



Development of Animated Picture Media to Improve Early Reading Skills in First-Grade Elementary School Students

Ridhani^{1*}, Zelhendri Zen¹, Darmansyah¹, Zuwirna¹, Rayendra¹

¹ Teknologi Pendidikan, Universitas Negeri Padang, Padang, Indonesia.

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Corresponding Author:

Ridhani

rayendra@fip.unp.ac.id

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Abstract: Early reading skills serve as the primary foundation for literacy mastery among elementary school students. However, many first-grade students still face difficulties in recognizing letters, forming syllables, and reading simple words. Therefore, it is necessary to develop engaging and interactive learning media. This study aims to develop animated picture media to improve early reading skills in Indonesian language learning for first-grade elementary school students. The research employed a Research and Development (R&D) method using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The research subjects were first-grade students at SD Negeri 05 Batu Taba, with validation conducted by material experts, media experts, and language experts. Data were collected through validation questionnaires, practicality observations, and reading ability tests (pretest and posttest). The results showed that the developed animated picture media achieved a validity level of 91% (very valid), practicality of 94.6% (very practical), and high effectiveness with an N-Gain score of 0.70. These findings indicate that the animated picture media are effective in improving early reading skills while also enhancing students' learning motivation through enjoyable and interactive learning experiences.

Keywords: ADDIE model; Animated; Development; Early reading; Elementary school

Introduction

Elementary education plays a fundamental role in shaping the quality of human resources, as it serves as the foundation for mastering various basic competencies essential for life (Darmayanti et al., 2021; Putri, 2024; Sanga & Wangdra, 2023). At this level, students are equipped with basic skills such as reading, writing, and arithmetic, which serve as the foundation for developing thinking abilities and knowledge at the next level (Safitri et al., 2024; Lestari et al., 2025). Among these skills, reading is the most vital aspect, as it opens access to a wide range of information sources and broader knowledge. Indonesian language learning in elementary schools plays an important role in developing students' basic literacy, particularly early reading skills, which serve as the first step in the language acquisition process (Nugraha & Juniayanti, 2024; Suryaningrum, 2023).

Early reading ability is not merely about recognizing letters and words, but also about understanding the relationship between sound symbols and word meanings, which forms the foundation for more advanced reading skills (Agwianto & Manik, 2023; Guo et al., 2023). Thus, mastery of early reading in the first grade of elementary school is an essential prerequisite for successful learning at the next educational levels (Graham et al., 2020; Majorano et al., 2021; Park et al., 2015).

However, the reality in the field shows that students' early reading ability is still relatively low. Based on observations in the first grade of SDN 05 Batu Taba, many students experience difficulties in recognizing letters and sounds (phonemic awareness), combining letters into syllables and words, and understanding words in simple sentences. These findings are in line with the research conducted by Aprilia et al. (2025) which states that most early-age

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students have not yet been able to optimally understand the relationship between letters and sounds. In addition, limited vocabulary also becomes a factor that affects their reading comprehension ability (Babayigit et al., 2022; Capin et al., 2021; Gáleas Arboleda et al., 2022). Low concentration and learning motivation further exacerbate students' mastery of early reading skills.

Difficulties in early reading have a broad impact on students' academic achievement, not only in Indonesian language subjects but also in other areas of study that require text comprehension skills (Khusnia et al., 2022; Wulandari et al., 2025). Children who do not master reading well are at risk of falling behind in other subjects (Suresh et al., 2025). This condition may also have implications for psychological aspects, such as decreased self-confidence and learning motivation (Kampylafka et al., 2023; Sümer Dodur & Ceylan, 2025).

To address these problems, innovative learning strategies are needed that can capture students' attention while helping them understand the basic concepts of reading. One relevant solution is the use of animated picture-based learning media. Learning media function as visual aids that can enhance the effectiveness of learning and increase student engagement in the learning process (Ashar et al., 2024; Wasito et al., 2022). Animated picture media combine visual, audio, and text elements dynamically, creating an interactive and enjoyable learning experience (Agustina et al., 2022; Anggara & Supardji, 2024). The research by Afrilia et al. (2022) shows that animated media can significantly enhance students' information retention and learning motivation.

According to Utami et al. (2022) found that the use of animated picture media in reading instruction led to a greater improvement in early reading skills compared to conventional methods. This medium helps students recognize letters, syllables, and sentences more easily through engaging and contextual visual presentations (Ayuni & Paramita, 2024; Rahayu et al., 2025). The research (Mardiana et al., 2023) also proved that animated picture media can stimulate students' attention and enhance their comprehension of reading materials.

Based on empirical findings and field observations, it is evident that the use of animated picture media has the potential to be an effective solution for improving elementary school students' early reading skills. Therefore, this study aims to develop animated picture media in Indonesian language learning to enhance the early reading ability of first-grade elementary school students, with the expectation of contributing to the development of innovative and student-centered learning media.

Method

This study employs a Research and Development (R&D) method aimed at developing a learning media product in the form of animated picture media and testing its feasibility and effectiveness in improving the early reading skills of first-grade elementary school students. The R&D approach is used because it allows for systematic product development through processes of validation, revision, and field testing (Sugiyono, 2017).

The development model used in this study is the ADDIE model, which consists of five main stages: Analyze, Design, Develop, Implement, and Evaluate. This model was chosen because it provides a flexible and systematic structure for solving learning problems and ensures that the resulting product is valid, practical, and effective (Arikunto, 2013). The ADDIE model is also widely used in the development of technology-based learning media research in elementary schools (Adriani et al., 2020; Anggraini & Putra, 2021; He, 2024).

Development Procedure

Analysis Stage

The analysis stage was carried out to identify learning needs, student characteristics, material concepts, and the technical specifications of the media.

Design Stage

In this stage, the design of the animated picture media was developed, including script preparation, storyboard creation, and media layout design. The storyboard was used to illustrate the storyline, visual displays, text, and audio to be included in the media. This stage produced an initial draft (prototype) of the media that was ready for further development.

Development Stage

The initial animated picture media product was developed using animation software and subsequently validated by three experts: a media expert, a material expert, and a language expert. The validation process aimed to assess the feasibility of the content, appearance, and language aspects, as well as to provide suggestions for media improvement (Armanda et al., 2025). Revisions were made based on the validators' feedback until a product suitable for field testing was obtained.

Implementation Stage

The implementation stage was carried out by testing the animated picture media in the first grade of SDN 05 Batu Taba to determine its level of practicality and effectiveness. The trial involved students as research subjects with the aim of measuring the improvement in

early reading skills before and after using the media (Yana & Nasution, 2024).

Evaluation Stage

Evaluation was conducted formatively at each stage of development and summatively after implementation. The evaluation results were used to make final revisions to the product so that it met user needs and learning objectives (Yana & Nasution, 2024).

Research Subject

The research subjects were first-grade students of SDN 05 Batu Taba in the 2024/2025 academic year who participated in Indonesian language learning. The subjects were selected purposively, considering the characteristics of students who were at the early reading stage. The research instruments consisted of the following: observation, to identify learning needs and students' responses to the media; interviews, conducted with classroom teachers to obtain information about students' difficulties and the effectiveness of the media used; questionnaires, to obtain quantitative data on the media's feasibility from validators and students' responses using a four-point Likert scale; tests (Pre-test and Post-test), to measure the improvement of students' early reading skills after using the animated picture media.

Data Analysis Technique

The data were analyzed using two approaches: qualitative analysis, used to process data in the form of comments and suggestions from validators, teachers, and students; quantitative analysis, used to calculate the media's feasibility scores and students' test results. The media's effectiveness was calculated based on the pre-test and post-test results using the N-Gain formula.

Results and Discussion

This study developed animated picture-based learning media to improve early reading skills among first-grade elementary school students using the ADDIE development model (Analyze, Design, Development, Implementation, Evaluate). The selection of this model was based on its advantages in providing systematic and measurable stages to produce a product that is valid, practical, and effective, as has also been applied in the development of learning media research at the elementary school level by Saputri et al. (2025).

Analyze Stage

The results of the needs analysis showed that most first-grade students at SDN 05 Batu Taba had difficulties in recognizing letters, reading syllables, and understanding simple words. The learning process,

which remained conventional, caused students to quickly lose interest in learning. These findings reinforce the results of the study conducted by Cahyanti et al. (2023) and Ilham et al. (2022) which emphasized that visual-animated media-based learning can enhance students' motivation and comprehension in reading. Therefore, it is necessary to develop learning media that are engaging, interactive, and suited to the visual and kinesthetic learning characteristics of young children.

Design Stage

At the design stage, the learning media were developed in the form of interactive flashcards themed on human body organs using Articulate Storyline. The material was organized progressively, starting from simple words such as "eye," "ear," and "mouth," to more complex organs such as "lungs" and "heart." Each section was equipped with text, images, narration, and interactive buttons that students could click to display animations and word pronunciations. This approach is based on the Multimedia Learning Theory proposed by (Mayer, 2017) which explains that the combination of text, images, and sound strengthens students' cognitive understanding of the concepts being learned.

Development Stage

The designed media were then validated by three experts: a media expert, a material expert, and a language expert. The validation results showed an average score of 91% (classified as very valid), with details as follows: media expert 75%, material expert 100%, and language expert 100%. These results indicate that the media met the feasibility standards in terms of content, appearance, and language for use in early reading instruction. This finding is consistent with the study conducted by Rahmawati et al. (2021) which demonstrated that well-validated learning media can enhance the effectiveness of the learning process at the elementary school level.

Implementation Stage

The trial was conducted at SDN 05 Batu Taba through regular learning activities. The results of the students' practicality test showed an average score of 94.07% (very practical category), with the highest score in the aspect of overall satisfaction (97.78%). Meanwhile, the teacher practicality test reached 95.2% (very practical category), with the highest score in the aspect of media quality (100%). These data indicate that the animated picture media are easy to use, engaging, and effectively support the learning process of reading.

Furthermore, the effectiveness test results, based on the comparison between pretest and posttest scores, showed an improvement in early reading skills with an N-Gain value of 0.70 (high category). This indicates that

the animated picture media successfully improved students' focus, motivation, and phonetic understanding. These findings are consistent with the study conducted by Anggara et al. (2024) which stated that the use of interactive animation-based media can significantly improve early reading skills.

Evaluate Stage

The evaluation was carried out by analyzing students' and teachers' responses to the use of the media. Students showed high enthusiasm and engagement during the learning process, while teachers assessed that the media helped students to more easily understand the relationship between letters and sounds. The final results showed an N-Gain value of 0.73 (high category), confirming a significant improvement in early reading skills after the use of the media. Overall, the developed animated picture media were considered feasible, practical, and effective as a learning tool for first-grade Indonesian language instruction. This media not only helped improve early reading skills but also created an enjoyable learning atmosphere aligned with the developmental characteristics of young children.

Conclusion

The development process of the animated picture media using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation, successfully produced an engaging, interactive, and easy-to-understand learning medium for early reading among first-grade students at SD Negeri 05 Batu Taba. The media were validated by experts in terms of content, language, appearance, and suitability for student characteristics, and underwent minor revisions to improve visual quality and audio synchronization. The practicality level of the media was classified as high, with teachers noting its ease of use and effectiveness, while students demonstrated enthusiasm and focus during the learning process. The effectiveness test results showed a significant improvement in students' early reading skills, with an N-Gain value of 0.70 (high category), as well as increased motivation and self-confidence. Therefore, the animated picture media are deemed suitable for use as an innovative learning tool in lower grades and are recommended for teachers, schools, and future researchers to further develop, including through application- or web-based versions, testing at different grade levels, and expanding the sample size to obtain more general and in-depth results.

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Conceptualization, R. and Z.; methodology, R.; software, R.; validation, R, Z, A, and Z.; formal analysis, R.; investigation, R; writing—original draft preparation, R.; writing—review and editing, R; visualization, R.; funding acquisition, R.

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Conflicts of Interest

The authors declare no conflict of interest.

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