



# The Impact of Illustrated Storybooks on Enhancing Reading Skills in Children Aged 7-8 Years

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## ABSTRAK

Kemampuan membaca anak usia dini seringkali menjadi tantangan, terutama dalam masa transisi dari pembelajaran di Taman Kanak-Kanak menuju Sekolah Dasar. Pada usia 7-8 tahun, anak memerlukan stimulasi yang tepat untuk mengembangkan keterampilan membaca secara optimal. Penelitian ini bertujuan untuk menganalisis pengaruh media buku cerita bergambar terhadap peningkatan kemampuan membaca anak usia 7-8 tahun. Aspek kemampuan membaca yang menjadi fokus penelitian meliputi ketepatan intonasi, nada, lafal, dan tekanan; kejelasan suara; pemahaman tanda baca; serta kelancaran dan kecepatan membaca. Subjek penelitian ini adalah siswa-siswi kelas 1 Sekolah Dasar yang berada pada fase awal pembelajaran membaca. Jenis penelitian ini adalah kuantitatif deskriptif dengan metode eksperimen jenis pre-eksperimen menggunakan model One Group Pre-Test Post-Test Design. Pengumpulan data dilakukan melalui observasi, dan data dianalisis menggunakan deskriptif kuantitatif serta uji hipotesis Paired Sample t-test dengan uji normalitas sebagai prasyarat. Hasil penelitian menunjukkan bahwa media buku cerita bergambar memiliki pengaruh signifikan terhadap peningkatan kemampuan membaca anak, dengan nilai signifikansi  $0.001 < 0.05$ . Anak mampu membaca dengan intonasi, kejelasan suara, dan pemahaman tanda baca yang lebih baik. Simpulan dari penelitian ini adalah bahwa media buku cerita bergambar efektif dalam meningkatkan kemampuan membaca anak usia 7-8 tahun, khususnya pada aspek ketepatan, kejelasan, dan kelancaran membaca.

## ABSTRACT

Early childhood reading skills often present challenges, particularly during the transition from kindergarten to elementary school. At the ages of 7–8 years, children require appropriate stimulation to develop their reading skills optimally. This study aims to analyze the impact of illustrated storybook media on improving the reading abilities of children aged 7–8 years. The aspects of reading skills examined in this study include accuracy in intonation, tone, articulation, and emphasis; clarity of voice; understanding of punctuation; and fluency and reading speed. The subjects of this study were first-grade elementary school students at the initial stage of learning to read. This research employed a descriptive quantitative approach using a pre-experimental method with a One Group Pre-Test Post-Test Design. Data were collected through observation and analyzed using descriptive quantitative analysis and hypothesis testing with a Paired Sample t-test, preceded by normality testing as a prerequisite. The findings revealed that illustrated storybook media had a significant impact on improving children's reading abilities, with a significance value of  $0.001 < 0.05$ . Children demonstrated enhanced accuracy, clarity, and fluency in reading, including better intonation, voice clarity, and understanding of punctuation. The study concludes that illustrated storybook media is effective in enhancing the reading skills of children aged 7–8 years, particularly in terms of accuracy, clarity, and reading fluency.

## 1. INTRODUCTION

Literacy and numeracy are two basic skills that play an important role in determining the quality of education. In this case, especially in early childhood education up to elementary school (Bopo et al.,

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2023; Haloho, 2022; Ika Puspitasari & Sri Watini, 2022). Focus on learning determines the competency of literacy and numeracy skills that must be possessed by students. Literacy and numeracy skills are the main things students need to be able to explore and adapt to life and the environment outside of school (Br Sibarani et al., 2022). However, in fact, literacy skills in Indonesia are classified as low; this was revealed in a survey in research. The results of research by the Program for International Student Assessment (PISA) in 2022 announced that Indonesia was ranked 68th with scores in math (379), science (398), and reading (371). Reading received the lowest score among other abilities. In the UNESCO 2020 statistical data, the reading interest index in Indonesia is 0.001 and is ranked 69th out of 127 countries (Mukaromah & Lutfiani, 2024; Simangunsong et al., 2023). There are several factors that influence the low level of literacy, among others, namely the lack of awareness of and interest in reading in the community (Anisa et al., 2021; Hidayah et al., 2017).

Literacy is important to stimulate in children and is an integral part of education because of its relationship with letters, sounds, phoneme skills, and writing concepts. It is to acquire knowledge, improve skills, and develop better understanding (Dwi Noerbella, 2022; Dwisetiarezi & Fitriya, 2021; Mamuaya & Mundung, 2023; Satriana et al., 2022). Literacy is the ability to read, write, or understand the meaning and content of reading and words related to children's cognitive abilities (Hanifa & Azarine, 2023; Sholeh et al., 2021). Reading is an activity that is closely related to education. Through reading, the process of conveying the content of the message will be more easily understood through words (Mamuaya & Mundung, 2023). Students' reading ability is the basis for determining their language and literary skills; therefore, this ability should have been owned by students since the level of education in elementary school (Afrianti & Wirman, 2020; Mamuaya & Mundung, 2023).

Reading is an inherent part of every level of education. Through reading, all information about knowledge can be obtained (Hanifa & Azarine, 2023; Sarika, 2021). Without reading, the education process will be hampered and may not even be carried out properly. In reading, it is important to have interaction. What is meant is that in the reading process, there is interaction between the reader and the writing being read (Fernanda & Handayani, 2023). By being able to read, students can have social, emotional, and spiritual intelligence (Suhartono & Hafidhoh, 2022). Education in elementary schools for improving students' abilities is not only knowledge but also the skills they have. Related to this, students should be able to master their language skills (Anas & Sapri, 2022). With language, a person easily expresses ideas that are in their mind. That way, reading activities can stimulate students to bring up creative and innovative ideas that can be represented in the form of literacy that is written to become a work as a form of achievement. Education in elementary schools for improving students' abilities is not only knowledge but also the skills they have. Related to this, students should be able to master their language skills (Safitri et al., 2021).

Learning in education in Indonesia is now developing with several programs that can be implemented according to the problems of students. One of them is the reading room program, as well as the reading corner (Durisa et al., 2023). The reading corner is a corner in the classroom that is organized and equipped with several interesting books and must foster students' interest in reading, while the reading area covers the environment in the school, which can be other rooms besides the classroom. Such as the library or other empty rooms (Purba et al., 2023; Retnoningsih et al., 2024; Santi & Setyaningsih, 2023). Reading rooms have several benefits, such as introducing various reading sources to students, which can be utilized as learning media, sources of knowledge, a pleasant reading experience, and a means to improve student literacy skills (Poetra, 2022; Santi & Setyaningsih, 2023). A good reading room is an attractive reading room equipped with supporting facilities and infrastructure (Rustina et al., 2021). By providing various collections of reading books, the hope is that students will feel comfortable and interested in visiting the reading room (Fernanda & Handayani, 2023; Listyaningrum et al., 2023).

In implementing the learning program, of course, it is very necessary to use the media used in developing children's reading skills (Nuraini et al., 2022; Ramadanti & Arifin, 2021). To improve reading skills, of course, it must meet several indicators of achievement. Achieving these indicators is related to several learning components, one of which is learning media (Loliyana et al., 2022; Oktiani, 2017). The media used varies; one that can be used is picture storybooks, which are used in an attractive form using bright colours such as yellow, red, green, and blue. The goal is to attract students' attention and interest (Rosvita & Anugraheni, 2021). The use of picture storybooks is in line with increasing students' reading ability; according to Huck, storybooks given to children place the student's perspective in them as the center, so that students have the freedom to choose picture storybooks according to their interests. Besides that, students' reading ability can increase due to the use of picture storybook media (Kurniawati & Koeswanti, 2020). The reading ability of each student is different. If students have good and fluent reading skills, it will be easier for them to follow the learning process. Conversely, students will find it difficult to follow the learning process if their reading ability is still low. This results in low average

learning outcomes obtained by students. In addition, the utilization of learning media has not been fully optimized.

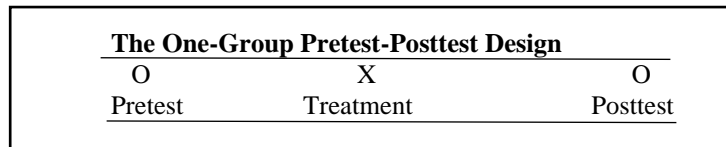
In learning, students should be invited to interact well so that their interest in reading grows and their abilities develop. One way to develop students' interest in reading is by using learning resources that are presented in interesting forms, such as picture books (Maharani, 2017; Sari & Yustiana, 2021). The selection of picture storybook media is not without reason; picture storybooks were chosen because they are appropriate media for children aged 7-8 years. Not only is it like a book that makes one write, but the presentation is also decorated with other interesting visuals. Picture storybooks are said to be suitable for use because they have the following conditions: 1) the visualization of the book is designed with a display of many colours; 2) the visual is more dominant and accentuates the image rather than the writing; 3) the variety of letters has a level that is easy to read and effective for children; 4) the title of the book already represents the entire contents of the story or is easily concluded; 5) a good color display is able to provide attractiveness and is easily seen by children. Writing without pictures raises the imagination according to the level of children's intelligence; therefore, the existence of picture storybooks can provide an explanation of a meaning that cannot be described by words about something abstract, such as atmosphere or concept (Effendy et al., 2013). The use of picture storybooks can encourage students to better understand a word or a sentence through the pictures presented.

The results of the observations found, namely the lack of children's literacy skills, are evidenced by the existence of problems in grade 1 children with an age range of 7-8 years. There are 3 out of 8 children who still have not achieved their reading skills. The gap in children's reading skills can be seen because some students still have difficulty spelling. An example of a lack of reading ability: the word "ayah" reads as "ayam". There are also students who have problems reading words consisting of 3-4 syllables, such as "kemarin" "kemudian". Not able to read diphthongs, clusters, and digraphs; for example, the word "harimau" is read "harimu". The use of picture storybooks can encourage students to better understand a word or a sentence through the pictures presented (Loliyana et al., 2022). Moreover, they have not been able to read several words into a sentence. This research was conducted at SD Negeri 2 Brangkal, Brangkal Village, Karanganom District, Klaten Regency. Therefore, this reading room program is one of the programs that is considered feasible and appropriate to be implemented in accordance with the problems and vulnerable ages of students. This research is, of course, to find out whether or not there is an increase in the reading ability of vulnerable students aged 7-8 years, which is still in the early childhood category up to 8 years but already at the elementary school level of education

Based on the statements previously described, researchers want to carry out treatment to see and measure students' reading skills using picture storybooks with the reading room method. Especially in grade 1, where at this time students are still in the transition period from early childhood learning in kindergarten to elementary school learning. Therefore, it requires treatment that adapts to the situation. In this transition period, children play more often and a lot, because, in essence, the concept of education in early childhood is playing while learning. Entering elementary school, students are accustomed to being given reading comprehension treatment by being provided with interesting and fun reading media (Reza & Asbari, 2024; Rosvita & Anugraheni, 2021). So from the exposure of the problems above, the researcher draws the title "The effect of the Reading Room Program through picture storybook media on improving the reading skills of children aged 7-8 years"

## 2. METHOD

This research method is a quantitative method using descriptive analysis with an experimental method. The experimental method is research that is carried out to look for the effect of certain treatments on other variables in a condition. The form of experiment used in this research is a pre-experimental design; the sample was not randomly selected due to the limited number of populations (Nuryanti, 2019). With the One Group Pre-Test Post-Test Design research design, which is an experiment conducted on one group only without a control group. According to Furlog in (Setyaningsih et al., 2020). The experimental method is a method used to determine or measure the presence or absence of the effect of a treatment on the results of a study. This method is validation or testing, namely testing whether or not there is an influence of the independent variable on the dependent variable. The design of this research implementation is without a control group or without pre-treatment measurements (Hastjarjo, 2019). The concept of this research is presented in Figure 1.



**Figure 1.** One-Group Pretest-Posttest Research Model

The sampling technique used in this study is a nonprobability sampling technique called purposive sampling. Purposive sampling is a technique for determining samples with certain considerations. Based on this, the researcher chose the entire population, namely grade 1 students, with consideration because the age range of each child is 7-8 years. The number of grade 1 students is 2 girls and 6 boys. Therefore, the researcher decided to make all these students the research sample. Data collection techniques include observation, questionnaires, and documentation. The research instruments used in this study were questionnaires and observations. The questionnaire instrument was used to determine the level of students' reading ability. While observation is used to collect information about children's reading ability through field observations, The indicators of achievement to assess the ability to read at the beginning are as follows: 1) accuracy of tone, intonation, memorization, and stress; 2) clarity of voice; 3) understanding of punctuation; 4) fluency and accuracy of reading (Muldaniah & Fitria, 2018; Pahlavi, 2021). The lattice containing indicators of reading ability is shown in the following Table 1.

**Table 1.** The Lattice of Children's Reading Ability Questionnaire Instrument

Variable	Aspect	Indicator	Number
Reading Ability	Accuracy of intonation, tone, memorization, and stress	Ability Accuracy of intonation, tone, memorization, and stress	1, 2, 3, 4
	Voice clarity	Voice clarity ability	5, 6, 7
	Punctuation	Ability to recognize punctuation marks	8, 9, 10
	Reading fluency and speed	Children's ability to read with fluency and speed	11, 12

The score scale is used as follows: 1 (not able), 2 (less able), 3 (able), and 4 (very able). To analyze data on reading ability in children aged 7-8 with descriptive analysis and hypothesis testing using a parametric paired sample T test to show significant changes. Before conducting the hypothesis test, the prerequisite test is the normality test with the data that has been collected. This is done so that it can be seen that the data used in hypothesis testing is normal. The normality test analysis uses the Shapiro-Wilk test because the data is <50. The basis for the hypothesis test decision is  $H_0$ , which means that there is no effect of the developing storybook method on improving the reading skills of children aged 7-8 years. And if  $H_1$  means that there is an effect of the picture storybook method on improving the reading ability of children aged 7-8 years, Hypothesis testing is done on the basis of the decision;  $H_0$  is rejected if the sig value is <0.05, and vice versa,  $H_0$  is accepted if the sig value is > 0.05.

### 3. RESULT AND DISCUSSION

#### Result

According to the results of the questionnaire that has been filled out in accordance with the abilities of eight students, The following data is presented from the pre-test and post-test results of the reading ability of children aged 7-8 years with picture storybook media presented in the Table 2.

**Table 2.** Pre-Test and Post-Test Scores

No	Name	Pre-test scores	Post-test scores
1	KA	38	47
2	AS	44	48
3	GA	21	38
4	AR	21	38
5	DE	18	37
6	RA	13	33
7	AB	34	46
8	AL	36	47

The next step is to process the pre- and post-test data using descriptive analysis. The results of the analysis are presented in [Table 3](#).

**Table 3. Recapitulation of Descriptive Statistical Analysis of Data on the Results of Children's Reading Ability Pre-test and Post-test**

Research Results	Pre-test	Post-test
Range	31.00	15.00
Minimum	13.00	33.00
Maximum	44.00	48.00
Mean	28.125	41.75
Standard Deviation	11.205	5.849

The results of the pre-test descriptive analysis above show data on the improvement in learning outcomes of 8 children before treatment is carried out, with an average score of 28.125, which is spread between a maximum score of 44 and a minimum score of 13. The data above has a standard deviation of 10.205. While the pre-test analysis shows data on ability after treatment, with an average score of 42, which is spread between a maximum score of 48 and a minimum score of 33, With a standard deviation of 5.8493.

Based on the processed data above, it shows the minimum, maximum, and mean values. From the above results, the average score of students' pre-tests is 28.125 and their post-test is 41.75. In descriptive analysis, the data results mean that there is an increase in children's reading ability after getting treatment with picture storybook media. However, inferentially, it cannot be said to be significant, for that hypothesis test is needed using the Paired Samples t-test to test for significant differences. Before conducting the hypothesis test, the research must fulfil the prerequisite test. The prerequisite test is the data normality test, which proves that the data used is normally distributed. Due to the sample size of <50, the analysis used is Shapiro Wilk for the data normality prerequisite test. The normality test analysis is presented in [Table 4](#).

**Table 4. Recapitulation of Normality Test Results**

Group	Total Sample	Statistic	Significance	Conclusion
Pre-test	8	0.921	0.434	Data is normally distributed
Post-test	8	0.850	0.950	Data is normally distributed

Both sample data are proven to be normally distributed; therefore, both data qualify for the paired sample t-test, which is used to test the hypothesis to determine the effect of picture storybook media on the reading ability of children aged 7-8 years. The analysis of the paired sample T-test hypothesis test is presented in the following [Table 5](#).

**Table 5. Recapitulation of Paired Sample t-test Hypothesis Analysis Results.**

Sample	Std. Deviation	t	Significance	Conclusion
Pretest Posttest	5.553	-6.94	0.001	H <sub>0</sub> rejected

Based on the results of the above analysis, a sample of 8 children obtained results ( $t_{table} = 6.94$ ). The significance value is  $0.001 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. Stating that the implementation of the reading room method with picture storybook media has an effect on improving the reading skills of children aged 7-8 years. The difference in significance can be seen from the value of  $0.001 < 0.05$ . It can also be seen from the average reading ability of children before (pre-test) and after (post-test) given treatment. By providing treatment through picture storybooks, children's abilities increase according to aspects of students' reading skills. The data obtained is obtained from primary data sources, namely grade 1 students, by giving pre-tests to students before the implementation of treatment through picture storybooks containing fictional stories that are presented attractively with colourful visuals and a variety of images that clearly define some of the atmosphere and concepts of the story. Then give a post-test with treatment to measure the improvement of students' reading ability. The discussion began when the results of the students' reading skills were categorized as low. Learning media is one of the supporting factors for children's reading ability; therefore, to improve children's reading ability, it is necessary to use interesting and effective media and learning methods.



## Discussion

Learning is an activity carried out by teachers and students in a programmed and structured manner with an instructional model to make students learn actively, emphasizing the provision of learning resources (Asfihani, 2019). The effort to realize learning that attracts students' attention is the media presented. The media presented in the form of picture books imparts a lot of meaning. Picture storybook media can attract students' attention because of their appearance. Visually, it is much favored by children. Elements in picture storybooks are used as decorations and supporting ornaments in the story, making it easier for students to understand the content. Characterized by story content accompanied by pictures and elements of several colours (Sari & Yustiana, 2021). With this media, it is expected that students will more easily process information from the stories presented. So that the book becomes suitable for use as a learning media in the teaching and learning process for low-grade students. That way, students' literacy skills will improve. Literacy is built in oneself through habits, becoming accustomed to reading and writing, which becomes a routine so that it becomes a habit for students (Ariyanto et al., 2023).

Picture storybook media is feasible to use, as evidenced by this research, and can improve reading skills. Picture storybooks are presented not only in the form of khuru and words, but there are other elements such as pictures and colors that attract students' attention. Previous research revealed that well-composed media will have an effect on improving children's reading skills (Aulia, 2023; Kuswari et al., 2023; Ulfa, 2023). The use of picture storybook media makes it easier for students to learn. The presence of elements and images in picture storybooks makes it easier for students to remember. In addition, the presentation of picture storybooks makes it easier for students to understand the content and for children to understand information (Arifiyanti & Ananda, 2018; Emilzoli et al., 2021). Based on related researches picture storybooks provide an interesting and easy-to-understand visual display so that they can be used as a medium to stimulate students' reading skills creatively, imaginatively, and emotionally. Based on previous research, it can be concluded that picture storybooks are one of the media that can improve reading skills, with an attractive presentation, clear fonts that are easy to read, and good visualization of images and colours that are the main attraction for students (Aulia, 2023; Rahmawati, 2018; Sarika, 2021).

At the age of 7-8 years, or equivalent to grade 1 of elementary school, children enter a transition period. Transition is a period of transition from habits from learning activities in PAUD to elementary school. Learning carried out in PAUD tends to be more fun because the goal is to play while learning (Hasmalena et al., 2023; Ujianti et al., 2022). While entering elementary school, education focuses on the field or subject, especially the goal of literacy and numeracy. This transition period is the most risky and very important to pay attention to so that the success of learning in elementary school and at the next level is not hampered (Reza & Asbari, 2024; Susilahati et al., 2023). At this time, the task of educators is to foster curiosity, emotional development, language use, cognitive development, and general knowledge. These aspects include all student potential that has existed since early childhood and is important to be developed again the use of media in this phase determines the success of improving each child's skills. With picture storybooks that present good visuals, attracting students' attention. The pictures in the book describe and define the content of the story as an intermediary and communication to convey the message of the story to students (Sari & Yustiana, 2021).

The use of picture storybook media can adjust the age of the child and his transition period. The book can expand extensive knowledge and more, one of which is the ability to read. Through reading, children will easily understand the situation and gain more knowledge (Anisa et al., 2021; Sari & Yustiana, 2021). The importance of literacy skills for children will make it easier for them to communicate with the outside world. By reading, it makes it easier for children to understand and interpret (Kuswari et al., 2023; Rahma, 2022; Ulfa, 2023). As previously stated, reading is an inseparable part of the education process (Sarika, 2021). Through reading, all information about knowledge can be obtained (Patiung, 2016). Without reading, the education process will be hampered and even unable to run properly. Reading is an interaction in the reading process where there is interaction in the form of interaction between the reader and the text being read. By being able to read, students can have social, emotional, and spiritual intelligence. Learning in elementary schools to improve the abilities of students is not only based on knowledge but also on skills that have previously been obtained during the PAUD education level. Related to this, students should be able to master their language skills. With language, a person easily expresses ideas that are in their mind (Anas & Sapri, 2022). That way, reading activities can bring up creative and innovative ideas that can be represented in writing as a form of achievement (Safitri et al., 2021).

Reading ability in this study refers to several aspects, while the aspects developed include: 1) accuracy of intonation, tone, memorization, and stress, with indicators of achievement of accuracy of intonation, tone, memorization, and stress; 2) Voice clarity with indicators of the achievement of voice

clarity ability; 3) Punctuation with indicators of the achievement of the ability to recognize and interpret punctuation marks; 4) Reading fluency and speed with indicators of the achievement of fluency and reading speed (Andriani & Nuroh, 2023; Kadir, 2020; Muldaniah & Fitria, 2018). Of these 4 aspects, this research is said to be successful. This is supported by an increase in children's reading ability. In terms of accuracy of intonation and clarity of voice at the beginning of the treatment, some students still did not appear clearly. After being treated, an increase in the aspects of accuracy of intonation and clarity of voice began to appear, as evidenced by the child's confidence in reading 1–2 words with clear pronunciation. Similar to other aspects, children began to be able to clearly read 1 word with 3 syllables; children began to be able to read 5 words in one sentence; children were able to read diphthongs such as the letter "au" in the word "harimau"; and children began to be able to read digraph letters such as the letter "ng" in the word "bunga".

From the results of research and data analysis using the quantitative method of experimental one-group pre-test post-test, which is processed descriptively by passing several feasibility tests with the Paired Sample t-test determinant with significant results, there is an influence. From the test results, the significance value is  $0.001 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. Stating that the implementation of the reading room method with picture storybook media has an influence on improving the reading skills of children aged 7-8 years. And can prove that storybook media has a significant effect on improving the reading skills of children aged 7-8 years. In addition to the success of quantitative data, other successes can be seen in the field notes that are written, where children begin not to get bored easily when faced with questions and reading sentences. Judging from their development, children began to be able to understand every written word. Another thing that validates the success of this research is the research school. The school validates that it feels helped by this research and feels the development of children's reading skills is now better, which makes it easier for teachers to carry out further learning.

Reading ability is the ability to see and understand the content of what is read, expressed orally or only in the heart (Rosvita & Anugraheni, 2021). Children can read smoothly, well, and understand the content of reading. The form of success in children's achievements previously mentioned in the initial problem is the lack of reading knowledge. At the beginning, they were still unable to understand words and sentences; now they have begun to be able to significantly change, as evidenced by the development of children who previously had not been able to read some digraph and diphthong words, for example, the word "mengenyangkan". Now they have begun to be able to pronounce the word clearly. In addition, the spelling of each syllable and word seems clear to these eight students. From the previous problem, 3 out of 8 children who have not completed or have not developed their reading skills have now entered the category of being able to achieve the development of reading skills. This cannot be separated because this research, by providing further intervention, which was carried out for 3 months with a period of 2 times a week, produced results. The result is the achievement of the development of children's reading skills in accordance with developmental outcomes.

#### 4. CONCLUSION

Literacy skills are very important and are the key to acquiring knowledge, improving skills, and developing a better understanding. During the transition period from early childhood education to primary school education, children are expected to develop their reading skills according to their phase. Through reading, all information about knowledge can be obtained. Without reading, the education process cannot run well and even cannot run perfectly. By being able to read, children will be able to achieve learning outcomes according to their phase. Providing treatment with picture storybook media is an effort made to improve children's reading skills. There are 4 aspects that need to be considered, namely: 1) accuracy of intonation, tone, memorization, and stress; 2) voice clarity; and 3) In this study, it can be concluded from the results of the data analysis that has been described that there is an influence of picture storybook media on improving the reading skills of children aged 7-8 years, as evidenced by the increase in pre-test and post-test scores. Through several statistical tests, namely the decisive test, children are able to show their confidence when pronouncing words. Sample T test, which shows that there is a significant increase in reading ability. And children are able to show their confidence when pronouncing words.

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