

# THE RECONSTRUCTION OF BILINGUAL STORY TELLING BOOK IN STUDENTS' READING ACHIEVEMENT AT SANGGAR BELAJAR KEPONG, MALAYSIA

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**Abstract:** This study investigates the impact of incorporating bilingual storytelling books (e.g., Malay and Indonesian) on the reading achievement of students at Sanggar Belajar Kepong in Malaysia. The research aims to determine if the use of these books significantly improves students' reading fluency, comprehension, vocabulary, and overall reading motivation. A mixed-methods approach will be employed, including pre- and post-tests to assess reading skills, observations of student interactions with the books, and surveys to gather student feedback. The findings of this study will contribute to a better understanding of the effectiveness of bilingual storytelling in enhancing reading skills and fostering a love of reading in a multilingual context.

**Keywords:** bilingual story telling book, reading achievement

## Introduction

Reading is a process carried out by a reader to obtain the message that the writer wants to convey through the medium of words or written materials (Yanti Mambua, 2020). Reading does not just symbolize the sound of the alphabet, but reading provides information for a reader. By reading, students are able to capture the content of the reading and know the meaning of the message conveyed in the reading. However, we often find students with low interest in reading so that students cannot achieve the purpose of the text presented (Putri et al., 2022). The low interest in reading is one of the factors that causes the low interest of students to visit and utilize the library. This situation causes students not to have good reading habits, thus affecting their ability to understand reading. Therefore, increasing interest in reading is the main key in making the book media as a means of disseminating information and knowledge in an effort to educate the nation's life. If students have a high interest in reading, they will be interested in using the library to increase their horizons (Dongoran & Febriyana, 2022).

According to (Harianto, 2020) reading is a process of thinking, understanding and interpreting the meaning of written symbols using vision, eye movements, inner talk, and memory. Based on this description, reading will make it easier for students to understand the material delivered by the teacher in the learning process, so it is hoped that a student will have a high interest in reading so that it is easy to achieve the goals of the material given. Students are not only required to be able to read. However, students must have good reading comprehension skills. Understanding a reading is not easy, because students must be focused and careful in obtaining a message through a reading. According to (Dalman, 2014) reading comprehension is a type of advanced reading activity, namely a reader is required to

understand the content of a reading and then convey the content of the reading using oral or written.

The results of interviews and observations conducted at the Kepong Learning Studio found that the learning carried out was more cognitive stimulation, as seen from the large number of student worksheets. In addition to cognition that is often stimulated, motor skills are also more often stimulated by study tours, gymnastics and literacy. In the language learning activity itself, students are only asked to tell about the experience done the previous day during the reception or after learning, where the educator asks what was done in the learning that day. The use of picture storybook media has not been maximized and is still limited to books in Indonesian only. The use of picture story book media with teachers reading directly to students is almost never done. Reading story-reading is one of the learning media that attracts and invites children's attention. A teacher must be able to tell stories with expressions that match the content of the story so that children will be interested in listening and paying attention to the content of the story conveyed until it is finished (Ummah, 2019). Through storybooks, several benefits will be obtained, including, first, developing speaking skills and enriching students' vocabulary. Second, introduce several forms of emotions and expressions to students such as angry, sad, happy, upset and funny. Second, stimulating children's imagination and creativity, strengthening memory and opening the horizons of students' thinking. Third, it can foster empathy in students. Fourth, training and developing students' intelligence. Fifth, as the first step to foster students' interest in reading. Sixth is the best way to educate non-violence, instill moral and ethical values as well as truth, and train discipline. Seventh, build personal relationships and strengthen the inner bond between parents (teachers) and children

### **Literature Review**

Reading is one of the parts of language skills that every human being, especially a student, must have. The four skills are speaking, reading, listening, and writing. If a person does a lot of reading activities, it will automatically increase vocabulary, increase knowledge, practice speech tools, practice reasoning, and also be able to respond to the content of the reading he reads (Alpian & Yatri, 2022).

Reading comprehension is one of the abilities that must be developed in an effort to increase students' knowledge of science and information that is constantly evolving. Reading comprehension has a purpose where readers can take meaning from the content of the reading that has been read, according to Farida (Laily, 2014), the purpose of reading comprehension is pleasure, maximizing reading aloud, using the right strategies, increasing their knowledge about a topic, connecting new information with information they already know, obtaining information for oral and written reports, confirming and rejecting a conjecture/prediction, and answer questions. Santosa revealed that reading comprehension is a continuation of reading in the heart, where the activity began to be given in grade 3 (Sulikhah et al., 2020). This opinion is supported by BSNP (Mahmud, 2023) in the curriculum at the education unit level (KTSP) learning about reading comprehension has started in grade III with the competency standard of comprehension of texts, with the basic competence of intensive reading of texts (100-150 words), and retelling. The higher the grade level, the more complex the child's understanding is required in reading.

(Muliawanti, Siti Fani, Amalia, Arsyi Rizqia Nurasiah et al., 2022) describe students' reading comprehension ability as measured through reading comprehension indicators, including: 1) the ability to capture the meaning of words or expressions in reading, 2) the ability to capture implied or explicit meanings, 3) the ability to make conclusions.

Picture storybooks used as a medium to support learning have a wide relationship between writing, pictures and others. All of these things are used to achieve the goals of learning (Tarigan, 2018). The format that should be considered when choosing an effective picture story book to increase reading interest is as follows. First, picture storybooks have text that usually has the size and spacing of large letters and is getting smaller for upper-class children. The story book for grade IV students is using the sans serif typeface. Second, the picture story book is depicted through a cartoon form that displays cheerfulness and cuteness, so it is interesting to read. Third, the picture story book has pages ranging from 32-64 pages. The main page or book cover becomes a strong attraction if it is made attractively. Fourth, picture storybooks use striking colors (bright) so that they seem cheerful and invite students to see. Fifth, Picture storybooks have circles, triangles, and squares to help children compare and distinguish a shape (Salisbury, 2004).. (Dewi et al., 2021) stated that picture story books are one of the important visual aids that can be accessed by children and can provide opportunities for children to explore personal experiences and understand the values contained in family and society. Agree with this, if you are presented with examples of good character, children will be taught to reflect on their own lives. In accordance with the opinion (Eka Nurjanah, 2018) who argues that picture story books can be classified as suitable to be used as a medium in the learning process for students in the lower grades.

## Method

The type of experimental research used in this research is Quasi-Experimental Research. Quasi-experimental research is a method that has control, but cannot fully control the external variables that affect the experiment. The quasi-experimental research design used in this study is the Nonequivalent Control Group Design (Mawar Sari, Melyani Sari Sitepu, Azizah, Ratman, 2022). The research sample was 8 students in grade IV of elementary school. The independent variables, namely bilingual story telling picture books and students' reading comprehension, were the dependent variables of the study. The research instrument used a performance test consisting of 4 indicators. The test is given twice, namely before the treatment and after the treatment. Data analysis technique with t-Test (Paired Sample T Test) assisted by SPSS For Windows 25. The hypothesis of the test is as follows:

Ha: Bilingual storytelling books are effectively used against students' reading comprehension

Ho: Bilingual storytelling books are effectively used against students' reading comprehension. The Ha hypothesis is accepted if the result of the calculation of the value of sig. Paired Sample T Test < a significant level of 0.05. Ho's hypothesis is accepted if the results of the calculation of the value of sig. Paired Sample T Test > a significant level of 0.05 (Naimi et al., 2023).

**Results and Discussion**

The data from this research which was carried out in the SB Kepong class, Malaysia, was about students' reading comprehension skills obtained from the results of the pretest and posttest. The indicators of reading comprehension used in the study include 1) being able to determine the main idea or main idea in each reading paragraph, 2) being able to rewrite the content of the reading that has been read according to their understanding, 3) being able to retell the content of the reading based on their own understanding and experience, 4) being able to answer questions related to the content of the reading text. Students can be said to have good reading comprehension skills if they can achieve these four indicators, to find out the achievement of the indicators that students have can be measured using the results of the pretest and posttest. The results of the pretest and posttest recapitulation of reading comprehension data will be presented in table 1.

**Table 1. Descriptive Statistical Data**

No	Data	Pretest	Posttest
1	Amount of Data	8	8
2	Average	68,12	83,12
3	Standard Deviation	9,3	8,3
4	Lowest Rate	50	70
5	Highest Scores	80	90

Based on the table, it can be seen that the average posttest score is higher than the average pretest score of 83.12, while the average pretest score is 68.12. The highest score obtained in the posttest was 90 while in the pretest it only reached 80. So it can be said that the results of the posttest score are better than the results of the pretest score.

Furthermore, it will be tested using the parametric Paired Sample T-Test to find out the significant difference between the two data, which is useful to determine the effect of the use of Bilingual Story Telling picture books on reading comprehension skills using the indicators that have been presented. Table 2 is the results of data analysis of parametric statistical tests using t-tests.

**Table 2. Hypothesis Test Results**

Paired Samples Test								
	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-15,00000	8,01784	2,83473	-21,70308	-8,29692	-5,292	7	,001

In table 2, it shows that in the pretest and posttest, the results of the paired sample t-test analysis show a Sig. (2-tailed) = 0.000 < 0.05 value. From the criteria used in the paired sample t-test, namely the value of Sig.  $p < 0.05$ ,  $H_a$  was accepted and  $H_0$  was rejected. Based on these results, there is a significant difference between the average pretest score and the posttest of students. So in conclusion, the use of the bilingual story-telling picture book model has an effect on the reading comprehension ability of grade IV students of SD Sb Kepong.

Significant data differences were calculated using the paired sample t-test with a pretest score of 48.90. Meanwhile, the posttest score obtained an average of 85.67. The data obtained a sig (2-tailed) result < 0.05, namely 0.000 < 0.05, so  $H_a$  showed that the posttest results had a high average compared to the pretest results.

Posttest scores are better because students have been treated using bilingual story-telling picture books to improve reading comprehension. Indicator 1 determines the main idea in each paragraph located in question items 1 and 2. The calculation of the results of the achievement of indicator 1 is that as many as 5 out of 8 students or 62.5% obtained a perfect score, and the remaining 13 students or as many as 37.5% did not get a perfect score. Indicator 2 as many as 7 students or 87.5% achieved a perfect score and the remaining 1 out of 8 students or 12.5% achieved a score of imperfect scores. Indicator 3 was able to retell the content of the reading based on their own understanding and experience, as many as 6 students or 75% obtained perfect scores, while the remaining 2 out of 8 students, as many as 25%, obtained a score below 10 on the question item. Indicator 4 is able to retell This indicator is the most difficult indicator for students to achieve, especially in the lower grades because students still have difficulty composing their own language. Almost all students answered the question by writing the same language arrangement as the reading text, the question should be answered in their own language. This indicator can be achieved by 4 students (50%) who have achieved perfect scores, while 4 students (50%) have not been able to obtain perfect scores. However, the average result of students has increased. So it can be concluded that there is an improvement in students' reading comprehension skills before and after the implementation of the scramble model. The results of the increase can be seen from the results of the pretest, which was 63.12 before the implementation of bilingual storytelling picture books and the posttest results of 83.12 after the implementation of bilingual storytelling picture books. The improvement in students' reading comprehension ability is due to the use of learning media that is tailored to achieve reading comprehension indicators. This is evidenced by the researcher's findings that the third grade students of SD 4 Karangbener have achieved almost all indicators of reading comprehension. Before being given treatment, students are able to determine the main idea even though it is not complete and perfect. However, after being given several treatments, almost all students can determine the main idea better. The indicators that have been achieved are that students can write and answer questions according to the content of the reading text. This can be achieved because students have done the stages of reading properly and correctly so that they can understand the content of the text easily. However, not all indicators are achievable by students. An indicator of reading comprehension ability that has not been achieved perfectly is that students can retell according to the content of the reading text. Based on the results of the assessment of the pretest and posttest questions, as a large number of students have not been able to tell the content of the reading text in writing. This is because students

in the lower grades have not been able to compose words properly and correctly. In addition, students in the lower grades do not have much vocabulary so that students are still confused if they are asked to retell the content of the text of a reading.

### Conclusion

Based on the analysis carried out, it can be concluded that bilingual storytelling picture books have an effect on students' reading comprehension skills. Thus, students' understanding of a reading material can be constructed. This is in line with the research conducted by (Muliawanti, Siti Fani, Amalia, Arsyi Rizqia Nurasiah et al., 2022) which concluded that students' comprehension in reading increases, if students can be given more practice questions whose answers must use the student's opinion logic in accordance with the reading that interests them, because this will affect the improvement of students' ability to read comprehension texts.

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