, it can be concluded that students have low reading comprehension abilities in the control class .

(1) *Post-test* Data on Reading Comprehension Ability of Experiment Class and Control Class Students

Implementation *Post-test* on Experimental classes and control classes were carried out with the number of research subjects was 17 students. Experimental classis class Which use the buddy reading method is assisted by flipbook media, while the control class is a class that does not use the buddy reading method assisted by flipbook media process learning. *Post-test* was carried out For know Students' Reading Comprehension Ability before using the buddy reading method assisted by flipbook media. After data *post-test* obtained , data Then processed with use help program *IBM SPSS Statistics Version 25* . Data results *post-test* Class experimental and control classes can be seenon table following This.

Table 4.10 *Post-test* Reading Comprehension Ability of Class Students Dick Experiments and Classes

Variable	Reading Comprehension Ability	
	Control Class	**Experimental Class**
N	17	17
Range	13	15
Mak Value	32	35
Min Value	45	80
Mean	38.41	44.18
Sum	653	751
Variant	13,257	17,279
Standard Deviation	3,641	4,157

Source : *SPSS Statistics Vesion 25*

Based on table 4.10 on Which show pre-test description Students' Reading Comprehension Ability Which covers mark average (*mean)* in the experimental class was 44.18 while the control class was 38.41, mark middle (*median*) in the experimental class amounted to 45.00 while the control class is 38.00 And mode (*mode*) in the experimental class was 47 while in the control class as big as 38, deviation standard (standard deviation) in the experimental class amounted to 4,157 while the control class was 3,641, the range *in* the experimental class was 13 while the control class of 15, the lowest value (min) in the experimental class of 35 while the control class was 32 and the highest (max) value in the experimental class was 50 while the control class was 45. The frequency distribution of *post-test* students' reading comprehension ability in the experimental class and control class can be seen on table following:

Table 4.11 Distribution And Percentage Score Mark Student *Post-test* Class Experiment

No.	Intervals	Category	Frequency	Percentage
1	84 – 100	Very Skilled	14	82%
2	68 – 83	Skilled	3	18%
3	52 – 67	Enough Skilled	0	0%
4	36 – 51	Not enough Skilled	16	94%
5	20 – 35	Very Not enough	1	6%
	Total		17	100%

Source : Processing results data

Based on table 4.11 it can be seen that the amount students who received the less skilled category were 16 students and Which obtain category very less skilled 1 student. So based on the results of the descriptive analysis that has been carried out It can be concluded that students have good reading comprehension skills quite skilled.

Table 4.12 Distribution And Percentage Score Mark Student *Post-test* Class Control

Intervals	Category	Frequency	Percentage
84 – 100	Very Skilled	0	0%
68 – 83	Skilled	0	0%
52 – 67	Enough Skilled	14	82%
36 – 51	Not enough Skilled	12	80%
20 – 35	Very Not enough	5	30%
Total		17	100%

Source   :
Processing results data

Based on table 4.12 it can be seen that the amount students who received the less skilled category were 16 students and Which obtain very category less skilled 5 student. So based on the results of the descriptive analysis that has been carried out It can be concluded that students have good reading comprehension skills low and said to be decreasing from the previous pre-test results.

After carrying out the normality test, the next step is to carry out a homogeneity test to find out whether the data from the research samples in the experimental class and control class have the same variance or not. This homogeneity test is also a requirement for carrying out the Manova test. A distribution is said to be homogeneous if the significance level is >0.05, conversely if the significance level is <0.05 then the distribution is declared not homogeneous. If the homogeneity test is met then it can be continued to the Manova test stage. The homogeneity test was carried out using Levene's test.

Table 4.1 9. Pre- test Homogeneity Test of Reading Comprehension Ability in Experiment and Control Class

Test of Homogeneity of Variances

		Leve ne Statistics	d f1	d f2	S ig.
esults	Based on Mean	1,170	1	3 2	, 288
	Based on Median	1,109	1	3 2	, 300
	Based on Median and with adjusted df	1,109	1	2 9,521	, 301
	Based on trimmed mean	1,244	1	3 2	, 273

Table 4.20. Homogeneity Test Post test Reading Comprehension Ability of the Experimental and Control Class

Test of Homogeneity of Variances

		Leve ne Statistics	d f1	d f2	S ig.
ESULTS	Based on Mean	,207	1	3 2	, 653
	Based on Median	,110	1	3 2	, 742
	Based on Median and with adjusted df	,110	1	3 0,709	, 742
	Based on trimmed mean	,169	1	3 2	, 684

Based on the results of the homogeneity test in Table 4.19 and Table 4.20, the reading comprehension ability data meets the assumption of homogeneity, with *Sig values* for pre-test and post-test = 273 > 684. The interest data meets the homogeneity assumption, with a *Sig value.* 273 > 684.

post-test scores is the results of the research shown The average reading ability in the experimental group was higher than the reading comprehension ability in the control group. Students in the control class in their reading comprehension skills were still in the sufficient or even poor category. Based on the *post-test* data , it also shows that the results of students in the control class did not experience much change. In general, students have not been able to find information from reading because they are not able to understand the content of the reading well so they have difficulty answering the *post-test questions* . Meanwhile, in the experimental group, the average reading comprehension ability in *the pretest* was 52.235. Meanwhile, the average reading comprehension ability on *the Posttest* was 84.235. The average reading ability in the experimental group was 84.235, which is higher than the average reading ability in the control group of 67.750.

These results are in line with previous research conducted by Reni

Nurlaili, Susilowati, and Kurniawati (2016). research also methods *buddy reading* to improve students i ability comprehension in school .

4 Conclusions and recommendations

Based on the results of research and learning regarding the influence of the application of the Buddy Reading Method Regarding the ability to read and understand the safety of students in class VS D Group I I I Paraikatte Bajeng District Gowa District , it can be concluded that the reading comprehension ability of class V students at SD Gugus III Paraikatte , Bajeng District , Gowa Regency has increased after implementing the Buddy Reading Method. This is in accordance with research results which show a significant increase in *pretest* and *posttest results* which reached 32 units, so this method can be applied in elementary schools as a method in learning to read that can improve reading comprehension skills. The Buddy Reading method simultaneously or together has a significant effect on increasing the reading comprehension ability of class V students at elementary school cluster III, Bajeng sub-district, Gowa district. The implications of the Buddy Reading Method in the classroom show that a fun reading method can arouse students' interest in reading, with students' interest and interest in reading, it will be able to increase students' understanding of the content of the reading they read.

It is recommended that teachers in Bajeng sub-district, especially in cluster III Paraikatte, should be able to use new and more interesting methods, especially in teaching students reading comprehension, so that they can train students to understand what they read, not just be able to pronounce the reading sounds correctly. For future researchers, it is hoped that the results of this research can be used as a reference in studying various interesting learning media.

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