The Effect of Using Interactive Animation Media and Syllable Method in Improving the Beginning Reading Ability of Grade 1 Students in Indonesian Language Lessons

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Abstract: *This research aims to prove that there is an influence of the use of interactive animation media and the syllable method in improving the initial reading ability of class I students in Indonesian language lessons. The method used in this research is the experimental method, the experimental class and control class were chosen not randomly so that the design in this research is in the form of a Nonequivalent (Pretest and Posttest) Control Group Design. The sample in this research was 153 students. The instrument used in this research was a reading ability test including pretest and posttest, interviews and documentation. Meanwhile, regarding the data that has been obtained from the research results, it is then analyzed and processed statistically using the SPSS version 29.0 for window application, while the data analysis used is a 2-average test analysis and N-gain analysis. The results of the research that has been carried out show that the treatment in the form of learning using interactive animation media and the syllabic method where the average N-Gain score is 0.54 is included in the medium category, so the effectiveness of using interactive animation media and methods syllables are quite effective to be applied in initial reading learning, whereas if we refer to the 4 reading assessment indicators, the results show that the 4 reading indicators include the ability to read letters with an N-Gain value of 0.79 (high), reading syllables with an N-Gain value 0.69 (medium), reading words with an N-Gain value of 0.43 (medium), and reading sentences with an N-Gain value of 0.23 (low).*

Keywords: *Interactive Animation, Syllabic Method, Initial Reading*

Abstrak: Penelitian ini bertujuan untuk membuktikan bahwa adanya pengaruh penggunaan media animasi interaktif dan metode suku kata dalam meningkatkan kemampuan membaca permulaan peserta didik kelas I pada pelajaran Bahasa Indonesia. Metode yang digunakan pada penelitian ini adalah metode eksperimen, kelas eksperimen maupun kelas kontrol dipilih tidak secara random sehingga desain dalam penelitian ini berbentuk desain Nonequivalent (Pretest and Posttest) Control Group Design. Sample pada penelitian ini adalah sebanyak 153 peserta didik. Instrumen yang digunakan dalam penelitian ini adalah Tes kemamapuan membaca meliputi tes pretest dan test postets, wawancara dan dokumentasi. Sedangkan terkait data yang sudah didapat dari hasil penelitian selanjutnya dianalisis dan diolah secara statistic dengan bentuk aplikasi SPSS versi 29.0 for window, sedangkan analisis data yang digunakan adalah menggunakan analisis uji 2 rata–rata dan analisis N-gain. Hasil penelitian yang telah dilakukan menunjukan bahwa perlakuan berupa pembelajaran dengan menggunakan media animasi interaktif dan metode suku kata dimana memperoleh nilai rata - rata N-Gain score adalah sebesar 0,54 termasuk dalam kategori sedang, maka keefektivitasan penggunaan media animasi interaktif dan metode suku kata cukup efektif untuk diterapkan dalam pembelajaran membaca permulaan, sedangkan jika mengacu pada 4 indikator penilaian membaca diperoleh hasil bahwa ke 4 indikator membaca meliputi kemampuan membaca huruf dengan nilai N-Gain 0,79 (tinggi), membaca suku kata dengan nilai N-Gain 0,69 (sedang), membaca kata dengan nilai N-Gain 0,43 (sedang), dan membaca kalimat dengan nilai N-Gain 0,23 (rendah).

Kata Kunci: Animasi Interaktif, Metode suku kata, Membaca permulaan

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INTRODUCTION

The ability to read at an early stage is crucial for all students, particularly at the beginning of their elementary education. This is evident among first-grade students at SDN Tembong 2, where the reading proficiency levels vary significantly. This disparity in reading skills disrupts the learning process, leading to challenges for teachers in effectively instructing reading. Furthermore, interviews with the first-grade teacher revealed that during the first semester, there has been no notable improvement in the students' early reading abilities. Many students are still unable to read, which poses difficulties, especially in the Indonesian language lessons. Observations conducted by the researcher indicate that the reading skills of first-grade students at SDN Tembong 2 remain quite low. This situation is attributed to the lack of variety in the teaching methods employed by the teacher, who continues to utilize conventional approaches to teach early reading.

According to Kumullah et al. (2019), the initial reading stage is a crucial phase in the reading learning process for early elementary school students. The significance of foundational reading skills necessitates that the learning process be conducted in a structured manner. This program emphasizes the importance of whole, meaningful words in the personal context of children, utilizing engaging materials and activities as intermediaries for learning (A. Susanto, 2011). Therefore, the teacher's ability to effectively teach initial reading is of utmost importance. It is essential for educators to create interactive and communicative learning experiences, particularly in activities aimed at enhancing reading skills.

To improve the initial reading abilities of all students, teachers must demonstrate creativity in managing the learning environment, ensuring that the reading instruction is conducive and enjoyable for every learner. Generally, with proficient reading skills, students are better equipped to grasp the content across all subjects, not only in the Indonesian language but also in other disciplines.

To teach early reading to students, the selection of appropriate strategies, methods, and media is essential to ensure that the learning process is effective and the learning objectives can be achieved easily and enjoyably. To create a fun learning environment, interactive animation media is one tool that is believed to support enjoyable learning. This is based on several reasons, including: 1) It can stimulate students to become more interested in the learning process by presenting the content through interactive learning media; 2) It can clarify the learning material through audiovisual elements, making it more engaging; 3) It can train students to participate in various activities in an engaging way, as presented in the interactive animation.

From the discussion about interactive animation, it can be seen that animation media can be used as a teaching tool to improve early reading skills. This is evident in how animation media creates a more engaging learning experience. Reading activities are not just about presenting a text that students read; instead, students can engage in reading through animation that moves and displays images and sounds in a more captivating way. Through this animation, it is hoped that the reading activity will become more enjoyable, making it easier to conduct and helping to improve early reading skills, particularly for first-grade students.

An equally significant aspect that can enhance the implementation of the learning process is the teacher's mastery of the methods to be employed. In addition to the utilization of media, the choice of teaching methods is crucial; the achievement of learning objectives is closely linked to the methods selected by the teacher. Several instructional methods can be applied in the context of early reading

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instruction, including the syllable method, the phonetic method, the global method, and the SAS method (Omah Mukarromah, 2018). In this context, the syllable method is particularly effective for developing the initial reading skills of students. This method introduces letters to learners by combining syllables to form words, thereby illustrating that reading is a cohesive activity that involves recognizing letters and words, associating them with sounds and meanings, and drawing conclusions about the intended message (Havisa et al., 2021).

The selection of appropriate methods and media is crucial for teachers aiming to enhance early reading skills. Animation media, as previously described, serves as an interactive learning tool that can be designed to be engaging by incorporating sound and moving images, thereby motivating students to actively participate in reading activities. Additionally, the syllable method is expected to facilitate students' reading learning by enabling them to combine letters into syllables, syllables into words, and subsequently words into sentences. The choice of these teaching methods and media is closely linked to the teacher's role in guiding and mentoring students to improve their knowledge, particularly in reading proficiency. As students become more skilled in reading, their potential is further developed, allowing them to acquire a wealth of knowledge and experiences. Furthermore, there are several advantages to using the syllable method, as noted by Tarmansyah in Zulkifli (2013), including: 1) Reading activities are not conducted through spelling; 2) Students can recognize letters by breaking down syllables; 3) Students can learn to read in a relatively short time; 4) Students can easily familiarize themselves with various words. Research conducted by Yuni Triana Dewi and colleagues at Universitas Negeri Malang, titled "The Application of the Syllable Method in Early Reading Instruction for Students at SD Sunan Giri," found that the syllable method significantly improved reading abilities, particularly in early reading among first-grade students at SD Sunan Giri Ngebruk, as evidenced by the enhancement in their reading skills.

The selection of this method also refers to the research conducted by Prawiyogi et al. (2022) and Gading et al. (2019), who stated that the application of the syllabic method has an effect on improving early reading skills in students. In contrast to these two studies, Andriyani et al. (2020) focused on the improvement of early reading skills in students as a result of using multimedia and interactive animation. In their research, they emphasized that multimedia and interactive animation simultaneously affect the improvement of students' early reading skills.

Unlike previous studies, in this research, the researcher not only aims to measure the effectiveness of using interactive animation media in improving early reading skills for first-grade students in Indonesian language lessons, but also to evaluate the impact of using the syllabic method in improving early reading skills. Furthermore, the research compares the effect of using interactive animation media and the syllabic method to determine whether they both influence the improvement of early reading skills in first-grade students. It also investigates whether interactive animation media and the syllabic method can have a simultaneous effect on improving early reading skills in these students.

RESEARCH METHODS

This research is classified as quantitative, employing an experimental design. The selected design for this study is the Quasi-Experimental Design, commonly referred to as a pseudo-experiment. The primary objective is to investigate the influence of specific variables on others within a controlled environment. Additionally, through the use of a pseudo-experiment, the researcher can manage all variables that may affect the course of the experiment.

In this experimental design, there are four groups: the first, second, and third groups receive a treatment and are referred to as the experimental groups, while the fourth group, which does not receive any treatment, is designated as the control group. The treatment administered to the experimental groups involves a learning process utilizing interactive animation media and a syllable method aimed at enhancing early reading skills among first-grade students. In contrast, the control group is taught using a spelling method. At the conclusion of the teaching and learning process, both groups are assessed using a test to evaluate their proficiency in the Indonesian language. It is important to note that the selection of both the experimental and control classes was not random, resulting in a Nonequivalent (Pretest and Posttest) Control Group Design. Both classes underwent pretesting and posttesting, with only the experimental group receiving the treatment. The experimental group was provided with the treatment involving interactive animation media and the syllable method, thereby illustrating the quasi-experimental design as depicted in the following table.

Tabel 1. Nonequivalent Pretest-Posttest Control Group design

Class	Reading Pretest	Treatment	Reading Posttest
Experiment 1	0_1	X_1	0_5
Experiment 2	0_2	X_2	0_6
Experiment 3	0_3	X_3	0_7
Control	0_4	——	0_8

Source: according to Creswell in Eudora (2014)

The population selected for this study consists of first-grade students from elementary schools located in the Cipocok Jaya district of Serang City, with data collected from two schools, as detailed in the following table.

Table 2. Condition of the Number of Class I Students in Cipocok Jaya District, Serang City

School	Class	Students Amount
SDN A	IA	38
	IB	38
SDN B	IC	38
	ID	39

The sampling method used in this study is non-probability sampling, specifically purposive sampling. This technique involves selecting a non-random subset of the population, usually smaller, and is intended to logically represent the larger population. Researchers use purposive sampling when they want to access a specific subset of people, where all survey participants are chosen based on certain criteria that align with the study's objectives. In this case, the sample was selected to represent first-grade students in elementary schools located in Cipocok Jaya, Serang City.

To collect valid data, the study employs several techniques. First, a test is administered to measure the extent of students' early reading abilities. This includes a pretest, which is given at the start of the study to assess students' initial reading skills before any interventions are applied, and a posttest, which is conducted at the end of the study to evaluate their reading abilities after the intervention. The reading tests involve reading passages that the students are asked to read, and these texts have been validated by experts to ensure their reliability and appropriateness for the study.

Additionally, interviews are conducted to gather data about how appropriate media and methods are being used to enhance students' early reading skills. The interview data is used to complement and strengthen the test results. The interviews focus on obtaining insights from teachers about the effectiveness of the teaching methods and media, and how these impact the students' reading progress. Through these combined methods, the study aims to gather comprehensive data to support its analysis.

Table 3. List of Teacher Interview Questions

No.	Question
1	Are students able to read letters correctly and fluently?
2	Are students able to read syllables correctly and fluently?
3	Are students able to read words correctly and fluently?
4	Are students able to read sentences correctly and fluently?
5	How do teachers improve early reading skills?
6	Have teachers used media in the reading learning process?
7	Are the media used by teachers varied?
8	What are the characteristics of early reading media that are needed and can attract students' attention in reading learning activities?
9	Have teachers used the right methods for early reading learning activities?
10	What are the characteristics of early reading methods that are needed and can make it easier for students to learn to read?

Documentation is carried out in the form of photographs, capturing activities from pretest to posttest, with the aim of reinforcing the research findings if necessary. Once the data is collected, it is subsequently analyzed and processed statistically using SPSS version 29.0. To address the formulated hypotheses, a two-sample mean test is employed for analysis.

RESULTS AND DISCUSSION

This study was conducted to determine the effect of using interactive animation media and syllable methods, in improving the reading skills of grade 1 students in Indonesian language lessons. To find out the details of the results of this study, the researcher began by displaying the results of the descriptive analysis of the pretest and posttest results which can be seen in the following table:

Table 4. Pretest Results for Reading Control Class and Experimental Class

				Descriptive Statistics		
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre Test Eksperimen 1	38	69	5	74	44.97	17.903
Pre Test Eksperimen 2	38	62	18	80	51.26	15.378
Pre Test Eksperimen 3	38	58	22	80	49.66	13.627
Pre Test Kontrol	39	70	5	75	46.67	18.822

Based on the table of descriptive analysis presented above, it is evident that the average scores of the four classes, including both the experimental and control groups, differ from one another. Due to the variation in pretest scores among the four classes, a paired sample t-test cannot be conducted; instead, an N-Gain analysis will be performed on the pretest and posttest scores.

Table 5. Posttest Results for Reading Control Class and Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post test Eksperimen 1	38	40	80	62.21	11.340
Post test Eksperimen 2	38	42.00	80.00	60.4211	10.64065
Post test Eksperimen 3	38	7.00	80.00	58.3421	13.12575
Post tes Kontrol	39	22.00	75.00	52.0000	15.05604

Based on the table, it can be concluded that there has been a significant improvement in the post-test results that have been conducted. Furthermore, the details regarding the extent to which this treatment has enhanced the early reading skills of first-grade students in the Indonesian Language subject are illustrated in the following N gain test results.

Table 6. N Gain Test of Experimental and Control Classes

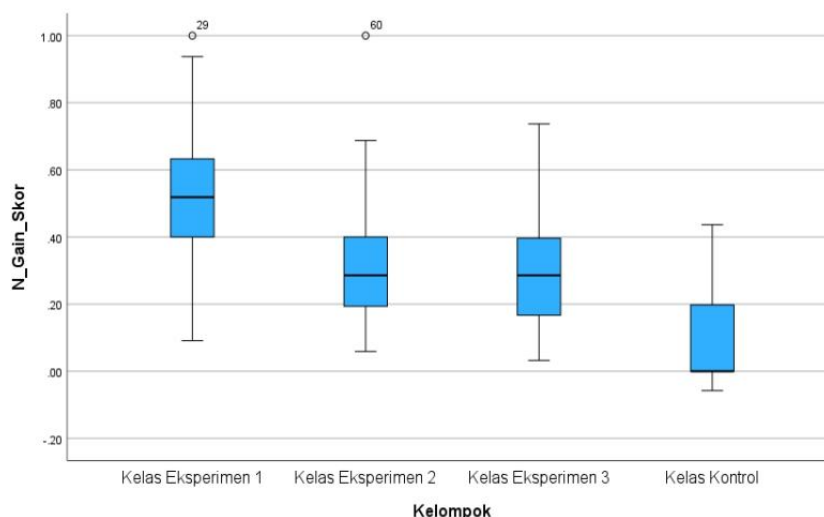| Descriptive Statistics					
	N	Minimum	Maximum	Mean	Kategori
Eksperimen 1	38	0.09	1.00	0.54	Sedang
Ekperimen 2	38	0.06	1.00	0.32	Sedang
Eksperimen 3	38	-0.03	0.74	0.30	Sedang
Kontrol	39	-0.06	0.44	0.092	Rendah

Figure 1. NGain Data Test Pretest and Posttest Experimental Class and Control Class

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Based on the analysis of N-Gain across the four classes mentioned, it can be interpreted that, in terms of the impact of the interventions involving the use of media and methods to enhance early reading skills, the highest moderate influence is observed in Experiment Class 1, which employed interactive animation media and the syllable method. Conversely, the learning intervention with the lowest impact was found in Experiment Class 3, which utilized the syllable method. To further investigate the extent of the influence of interactive animation media and the syllable method on improving early reading abilities, a more detailed N-Gain calculation was conducted, presenting the results of the N-Gain analysis by indicator achievement in the reading test.

N-Gain Analysis of Initial Reading Ability Indicators. To get a clearer picture, N-Gain analysis was conducted on each class, both the experimental class and the control class. N-gain analysis of initial reading ability indicators for experimental class 1

Table 7. n-gain analysis of Experimental Class 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Kategori
Membaca Huruf	38	0.00	1.00	0.79	Tinggi
Membaca Suku Kata	38	0.00	1.00	0.69	Sedang
Membaca Kata	38	0.00	1.00	0.43	Sedang
Membaca Kalimat	38	0.00	1.00	0.23	Rendah

Based on the data presented, the interpretation regarding the use of interactive animation media and the syllable method, as analyzed through the N-Gain for each indicator of early reading, is as follows. According to the N-Gain category, the ability to read letters significantly influences the enhancement of early reading skills when utilizing interactive animation media and the syllable method. Subsequently, an N-Gain analysis was conducted for each indicator of early reading in the experimental class 2, with the results displayed in the following Table. Analysis of N-Gain for early reading ability indicators in experimental class 2.

Table 8. n-gain analysis of Experimental Class 2

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Kategori
Membaca Huruf	38	0.00	1.00	0.62	Sedang
Membaca Suku Kata	38	0.00	1.00	0.45	Sedang
Membaca Kata	38	0.00	1.00	0.22	Rendah
Membaca Kalimat	38	0.00	1.00	0.12	Rendah

Based on the data presented, the interpretation regarding the use of interactive animation media, as analyzed through the N-Gain for each indicator of early reading skills, is as follows: According to the N-Gain categories, the ability to recognize letters has a moderate impact on enhancing early reading skills when utilizing interactive animation media. Subsequently, an N-Gain analysis was conducted for each indicator of early reading skills in the experimental class 3, with the results displayed in the following table. Analysis of N-Gain for early reading skill indicators in experimental class 3.

Table 9. n-gain analysis of Experimental Class 3

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Kategori
Membaca Huruf	38	-0.25	1.00	0.46	Sedang
Membaca Suku Kata	38	0.00	1.00	0.38	Sedang
Membaca Kata	38	0.00	1.00	0.28	Rendah
Membaca Kalimat	38	0.00	0.62	0.08	Rendah

Based on the data presented, the interpretation regarding the use of the syllable method, as analyzed through the N-Gain for each indicator of early reading, is as follows: According to the N-Gain categories, the ability to read letters has a moderate impact on enhancing early reading skills when employing the syllable method. Subsequently, an N-Gain analysis was conducted for each indicator of early reading in the control class, with the results displayed in the following Table. Analysis of N-Gain for early reading ability indicators in the control class.

Table 10. Control Class n-gain analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Kategori
Membaca Huruf	39	0.00	0.61	0.11	Rendah
Membaca Suku Kata	39	-0.25	0.64	0.11	Rendah
Membaca Kata	39	0.00	0.63	0.05	Rendah
Membaca Kalimat	39	0.00	0.50	0.01	Rendah

Based on the data above, the interpretation of data regarding the use of conventional methods (spelling methods) based on the N-Gain analysis for each initial reading indicator is as follows: Based on the N-Gain category, the ability to read letters, syllables, words and sentences has a low influence in improving beginning reading ability using conventional methods.

This study was conducted to examine the impact of using interactive animation media and the syllable method on enhancing the reading skills of first-grade students in the Indonesian language subject. Based on the research findings, which refer to the data descriptions and test results presented earlier, the discussion of the research outcomes can be outlined as follows:

In the pretest results of the reading ability of the experimental class and the control class, the results obtained from the research that has been done, that the achievement of the pretest results for experimental class 1 with an average pretest score of 44.97, the results of the pretest score of experiment 2 with an average score of 51.26, the pretest score of experimental class 3 with an average score of 49.66, and the pretest score of the control class with an average score of 46.67, for that it can be obtained data that the largest average pretest score is in experimental class 2 which will be treated using interactive animation media, while the lowest pretest score is in experimental class 1 which will be treated using interactive animation media and the syllable method. From the explanation above, it can be concluded that overall the pretest results of the 4 classes are significantly different, so for the next step it will be continued with the N-Gain test, to find out more deeply the extent to which the influence of a given treatment can improve the initial reading ability of class I students in Indonesian language lessons.

The subsequent discussion pertains to the impact of utilizing interactive animation media in enhancing early reading skills. As we understand, the role of media in the learning process is crucial, particularly in achieving educational objectives. One effective educational tool that can be employed is interactive animation media. According to Holida et al. (2014), "Interactive animation is an animated display designed by creators to fulfill the function of conveying information and providing interactivity for its users." This aligns with the perspective of Maulana and Riyanto (2014), who assert that interactive animation consists of a collection of images, lines, text, or other elements that create visual movement (animation) and sound (audio). This combination allows users to receive the conveyed messages and engage in feedback with the animation, thereby enabling interaction with elements that cannot move independently.

In this case, the use of interactive animation media, especially in reading instruction, can be more engaging because the media presents animations that can stimulate students' enthusiasm for learning. As shown in the research findings, the use of interactive animation media in improving early reading skills for first-grade students in Indonesian language lessons in the experimental class 2 showed a significant improvement in the average pretest and posttest scores. The pretest score before the intervention was 51.26, while the posttest score after the intervention using interactive animation media was 60.42, showing an improvement of 9.16. This is in line with the study conducted by Maria Helvina et al., where the results of the posttest showed that the early reading ability of the students improved after using interactive animation media in the learning process. The improvement in reading skills occurred because the use of animation media by the teacher in reading instruction made students more active and facilitated their learning process, as the teacher not only displayed text but also images and sounds that motivated students to learn.

A similar study was conducted by Benyamin Regi and Muhammad Arfa (2022). Based on the posttest results, it was found that students' early reading ability improved after using animation media in the classroom. This happened because the animation media, designed with a series of moving images, made the students very interested in participating in the learning activities in class. This is also consistent with the research conducted by Andriyani et al. (2020). The results of the multiple regression statistical analysis proved that multimedia and interactive animations had a positive and significant impact both partially and simultaneously. This demonstrates that the role of interactive animations in reading instruction has a positive effect.

Referring to the results of the N-Gain calculation related to the effectiveness of the use of interactive animation media in improving early reading skills in Indonesian Language Lessons where the N-Gain value was obtained of 0.32, then the effectiveness of the use of interactive animation in experimental class 2 is included in the moderate category. Furthermore, if viewed from the reading achievement indicators that students must achieve, including the ability to read letters, read syllables, read words, and read sentences among the 4 indicators, the ability to read letters has a fairly high influence on being able to improve early reading skills with an N-Gain value for reading letters of 0.62 included in the moderate category, when compared to the other 3 indicators.

Based on the data above, when related to the research hypothesis, it can be concluded that the use of interactive animation media falls into the moderate category in improving the early reading skills of first-grade students in Indonesian language lessons. This is suspected to be because the interactive animation media used in the learning process, as carried out by the teacher, was not aligned with the method used. Next, regarding the influence of the syllabic method on improving early reading skills, Ratih Mustikawati (2015) defines the Syllabic Method as a technique used to begin early reading instruction by displaying words that have already been arranged into syllables. These syllables are then

combined to form words, which eventually form a sentence. From the results of the study on how the syllabic method impacts early reading skills, it was found that the pretest score for the experimental class 3 was 49.66, and after the intervention using the syllabic method, the posttest score increased to an average of 58.34, showing an improvement of 8.68 points in reading ability. This aligns with the research conducted by Yuni Triana et al., where the results indicated that the syllabic method could improve reading skills, particularly early reading skills, for first-grade students. This improvement can be seen in the increased reading abilities of the students.

The analysis of the N-Gain results for the experimental class 3 indicates a value of 0.30, suggesting that the effectiveness of the syllable method in this class is moderate. Furthermore, when evaluating the effectiveness of the syllable method based on reading indicators, it is evident that the ability to read letters, with an N-Gain value of 0.46, has a moderate impact on enhancing early reading skills through the syllable method. In contrast, the indicators related to word and sentence reading fall into a low category, indicating minimal influence on improving reading abilities using this method. This finding contrasts with the research conducted by Bettina Müller, Tobias Richter, and Panagiotis Karageorgos (2020), which demonstrated that a syllable-based reading intervention is a promising strategy for enhancing word recognition skills among struggling readers, ultimately leading to improved reading comprehension. Their study provides evidence that syllable-based reading approaches are expected to significantly enhance students' word recognition capabilities, thereby facilitating better comprehension of texts. The average score recorded was 51.

Based on the data above, if it is associated with the research hypothesis, it can be concluded that the use of the syllable method is in improving the initial reading skills of grade I students in Indonesian language lessons, this is thought to be because teachers in carrying out the initial reading learning process only use the method without adding interesting learning media that can motivate students to be enthusiastic in learning to read.

Meanwhile, related to the influence of the use of interactive animation media and syllable methods in improving early reading skills. The results obtained in this study have shown that the teacher factor in the selection of media and learning methods is very important, especially in supporting the learning process so that the learning objectives made can be achieved as they should. In the learning activities carried out, especially in learning to improve early reading skills, the selection of good and effective learning media carried out by teachers can foster student learning motivation, such as the use of IT-based media, students will be more enthusiastic in their learning because the teacher will display interesting things that can be seen and heard by students through various interesting images or animations. so that students can be enthusiastic in their learning, especially in reading learning activities, an example of media that can be used is interactive animation media. In addition, choosing the right method can also make learning more interesting, teachers can adjust the right method for the learning activities that will be carried out, especially the learning method that will be used in teaching reading skills, the method chosen must be able to provide convenience to students in improving their reading skills, one method that can be used in teaching reading easily to students is the syllable method.

According to Gagne and Briggs (as cited in Arsyad, 2017), learning media can be understood as tools that can be used to deliver the content of lessons in a learning process. These tools can include learning videos, books, tape recorders, films, photos, images, graphics, televisions, and PowerPoint presentations (PPT). The use of various types of learning media is expected to help students better understand what is being conveyed by the teacher. From this perspective, media can be utilized in the teaching process to facilitate the delivery of lesson content, particularly in reading

instruction, where video-based media, such as interactive animations, can be created by the teacher themselves.

This notion is supported by Rusman et al. (2011), who state that media is an essential component in the learning process that can provide stimulation for learning. This stimulation is especially crucial in early reading lessons for first-grade students, as they are still in the stage where they enjoy playing. Motivation is particularly needed to engage these students in the learning process, and media that is based on information technology (IT) can be a key tool. By using IT-based media, teachers can present content in an audiovisual format that students can both see and hear directly. In addition, the text displayed can be easily modified, such as using the syllabic method to support reading instruction.

Ratih Mustikawati (2015) defines the Syllabic Method as an approach employed to initiate basic reading instruction by presenting a collection of words organized into syllables. These syllables are then rearranged to form words, which ultimately combine to create sentences. By integrating interactive animation media with the syllabic method, reading instruction in the first grade can become more accessible and enjoyable, thereby enhancing early reading skills.

In the conducted research, a pretest was administered at the beginning of the study, revealing that the reading ability in experimental class 1, with an average score of 44.97, was lower than that of experimental class 2, experimental class 3, and the control class. However, the initial reading skills of the students improved after they were subjected to an intervention involving reading activities utilizing interactive animation media and the syllable method, resulting in a posttest reading score of 62.21 for experimental class 1. Furthermore, an increase was observed in the average N-Gain score for experimental class 1, which received instruction through interactive animation media and the syllable method, achieving an average N-Gain score of 0.54, categorized as moderate. This indicates that the effectiveness of using interactive animation media and the syllable method is quite effective for early reading instruction. In contrast, the N-Gain score for experimental class 2 (using interactive animation) was 0.32, indicating a less effective application, while experimental class 3 (using the syllable method) had an N-Gain of 0.30, also reflecting a less effective implementation. The control class, which employed conventional methods, recorded an N-Gain of 0.09, showing no significant impact on enhancing early reading skills.

In addition to the success of using interactive animation media and the syllabic method in improving early reading skills, this is also in line with previous research, and is consistent with the views of Maulana and Riyanto (2014) who concluded that: Interactive animation is a collection of images, lines, text, or other elements that form objects, which create motion effects (visual animation) and sound (audio). These effects allow users to receive the messages being conveyed and provide feedback to the animation, which involves attempting to move something that cannot move on its own. Based on this statement, it is assumed that the use of animation media can create a more enjoyable learning activity due to the visual animation display and audio, which can make students more enthusiastic about learning to read.

Furthermore, in relation to the results obtained from reading activities utilizing interactive animation media and the syllable method, and based on four reading assessment indicators, it was found that all four indicators demonstrate varying levels of reading proficiency. The ability to read letters achieved an N-Gain score of 0.79, categorizing it as high; reading syllables scored 0.69, placing it in the moderate category; reading words received a score of 0.43, also categorized as moderate; and reading sentences scored 0.23, which is classified as low. Analyzing the N-Gain values of these four reading

indicators indicates that the ability to read letters has a significantly high and effective impact on enhancing early reading skills through the use of interactive animation media and the syllable method.

Based on this data, when linked to the research hypothesis, it can be concluded that the reading abilities of the experimental class 1, which employed interactive animation media and the syllable method, have a sufficiently effective influence on improving the early reading skills of first-grade students in the Indonesian Language subject, compared to experimental class 2 (which used interactive animation media), experimental class 3 (which utilized the syllable method), and the control group that employed conventional methods (spelling method).

This shows that the use of interactive animation media and the syllabic method in reading instruction can be a solution to the problem of low early reading skills among students, especially when conventional methods (such as the spelling method) are still used, which results in lower reading abilities. By using interactive animation media, the learning process becomes more enjoyable, and reading activities feel easier for students because of the syllabic method. Therefore, teachers must optimize the selection of media and methods in teaching. Overall, the use of interactive animation media and the syllabic method is believed to positively impact the improvement of early reading skills in Indonesian language lessons, as the results of this study show a noticeable improvement in reading ability. The success of this study is closely tied to the role of the teacher in effectively carrying out the learning process, such as by using engaging animation media. However, further improvements in the application of the syllabic method are necessary for even better results.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research conducted on the use of interactive animation media and the syllabic method to enhance early reading skills of first-grade students in Indonesian language at SD Negeri Tembong 2 and SD Negeri Karundang 2 in Serang City, the data revealed a moderate N-Gain score of 0.54. The assessment of the four reading indicators showed varying results: reading letters (0.79, high), reading syllables (0.69, moderate), reading words (0.43, moderate), and reading sentences (0.23, low). These findings indicate that both interactive animation media and the syllabic method have a significant effect on improving early reading skills. Together, these methods contributed to enhancing students' ability to read, especially in recognizing letters and syllables, although there is still room for improvement in word and sentence reading.

The implications of this research indicate that the selection of appropriate media and methods for reading instruction can significantly enhance reading skills, particularly in the context of the Indonesian language. Furthermore, the findings of this study serve as valuable input for both current and prospective teachers, encouraging them to adopt more creative approaches in utilizing media and methods during classroom instruction. Based on the research outcomes, the recommendations put forth suggest that the implementation of interactive animation media and syllable-based methods should be encouraged among educators in reading instruction. These approaches have been shown to make learning more enjoyable and accessible, thereby improving the initial reading abilities of students. Additionally, it is hoped that future researchers undertaking similar studies will strive for greater creativity, particularly in developing more vibrant animation media with a wider array of features, to foster a more engaging learning environment.

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