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The Effect of Lapbook Media on Grade 1 Students' Early Reading Skills.

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Abstract

This study investigates the effect of lapbook media on the early reading skills of grade 1 students. A quasi-experimental design with a nonequivalent control group was applied, involving 50 students divided into an experimental class (n = 26) using lapbook media and a control class (n = 24) using books and PowerPoint. The data were collected through performance tests and analyzed with the Mann-Whitney test due to non-normal distribution. The results show that the experimental class achieved 96.15% mastery compared to 70.83% in the control class, with a significant difference confirmed by statistical testing ($p < 0.05$). These findings indicate that lapbook media has a strong positive effect on students' early reading skills. Practically, lapbooks provide an engaging, interactive medium that supports literacy development, offering teachers an effective alternative to conventional instructional tools in elementary education.

Keywords: Lapbook Media, Early Reading, Literacy, Elementary Education

1. Introduction

Reading skills are widely recognized as one of the most essential competencies for students in elementary schools. Particularly in the first grades, the process of learning to read becomes the foundation for later stages of literacy development. At this stage, children are not merely memorizing letters, but are beginning to construct the meaning of words and sentences. Therefore, reading is a complex activity that combines visual recognition, auditory processing, and cognitive interpretation. Students must be able to recognize written symbols, associate them with sounds, connect these sounds into syllables and words, and finally comprehend the meaning embedded in texts ([1]). In addition, early reading proficiency is a predictor of later academic achievement. It influences students' abilities to learn across subjects such as mathematics, science, and social studies, all of which rely on text comprehension ([2]). When early reading skills are not well established, students are more likely to face long-term difficulties in academic performance, critical thinking, and higher-order literacy[3].

In the global context, literacy has become one of the central benchmarks of educational progress.

However, Indonesia continues to face serious challenges in this domain. For example, the OECD's Programme for International Student Assessment (PISA) 2022 revealed that Indonesia ranked 70th out of 80 countries in reading, with an average score of 359. This score remains significantly below the international average and places Indonesia behind neighboring countries such as Thailand and Malaysia ([4]). However, the problem of literacy in Indonesia is not only reflected in international assessments but also confirmed by reports from [5]. It is indicated that the reading interest of Indonesian people is extremely low, with only 1 out of 1,000 individuals habitually engaging in reading activities. These alarming findings imply that Indonesian students are not fully prepared to compete in a knowledge-based global economy, where literacy is fundamental for lifelong learning. Therefore, strengthening literacy from the earliest levels of education is not only a pedagogical necessity but also a strategic national priority ([4]).

Challenges in literacy are also evident at the classroom level. First of all, preliminary observations by the researchers in October 2023 at Public Elementary School Seketi Sidoarjo showed that teachers face difficulties in facilitating students' reading development due to limited instructional resources and less engaging teaching methods. Conventional practices, which are often dominated by lecture-based and textbook-centered instruction, tend to overlook the developmental characteristics of first graders, who generally learn more effectively through play, visuals, and hands-on activities ([6]). Another challenge deals with the lack of innovative media contributes to students' difficulties in mastering the five key aspects of early reading: spelling, letter recognition, syllables, words, and sentences ([7]). Empirical data collected from 50 first-grade students revealed considerable variation in achievement, with 20 students categorized as "very good," 10 as "good," 5 as "fair," and 15 as "poor." These findings highlight a pressing need for alternative instructional strategies that can make reading more interactive, engaging, and accessible for young learners ([8]).

One pedagogical approach that has received increasing attention is the use of creative learning media. Among these, lapbook media has emerged as a promising tool. A lapbook is a foldable, interactive portfolio that integrates mini-books, diagrams, illustrations, and other creative elements ([9]). Lapbooks are not only visually attractive but also provide students with opportunities for active participation, as they are required to manipulate, organize, and personalize the content within the lapbook ([10]). This hands-on, constructivist approach is well-suited to the cognitive and developmental characteristics of early grade students. By integrating both visual and kinesthetic elements, lapbooks can help [11] bridge abstract literacy concepts into more concrete and meaningful learning experiences.

The effectiveness of lapbooks has been supported by several empirical studies ([12] ; [13]). Previous studies have shown that lapbook media can increase student engagement, motivation, and learning outcomes in various subjects ([14] ; [15]). The use of lapbooks also aligns with the principles of 21st-century learning, which emphasize creativity, critical thinking, and learner-centered instruction. Despite these promising findings, research focusing specifically on the impact of lapbooks in developing early reading skills remains limited, especially in the Indonesian context [16].

Due to the condition above, this study seeks to fill this gap by investigating the effect of lapbook media on the early reading skills of first-grade students at SDN Seketi Sidoarjo. The research aims to determine whether the use of lapbooks can significantly improve students' mastery of foundational literacy components such as spelling, letter recognition, syllables, words, and sentence construction [17]. It is expected that this study provides empirical evidence on the effectiveness of lapbook media and contribute to the development of innovative literacy instruction strategies in elementary schools. Furthermore, the results of this study may serve as a reference for teachers, school administrators, and policymakers in addressing the persistent literacy challenges faced by Indonesian students.

2. Methods

This study employed a quantitative approach because each stage involved numerical data, from collection, interpretation, to analysis. According to [18], quantitative research analyzes data in numerical form to test hypotheses and confirm or refute theories ([19]). The researchers used a quasi-experimental method with a Nonequivalent Control Group Design. This design is similar to the pretest–posttest control group design, but the experimental and control groups were not randomly assigned. The study involved two classes of grade 1 students at Public Elementary School Seketi, totaling 50 students. Class IA (26 students) served as the experimental group taught using lapbook media, while Class IB (24 students) was the control group taught using books and PowerPoint. The study was conducted at Public Elementary School Seketi, Balongbendo District, Sidoarjo Regency, East Java, during the even semester of the 2024/2025 academic year (January–February 2025). Data were collected using performance tests to measure students' early reading skills. A test, according to, ([20]) is a data collection technique in which participants complete a set of questions or tasks to generate measurable outcomes.

The data were analyzed using descriptive statistics (mean, percentage, minimum, and maximum scores) and inferential analysis. A normality test indicated that the data were not normally distributed ($p < 0.05$), while the homogeneity test showed that the data were homogeneous ($p > 0.05$). Due to the normality assumption was not met, the Mann-Whitney U test was used as a non-parametric alternative to compare the results of the control and experimental groups ([21]).

3. Results And Discussion

3.1 Results

The research was conducted at SDN Seketi from October 31, 2024 to February 27, 2025. Data were obtained from both the control and experimental classes to analyze the effect of using lapbook media on students' beginning reading skills.

3.1.1 Descriptive Statistics

The control class (without lapbook media, using only whiteboard and PowerPoint) obtained an average score of 75.67 with a minimum score of 53, a maximum of 90, and a standard deviation of 9.57. The proportion of students achieving mastery (75) was 70.83%, while 29.67% did not achieve mastery. In comparison, the experimental class (with lapbook media) obtained a higher average score of 86.69 with a minimum score of 70, a maximum of 100, and a standard deviation of 6.92. The mastery level in this class reached 96.15%, while only 3.84% of students did not achieve mastery.

Table 1. Descriptive Statistics of Control and Experimental Classes.

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Kontrol	24	53.00	90.00	1816.00	75.6667	9.56746
Eksperimen	26	70.00	100.00	2254.00	86.6923	6.92109
Valid N (listwise)	24					

The results of the descriptive test through SPSS 20 as presented in Table 1 indicates that the minimum score is 70, the maximum value is 100, with an average value (mean) of 86.69.

3.1.2 Inferential Statistics

Since the normality test indicated that the data were not normally distributed, the Mann-Whitney U test was used to compare the two groups.

Table 2. Mann-Whitney U Test Results.

Test Statistic	Value
Mann-Whitney U	96.500
Wilcoxon W	396.500
With	-4.216
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Kelas	

From the results of the calculation in Table 2, the value of Asymp. Sig. (2-tailed) is 0.000. Asymp value. Sig. (2-tailed) is smaller than the significance level, which is $= 0.05$ ($0.000 < = 0.05$). This means that H_0 is rejected and H_1 is accepted, and therefore, inferentially with the mann-whitney test, it can be said that there is a significant difference between the initial reading skills that do not use media and those that use lapbook media. Based on the results of the mann-whitney test also in Table 2, it can be concluded that there is a significant influence on the results of the initial reading skills test of students who use lapbook media and those who do not use media at SDN Seketi.

3.2 Discussion

3.2.1 Early Reading Skills without Lapbook Media

The findings indicate that students' initial reading skills in the control group, which relied on PowerPoint and whiteboard media, reached only 70.83% completeness, with 29.67% remaining below the mastery threshold. This shows that conventional media such as PowerPoint are less effective for early literacy instruction. Teachers interviewed also reported that the limited variety of media contributed to reduced student focus and engagement. Prior studies support this observation, as [22], argue that static media like PowerPoint are less appealing to lower-grade students. Early learners require engaging, concrete, and manipulable tools to grasp foundational literacy skills ([23];[13]). The results suggest that the control class—taught mainly with PowerPoint slides and whiteboard explanations—achieved only 70.83% mastery in initial reading, leaving 29.67% of students below the proficiency benchmark. This pattern points to a mismatch between static presentation media and the developmental needs of early readers.

Interviews with teachers reinforce this interpretation: a narrow range of tools appeared to dampen attention and participation, making it harder for struggling learners to decode and blend sounds or connect graphemes to phonemes ([24]). Practically, PowerPoint tends to center the teacher, not the learner, which may reduce time on task and limit differentiation for diverse readiness levels. Two caveats deserve mention. Outcomes could also reflect differences in teacher expertise, the difficulty of the selected texts, or fidelity of implementation([25]). Even so, the consistency across classroom reports and literature strengthens the inference that media choice matters. Moving forward, schools should pivot toward manipulatives, decodable readers, and interactive platforms that embed phonics games, formative checks, and adaptive scaffolds ([26]).

The evidence above aligns with research emphasizing that interactive and hands-on media foster better literacy acquisition. For instance, [27] highlight the importance of playful, developmentally appropriate tools that encourage active participation. Thus, reliance on static media risks reducing effectiveness, whereas more interactive media can provide multisensory learning experiences that stimulate focus, creativity, and fine motor development [28].

The evidence resonates with a growing body of scholarship stressing that literacy instruction is most effective when children engage with interactive, hands-on media rather than passive, static tools [29]. Research shows that early learners benefit from materials that invite exploration, manipulation, and active involvement, which allows them to make stronger connections between abstract symbols and their real-world referents. When instruction is delivered mainly through static media, such as slides or text-heavy visuals, children may struggle to maintain focus and demonstrate reduced enthusiasm, limiting opportunities for meaningful practice [30].

In contrast, interactive materials stimulate multiple senses simultaneously sight, sound, touch, and sometimes movement making literacy concepts more concrete and memorable. Such multisensory experiences not only reinforce cognitive processing but also nurture creativity, imagination, and fine motor coordination, which are essential for handwriting and symbol recognition. Additionally, dynamic activities promote collaborative learning, as students often interact with peers through games, role-play, or group problem-solving tasks, further enriching their literacy journey [31].

The above approaches align with constructivist principles, where knowledge is actively built through experience rather than passively absorbed. However, successful implementation requires careful alignment of media with instructional goals to avoid distraction and ensure relevance [32]. Overall, the findings highlight that early literacy development flourishes in contexts where learners can experiment, explore, and interact with their environment. Moving forward, integrating playful, participatory, and multisensory methods into classrooms promises not only to enhance reading outcomes but also to cultivate a love for learning that endures beyond the foundational years.

3.2.2 Early Reading Skills with Lapbook Media

The experimental group demonstrated 96.15% completeness, with only 3.84% not achieving mastery. These results reflect the strong effectiveness of lapbooks as an instructional medium. Previous research also confirms these findings. [15] found that lapbooks are more effective than textbooks for improving student engagement and outcomes. Similarly, [12] reported that the interactive and tangible nature of lapbooks makes them suitable for early learners. Furthermore, [33] observed that students using lapbooks showed increased motivation and active participation, while, [34] emphasized that lapbooks help children recognize letters, syllables, and words through thematic and developmentally appropriate design. Thus, it can be concluded that lapbooks not only serve as enjoyable learning media but also function as valuable educational tools capable of integrating cognitive, affective, and psychomotor aspects [35].

The integration allows students to learn holistically, where knowledge, attitudes, and skills are developed simultaneously. The interactive and hands-on design of lapbooks encourages students to actively engage in the learning process, making lessons more meaningful and memorable [36]. For early literacy instruction, lapbooks provide opportunities for students to recognize letters, syllables, and words through creative, thematic, and developmentally appropriate activities 2016.

Flexibility of lapbooks also enables teachers to adapt content according to learning objectives and students' needs, which supports differentiated instruction [38]. Previous studies have shown that students who use lapbooks demonstrate higher motivation, improved focus, and stronger retention of material compared to those taught with traditional media [6]. Therefore, lapbooks can be regarded as an innovative and effective alternative for early literacy learning in elementary schools, offering both academic benefits and enjoyable experiences for young learners. These results underline that lapbooks do not only improve quantitative outcomes but also foster creativity, independence, and critical thinking. Their compatibility with early childhood development needs makes them especially effective for establishing literacy foundations.

3.2.3 The Effect of Lapbook Media on Initial Reading Skills

The significant difference between the control and experimental groups (Mann-Whitney U, $p < .05$) demonstrates the measurable impact of lapbooks on students' reading skills. Completeness rates increased substantially (70.83% vs. 96.15%). This aligns with [26] who reported that lapbooks improve participation and learning outcomes compared to conventional media. [13] lapbooks has also emphasized that lapbooks positively affect early literacy, particularly syllable and word recognition. Similarly, [8] showed that lapbooks stimulate curiosity and intrinsic motivation, creating a more enjoyable and meaningful learning environment. Together, these findings reinforce the conclusion that lapbooks are an effective pedagogical tool for fostering early literacy, combining both cognitive and motivational benefits [39].

Despite the promising results, several limitations should be noted. First, the sample size was relatively small ($N=50$) and limited to one school, which restricts the generalizability of the findings. Second, the duration of intervention was relatively short, so long-term effects of lapbook use remain uncertain. Third, teacher factors (e.g., instructional style, classroom management) may also have influenced outcomes, and were not systematically controlled in this study. Future research should involve larger and more diverse samples, longer intervention periods, and explore the role of teacher mediation in maximizing the potential of lapbooks.

4. Conclusions

This study demonstrates that the use of lapbook media has a significant positive impact on the initial reading skills of grade I students. Compared with conventional media such as PowerPoint, lapbooks provide more interactive, engaging, and developmentally appropriate learning experiences, which enhance students' focus, motivation, and literacy achievement. The statistical analysis confirmed that the differences between the control and experimental groups were significant, supporting previous studies that highlight the effectiveness of hands-on and manipulative media.

Nevertheless, the study has some limitations. The relatively small sample size and focus on a single school limit the generalizability of the findings. In addition, teacher factors—such as instructional style and classroom management—may have influenced student outcomes. Future studies with larger and more diverse samples, longer implementation periods, and attention to teacher mediation are needed to further validate the effectiveness of lapbook media.

The suggestions for students is to active participation in literacy activities. They should be encouraged to build an interest in reading from an early age. For teachers: It is essential to design creative and enjoyable learning strategies using interactive media such as lapbooks to optimize students' engagement and outcomes. For schools: Providing adequate facilities, such as libraries and literacy corners, can strengthen the reading culture within the school environment. For future researchers: Further investigations are recommended to test the long-term impact of lapbook media across different contexts and populations, and to explore how teacher professional development may enhance the use of such media in literacy instruction.

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