



DEVELOPMENT OF FOLKLORE-BASED TIERED BOOK MEDIA TO INCREASE THE FOURTH-GRADE ELEMENTARY STUDENTS' READING INTEREST

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PENGEMBANGAN MEDIA BUKU BERJENIS BERBASIS CERITA RAKYAT UNTUK MENINGKATKAN MINAT BACA SISWA KELAS IV SD

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ABSTRACT

Abstract: This paper reports the results in the form of a tiered book media based on folklore as a learning medium to increase the fourth-grade elementary students' interest on reading. The type of research is research and development (R&D). The developmental model used refers to the research model developed by Borg and Gall. The steps taken are problem and potential, data collection, product design, validation of design, revision of the design, product trials, product revisions, and mass production. The research subjects were fourth-grade students at SDN 74/X Bangun Karya East Tanjung Jabung Regency in Jambi. Folklore-based tiered book media products were assessed as valid by media experts with a percentage score of 77.1%. From the material expert, the percentage score was 90.9%. based on the Linguist's validation, the percentage score was 84%. The percentage score of 4 students in the small group trial was 93.75% and the percentage score of 8 students in the large group trial was of 87.81%. Based on the analysis of differences between students' reading interests before applying the folklore-based tiered book media (Pre-test) and after applying the folklore-based tiered book media (Post-test) with an independent t-test, the value of Sig. (2-tailed) was $0.00 < 0.05$. Hence, H_a was accepted, and H_o was rejected. It can be inferred that students' reading interest after applying the folklore-based tiered book media was significantly higher with an average score of 53.6250. If it was compared to students' reading interest before applying the folklore-based tiered book media, which was only 26.7500.

Keywords: tiered book media, folklore, students' reading interest

Abstrak: Artikel ini melaporkan hasil berupa media buku berjenjang berbasis cerita rakyat sebagai media pembelajaran untuk meningkatkan minat baca siswa kelas IV Sekolah Dasar. Jenis penelitian merupakan pengembangan atau *research and Development* (R&D). Model pengembangan yang digunakan mengacu pada model penelitian yang dikembangkan oleh Borg & Gall. Langkah yang ditempuh meliputi potensi dan masalah, pengumpulan data, desain produk, validasi desain, revisi desain, uji coba produk, revisi produk, dan produksi masal. Subyek penelitian melibatkan siswa kelas IV SDN 74/X Bangun Karya Kabupaten Tanjung Jabung Timur Provinsi Jambi. Produk media buku berjenjang berbasis cerita rakyat dinilai valid oleh ahli media dengan skor 77,1%. Dari ahli materi, skor sebesar 90,9%. Dari ahli bahasa skor 84%. Skor dari 4 siswa uji coba kelompok kecil menunjukkan 93,75% dan skor dari 8 siswa uji coba pemakaian kelompok besar sebesar 87,81%. Berdasarkan analisis perbedaan minat baca siswa sebelum menggunakan media buku berjenjang berbasis cerita rakyat (*Pretest*) dan sesudah menggunakan media buku berjenjang berbasis cerita rakyat (*Posttest*) dengan uji *independent t-test* diperoleh nilai Sig. (2-tailed) sebesar $0,00 < 0,05$. Sehingga H_a diterima dan H_o ditolak. Dapat disimpulkan bahwa minat baca siswa sesudah menggunakan media buku berjenjang berbasis cerita rakyat lebih tinggi secara signifikan dengan rata-rata 53,6250. Bila dibandingkan dengan minat baca siswa sebelum menggunakan media buku berjenjang berbasis cerita rakyat yaitu hanya 26,7500.

Kata Kunci: media buku berjenjang, cerita rakyat, minat membaca siswa

CITATION

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INTRODUCTION

Reading is not a skill that can be possessed by students instantly, but through a routine practice process. New students only need to recognize letters followed by diligent learning to read so that it will be skilled and fluent in reading. Reading is one of the four language skills that must be mastered by students. Reading skills can be marked with the right pronunciation and intonation. Proper pronunciation means that the articulation of the sound of each letter is read perfectly, while intonation is related to the high and low voice when pronouncing word by word according to the punctuation marks that add it.

Reading is also a part or component of written communication, namely the sound symbols of language are changed into written symbols or letters. At the initial reading level, it is this changing process that is mainly nurtured and mastered, and this is especially done in childhood, especially in the early years at school (Harianto, 2020). The more a person is good at reading, the better his writing will be. This is because when we read, we get a lot of important information that can be used when writing (Amalia, 2019). According to Tarigan in Rinawati, reading is a process that is carried out and used by the reader to get the message the writer wants to convey through words/written material or picking and understanding the meaning contained in the written material (Rinawati et al., 2020). Based on the above understanding it can be understood that reading is an activity of understanding, telling, interpreting the meaning of written symbols by involving sight, reading and memory.

The thing that must be considered in reading is one's ability to understand the reading text as a whole. The low ability to read with this understanding is a serious problem in learning (Pandeas et al., 2020). The reading ability of Indonesian students at this time can be classified as low. This can be seen from the PIRLS (a survey on the level of reading comprehension of fourth grade elementary school students

internationally by the IEA every five year period) in 2006 which stated that the reading ability score of fourth grade elementary school students in Indonesia was 405 and ranked 41st out of 45 Countries. In the 2011 PIRLS study, the reading ability of Indonesian students increased to 428 but remained below the set minimum score of 500. This was also read from the results of a survey by USAID America Ed Data II, RTI International in collaboration with the Ministry of Education and Culture (Kemendikbud), Ministry of Religion (Kemenag) and Myriad Research on assessing students' reading skills and Portraits of School Management Effectiveness (SSME) in Indonesia. It turned out that most of the SD/MI children had very low reading skills and at the same time understood what they read, some even could not read at all.

Based on initial observations made at SDN 74/X Bangun Karya, East Tanjung Jabung Regency, that the learning process in the classroom is not maximized because the teacher only uses student books and the teacher as media and learning resources in class and learning is still teacher-centered, in the sense that the teacher is more active. This is not in accordance with what is expected in the 2013 curriculum where students or students should be required to be more active, so that it has an impact on students' lack of interest in reading in participating in the learning process. This fact proves that the implementation of the 2013 curriculum in schools is still not running smoothly, one of the obstacles is the limited learning media as a source of learning so that it affects students' interest in reading.

Reading is an activity of absorbing information, knowledge, and new insights to increase one's intelligence (Karim & Fathoni, 2022). Reading skills need to be applied when children are as young as possible because reading is the main foundation that students must have, through reading students will form thinking skills through the process of capturing ideas or information, understanding, imagining, and

applying them. (Wardiyati, 2019). Therefore, reading is a very important initial foundation for students to follow a learning process at school, it is hoped that students will be able to understand communication messages conveyed through written language carefully, precisely, critically and efficiently. Not only at school, in a social environment, students are required to be able to communicate using language that is well spoken and polite and courteous.

This low reading skill occurs because teachers more often use the lecture method and only give reading texts (Pandeas et al., 2020). However, the lack of interest in reading experienced by these students is none other than the presence of internal and external factors. This can prevent students from expanding their knowledge and experience in reading. One of the obstacles to reading that can affect students' interest in reading is the difficulty of the student to concentrate and the low motivation within the student to read. If the internal factors are from within the student, then these external factors are influenced by the family environment and the surrounding environment. It is at this time that students are introduced to things related to learning, especially reading with the aim of increasing the student's interest in reading.

There are various ways to increase students' interest in reading in SD/MI, one of which is with interesting media. In the SD/MI learning process, the presence of media is very important and influences students' enthusiasm for learning. Media helps students to more easily understand the material being studied. Media in the learning process is an intermediary or introduction to the source of the message with the recipient of the message, stimulating thoughts, feelings, attention and willingness so that they are motivated and involved in learning. The learning process is basically also a communication process so that the media used in learning is called learning media.

The use of appropriate learning media will have an impact on better learning outcomes. Media that can be used to overcome the problem of children's lack of interest in reading is tiered

book media. The tiered book media includes enrichment type non-text books which contain illustrated fictional stories (Bahasa et al., 2018). The existence of a book level will help parents, teachers and students to choose the right book to gain meaning in reading comprehension (Sumali, 2020). Tiered Book Media are reading books which will later be arranged according to students' reading abilities and collaborated between pictures and text which are designed in an interesting way so that students can read together or guided, which aims to increase students' interest in reading.

THEORITICAL REVIEW

Definition of Reading

Reading is an activity to receive and understand ideas or information from written language. Reading activities require basic skills in the form of understanding the meaning of words and sentences. The indicators: students can read diphthongs, clusters, digraphs, read 3 syllables fluently and can even read sentences clearly and precisely (Loliyana et al., 2022). Learning to read in elementary school is divided into two, namely, (a) beginning reading in grades I, II and III, (b) advanced reading in grades IV to VI.

Beginning reading emphasizes the introduction of vowels, consonants, and diphthongs so that it is done by reading aloud and fluently (voice). Beginning reading is the initial stage in learning to read which is focused on recognizing symbols or signs related to letters so that they become the foundation so that students can continue to the initial reading stage (Wardiyati, 2019). The purpose of beginning reading in the lower grades is for students to be able to read simple words and sentences fluently and accurately. The fluency and accuracy of children's reading at the early reading learning stage is influenced by the activity and creativity of teachers who teach in lower grades. In other words, the teacher plays a strategic role in improving students' reading skills.

There are many reasons that make students less fluent in reading, these reasons can come from internal factors and external factors.

Internal factors in question are all factors that come from a person (student) himself, while what is meant by external factors are factors that come from outside or other than the student's self (Pratiwi, 2020). These external factors can be in the form of unsupportive environmental situations and conditions, especially in student learning activities. Environmental factors are one of the factors that have a large influence on students' reading skills (Ayuniar et al., 2021). Internal factors can be in the form of the possibility of neurological dysfunction while external factors are the main causes of children's problems. External factors can be in the form of inappropriate learning strategies and management of learning activities that have not increased children's learning motivation.

Tiered Book Media

Media is a tool that can be used to channel messages and can stimulate thoughts, can arouse enthusiasm, attention, activity and student participation so that it can support the expected teaching and learning process between teachers and students (Saputro et al., 2021). Learning media is one of the tools in the learning process that supports the achievement of learning objectives. Learning media is a means of communication in printed and heard form, because it can help the communication process in learning (Budiarti & Haryanto, 2016). Therefore, learning media occupies an important position.

The position of learning media as one of the efforts to enhance the process of teacher-student interaction and student interaction with their learning environment (Mahsun & Koiriyah, 2019). One of the media needed is tiered reading book media. Tiered reading books will greatly help children to be motivated to improve reading skills. Tiered books are child-friendly books that consist of several levels, each of which has a story theme and different characteristics. The appearance of the book is packaged as attractive as possible and accompanied by colors and pictures that aim to make students interested in opening and reading it. At each level of the tiered book there are also interesting and different story

themes so that it doesn't bore children. The combination of text and pictures helps improve vocabulary comprehension, and reading skills. In addition, to measure students' understanding or cognitive level, at the end of the page there are questions that are in accordance with the contents of the book they have read (Triastuti et al., 2021). As stated by the Ministry of Education and Culture in Sumali that the purpose of the book grade includes, a) the book grade can increase interest and reading skills by considering pedagogical and psychological aspects, b) the book grade can foster a literacy culture through effective and quality books to provide an enjoyable reading experience, c) the level of books can be a reference for compiling a list of books that are recommended to be read by target readers (Sumali, 2020).

RESEARCH METHOD

This study uses research and development methods (Research and Development) with the Borg and Gall models. This research took place at 74/X Bangun Karya State Elementary School, located at Jalan SK 19 FC, Bangun Karya Village, Rantau Rasau District, East Tanjung Jabung Regency, Jambi Province. The data collection techniques used in this study were questionnaire techniques, interviews, observation and documentation through quantitative and qualitative descriptive analysis to manage data from the validation results of material experts, design, and learning materials as well as student assessment of folklore-based Tiered Book media used. The data that has been collected on the validation sheet is first converted into quantitative according to the weight of the score. The author uses a hypothesis test of two different samples or independent sample t-test using the SPSS 21 program.

The technique used in this study is quantitative and qualitative analysis and descriptive, used to manage data from the validation results of material experts, design, and learning materials as well as students' assessment of the folklore-based Tiered Book media used. The data that has been collected on the validation

sheet is first converted into quantitative according to the weight of the score. The conversion uses the following formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information :
 P : Eligibility presentation Σx
 Σx : Total number of validator score answers (real value)
 Σxi : The total number of highest answer scores
 Constant : 100% (expected value)

RESULTS AND DISCUSSION

Folklore-Based Tiered Book Media Development Results

The development of tiered book media based on folklore is adapted to the 2013 curriculum implemented in the 74/X Bangun Karya State Elementary School, East Tanjung Jabung Regency, then determines basic competencies. So there are six books which of the six books are based on the original stories of the people of Jambi. The six books are titled 1) Hero of Santung, 2) Ketam Batu, 3) Orang Kayo Hitam, 4) Origin of Jambi Country, 5) Datuk Blood Putih, 6) Datuk Mersam The Grasshopper Turmeric. The development procedure is

correlated with the Borg & Gall development model as follows:

1. Potential and Problems

The author has surveyed directly to the field (school), and conducted simple interviews with teachers and students. From the results of the interviews it was found that a fundamental problem was a lack of interest in reading.

2. Data Collection

Data collection was carried out using observation techniques, interviews, observations, questionnaires and documentation.

3. Product Design

The product developed in this study is a learning media in the form of tiered books based on folklore IV. The purpose of this book is to support the learning process so that it is better. The material used in tiered books is adjusted to the teacher's book references, student books, and lesson plans used in the learning process.

The process of making this book is done manually using stationery. Writing tools that have bright colors can attract students' attention and interest in reading. The following is a display of tiered book media:

- Cover

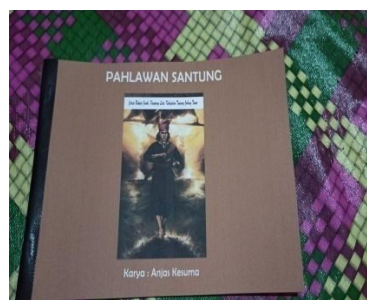


Figure 1. Tiered Book Cover



Figure 2. Tiered Book Contents

- Tiered Book Contents

4. Design Validation

a. Media Expert Validation

This validation was carried out by Mr. M.Azir, M.Pd as a teacher education lecturer at Madrasah Ibtidaiyah UIN Sulthan Thaha Saifuddin Jambi. Based on the data from the validation results of media experts, it can be said

that the folklore-based tiered book learning media that has been developed has a valid level of validity. This is evidenced by the total score on question items 1 - 21 on the questionnaire that has been given a validator for the learning media of tiered books based on folklore, which is 81 with a percentage of 77%. The quantitative data obtained based on the validation results of media experts will be displayed in table form below:

Table 1. Results of Media Evaluation of Folklore-Based Tiered Books by Media Experts

No	Rated aspect	X	Xi	%	Validity
Media Engineering Aspects					
1	Ease of development materials to obtain	4	5	100%	80% (valid, minor revision)
2	Easy to store	5	5	100%	100% (very valid, no revision)
3	Easy to use	5	5	100%	100% (very valid, no revision)
4	Provisions select tools for development	5	5	100%	100% (very valid, not revision)
5	Clarity of guidance on media use	3	5	100%	60% (Less valid, usable but major revision)
6	Media packaging	3	5	100%	60% (Less valid, usable but major revision)
7	Media durability level	3	5	100%	60% (Less valid, usable but major revision)
Aspects of Visual Engineering Communicative					
8	The simplicity of a tiered book view	5	5	100%	100% (very valid, no revision)
9	Choose the type of word and font size used	3	5	100%	60% (Less valid, usable but major revision)
10		5	5	100%	100% (very valid, no revision)

11	Setting spacing (letters, lines, characters)	5	5	100%	100% (very valid, no revision)
12	Text readability	5	5	100%	100% (very valid, no revision)
13	Display image presented	5	5	100%	100% (very valid, no revision)
14	Balance the proportion of ingredients	3	5	100%	60% (Less valid, usable but major revision)
15	Compatibility of images that support the material	4	5	100%	80% (valid, minor revision)
16	Layout settings	3	5	100%	60% (Less valid, usable but major revision)
17	Color composition	3	5	100%	60% (Less valid, usable but major revision)
18	Color compatibility	3	5	100%	60% (Less valid, usable but major revision)
19	Design neatness	3	5	100%	60% (Less valid, usable but major revision)
20	The attractiveness of tiered book design	3	5	100%	60% (Less valid, usable but major revision)
21	The materials used in tiered books are easily understood by teachers and students	3	5	100%	60% (Less valid, usable but major revision)
	Total	81	105	100%	77% (valid, usable but needs minor revision)

Next is the qualitative data that the researcher obtained from the validation of media

experts in the form of criticisms and suggestions which will be presented in tabular form.

Validator Name	Suggestions and Critics
M.Azir, M.Pd	The design is made even more attractive, so that students are more interested and the media is reprinted using a more durable material, so it is not easily damaged.

b. Material Expert Validation

Material expert validation was carried out by Mrs. Irfayanti, S.Pd as a class IV teacher at State Elementary School 74/X Bangun Karya, East Tanjung Jabung Regency. Based on the data from the validation results of material expert, it can be said that the learning media for tiered books based on folklore that has been developed has a very valid level of validity. This is

evidenced by the total score of answers to question items 1-11 on the questionnaire that the validator has given to the folklore-based tiered book learning media, which is equal to 50 with a percentage of 90.9%. The quantitative data obtained based on the results of the material expert validation will be displayed in table form below:

Table 2. Validity Material Expert

No	Rated aspect	X	Xi	%	Validity
1	The suitability of the material with the 2013 curriculum	5	5	100%	100% (very valid, no revision)
2	Suitability of the material with basic competence	4	5	100%	80% (valid, minor revision)
3	Material suitability with indicators	5	5	100%	100% (very

4	The suitability of the material with the learning objectives	4	5	100%	80%	valid, no revision)
5	Clarity of content	4	5	100%	80%	(valid, minor revision)
6	Material attractiveness	4	5	100%	80%	(valid, minor revision)
7	Suitability of the material with the characteristics of students	4	5	100%	80%	(valid, minor revision)
8	Appropriateness of language with the level of understanding of students	4	5	100%	80%	(valid, minor revision)
9	Clarity of language used in delivery	5	5	100%	100%	(very valid, no revision)
10	Conformity of teaching materials with the material used	5	5	100%	100%	(very valid, no revision)
11	Appropriateness of the material in growing students' interest in reading	5	5	100%	100%	(very valid, no revision)
Total		50	55	100%	90.9%	(very valid, no revision)

Next is the qualitative data that the researcher obtained from material expert validation in the form of criticisms and

suggestions which will be presented in tabular form.

Validator	Suggestions and Critics
Irpayenti, S.Pd	The indicator must use operational verbs.

c. Language Expert Validation

The linguist validation was carried out by Ms. Fiqi Nurmanda Sari, M.Pd as a lecturer in Early Childhood Education at the Sulthan Thaha State Islamic University Saifuddin Jambi. The

results of this validation have a valid validity level, with a percentage of 84%. The quantitative data obtained based on the validation results of linguists will be displayed in table form below:

Table 3. Validation Results Of Linguists

No	Rated aspect	X	Xi	%	Validity
1	Clarity of instructions for using teaching materials	4	5	100%	80% (valid, minor revision)
2	Communicative (language is easy to understand, good, correct and effective)	4	5	100%	80% (valid, minor revision)
3	Choose the typeface and font size used	4	5	100%	80% (valid, minor revision)
4	Setting spacing(letters, lines and characters)	4	5	100%	80% (valid, minor revision)
5	Text readability	5	5	100%	100% (very valid, no)

Total 21 25 100% revision) 84% (valid, minor revision)


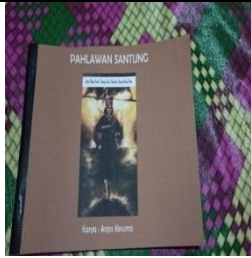


Next is the qualitative data that the researcher obtained from the validation of linguists in the form of criticisms and

suggestions which will be presented in tabular form.

Validator	Suggestions and Critics
Fiqi Nurmanda Sari, M.Pd	<ul style="list-style-type: none"> The affix "Di" used as a preposition indicates a place which is always separated, for example (in Kampung Laut) Story text is better typed

5. Design Revision

Table 4. Design Revision

No	Revised point	Before	After
1	The tiered book cover was replaced to make it more attractive and neat, so that it would become attractive for students.		
2	Write neatly, meaning that it is better to write a typed book than handwriting.		

6. Product Try-out

The initial research product trials were carried out directly with fourth grade students at Elementary School 74/X Bangun Karya, East Tanjung Jabung Regency. From the results of

small group trials, the data obtained is a total score of 137, the maximum total score is 160, the overall validation is 86%. Can be declared valid, no revision needed. The following is a small group trial table.

Table 5. Validity

No	Rated aspect	Score				Validity
		n1	n2	n3	n4	
1	The text used in tiered book media is easy to understand	3	4	3	2	75% (valid, minor revision)
2	The ability of tiered book media in presenting interesting material	3	3	4	3	81.25% (valid, minor revision)
3	The simplicity of the language used	4	3	3	2	75% (valid, minor revision)
4	Attractive character design	4	4	3	4	93.75% (very valid, not revised)
5	The ability of tiered book media in increasing reading interest	3	4	4	4	93.75% (very valid, not revised)
6	The pictures in the tiered book correspond to the contents of the story	3	3	4	4	87.5% (very valid, not revised)
7	Ease of understanding the material presented in tiered student book media	3	3	3	4	81.25% (valid, minor revision)
8	The ability of tiered book media to increase student knowledge	4	4	3	3	87.5% (very valid, not revised)
9	The attractiveness of the contents of the tiered book	4	3	4	3	87.5% (very valid, not revised)
10	There are no difficult words to understand	4	4	4	3	93.75% (very valid, not revised)
Total Score		137				
Total Maximum Score		160				
Total Validation		86%				

7. Product Revision

After conducting product trials and receiving student assessment questionnaires for the product, the authors made improvements or revisions to the points that were still considered to have weaknesses.

8. Usage Trial

From the results of the large group trial, the data obtained was a total score of 281, a maximum total score of 320, an overall validity of 87.81%. With this it can be said to be valid without any revisions. The following is a large group trial table.

Table 6. Product Revision

No	Rated Aspects	Score								Validity
		n1	n2	n3	n4	n5	n6	n7	n8	
1	The text used in tiered book media is easy to understand	3	4	3	2	3	3	4	4	81.25% (valid, minor revision)
2	The ability of tiered book media in presenting interesting material to understand	3	3	4	3	4	4	4	4	90.62% (very valid, no revision)
3	The simplicity of the language used	4	3	3	2	4	4	4	4	87.5% (very valid, no revision)

4	The attractiveness of character designs in tiered book media	4	4	3	4	4	3	3	3	87.5% (very valid, no revision)
5	The attractiveness of the contents of the tiered book	3	4	4	4	4	4	4	3	93.75% (very valid, no revision)
6	The ability of tiered book media in increasing students' interest in reading	3	3	4	4	3	4	4	4	90.62% (very valid, no revision)
7	The use of tiered book media that can be used anytime and anywhere	3	3	3	4	4	4	4	4	90.62% (very valid, no revision)
8	The ease of understanding the material presented in tiered book media	4	4	3	3	3	3	3	3	81.25% (valid, minor revision)
9	The ability of tiered book media to increase student knowledge	4	3	4	3	3	4	4	3	87.5% (very valid, no revision)
10	There are no words or sentences that are difficult to understand	4	4	4	3	3	4	2	4	87.5% (very valid, no revision)
Total Score				281						
Maximum Total Score				320						
Total Validity				87,81%						

9. Product Revision

After conducting a usage trial, the product developed by the student assessment was 88% and had very valid criteria. So the author does not make any revisions or improvements to the media being developed.

Feasibility Validation Results of Folklore-Based Tiered Book Media

The tiered book media based on folklore was validated by 3 validators who are experts in their fields. Media expert conducted by Mr. M. Azir, M.Pd. The material expert was conducted by Mrs. Iipayenti, S.Pd and the language expert was conducted by Mrs. Fiqi Nurmanda Sari, M.Pd. The validity of tiered book media based on

folklore based on the assessment of media experts obtained a percentage of 77% with "valid" criteria, material experts obtained 90.9% with "very valid" criteria, and linguists obtained 84% with "valid" criteria. Based on the validation results from 3 validators who are experts in their fields, it can be said that this tiered book media is categorized as "valid" or very suitable for use.

Results of Students' Reading Interest Using Tiered Book Media Based on Folklore

1. Pre-test

Data on the reading interest of the research students was obtained by conducting a pretest, through evaluation by using a question questionnaire before conducting a product usage

trial. The pretest data for students' reading interest are as follows.

Table 7. Pretes

No	Names	Rated Aspects														Total	Percentage	Criteria	
		a	b	c	d	e	f	g	h	i	j	k	l	m	n				o
1	Cecilya Kustanti	2	1	1	1	2	2	2	1	1	2	2	3	2	1	2	25	42%	Low
2	Dwi Paryani	3	2	2	2	1	2	1	1	1	3	1	3	2	1	2	27	45%	Low
3	Fitri Setia Wati Ningsih	1	2	3	1	1	1	2	1	1	2	2	3	2	1	2	25	42%	Low
4	Mei Dwi Aulia	1	1	2	2	3	2	1	1	1	2	2	3	1	2	2	26	43%	Low
5	Monicha Rahmadani	2	3	2	1	1	3	2	2	1	2	2	3	2	2	2	30	50%	Low
6	Muhammad Fadlan Saputra	2	2	2	3	1	2	2	3	1	2	1	2	2	1	1	27	45%	Low
7	Nugroho Bayu Aji	2	2	3	1	1	2	2	2	1	2	2	2	2	3	1	28	47%	Low
8	Refi Laksana Putra	2	2	2	2	1	1	2	1	1	3	2	3	1	1	2	26	43%	Low

The results of the pretest in class IV students showed that the average student interest in reading was in the low criteria.

Evaluation after testing the use of the product. The post-test data for students' reading interest are as follows.

2. Post-test

Table 8. Posttest

No	Names	Rated aspect														Total	Percentage	Criteria	
		a	b	c	d	e	f	g	h	i	j	k	l	m	n				o
1	Cecilya Kustanti	3	3	3	4	4	2	4	4	4	4	4	3	4	4	4	54	90%	High
2	Dwi Paryani	4	4	4	4	2	4	3	3	3	4	3	4	4	3	4	53	88%	High
3	Fitri Setia Wati Ningsih	4	3	3	4	4	3	4	4	4	3	3	3	3	2	4	51	85%	High
4	Mei Dwi Aulia	3	3	4	3	4	3	4	4	4	3	4	4	3	4	4	54	90%	High
5	Monicha Rahmadani	3	3	3	4	4	4	3	4	4	4	4	4	3	4	4	55	91%	High
6	Muhammad Fadlan Saputra	4	3	4	3	4	4	3	4	4	4	3	3	4	4	4	55	91%	High
7	Nugroho Bayu Aji	4	4	2	4	4	3	4	4	3	4	4	3	4	4	3	54	90%	High

8	Refi Laksana Putra	4	2	3	4	4	4	3	4	3	3	3	4	4	4	4	53	88%	High
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The results of the post-test in grade IV students showed that the average student interest in reading was in the high criteria

3. Differences in students' reading interest on the pre-test and post-test.

Table 9. Differences in students' reading interest

No	Students' Names	Percentage of Reading Interest	
		Pre-test	Post-test
1	Cecilya Kustanti	25	54
2	Dwi Paryani	27	53
3	Fitri Setia Wati Ningsih	25	51
4	Mei Dwi Aulia	26	54
5	Monicha Rahmadani	30	55
6	Muhammad Fadlan Saputra	27	55
7	Nugroho Bayu Aji	28	54
8	Refi Laksana Putra	26	53
Total		214	429
Average		26,75%	53,62%

From the table above, it can be seen that the percentage before and after using tiered book media, in which the pretest data on students' reading interest obtained a percentage of 26.75% while the posttest obtained a percentage of 53.62%.

CONCLUSIONS AND RECOMMENDATIONS

Folklore-based tiered book learning media was developed according to the Borg and Gall development model which consisted of 10 steps or stages, here the author only took 9 steps or stages because for the 10th stage it required sufficient funds and longer time, so researchers only took The 9 steps or stages include: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision , (8) use trials, and (9) product revisions. Folklore-based tiered book media is declared very valid or very feasible to use. The validity of tiered book media based on folklore based on the assessment of media experts obtained a percentage of 77% with the "valid" criteria, 90.9% material experts with "very valid"

criteria, and 84% linguists with "valid" criteria.

There are differences in students' reading interest before and after using tiered book media based on folklore in class IV of East Tanjung Jabung Public Elementary School. Based on the results of the independent t-test, the value of Sig. (2-tailed) of 0.00<0.05. So it can be concluded that by using the media of tiered books based on folklore, students' reading interest is higher than before using the media of tiered books based on folklore (Ha is accepted and Ho is rejected).

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