



## The Effect of the Illustrated Storybook-Assisted Literacy Approach on Students' Reading Comprehension Ability in Grade V

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**Abstract:** Reading comprehension is a fundamental skill essential for learning success at the elementary school level. This skill enables students to comprehend the content of texts, identify the main ideas, and relate the information in the text to their prior knowledge or experiences. However, many students still struggle to thoroughly comprehend texts. Low reading interest and limited access to engaging learning media remain significant obstacles to developing literacy skills. This study aims to examine the Effect of a literacy approach assisted by picture storybooks on the reading comprehension ability of fifth-grade students at SD N Purwoyoso 01 and SD N Purwoyoso 03. The research employed a quantitative approach using a quasi-experimental design with two groups: an experimental group and a control group. Data were collected through observation, interviews, documentation, and pre-and post-test assessments. The results showed a significant improvement in the experimental group after implementing the picture storybook-assisted literacy approach compared to the control group. Picture storybooks helped students better understand the texts enjoyably by integrating visual, oral, and written literacy. This approach proves to be an effective alternative for improving reading comprehension in Indonesian language learning at the elementary school level.

**Abstrak:** Kemampuan membaca pemahaman merupakan salah satu keterampilan fundamental yang sangat penting dalam proses pembelajaran di tingkat sekolah dasar. Kemampuan ini memungkinkan siswa untuk memahami isi bacaan, menemukan ide pokok, serta menghubungkan informasi dalam teks dengan pengetahuan atau pengalaman yang dimiliki. Namun, masih banyak siswa yang mengalami kesulitan dalam memahami teks secara utuh. Rendahnya minat baca dan keterbatasan media pembelajaran yang menarik menjadi hambatan utama dalam pengembangan kemampuan literasi ini. Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan literasi berbantuan buku cerita bergambar terhadap kemampuan membaca pemahaman siswa kelas V di SD N Purwoyoso 01 dan SD N Purwoyoso 03. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen, melibatkan dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, serta tes pretest dan posttest. Hasil analisis menunjukkan bahwa terdapat peningkatan signifikan pada kelompok eksperimen yang mendapatkan perlakuan berupa penggunaan buku cerita bergambar dibandingkan dengan kelompok kontrol. Buku cerita bergambar terbukti membantu siswa dalam memahami teks secara lebih menyenangkan melalui integrasi literasi visual, lisan, dan teks tertulis. Pendekatan ini dapat menjadi alternatif yang efektif dalam pembelajaran Bahasa Indonesia di sekolah dasar.

## A. Introduction

The Independent Curriculum is a reform of the 2013 Curriculum, which was officially introduced by the Ministry of Education and Culture (Kemdikbud) in 2021 through the Independent Learning program. This curriculum allows educational units to adapt learning to the needs and characteristics of students. The free curriculum focuses on the essential materials and skill development of students through three learning approaches: extracurricular, co-curricular, and extracurricular. The simplification of the Learning Implementation Plan (RPP), the replacement of the National Exam with a Minimum Competency Assessment (AKM) and Character Survey, and a more flexible new student admission policy are among the results of implementing a free curriculum.

These changes aim to substantially improve meaningful, student-centred, and flexible learning for the times. The development of quality human resources depends on a solid foundation in basic education. Amid these changes, Indonesian learning plays a strategic role in improving students' literacy skills. Language is a tool of thinking and communication, so language mastery shows a person's ability to understand and convey ideas. In Indonesian learning, students are educated to master four language skills: reading, writing, listening, and speaking (Ambarita et al., 2021). Among these skills, reading is a crucial foundation for acquiring information, broadening insights, and enhancing students' analytical skills in addressing various problems.

Reading is not just about pronouncing letters but also about understanding the content of the text in depth. Reading literacy is a vital bridge that connects students to the world of knowledge and information. In line with this, Ibrahim & Liansari (2023) emphasized that literacy in primary education encompasses understanding texts, utilizing information, and the ability to evaluate and apply that information to real-life situations. However, facts show that the literacy ability of Indonesian students is still relatively low. Based on the results of national evaluations and international studies, such as PISA, many students continue to struggle with understanding the main idea of reading, interpreting the meaning of challenging words, and organizing information logically (Zahra & Septiani, 2025; Yuliana et al., 2024).

Several factors can contribute to low interest in reading, including a lack of awareness about the importance of literacy and reading culture in the school environment, difficulties in understanding and engaging with reading content, and low reading ability within the community (Vita et al., 2020). Additionally, not all students have access to suitable reading materials. Many schools still lack facilities such as libraries or age-appropriate book collections that are both interesting and relevant to their students. The low use of interactive learning media also contributes to a lack of enthusiasm among students for reading (Fadilah et al., 2023). Therefore, the learning approach needs to be reviewed to be more innovative and contextual according to the needs of students. According to Fadilah et al (2023), Said, the use of engaging and relevant learning media can increase students' interest and creativity, enhance the learning process, and have a positive impact on student development.

The results of observations and interviews conducted on October 10, 2024, at SD Negeri Purwoyoso 01 and SD Negeri Purwoyoso 03 revealed that grade V students still face difficulties in understanding the content of reading. Homeroom teachers from both schools stated that, although literacy activities have been conducted every Thursday, their impact on students' reading comprehension skills has not been significant. Some students struggle to recognize the main idea of the text, have difficulty understanding complex words, and fail to relate the reading content to its relevant context. This shows that learning still requires a more engaging approach and is easier for students to understand. The use of picture storybooks as a learning medium can attract students' attention, increase their motivation to read and make the learning process more touching. Picture storybooks can integrate visual and textual elements in harmony, allowing students to understand the storyline, acquire new vocabulary, and gain a deeper understanding of the reading content. Visual media has been shown to provide a powerful stimulus in helping students process and remember information (Ambarita et al., 2021).

Previous studies have also supported this idea. Their research demonstrated that the use of animated videos significantly enhanced the reading ability of third-grade elementary school students (Sugiri et al., 2024). The research suggests that visual approaches may be more effective than traditional approaches for improving text comprehension. This research supports the notion that incorporating visual media into learning Indonesian is beneficial. The Problem-Based Learning (PBL) learning model is employed to enhance students' reading skills, as noted in other studies (Halimah et al., 2022). The results indicate that contextual and interactive approaches can enhance students' understanding of reading. However, there are not many studies that specifically examine how picture storybooks can be used to enhance reading comprehension.

Research by Ibrahim & Liansari (2023) also highlights the importance of literacy in learning Indonesian; however, it does not utilise visual media in the process. Therefore, this study offers novelty through the use of a literacy approach assisted by picture storybooks that have not been widely researched, especially at the grade V level of elementary school. This research focuses on efforts to improve students' reading comprehension skills, including understanding the main idea, storyline, and the relationships between ideas in the text. Based on this background, it can be observed that students still struggle to grasp the core of the reading, fail to recognize the main idea of a paragraph, and often experience confusion with difficult words in the text. Additionally, the underutilization of learning media in the teaching and learning process is also a hindrance. This research is limited to the aspects of reading skills, students' comprehension, and the use of picture storybook learning media by teachers in the Indonesian learning process.

This study offers novelty in comparison to previous studies. The novelty lies in the use of a literacy approach. This approach includes six components: (1) early literacy, (2) basic literacy, (3) library literacy, (4) media literacy, (5) technology literacy, and (6) visual literacy. Most previous studies focus solely on aspects of written literacy or reading comprehension. In this study, students are not only invited to read and understand the text's contents.

However, they are also actively involved in interpreting images (visual), expressing opinions verbally, and rewriting stories in their language (written). Moreover, it is supported by illustrated storybook media to enhance students' reading comprehension. Through the use of illustrated storybooks, students are invited to engage with texts more engagingly and interactively. This media not only helps students associate images with the content of the story but also encourages them to be more focused, understand the storyline, and grasp the meaning of each reading. In addition, the context of implementation in two different public elementary schools, SDN Purwoyoso 01 and SDN Purwoyoso 03 provides a different comparison in this study that occurred in the field. Thus, the integration of this literacy approach provides new value in efforts to improve students' reading skills.

The purpose of this study is to find out whether the literacy method assisted by picture storybooks has a significant influence on the reading comprehension ability of students in grades V of SD N Purwoyoso 01 and SD N Purwoyoso 03. This study also aimed to determine if there was a difference in the reading comprehension outcomes of students who used the literacy approach assisted by picture book media compared to those who did not receive this treatment. The study involved two groups of students: the experimental group and the control group. The experimental group would use a picture storybook to learn, while the control group would learn in the usual way. A quantitative approach with a quasi-experimental design is used. Data collection was conducted through observation and interviews to support the quantitative findings, as well as pre-tests and post-tests to measure improvements in reading comprehension skills.

## B. Method

Because the focus of this research is to measure numerical data and analyze the relationships between variables, it uses a quantitative approach (Prayogi, 2021). This approach is suitable to test the impact of the illustrated storybook-assisted literacy approach on students' ability to understand and read. In this study, a quasi-experimental design was employed, a type of design that does not allow for direct comparison with the control group. Two groups—the experimental and the control, which were not randomly selected—were given the treatment to teach using picture storybooks, while the control group did not receive the treatment. The same test was given both before and after treatment to measure the development of reading skills (Sugiyono, 2019).

The population in this study is all students of grade V of SD N Purwoyoso 01 and SD N Purwoyoso 03 for the 2024/2025 school year. The research samples of 25 and 23 were selected purposively because they met the relevant criteria for testing (Sugiyono, 2019). The non-probability sampling technique is used because not all students have an equal opportunity to be selected but are selected based on specific characteristics that align with the research focus. The research was conducted at SD N Purwoyoso 01 and Purwoyoao 03, Semarang, Central Java. The research activity is scheduled to take place from February 19, 2025, to March 19, 2025, during four two-hour meetings.

Data collection techniques include direct observation, interviews with classroom teachers, documentation of school profiles and the number of students, as well as cognitive tests in the form of pre-tests and post-tests. The test is used to objectively measure changes in students' reading comprehension abilities. The test sheet consists of true-false questions and descriptions according to the indicators of narrative text comprehension. The interview guidelines are compiled based on the principle of deep data mining.

The statistical hypotheses in this study are:

1. Null Hypothesis (H<sub>0</sub>)
  - a. Null Hypothesis (H<sub>01</sub>)

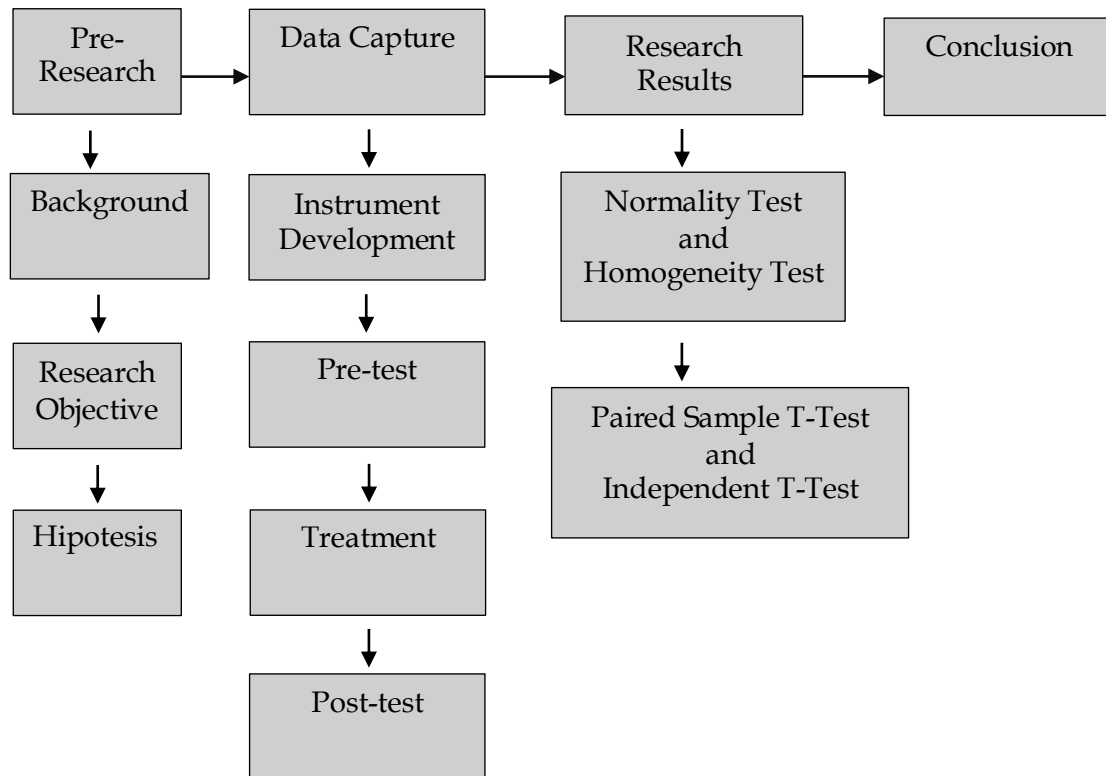
There is no significant influence on reading comprehension activities through a literacy approach using picture storybook media on fifth-grade students of SD Negeri Purwoyoso 01 and SD Negeri Purwoyoso 03.
  - b. Null Hypothesis (H<sub>02</sub>)

There is no difference in reading comprehension activities through a literacy approach using a picture storybook media among fifth-grade students of SD Negeri Purwoyoso 01 and SD Negeri Purwoyoso 03 between the control class and the experimental class.
2. Alternative Hypothesis (H<sub>a</sub>)
  - a. Alternative Hypothesis 1 (H<sub>a1</sub>)

There is an influence on reading comprehension activities through a literacy approach using picture storybook media on fifth-grade students of Purwoyoso 01 and Purwoyoso 03 Elementary Schools.
  - b. Alternative Hypothesis 2 (H<sub>a2</sub>)

There is a difference in reading comprehension activities through a literacy approach using picture storybook media among fifth-grade students of Purwoyoso 01 and Purwoyoso 03a Elementary Schools between the control class and the experimental class.

A validity test is a method used to assess the extent to which a measuring instrument can accurately measure what is intended to be measured (Rosita et al., 2021). The homogeneity test aims to test the similarity of variance between the investigation and control groups (Usmadi, 2020). Finally, the t-test was used to measure the significance of differences in reading ability before and after treatment. For the experimental group, a paired t-test was used to compare the results before and after treatment. An independent t-test was used to compare the results between the experimental and control groups (Sugiyono, 2019; Kurniawati & Koeswanti, 2020). The data were processed using the SPSS 2023 software.



**Figure 1.** Research Design Flow

### C. Result

After the validation of the material expert by the material expert validator is carried out, it is presented in the following table:

**Table 1.** Details of Validation Results by Material Experts

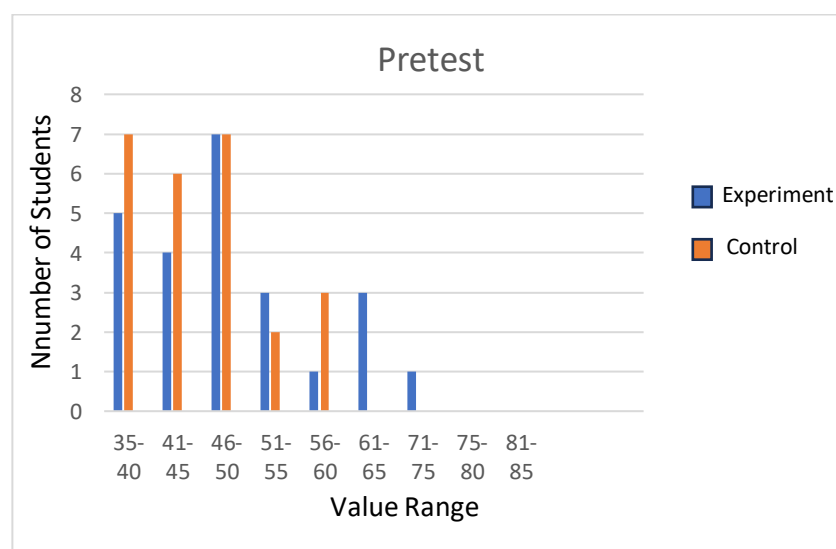
No.	Evaluation Aspects	Total Score	Presentation	Criteria
1.	Content Eligibility	16	100%	Very Worth It
2.	Presentation Eligibility	6	75%	Eligible
3.	Language Qualification	15	75%	Eligible
4.	Module Qualifications	11	91,66%	Very Worth It
	Amount	48	92,30%	Very Worth It

Based on the assessment details regarding the feasibility of the content of the material gets a score of 16 with a percentage of 100%, the feasibility of presentation receives a score of 6 with a rate of 75%, the feasibility of language gets a score of 15 with a percentage of 15 and the feasibility of the module gets a score of 11 with a rate of 91.66% so that, the assessment from the material expert gets a final percentage of 92.30% with the criteria of very feasible.

This research was conducted over six meetings, two of which were pre-tests for the control and experimental classes. The first meeting focused on teaching material about new

vocabulary, where students actively looked for words they did not understand and asked the researcher for clarification. The meeting of the two students was accompanied by teaching materials about objects, phenomena, and characters from the storybook. Before being given the material, the researcher provided a piece of story text for students to analyse with their study group, looking for objects, phenomena, and characters that were contained within it. After introducing the problem orientation, the researcher provided the students with learning materials, and they listened carefully. Three students met to discuss narrative texts, where they learned about what narrative texts are and their structures. Before the teaching treatment, students were given a problem orientation. Afterwards, the researcher provided instruction on narrative texts. Following the treatment, students worked on LKPD in groups and completed evaluation questions independently. The fourth meeting of students was given material on how to find the main idea in a storybook. As in the previous meeting, students were given problem orientation first before being given teaching materials. Students listen carefully to the material provided. At the end of the learning process, students are given a post-test to measure their abilities after receiving the researcher's teaching treatment.

According to research conducted by PGSD UNNES students of the class of 2021, the influence of the literacy method assisted by picture storybooks on students' reading comprehension ability in grade V of SD N Purwoyoso 01 and SD N Purwoyoso 03. The variables used in this study are independent variables and bound variables. This subsection presents the data obtained from the research in the experimental and control classes. The results of the pre-tests and post-tests for both classes will be presented. Figure 2 presents the results of the pre-tests for the experimental and control classes in this study.



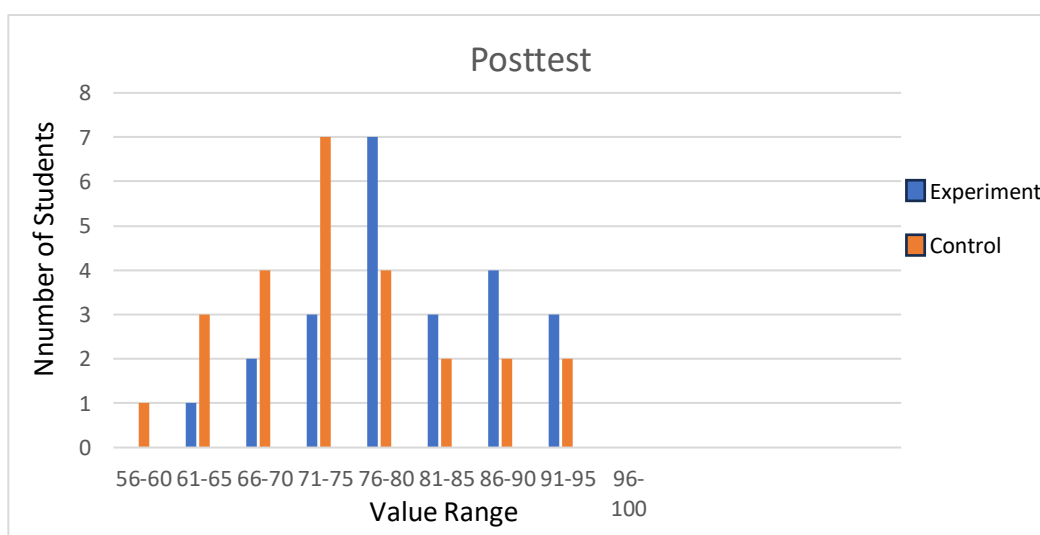
**Figure 2.** Frequency Diagram of Experimental Class and Control Class Pre-test Results

The results of the experimental and control class pre-tests are within the range, as shown in Figure 2, 35-75. This indicates that, before the treatment, the reading ability of

students in both classes was still classified as varied and had not yet reached the outstanding category. Most students fall into the medium to low category, indicating a need for more effective learning interventions. There was no significant difference between the average scores of the experimental class and the control class at the pre-test stage, so both groups had a relatively balanced initial level of ability. This equality provides a strong basis for comparing the impact of a literacy approach, assisted by picture stories, on improving students' reading ability at the next stage.

### Post-test Results

The post-test results for the experimental and control classes in this study are presented in Figure 3.



**Figure 3.** Frequency Diagram of Post-test Results of Experimental Class and Control Class

Based on Figure 3. The post-test results of the experimental and control classes are in the range of 60–95, as shown in Figure 3. This indicates that after the learning process is completed, both groups show an improvement in reading skills. Compared to the control class, which only received conventional learning, the experimental class showed a greater improvement. Students in the experimental class obtained higher and average scores. This higher range of scores suggests that literacy approaches incorporating written, oral, and visual texts are effective in enhancing students' reading comprehension. This increase in scores also indicates that the use of picture storybooks can capture students' attention, help them understand the content of the reading, and build complex communication and critical thinking skills.

The results of the pre-test and post-test in the experimental class of students and the control classes (V SD N Purwoyoso 01 and Purwoyoso 03) on the questions that have been worked on will be tested for normality to determine whether the data is normally distributed or not. The normality test is used using the Shapiro-Wilk formula using the SPSS

version 23 application. The following are the results of the pre-test and post-test normality tests for students in grades V of SD N Purwoyoso 01 and SD N Purwoyoso 03.

**Table 2.** Test of Normality Pre-test and Post-test Scores of Control Class and Experimental Class

Class	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Itself.	Statistic	df	Itself.
Result Pre-test A (Check)	.143	25	.199	.943	25	.173
Post-test A (Control)	.176	25	.043	.951	25	.267
Pretest B (Eksperimen)	.214	24	.006	.919	24	.055
Post-test B (Experiment)	.168	23	.093	.947	23	.253

According to the Shapiro-Wilk normality test, the pre-test and post-test data for both the control and experimental classes had significance values above 0.05, with 0.173 and 0.267 for the control class and 0.055 and 0.253 for the experimental class, respectively. Thus, the data is distributed normally.

Homogeneity tests were also performed to find out if the variance of the two groups was comparable. The results showed that the data were homogeneous, with a p-value greater than 0.05. This indicates that the learning treatment provided is not the cause of the difference in learning outcomes between the control and experimental classes.

**Table 3.** Test of Homogeneity Post-test Control Class and Experimental Class Post-test

	Levene Statistic	df1	df2	Itself
Value Based on Mean	.139	1	46	.711
Based on Median	.078	1	46	.782
Based on the Median and with adjusted df	.078	1	45.256	.782
Based on trimmed mean	.114	1	46	.738

Based on the table above, the test of homogeneity reveals a significant value of 0.711, as indicated by the mean. Therefore, the value of 0.711 is greater than 0.05, which can be said to be homogeneous.

The paired t-test is a statistical test that determines whether there is a significant difference between two interrelated samples. This study employs a paired t-test to investigate the hypothesis that a literacy approach, assisted by picture storybooks, enhances students' reading comprehension. In grade V students at SD N Purwoyoso 01 and SD N Purwoyoso 03, there was a difference in their reading comprehension skills before and after the application of this approach. Calculate the difference between the pre-test and the post-test on average with the following hypothesis.

H0: There was no influence in reading comprehension activities through a literacy approach with picture storybook media in grade V students of SD Negeri Purwoyoso 01 and SD Negeri Purwoso 03.

Ha: There is an influence on reading comprehension activities through a literacy approach using picture storybook media in grade V students of SD Negeri Purwoyoso 01 and SD Negeri Purwoso 03.

The provisions for making decisions for the paired t-test using the SPSS application are as follows:

- Sig(2-tailed) > 0.05; then it is said that there is no difference between the pre-test results and the post-test results, so H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted.
- Sig(2-tailed) < 0.05 indicates that there is a statistically significant difference between the pre-test results and the post-test results, so H<sub>0</sub> is rejected and H<sub>a</sub> is accepted.

The following are the results of the paired t-test of the experimental class obtained in this study.

**Table 4.** Paired Sample T-Test Experimental Class

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pre-test - Posttest	-31.957	10.307	2.149	-36.413	-27.500	-14.870	22	.000

Based on the results of the table above, it can be seen that the results of Sig. (2-tailed) show the number 0.000, so it can be concluded that  $0.000 < 0.05$  is said to be different in the results of the pre-test (before being given the literacy approach treatment assisted by picture storybooks) and the post-test (after being given the literacy approach treatment assisted by picture storybooks) in the experimental class.

The Independent t-test is used to compare the average of two unrelated groups. This means that in this study, to determine the influence of the results of the control class and the experimental class, the experimental class is the one that receives treatment, while the control class does not. To determine the impact of the treatment on the experimental and control classes, an independent t-test is used.

The provisions for making decisions for the Independent t-test using the SPSS application are as follows:

- S.sig(2-tailed) > 0.05, then there is no significant difference.
- S.sig(2-tailed) < 0.05; then there is a considerable difference.

The following are the results of the Independent t-test of the Control Class Post-test and the Experimental Class post-test obtained in this study

Table 5. Independent t-test results

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Itself.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Value	Equal variances assumed	.139	.711	-2.092	46	.042	-5.374	2.568	-10.544	-.204
	Equal variances are not assumed.			-2.102	45.972	.041	-5.374	2.557	-10.520	-.228

Based on the results of the table above, it can be seen that the results of Sig. (2-tailed) show values of 0.042 and 0.041, so it can be concluded that the values of  $0.042 < 0.05$  and the values of  $0.041 < 0.05$ , then there is a significant difference between the control class and the experimental class.

#### D. Discussion

The literacy approach assisted by picture storybooks has been proven to have a positive impact on improving the reading ability of grade V students at SDN Purwoyoso 01 and SDN Purwoyoso 03. The use of books with visual illustrations helps students understand the content of the reading more easily because the visualization of the story supports their cognitive processes in understanding the plot, characters, and moral message. Reading activities become more engaging and interactive, making them more appealing to students and motivating them to participate in literacy activities. Group discussions after reading also enhance students' understanding of the content, while the activity of rewriting stories in one's language develops critical and creative thinking skills. This approach includes six components: (1) early literacy, (2) basic literacy, (3) library literacy, (4) media literacy, (5) technology literacy, and (6) visual literacy (Tianotak et al., 2022). Early literacy refers to the ability to read and understand in a home environment. Basic literacy enables informed decision-making through reading, listening, and writing, fostering a deeper understanding. Library literacy, namely, Provides an understanding of how to distinguish between fictional and nonfiction readings and to understand information when writing a script. Media literacy is the ability to recognize various forms of media, including print media, electronic media (such as radio and television), and digital media (like the internet), and understand the purpose of their use. Technology literacy is the ability to use devices effectively. Visual literacy refers to students' ability to interpret meaning through pictures or illustrations.

The results of implementing this approach showed a significant improvement in reading comprehension for most students. They begin to identify the core of the story, reconstruct events, and answer questions appropriately. This approach not only focuses on the technical aspects of reading but also involves deep thinking and communication skills. The novelty of this research lies in the integration of the three forms of literacy into a comprehensive learning series, in contrast to previous research, which has only focused on the aspect of understanding written texts. In addition, the application of the two schools provides a contextual comparative perspective that enriches the analysis results.

Previous research has also strengthened the effectiveness of visual and interactive media-based approaches. [Apriliana et al \(2024\)](#) showed that the Picture Word Inductive Model (PWIM) combined with interactive digital media such as Classpoint and Wordwall was able to improve the reading comprehension of grade II students. [Fierdiansyah et al \(2024\)](#) emphasised the importance of differentiated learning, assisted by picture storybooks that adapt to the individual characteristics of students. [Nia & Gumala \(2024\)](#) emphasise the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) model, which involves students in group work and utilises picture stories to enhance reading comprehension. Their research concluded that group cooperation and visual media create an active and enjoyable learning atmosphere.

[Listyawati & Hastuti \(2024\)](#) show the effectiveness of storybooks based on local culture in improving students' reading comprehension. An approach that links the content of reading with the real-life context of students succeeds in fostering an interest in reading and strengthening cultural identity. This finding aligns with the results of [Wirandari & Kristiantari \(2020\)](#) research, which demonstrated that the use of concept maps in the CIRC model enhanced students' ability to organize and connect information from reading. Explicit reading strategies, such as SQ3R, have also shown positive results in improving students' reading comprehension. [Nurmahanani et al \(2025\)](#) employed the SQ3R strategy, supplemented by digital comics, and observed a 36.2% increase in reading ability. Meanwhile, [Sulikhah et al \(2020\)](#) found that the SQ4R strategy is more effective than the schema technique in forming a deeper and more structured reading comprehension.

Picture storybook media has proven to be superior as a visual aid in learning to read. [Primasari & Hidayat \(2022\)](#) demonstrate that picture storybooks have a significant impact on post-test results for elementary school students. Students have an easier time understanding the flow and meaning of the text because the visualisations presented help them relate new information to their previous experiences. [Alfaizal & Cahyaningtyas \(2023\)](#) also demonstrated the effectiveness of interactive digital media based on the Glenn Doman method in enhancing students' vocabulary mastery and reading comprehension through engaging visual and auditory displays. Meanwhile, the KWL method, as applied by [Sa'adah et al \(2021\)](#), helped students build a systematic and metacognitive thinking structure during the reading process, as evidenced by a significant improvement in learning outcomes. From these various studies, it can be concluded that an approach combining visual media with active literacy activities, such as discussion, rewriting, and reflection, has been proven to

improve the reading comprehension of elementary school students. The literacy approach, supported by picture storybooks, is a strategic choice in the context of Indonesian learning that is both engaging and meaningful, aligning with the characteristics of today's students.

### **E. Implication**

This research makes a significant contribution to the development of literacy learning strategies at the elementary school level. By integrating picture storybooks into literacy approaches, this study supports the theory that the learning process will be more effective when accompanied by contextual and engaging visual media. A strategy that combines visual, oral, and written literacy in an integrated manner has been proven to improve students' overall reading comprehension. These findings strengthen the understanding in the realm of basic education that innovations in media and learning approaches are needed to address the challenges of low reading interest and limited literacy understanding among students. Therefore, the results of this study support the expansion of visual media-based learning practices in the Indonesian curriculum and enrich scientific literature in the field of modern literacy and pedagogy.

### **F. Limitation and Suggestion for Further Research**

This research has several limitations that need to be considered. First, the number of samples is relatively small and comes from only two public elementary schools in the same region, so the results cannot be generalised widely. Second, other variables that have the potential to affect students' reading ability, such as family background, digital skills, and individual learning styles, have not been thoroughly analyzed. As a suggestion for further research, it is recommended that studies be conducted with a larger sample and across multiple regions, allowing the results to represent a broader range of conditions. Advanced research can also integrate visual literacy approaches with digital technologies such as interactive e-books or story-based learning applications. In addition, long-term evaluation of the impact of this literacy approach is also essential to determine the sustainability of student learning outcomes in literacy aspects.

### **G. Conclusion**

The results of this study show that there is an influence of the literacy approach assisted by picture storybooks on students' reading comprehension ability in grade 5 of SD N Purwoyoso 01 and SD N Purwoyoso 03. This is shown by the increase in reading comprehension results after students receive treatment through this approach. This is evidenced by the paired t-test, which yielded a significant result with a p-value of  $< 0.05$ . (2-tailed) showed several 0.000 because the value was  $< 0.050$ , where the data was normally distributed because the significance value was above 0.050, namely 0.173 and 0.267 in the control class and 0.055 and 0.253 in the following experimental class. The data was homogeneous, showing a significant value of 0.711. Meanwhile, the results of the second

study showed a significant difference in reading comprehension skills between students who received a literacy approach assisted by picture storybook media and those who did not receive such an approach. This was proven by using the Independent t-test, which showed that the results were statistically significant. (2-tailed) the score showed values of 0.042 and 0.041, and It can be concluded that the value of  $0.042 < 0.05$  and the value of  $0.041 < 0.05$ , then there is a significant difference between the control class and the experimental class.









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