



Improving The Beginning Reading Ability of Elementary School Students with Flip Book Media Using The Syllable Method

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ABSTRACT

The problem of low reading ability of first grade students at SD Negeri 2 Mojoharjo, Sukoharjo Regency, is an important concern that needs to be addressed. The lack of students' ability to recognize letters, compose words, and understand simple texts hinders their mastery of basic literacy. This study aims to improve students' initial reading skills by using flip book media with the syllable method. The research approach, namely Classroom Action Research from Kemmis & Taggart, was applied in two cycles, involving 5 grade 1 elementary school students as subjects. Data were collected through observation, interviews and reading tests, then analyzed descriptively quantitatively to see the improvement in students' early reading skills. The results of the study showed that the flip book media with the syllable method was able to provide a significant increase in reading ability after two learning cycles. This study also emphasized the importance of teacher skills in developing creativity in implementing this media. Overall, these findings add insight into the effectiveness of flip book media using the syllable method in early reading learning and can be a reference for educators and policy makers.

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Introduction

Reading ability is one of the basic skills that must be mastered by every student at the elementary school level. Improving reading ability, especially early reading in elementary school students, is a challenge for teachers, especially for students who have difficulty recognizing letters, composing syllables, and understanding simple texts (Djawad et al., 2023). This reading ability is important because it is the initial path for students to learn something from what they read so that they can stimulate their thinking ability and also character values. (Lubis & Wangid, 2019).

Observation results of Mojorejo 2 Elementary School in class 1 consisting of 5 students showed that 100% of class 1 students were below the criteria for initial reading ability. This is indicated by the fact that most students are still not fluent in arranging syllables into meaningful words. This lack of initial reading ability can be influenced by students' assumptions about reading as something difficult and boring, causing them to be less motivated to learn to read (Pratiwi & Purnomo, 2022). The available media already exist such as reading books, story books in the library but are not yet varied. Therefore, immediate handling is needed to overcome the suboptimal ability of early reading with media that is in accordance with the characteristics of early grade students.

One method that has proven effective in overcoming early reading difficulties is the syllable method. This method focuses students on recognizing and pronouncing syllables separately before combining them into complete words. Research by Suyadi & Sari (2021) showed that students who are guided using the syllable method have significant progress in their reading skills. This method allows students to build a basic understanding of word structure and facilitates the process of learning to read..

In addition to the method, the use of interesting media also plays a big role in increasing student involvement in the learning process. Flip books, as one of the innovative learning media, can help increase student involvement in reading. Flip books are interactive books that contain images and text that can be flipped. This media is designed to introduce the concept of reading in a fun and easy-to-understand way. The images in flip books can illustrate the meaning of the words being studied, which helps students associate text with visual images, thus strengthening their understanding of the words and sentences being read (Juliani & Ibrahim, 2023).

Previous studies have shown that the use of flip books in early reading learning has a positive impact. For example, research by Oktaviana (2022) found that the use of flip books can increase students' motivation to read and accelerate the process of word recognition. In addition, research by Khairina & Nasution also showed that flip books combined with the syllable method can improve students' reading skills at the elementary level. This media has also been proven to be able to attract students' interest in learning. Flip book media has been developed using a step-by-step method (Lakapu et al., 2023) and some have been developed with the addition of audio (Rosmiati et al., 2024) and digital (Fitri, 2020; Nurdiansah, 2022). However, in this study, what was applied was a flip book with a syllable method combined with their respective advantages. Flipbooks are equipped with pictures of objects and printed on paper so that students can hold them directly. By combining the syllable method and flip book media, it is hoped that a more effective and enjoyable learning experience can be created for students in improving their reading skills..

The purpose of this study is to improve the initial reading skills of grade 1 students of SD Negeri Mojorejo 2 through flip books using the syllable method with the addition of action improvements based on the previous cycle.

Methods

This study aims to improve the early reading skills of first grade students at SD Negeri 2 Mojorejo through the application of flip book media with the syllable method. The approach used is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle includes the planning, implementation, observation, and reflection stages, which allow researchers to evaluate and improve learning practices based on the results of the previous cycle. This approach is in line with the objectives of the study, namely to make continuous improvements to teaching methods in order to improve students' early reading skills. The subjects of the study consisted of 5 first grade students from SD Negeri 2 Mojorejo who were selected purposively based on their early reading skills, so that the results of the study truly reflect the conditions of the group being studied.

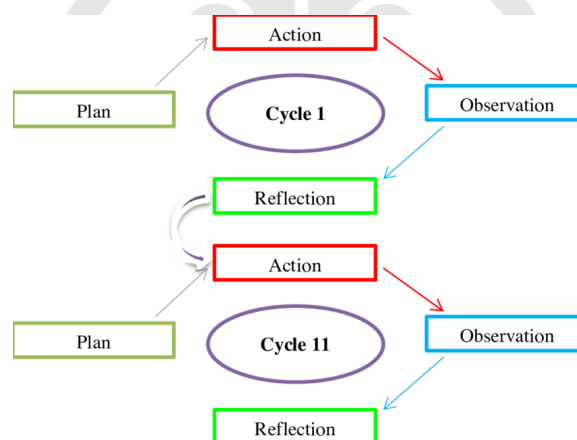


Figure 1. *Research Design*

The research process began with the preparation of a mature learning plan, where the researcher designed teaching materials and learning media in the form of flip books using the syllable method. Learning was carried out in two cycles and each cycle had two meetings. In the learning process, students were introduced to syllable sounds in the KVKV format. In the first cycle, the material taught was ka-ki-ku-ke-ko with objects composed of these syllables. In the second cycle, the material used was la-li-lu-le-lo with objects composed of these syllables. Observations were carried out to collect data related to student interactions and the development of their reading skills. In addition, an initial test (pre-test) and a final test (post-test) were carried out before and after the application of the flip book media using the syllable method to measure students' initial reading skills.

Data analysis was conducted by combining quantitative and qualitative approaches (Kemmis et al., 2014). Quantitative data were obtained from the results of

reading ability tests that showed an increase in early reading ability. Meanwhile, qualitative analysis was based on observation notes and interviews to assess students' responses to the learning process. Success criteria were determined based on significant improvements in early reading test scores.

Result

Description of Cycle I Results

At the beginning of Cycle I, it was found that students' reading abilities were still at a low level. Out of five students who participated in the study, only one student, or 20%, was able to read simple words correctly using the syllable method implemented through flip book media. The remaining four students experienced difficulties in distinguishing syllables and frequently made pronunciation errors. This condition indicated that the majority of students had not yet mastered the foundational phonetic reading skills that are essential in early reading development.

The students' reading skills were assessed using a rubric that included three main aspects: fluency, accuracy, and comprehension. Based on this assessment, the average reading score was 55. This score reflected that the students' reading abilities were still considered low and had not yet reached the Minimum Competency Criteria (KKM) set for their level.

In addition to the quantitative data, qualitative observations revealed that the students were not yet accustomed to using flip book media as a learning tool. When asked to read using this media, most students appeared hesitant and lacked confidence. Some students also displayed a lack of enthusiasm and did not show much interest in the reading activities being carried out.

Reflections from the implementation of Cycle I indicated that the learning approach required significant improvement. One identified weakness was the lack of variation in instructional methods that could stimulate students' active engagement in the learning process. Therefore, it was recommended that supporting strategies such as phonetic games be introduced to enhance student participation and understanding of syllables.

Moreover, the visual content of the flip books was found to be insufficiently engaging for the students. The lack of attractive visuals caused students to quickly lose interest and become unmotivated to continue reading. To address this issue, the flip books were improved by incorporating more appealing and age-appropriate visual elements, such as colorful images and illustrations relevant to the text. It became apparent that syllable recognition exercises needed to be implemented in a more gradual and intensive manner. The learning strategy in the subsequent cycle needed to

be carefully designed to help students master syllables systematically, beginning with open syllables, followed by closed syllables, and then more complex combinations.

Based on the evaluation and reflection results from Cycle I, several improvements were made for the learning process in Cycle II. These improvements included the integration of more varied learning methods through phonetic games designed to help students recognize and pronounce syllables in a fun and engaging way. Furthermore, the flip book media was enhanced with more interactive and visually stimulating designs.

Description of Cycle II Results

The implementation of these improvements in Cycle II led to significant progress in students' reading abilities. Four out of five students, or 80%, showed noticeable improvement in their reading performance. This improvement covered all key aspects: reading fluency, syllable pronunciation accuracy, and comprehension of the reading materials.

The average reading score of the students in Cycle II increased to 80. This indicated that the majority of students had successfully met the Minimum Competency Criteria and experienced substantial development compared to the results in Cycle I. Errors in syllable pronunciation also drastically decreased, suggesting that the revised teaching methods were more effective in helping students acquire reading skills.

In general, students appeared more enthusiastic and confident when participating in reading activities using flip books. Their confidence grew as they became more capable of identifying and correctly pronouncing syllables. This was also supported by their positive responses toward the phonetic games incorporated into the lessons.

One student, identified as Student E, did not meet the minimum score requirement, but still demonstrated significant progress. The student was able to pronounce syllables more clearly than in the previous cycle, although further guidance and support were still necessary to help them achieve complete mastery.

Each student's progress from Cycle I to Cycle II was reflected in their respective score improvements. Student A improved from a score of 60 to 85, Student B from 55 to 80, Student C from 50 to 78, Student D from 50 to 75, and Student E from 55 to 68. All students demonstrated a positive trend in their reading development, although the extent of progress varied among individuals.

These data indicate that the modifications made to the instructional strategy had a positive impact on improving students' reading abilities. By integrating phonetic methods, engaging visual elements, and interactive learning approaches, students found it easier to recognize syllable patterns and read them correctly.

In addition to the technical aspects of instruction, it is important to note the affective factors that influence students' learning success. Students' positive attitudes toward the learning process indicate that the applied method created a supportive and enjoyable learning environment. This contributed significantly to the improvement of their reading abilities.

The findings of this classroom action research confirm that the use of flip book media, when combined with phonetic games and attractive visuals, can effectively enhance students' beginning reading skills. This approach not only improved technical reading ability but also fostered students' interest and motivation in reading activities. Therefore, the application of creative and adaptive instructional strategies proved to be effective in addressing the issue of low reading achievement among early learners. This success offers positive implications for the development of early reading instruction models, particularly for students who are struggling with foundational reading skills in elementary school settings.

Table 1. Student Reading Ability Development Table

Name	Cycle I Score	Cycle II Score	Caption
Student A	60	85	Increase
Student B	55	80	Increase
Student C	50	78	Increase
Student D	50	75	Increase
Student E	55	68	Increase, but needs guidance

Discussion

The improvement of students' reading ability through flip books using the syllable method shows that the visual and phonetic approaches can help students recognize and pronounce basic words. Flip book media has proven to be an effective tool because it presents syllables visually and interactively. The syllable method is one of the effective phonetic approaches in early reading learning because it provides a systematic basis for recognizing word structures. As explained by Djawad et al., (2023) that the syllable method can help students recognize and connect letters into syllables, then arrange them into complete words. This method is very suitable for elementary school students in grade 1 because it is gradual and repetitive.

Flip book media, as a visual media, greatly supports the process of recognizing words through concrete image representation. In line with the opinion of Sulfiana et al., (2023), attractive visual media such as flip books can increase students' motivation and concentration during the process of learning to read. In addition, according to Marwah & Hamid (2024), the integration of phonetic methods with interactive visual media can accelerate the process of internalizing reading patterns in students. This media is also suitable for the world of elementary school children in grade 1, where the media that is

suitable for students of this age is media that emphasizes a learning approach while playing.

The success of the implementation of this flip book is also supported by several previous theories. According to Tompkins (2014), effective early reading learning must involve a strong phonetic component, because recognizing sounds in words helps children understand language structure. The use of flip books provides a visual-kinesthetic experience that increases students' focus on word structure.

The active learning approach also affects the results. These results are in line with Vygotsky opinion (1978) that social interaction and the use of visual aids greatly support the development of early childhood language.

Flip book media with the syllable method contributes directly to improving early reading skills. Students become more motivated to read because they can see the direct results of their interactions with the media. This is reinforced by research by Rasinski et al., (2005) which states that emotional and visual involvement in reading learning can increase motivation and learning outcomes.

The combination of flip book media and the syllable method has proven effective in improving the early reading skills of grade 1 elementary school students. Improvement of actions in cycle II has succeeded in overcoming learning obstacles and optimizing student potential.

Conclusion

The use of flip book media with the syllable method has proven effective in improving students' reading skills. There was a significant increase from Cycle I to Cycle II, both in terms of reading accuracy and learning motivation. It is recommended that this method be used as part of a basic literacy learning strategy in early grades. Future research on flip book media can be developed and integrated with the latest technology such as the addition of Audio-Visual, Virtual Reality or Augmented Reality which increasingly attracts students' interest in learning and can be an opportunity for other dependent variables to be studied. This research is expected to provide a significant contribution in developing reading media equipped with more effective reading learning methods for elementary school students.

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