Developing Guided Reading Guidebook through Leveled Books to Improve Reading Skills of Grade 1 Students

Shahriza Wahyu Alfiani[1(*)], Nugraheti Sismulyasih SB[2]
[1,2]Universitas Negeri Semarang, Semarang, Indonesia

Abstract
Guidebooks for guided reading methods through tiered books have not been found in learning reading skills. Still, based on several previous studies, the impact of using guided reading methods and tiered book media is very effective in reading skills. Therefore, this study aims to develop a guidebook product for guided reading methods through tiered books to improve the reading skills of grade 1 elementary school students. This study used a Research and Development (R&D) approach using the 4D development model, focusing on the 3 stages of 4D development namely define, design, and develop. The research subjects comprised 1 grade 1 teacher and 32 grade-1 students at SD Negeri Sarirejo 1, Demak. The data collection technique used a questionnaire which was then analyzed and described to provide an overview of the feasibility and effectiveness of the guidebook. The product feasibility test was analyzed using percentages and the product effectiveness test was analyzed using the Wilcoxon Signed Rank Test, t-test, and N-Gain test. The results of the study explained that the guidebook for guided reading methods through leveled books was said to be feasible with a value of 92.4% from media experts, 92% from material experts, and 89.7% from practitioners. The results also provide an effectiveness value through a t-test with the value of the Ha t-test analysis accepted and the N-Gain obtained is 0.63. Thus, it can be explained simply that the guidebook for guided reading methods using tiered books is feasible and effective to be used by teachers to support Indonesian language learning, especially in reading skills.

INTRODUCTION

Indonesia's education is still low compared to other countries even though it has improved, as revealed in the Program for International Student Assessment (PISA) survey released by the Organization for Economic Co-operation and Development (OECD) in 2022 (KEMENDIKBUD, 2023). Indonesia is ranked 68 out of 81 countries, which shows that literacy rates in Indonesia still need to be improved (Inawati & Hambali, 2024).

Indonesian education is facilitated by Law No. 20/2003 on the National Education System which seeks to foster the ability of learners to become human beings who are faithful, noble, healthy, knowledgeable, empowered, creative, independent, and responsible (Djumeno et al., 2021). Education is considered the most beneficial way to deal with globalization and the development of human capabilities (Nurlaili & Naufal, 2022). Through education, learners are nurtured to

become individuals with enormous potential, therefore various initiatives are taken to improve the quality of education to make it more effective (Siahaan et al., 2023).

Teachers play an important role in education (Salsabilah et al., 2021). Teachers serve as teachers who carry out the learning process, which has the greatest importance in education (Sopian, 2016). Teachers have an important role in educating the nation's life by the objectives of the 1945 Constitution (Martin & Simanjorang, 2022). The rights and obligations of teachers are documented in Law No. 14/2005 on teachers and lecturers, protecting the rights and obligations that must be carried out (Claranzia, H et al., 2022).

One of the efforts to improve the quality of education in Indonesia is through the development of effective learning methods, such as guided reading method. Abidin in (Claranzia, H et al., 2022) argues that the guided reading method is a learning method that creates student participation in the reading process. Educators also need to pay attention to the media used, one of the commonly used media is leveled books. Kusmiyati describes leveled books as books that combine text, images, and complementary materials both written and oral (Kasuma, 2022). The combination of written words and visual images facilitates the improvement of vocabulary knowledge and reading skills (Triastuti et al., 2021).

Research in 2023, Ai Ida Farwati, Tatang Syaripudin, and Tatat Hartati have researched the guided reading method with the title "Application of Guided Reading Method to Improve Reading Comprehension Skills of Elementary School Students". The result of this research is the application of guided reading method can improve students' reading skills (Farwati et al., 2021). Research in 2023 on leveled books by Endah Sulistyowati and Siti Rochmiyati with the title "Utilisation of Leveled Books in Strengthening the Literacy of Learners in Elementary Schools". The results of this study are leveled books can increase students' reading motivation (Sulistyowati & Rochmiyati, 2023).

Through several previous studies, this research has a difference, namely focusing on developing guided reading guidebooks and implementing them using leveled book media. Through the use of this guidebook, it is hoped that it can improve teacher understanding and students can develop reading skills through fun learning methods.

Based on the above background, the researcher is interested in conducting a study entitled "Developing Guided Reading Guidebooks through Leveled Books to Improve Reading Skills of Grade 1 Students", because there is no guidebook specifically for elementary school institutions themselves, and it is hoped that with the development of this guidebook, it can help elementary school teachers in implementing guided reading methods to improve the reading skills of elementary school students.

METHODS

The method chosen in this research is Research and Development by emphasizes research through needs analysis and product development (Prananda et al., 2021). This development research is a research method that aims to produce certain products and test the feasibility and effectiveness of these products

(Dinayusadewi & Agustika, 2020). The type of research used by the author is R&D using mixed methods with the 4D development model developed by Thiagarajan, Semmel, and Semmel (1974). According to Thiagarajan, Semmel, and Semmel, the 4D development stages include define, design, develop, and disseminate. The author chose to use the 4D development model because the product developed in this study is a guided reading guidebook as teaching material to develop reading skills. The author used 3 steps of the 4 steps in the 4D model development research. The research diagram using the 4D development model adopted for this research and development can be seen in Figure 1.

Figure 1. 4D Development Model

The defining stage is the initial stage where the author analyses the problems and needs of teachers and students. In the design stage, the author determines the right solution by adjusting the product to be developed and then planning the design developed. The development stage is carried out by developing ideas that have been designed in the previous stage according to the needs of guided reading method guidebook products. Before implementation, it is necessary to conduct a feasibility assessment by media experts, material experts, and practitioners. After going through the feasibility test, the product can be applied. How to apply the use of the product through trials in the place chosen for the implementation of the research and continued with the final evaluation process to determine the feasibility of the media and the effectiveness of the guidebook for guided reading methods through leveled books.

The subjects of this study were 32 first-grade students of SD Negeri Sarirejo 1 Demak Regency. To measure the feasibility of guided reading method guidebooks through leveled books, a validation test of material and media suitability was conducted by 1 material expert, 1 media expert, and 1 practitioner. The selected validators are experts in their fields and have a minimum educational qualification of a master's degree and a certificate of competence. The data collection methods used in this study were observation, interview, and questionnaire. Observations were made during the Indonesian language learning process in Class I. Conducting interviews with teachers and students to understand the problems and needs of teachers and students in the Indonesian language learning process. Questionnaires were distributed to material experts, media experts, and practitioners to obtain data on the feasibility of guided reading method guidebooks through leveled books.

Each validator and practitioner questionnaire instrument comes from several relevant studies. The media expert validation instrument adopts research (Putri et al., 2022; Rafikayuni et al., 2017) which contains 6 aspects of assessment, namely: graphical aspects, language aspects, book structure aspects, font aspects, color aspects, and illustration aspects that contain accompanying indicators. The material expert validation instrument adopted the research (ROCHMAYANTI, 2012) that

contains 3 aspects, namely aspects of content eligibility, linguistic aspects, and presentation aspects that contain accompanying indicators. The practitioner instrument adopts research (ROCHMAYANTI, 2012; Susilo et al., 2017) which contains 3 aspects, namely content feasibility, presentation, and technical quality accompanied by indicators. The results of the data obtained through the expert and practitioner validation questionnaires were then analyzed using a simple percentage statistical formula (Shafira & Wiranda, 2022). The results were then transformed into the categories in Table 1.

Tabel 1. Terms of Expert and Practitioner Assessment

Percentage	Criteria
76% - 100%	Very Feasible
51% - 75%	Feasible
26% - 50%	Feasible Enough
0% - 25%	Less Feasible

After the guided reading guidebook was declared feasible by validators and practitioners, it was then tested on students in the place chosen for the implementation of the research. After conducting the product trial, the author conducted a final evaluation to determine the feasibility of the guidebook, and the effectiveness of the guided reading method guidebook through leveled books. The method used for data analysis in this research is a mixed method, using qualitative methods as a method of describing data and quantitative methods are used to analyze numerical data. In terms of data collection techniques, it is also supported by interviews and questionnaires (Sugiyono, 2019). The data analysis used is actually by providing descriptions and interpretations of the data that has been collected. In addition, quantitative data analysis is also supported by pretest and posttest results. The steps taken in analyzing qualitative data are to collect data and then convert it into a final score so that conclusions can be drawn and also the pretest score. In this study, the guidebook developed was feasible to use, because high scores were obtained from the assessments that had been collected. However, it should be understood that analyzing the results of the pretest and post-test is different, additional applications are needed, namely SPPS Version 22.0 statistics to carry out data management as a normality test and continue with the Wilcoxon Signed Rank Test, T-Test, and N-Gain.

RESULTS & DISCUSSION

The research and development of guided reading guidebooks through leveled books was conducted on reading skills. The research started from the analysis stage. The defining stage resulted in an analysis that found a problem, namely teaching materials used in learning are limited and less innovative. Unfortunately, the guided reading method is not applied in supporting the learning process of reading skills. The existence of innovation by using guidebooks can be an alternative to improve teacher understanding and student reading skills. Referring to the findings in the previous study, it was identified that currently, learning requires innovative learning methods that are applied with media that can support it. This is particularly relevant given students' different reading skills. Interactive learning and fun learning experiences can be provided by teachers through the

guided reading learning process. By using a guidebook, it is expected to increase teachers' understanding of innovative learning methods for improving students' reading skills. This underlies the need to develop a guidebook for guided reading methods through leveled books in Indonesian language lessons.

In the next stage, namely the planning stage, the results of the planning will later be arranged systematically to provide attractiveness and adjustments to the focussed abilities. The preparation of instruments as much as possible must pay attention to aspects of material feasibility and media feasibility owned by the guidebook. The selection of teaching materials is based on the analysis of the previously determined stages. Through this, a guidebook for guided reading methods through leveled books was chosen as one of the solutions to overcome the limitations found in Indonesian language learning, especially reading skills. Guidebook development design planning is carried out by designing guided reading method guidebooks through leveled books in such a way as to pay attention to the aspects of graphics, language, book structure, fonts, colors, and illustrations in the designed guidebook.

The development stage realizes the product development design and tests the feasibility of the developed product, namely in the form of a guidebook for guided reading methods through leveled books for reading skills. The product development design can be seen in Figure 2.

Figure 2. Cover View and Content List

Testing the feasibility of the guidebook was carried out by validators and practitioners. The selected validator must have a certificate of competence and a minimum educational qualification of S2. The validation test was carried out with 2 validators, namely media expert validators and material experts. Practitioners who validate guidebooks are grade 1 teachers. The results of data analysis regarding the feasibility of guided reading method guidebooks through leveled books found in the first stage obtained a score of 75% from media experts, a score of 75% from material experts, and a score of 72% from practitioners with a feasible category. Revisions need to be made so that the guidebook for guided reading methods through leveled books developed reaches the very feasible category. Thus, in the second stage, a score of 92.4% was obtained from media experts, a score of 92% from material experts, and 89.7% from practitioners with a very feasible category. The results of the first and second-stage validator and practitioner assessments are presented in more detail in Table 2.

Table 2. Guided Reading Method Guidebook Validation Score

Validation	Phase 1		Phase 2	
	Percentage	**Criteria**	**Percentage**	**Criteria**
Media	75%	Feasible	92,4%	Very feasible
Material	75%	Feasible	92%	Very feasible
Practitioner	72%	Feasible	89,7%	Very feasible

After the guidebook is declared feasible by experts and practitioners, it will then be implemented through trials in institutions to measure the effectiveness of the guidebook. The next stage is the implementation stage of the product trial.

The implementation stage was carried out with the support of 1 teacher and 32 students. The implementation of the product trial begins with measuring students' reading skills and teacher comprehension before learning as a pretest value. Next, the teacher carried out learning by applying the guided reading method through leveled books according to the guidebook. After completing the learning, then measure students' reading skills and teacher comprehension as the post-test value. Furthermore, the teacher's pretest and posttest results were analyzed using the Wilcoxon Signed Rank Test and the students' pretest and posttest results were analyzed using the normality test, T-test, and N-Gain. The pretest and posttest results that have been analyzed are used to explain the effectiveness of guided reading method guidebooks through leveled books on reading skills.

Furthermore, an evaluation was conducted to test the effectiveness of guided reading method guidebooks through leveled books in learning. The results of the pretest and post-test of teacher understanding were analyzed with the Wilcoxon Signed Rank Test. This aims to analyze whether the test results of two paired data, namely the results of the pretest and post-test of teacher understanding, have different scores. The test results can be seen in Table 3.

Table 3. Wilcoxon Signed Rank Test Results

Ranks		N	Mean Rank	Sum of Ranks
PostTest	- Negative Ranks	0[a]	.00	.00
PreTest	Positive Ranks	13[b]	7.00	91.00
	Ties	7[c]		
	Total	20		
a. PostTest < PreTest				
b. PostTest > PreTest				
c. PostTest = PreTest				

Test Statistics[a]

	PostTest - PreTest
Z	-3.606[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 3, negative ranks or the (negative) difference in teacher understanding of the pretest and posttest is 0 for the N value, mean ranking, or total ranking. A value of 0 indicates no decrease from the pretest value to the posttest value. The Mean Rank or the average increase is 7.00, while the Sum of Ranks is 91.00. The Ties value is the equation between the pretest and post-test scores, here the Ties value is 7, so it can be said that out of a total of 20 scores, there are 7 equal pretest and posttest scores. The alpha value is 0.000. Because the α value is 0.000 less than <0.05, it can be concluded that there is a difference in teacher understanding between the pretest and posttest so there is an increase in teacher understanding in using the guidebook.

The students' pretest and posttest results were analyzed using the normality test to know whether the data were normally distributed. The normality test used the Shapiro-Wilk test. The test results can be seen in Table 4.

Table 4. Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.286	6	.136	.863	6	.201
Post Test	.285	6	.138	.831	6	.110
a. Lilliefors Significance Correction						

As seen from the table above, the pretest significance result is 0.201, and the posttest is 0.110. The results of the pre-test and post-test normality test show a significant level by showing a value> 0.05 so it can be concluded that the pre-test and post-test results show that the data is normally distributed, so it can be continued for parametric tests.

The t-test and N-Gain test were used to determine the effectiveness of using guided reading method guidebooks through leveled books in learning to improve students' reading skills. The hypotheses to be tested and used in this study are as follows.

H_0= There is no difference in the results of students' reading skills before and after using the guided reading method guidebook through leveled books.

H_a= There is a difference in the results of students' reading skills before and after using the guided reading method guidebook through leveled books.

There are standards of interpretation in the N-Gain index, including N-gain < 0.7 being a high criterion, $0.3 \leq$ N-gain < 0.7 being included in the medium criteria, and N-gain $\geq$ 0.3 being included in the low criteria (Novita et al., 2019).

Furthermore, the authors calculated the data in the product trial based on the t-test and the N-Gain formula obtained the following results.

Table 5. Effectiveness Test Result

Test	Value
Sig. (2-tailed) uji-t	0.000
N-Gain	0,63

It can be seen in the table above that the Sig. (2-tailed) the t-test is 0, the N-Gain value is 0.63. Sig value. (2-tailed) t-test <0.05 then Ha is accepted. The N-Gain value shows

an N-Gain of 0.63 in the medium category. Thus, it can be concluded based on the results of the t-test and the N-Gain test that the guided reading method guidebook through leveled books is effectively used in Indonesian language learning to improve students' reading skills.

The purpose of this research is to create a guidebook for guided reading methods through the use of leveled books intended for teachers and grade 1 elementary school students. The aim is to increase teachers' understanding and improve students' reading skills. Previous research shows that the application of guided reading methods and the use of leveled books can improve students' reading skills (Farwati et al., 2021; Sulistyowati & Rochmiyati, 2023). Based on the analysis of several previous studies, it is concluded that no one has developed a guidebook for the application of guided reading methods implemented using leveled books in Indonesian language subjects that focus on improving the reading skills of grade I students. The development design of guided reading method guidebooks through leveled books comes from the problems and needs of reading learning. Learning problems and needs become the basis for developing guided reading method guidebooks through the use of leveled books, including the availability of interesting and fun materials for Indonesian language teaching, learning methods that are by student characteristics, and media that are by learning objectives. The need for innovation and variety in Indonesian language learning methods is an issue that affects the creation of an interactive environment for students. The utilization of methods that previously focused only on students' overall abilities caused an indirect gap in students' reading skills. In addition, learning objectives and student needs that require the development of learning methods cannot be met due to the limited teaching resources available to teachers.

The guided reading method guidebook through leveled books facilitates the creation of participatory learning experiences that are in line with learning objectives. The design of the guided reading method guidebook through leveled books is intended to contain materials, activities, assessments, and learning experiences that will improve students' reading skills. Thus, the guided reading method guidebook through leveled books is designed using a group-based learning model where learners are grouped based on their reading skills. Thus, students are actively involved in learning according to their reading skills and gain direct experience of the material studied.

Teachers' and students' participation in the application of guided reading methods through leveled books shows that the potential of guided reading methods through leveled books creates new experiences that are relevant to the development of teachers and students. Teachers and students participate directly in the learning process, which results in 90% of the information or knowledge gained by students being involved in action. The guided reading method guidebook through leveled books can increase students' interest in learning. This is reflected in the feasibility level of the guided reading method guidebook developed by the author to obtain an assessment in the very feasible category from a team of experts and practitioners. The feasibility of teaching materials that have been owned by guided reading method guidebooks through leveled books makes this product effective to use, efficient, and interactive, providing a complete educational experience for both teachers and students. The effectiveness of the guided reading method guidebook through leveled books is based on the results of the pretest and posttest analysis test of teachers and students where there are differences in teacher understanding and student reading skills before using the guided reading method guidebook through leveled books, and the value of the N-Gain test results which shows an N-Gain of 0.63 in the medium category, meaning that the guided reading method guidebook through leveled books is quite effective in learning to improve the reading skills of grade 1 students.

The guidebook for guided reading methods through leveled books developed in this study also pays attention to aspects of content feasibility, presentation, and technical quality

of teaching materials. The guidebook of guided reading method through leveled books has shown results that are by the feasibility of teaching material so that teachers are more assisted in teaching reading skills to students. Interactive methods and media in the guided reading method guidebook provide a new look at innovative classroom learning activities, with a change of atmosphere from monotonous learning to interactive learning, provide stimulation, and fun, and make students responsible for learning.

CONCLUSION

This study developed a guided reading method guidebook through leveled books to improve students' reading skills. The guided reading method guidebook through leveled books was developed to facilitate learning experiences for teachers and students. The context of making this guidebook is adjusted to user preferences. The results of this study indicate that the guided reading method through leveled books is feasible and effective in the Indonesian language learning process. The very feasible category is obtained from the assessment results of the expert team and practitioners. The effectiveness is based on the results of the pretest and posttest data analysis through the Wilcoxon Signed Rank Test, t-test, and N-Gain test. The Wilcoxon Signed Rank Test showed a difference in teacher understanding between before and after using the guidebook. The t-test showed a difference in students' reading skills before and after the application of guided reading methods through leveled books, and the results of the N-Gain test resulted in N obtaining a value of 0.63 with a moderate category. The results obtained indicate that the guided reading method guidebook through leveled books is suitable and recommended to be used as teaching materials to support the Indonesian language learning process in reading skills. The development of guided reading method guidebooks through leveled books can be utilized by teachers to add an interactive and fun reading atmosphere for students, this will have an impact on improving their reading skills.

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