



## The Use of English Learning Videos on Personal Tablets to Facilitate Primary Students' Literacy

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### Article History:

Received: Jan 05, 2023

Revised: Feb 20, 2023

Accepted: Mar 23, 2023

Online First: Apr 14, 2023

### Keywords:

Literacy,  
Tablet,  
Technology,  
Video Learning.

### Kata Kunci:

Literasi,  
Tablet,  
Teknologi,  
Video Pembelajaran.

### How to cite:

Arpian, J. (2023). The Use of English Learning Videos on Personal Tablets to Facilitate Primary Students' Literacy. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(2), 734-748.

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**Abstract:** This study aims to determine the effectiveness of tablet use by utilizing learning videos to improve student literacy at SD Negeri 15 Woja. The population of this study ranges from low to high-grade students (III & IV) at SD Negeri 15 Woja, which consists of 20 students. Each student from grades I to VI took 10 students, who were the primary samples in the implementation of this study. This research uses qualitative research methods. Furthermore, the research instruments used in this study are direct in-class observations containing video recordings and other supporting data such as activity documentation, researcher diaries, and additional website resources. After the data is analyzed using qualitative analysis, it can be concluded that using technological media in the form of learning videos effectively encourages students of SD Negeri 15 Woja to carry out literacy activities in different ways. The statement is corroborated by some of the data attached to the study.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan tablet dengan memanfaatkan penggunaan video pembelajaran untuk meningkatkan literasi siswa di SD Negeri 15 Woja. Populasi dari penelitian ini adalah mulai dari siswa kelas rendah hingga tinggi yakni (III & IV) di SD Negeri 15 Woja yang terdiri dari 20 siswa. Setiap siswa dari kelas I hingga VI masing-masing mengambil 10 siswa yang menjadi sampel utama dalam pelaksanaan penelitian ini. Penelitian ini menggunakan metode penelitian kualitatif. Selanjutnya, instrument penelitian yang digunakan dalam penelitian ini adalah observasi langsung dalam kelas yang memuat rekaman video serta data pendukung lainnya seperti dokumentasi kegiatan, buku harian peneliti dan additional website resources. Setelah data di analisis menggunakan analisis kualitatif dapat disimpulkan bahwa pemanfaatan media teknologi berupa video pembelajaran dapat disimpulkan efektif dalam mendorong siswa SD Negeri 15 Woja pada pelaksanaan kegiatan literasi dengan cara yang berbeda. Pernyataan tersebut dikuatkan oleh beberapa data yang telah dilampirkan dalam penelitian ini.

## A. Introduction

Reading literacy is an ability to manage information, thinking, and writing that aims to understand the meaning of reading critically conveyed by the author (Marmoah, 2022). The ability to read can help learners develop advanced learning over a long period. According to Gogahu & Prasetyo (2020), literacy can be an essential ability to understand lessons effectively in schools that help students become skilled at understanding information clearly. Reporting from the Organization for Economic Cooperation and Development (OECD, 2019), based on a survey conducted by the Program for International Student Assessment (PISA), said that Indonesia occupies the lowest position, which shows the most inadequate literacy, namely the 71st position out of 82 countries. The lack of reading literacy for students is one of the things that need to be considered, and a solution sought for using other methods deemed to increase student literacy (Martinez & Lopez-Rio, 2015). This is a challenge for educators in Indonesia because students need more ability in literacy activities to understand the material being taught. This was shown by the students of SD Negeri 15 Woja, one of the remote schools in Dompu Regency. Literacy lessons in this school should be addressed and require a plan and follow-up by the educators at the school. Another strategy pursued by the principal and teachers in the school is to create a reading corner in every corner of the classroom. This action is expected to bring students closer to the reading book in the school so that students do not have to bother visiting the library. This strategy increases students' interest in reading before the first lesson starts.

Education in the 4.0 era is a modern era where the digitization system is developing rapidly in all fields of human activity, without exception in education itself (Suyono, 2017). Utilizing technological media is one of the supporting factors that help the learning and teaching process in the classroom be creative and easily accessible. The 4.0 era, on the other hand, presents a challenge for elementary schools to educate students about the negative impact of technological media use that has nothing to do with the learning process. One of the good uses of technical media is to utilize technology in the learning and teaching process as a variety of fun lesson activities that involve students actively. Thus, integrating technology into literacy activity provides new literacy skills for students required for reading, writing, and communicating in digital contexts (Hutchison & Reinking, 2011). At the same case, enhancing media literacy in elementary schools is one movement that has the main goal in the context of education to date. Especially as an introduction to new technology with the aim of training literacy skills (Pereira & Pereira, 2015).

SD Negeri 15 Woja still uses thematic books prepared in each classroom and student reading literacy activities in schools using primary textbooks. The books are filled with writing. The use of primary textbooks as literacy materials is suitable for students who need to learn letters and even spells. Seeing such a reality, literacy activities at SD Negeri 15 Woja are a priority that the school must prioritize. Reading literacy activities are not only demanded by teachers but must be a hobby for every student. Therefore, it is necessary to have other ways or methods that must be used to help increase student motivation and interest in literacy lessons that familiarize students from now on and recognize literacy as a

fun activity. Therefore, teachers play an essential role in determining the quality of suitable lessons so that students can accept them to improve the quality of education.

With the development of the times, technology is developing very rapidly in human life. The existence of information and technology (IT) media can help meet human needs, one of which is in the field of education (Novitasari, 2019). Utilizing media learning in activity that can be effectively implemented by teachers (Hobbs & Moore, 2019). The rate of growth of social media has dramatically increased, having a significant impact on how we teach and learn (Beckman et al. 2014). Teachers can use this rapid development to help the learning and teaching process in schools. It is becoming increasingly important for students to use technology to produce and publish writing, evaluate content in diverse media and formats, and locate and identify information (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

In this article, the researcher uses a tablet in the form of learning videos to improve literacy culture. According to Allington (2006), media literacy is a form of learning to read since students learn to read visually and textually. In addition, media literacy is a teaching and learning process in which the ability to "read" and "write" is acquired. The use of media literacy should be actively and consciously encouraged, Buckingham (2003). Learning videos are a form of a platform designed as a medium for delivering learning materials that are effective and practical to apply so that students can learn independently, vary, and receive more support from the material (Niswa, 2012). In addition, Martinez & Lopes-Rio (in Gogahu & Prasetyo, 2020) argue that the emergence of technology that utilizes graphic animation presents a new way of learning to read. As a teacher begin to investigate the possibility of using mobile devices such as a tablet in the classrooms, it will be essential to consider how this technology might affect students learning. This means investigating how a mobile device can promote successful reading practice in a literacy activity (Saadati, 2019; Prasetia et al., 2022). Digital tools such as tablets also have the potential to support literacy skills (Aram & Bar-Am, 2016; Neumann, 2015). The tablet is one way to provide valuable opportunities for literacy lessons. Reading with a tablet in the form of a learning video might create new ways of reading, Lankshear & Knobel (2003). In the same way, the touch screen like tablet allows young student to interact with digital world from an early age (Marsh et al., 2015; Merchant, 2015). The tablet provides some features (e.g., animations, sound and text) it is possible to engage young students' attention in some interest way by stimulating visual, auditory, kinesthetic and tactile sense (Roskos et al., 2014). Using tablet can help the students for a range of educational and entrainment purposes (e-books, literacy apps, Neumann, 2015). Students also can use tablet to get information gathering (e.g., Google, YouTube). Therefore, tablet is a potentially positive way of literacy learning media because the student's interactions allow them to create communicate through digital representations, such as; audio, text, pictures and icons (Crescenzi et al., 2014; Stephanie & Lemley, 2019)

To obtain valid data regarding the use of technology media in the form of learning videos as an effort to improve reading literacy discipline at SD Negeri 15 Woja, a study was

conducted to determine the effectiveness of this media so that it can be further applied to the learning process in the classroom.

## B. Method

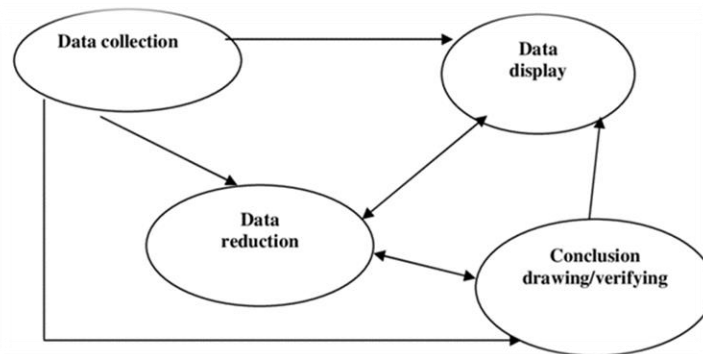
This study used qualitative research methods. Qualitative research is a process used to examine natural events or objects used as data or findings. In this research method, the researcher is the critical instrument for understanding the phenomena that occur, for example, behavior, actions, motivations, and others, which are then described in words according to the researcher's perspective. The research instrument used in this study was direct observation in the classroom. Observation is a component of qualitative research in which researchers investigate and investigate in greater depth the activities, processes, and activities of students in implementing technology media in the form of learning videos to improve literacy culture.

The subject of this article is the students in SD Negeri 15 Woja, West Nusa Tenggara, who became the primary sample in conducting this research. The researcher used 20 students in grades 3 and 4, which were used as data collection materials in this study. Students are divided into two groups: those who do not know their letters and those who can read (but still spell). In two different classes, each student took 10 students, with the selection of grade 3 students as a class whose students did not know letters; meanwhile, grade 4 was also involved because many students were still doing spelling readings.

This research collected the data through several techniques, including video recordings, activity documentation, research diaries, and additional website resources. The first thing this research did was use video recordings that were placed in the corner of the classroom during the learning activities. Video recordings are used to determine student progress during literacy activities. Furthermore, documents are completed to trace administrative traces in the form of photos or documents concerning literacy learning planning. The researcher obtained documentation in pictures for each step of implementing literacy activities. An image and a description represent each step. The use of documents provides rich information. Documents are easy to obtain and provide vital information to reflect the situation; they can also be reanalyzed without making any changes. Third, a diary was written by researchers during the program. This diary starts with finding learning video references, then sharing sessions with the school principal and class teacher, up to the implementation stage in the classroom. Fourth, in the form of website resources adopted on the YouTube and Play Store pages. YouTube is a popular media that provides some collection videos (e.g., interest videos, learning videos, etc.) In addition, YouTube is media that can possibly use as a learning and literacy media. On the YouTube page, most popular video sharing services on the internet today. On the YouTube page, several video links are attached that will be used during literacy activities, while on the Play Store, use the reading application that has been downloaded.

After collecting it, it will be analyzed using qualitative data analysis techniques. The qualitative data analysis in this study adopted the model from [Miles & Huberman \(1994\)](#).

Data analysis is divided into three steps: data reduction, data display, and conclusion. First, data reduction is selecting, simplifying, grouping, focusing, and transforming the original data obtained from field reports. The data reduction was carried out during the research (by summarizing, taking notes, etc.). Data is reduced by grouping data based on research subjects and excluding others. Second, data display can be in the form of images, narratives, or tables. Display data aims to combine all research information in a systematic and easy-to-understand way. Third, according to Miles & Huberman (1994), concluding, This process aims to derive meaning from the collected data by looking for similarities and differences. The data is displayed and described to get answers to the problems studied. From these answers, researchers can produce a conclusion.



**Figure 1.** The iterative qualitative data analysis model (Miles & Huberman, 1994)

On the other hand, a framework and implementation for tablet integration are required to ensure that students learn and access tablets as literacy learning media. Following the instructional framework, the teacher can explain activities, followed by guided and self-guided student training in literacy activities. Teachers can use this framework to make adjustments and provide feedback if needed. This literacy activity uses three stages of activities adopted from Cameron (1997), asserting that there are three levels of classroom activity for young learners, such as define, analyze, adapt, and extend. Cameron also adapted it for primary task-based learning by Skehan (in Cameron, 2001) and adopted it in the table below (Cameron, 2001).

**Table 1.** A Framework for Effective Teaching Literacy Using Tablet

Step	Guidelines
Step 1: Preparation Stage	1. The activity begins with watching videos together as given by the teacher as an initial introduction to the material.
Step 2: Core stage	2. Students are divided into two categories: students who do not know the alphabet and those who already know the alphabet (but still need help spelling).
	3. Students who do not know the alphabet (grade 3) do literacy activities in turns using tablets.

Step	Guidelines
	4. Students who already know the alphabet (grade 4) carry out literacy activities independently using tablets. 5. The teacher guides this activity.
Step 3: Follow-up stage	1. Provide exercise in two different forms according to student categories.

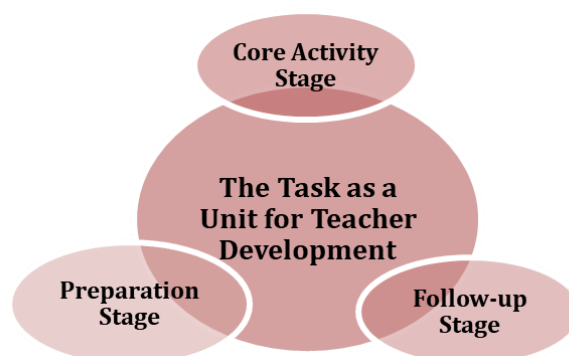


Figure 2. Cameron's Three Stages of "activity"

### 1. Preparation Stage

Given the initial goal of using video learning to improve reading literacy at this stage, students are asked to watch the video together. One way to activate vocabulary or letterforms is by displaying material in videos. This allows young learners to get an initial idea of recognizing the shape of letters and vocabulary. The statement can help young learners who have not recognized letters or who have recognized letters. For example, the teacher points at the screen, then asks students who do not yet recognize the letter, "What letter is it?" The student replies, "p". The teacher may use an object such as a book, then ask, "What letter does the book begin with?" then the student replies, "b", etc. For young learners who already know the letter (still spelling) in reading, the teacher can ask them to spell the word in the correct sentence. For example, by showing the shape of the image and the caption of the image name contained in the video, the young learner can listen to the audio, then follow and repeat the word. The features contained in learning videos, such as images, audio, colors, and animations, can be used to acquire vocabulary and train sentence structure or letterforms in literacy activities.

### 2. Core Activity Stage

To involve many young learners and maximize interest in literacy, it would be better if young learners were categorized into 2 groups, namely: 1). Students who are not yet familiar with the shape of the letters 2) Students on the core activities who know their letters but not their spelling. Students who do not know their letters can participate in literacy rotations accompanied by a teacher in the first category. Meanwhile, the second group of students, who can already recognize letters, is equipped with tablets for reading. The objectives are categorized in this way so that teachers can discover student literacy development in their respective categories.

### 3. Follow-Up Stage

The follow-up stage should strive to establish a settlement upon the achievements of this stage. At this stage, students can recognize letters and can fluently read sentences or structures from reading materials using these technological mediums. The follow-up stage can be done in various ways, such as arranging letters into words or having students read in rotation and mentioning the meaning of the reading.

## C. Result and Discussion

### Result

Through research instruments using qualitative analysis with observations and three stages of activity from [Cameron \(2001\)](#), the following are attachments to the activities carried out in the process of learning literacy for students in grades 3 and 4:

#### 1. Preparation Stage

This activity begins with watching videos together. This is an initial introduction to the material. The duration of the video is about 2-3 while explaining the information conveyed from the video by pointing at the screen and giving questions, e.g., "What letter is that?" etc.



**Figure 3.** Students Watch the Video

#### 2. Core Stage

After watching the video at the beginning, students unfamiliar with the alphabet (grade 3 students as a sample) are asked to do literacy activities in a row to get a turn to read using the learning video provided using a tablet. In this case, students who do not know the letters are given direct assistance, as shown below.



**Figure 4.** Reading Activities for Students Who Do Not Know the Alphabet

The excellent student engagement can be seen in figure 4 below that each student is so severe about reading literacy on a tablet that each student facilitates. Literacy activities involving grade 4 students are inseparable from teacher assistance. This is done when students have difficulty reading or understanding the meaning of the reading. We also provide explanations for the reading material so that students can understand the information conveyed in the reading. The statement is seen in figure 5 below.



**Figure 5.** Reading Activity for Students Who Know the Alphabet (still spelling)



**Figure 6.** Teacher Accompanies Students



### 3. Follow-up Stage

At this stage, the teacher can measure student achievement by providing a form of exercise divided into two forms: first, students who are unfamiliar with letters can practice arranging letters into words. Secondly, students already familiar with letters (spelling readings) can read in turn and mention the meaning of the reading in front of the class. Examples of activities can be seen in the figure below.



**Figure 7.** Arrange the Alphabet into Words



**Figure 8.** Take Turns Reading and Saying the Meaning of Reading

From some of the documentation of the activities described above in accordance with the three stages of the activity described by Cameron, other evidence collected was taken from writing diaries and several supporting websites in helping to develop the effectiveness of applying learning videos for students at SD Negeri 15 Woja in literacy learning.

### Learning Dairy

#### *Learning dairy#1*

"Looking for learning media references."

The role of learning media is significant in making lesson plans. Learning media is a platform or tool for conveying material in an exciting way, such as learning videos, audio, slide shows, etc. Many learning media references in the form of videos are available on the

YouTube platform for adoption by adjusting to the available material. Literacy activities using learning media will give an exciting impression and not be boring to apply in class.

#### *Learning dairy #2*

"Sharing sessions on learning media with school principals and teachers"

To help carry out learning activities that are evenly distributed and regular, researchers compiled three aspects of learning: lesson plans, student activity sheets, and implementing media in the form of learning videos for literacy learning. This learning video, in particular, is intended to help provide exciting and non-boring variations of learning literacy. The researcher again discussed these three aspects with the principal and teacher to seek approval to implement them directly in the classroom.

#### *Learning dairy #3*

"Providing learning videos as a form of technological adaptation in literacy activities" The geographical location of SD Negeri 15 Woja makes it is challenging to adapt learning videos online, so to continue this activity, the researcher provides or facilitates learning videos that are prepared first home and then applied in the classroom. The existence of learning videos for literacy activities, which will be carried out in stages, can increase students' comprehension of reading. This program, in the form of an adaptation of learning videos, is expected to provide variations of learning that are more fun and exciting for students, which aims to help increase reading competence. In addition, technological adaptations like this can increase student learning motivation without using textbooks or syllabi.

### **Website Resources**

"YouTube Page"

Researchers utilize a variety of learning videos available on the YouTube page as materials for teaching literacy – learning videos that choose to use two languages, namely a mixture of Indonesian and English. The following is a link attachment used by researchers in literacy learning.

<https://youtu.be/D8CmFaFdi04>, <https://youtu.be/fguLqA7u2ZI>  
<https://youtu.be/NJzLUp60Q1Q>, <https://youtu.be/3hPaa-JoZWE>  
<https://youtu.be/LjpmF8MdASk>, <https://youtu.be/lt-hAsZ4bBE>

"Google Play Store"

Google Play Store offers a variety of applications, one of which can assist learners in learning literacy. Reading applications such as;

1. Ayo Belajar Membaca

<https://play.google.com/store/apps/details?id=dyza.education.belajarmembaca>



Figure 9. Application Ayo Belajar Membaca

The learning-to-read application can make learning to spell and learning to read faster, more accessible, more interesting, and less tedious. They will feel like playing, but they are still learning.

2. Dongeng Anak Bergambar

<https://play.google.com/store/apps/details?id=com.daraddict.dongenganakbergambar>



Figure 10. Application Dongeng Anak Bergambar

A collection of stories with pictures and audio to make students interested in reading. The stories are presented using simple sentences that make reading easier for students. Reading is essential for children, and this application can help them improve their reading skills while expanding their imagination when they open and read it.

Discussion

Based on direct observation, the researcher used the three stages of the literacy activity strategy from Wulanjani (2019) by utilizing tablet media, including video learning, in teaching literacy to improve reading skills. Some evidence corroborates the statement about the effectiveness of tablet media in literacy learning for SD Negeri 15 Woja students. Evidence to support this statement can be found in learning diaries and website resources.

The strategy used in developing literacy skills is the three stages of literacy activity proposed by Cameron (2001), which consist of the preparation, core, and follow-up stages. These stages are carried out sequentially during literacy activities and are observed using

video recordings. First, in the preparation stage, the students will watch the learning video directed by the teacher. Second, in the core stage for class III, students will carry out literacy activities in rows to take turns reading.

Meanwhile, for grade IV students, each student is facilitated by a tablet with a learning video. This activity will be accompanied directly by the teacher. Cameron contends that the core activity is essential to the language learning task and that the task will fail without it. The preparation activities should assist students in completing the core activity. This could include pre-teaching language items or activating topic vocabulary. Third is the follow-up stage, where the teacher will measure students' learning abilities by providing different forms of training. For class students who do not know letters, they will practice putting letters into words. Meanwhile, students who already know the letters (spell) will read the passage and mention the meaning of the passage. This will make it easier for teachers to know students' abilities and the impact of tablet media on reading skills.

In this study, researchers used other evidence that strengthens the practical impact of tablet use on literacy at SD Negeri 15 Woja. Some of them are learning diaries and website resources. Learning diaries are a testament to the positive impact of tablet use on literacy skills. Diary diaries are informative and flexible (Lida et al., 2012). For each literacy activity, the researcher kept a diary. Thus, learning diaries are intended to document some critical points in the activation process. Diaries provide many chronologies of thoughts and detailed notes about the research process (Robson & McCartan, 2011). Besides that, the researchers used website resources through the Youtube page and the Google Play Store to download interesting learning videos and several applications that would be used in literacy activities.

#### **D. Conclusion**

Based on the results and discussion using the qualitative method described above, it can be concluded that the use of technological media in the form of learning videos can be said to be effective in encouraging SD Negeri 15 Woja students to carry out literacy activities in a different way than before. This statement can be proven from the data collected through activity documentation, a research diary, and additional resources attached above. The use of media in the form of learning videos is a form of technology adaptation and a variation of learning in a new way at SD Negeri 15 Woja, apart from the use of thematic books, which are the main books used every day in the teaching and learning process. On the other hand, learning videos provide various exciting features, such as images, colors, animations, audio, etc. Students like these features at the elementary school level because they look attractive and are not dull, so they can encourage them to be more active in learning literacy.

This research implies that it provides theoretical and practical implications. Theoretical implications are the implementation of literacy activities through observation, and the three stages of literacy activities include the preparation stage, the core stage, and the follow-up stage. While the practical implication is that this research can be a suggestion and reference for the school to improve literacy activities.

This study requires consideration as a refinement for further research, urgently needed to enhance literacy activities with appropriate methods. As a suggestion, future research will likely use other variables or technologies besides tablets, which also affect reading literacy levels in elementary schools. This can be input for readers or teachers as an effort to increase reading literacy in schools.

### Acknowledgment

All praise and gratitude to Allah Subhanahu Wa Ta'ala, the all-loving and compassionate, for his mercy in providing health and ease to complete this thesis titled "The Use of English Learning Videos on Personal Tablet to Facilitate Primary Students' Literacy". The research would like to thank too; The Institute of English Education Department of the Islamic University of Indonesia and the elementary school principals, teachers, and students in SD Negeri 15 Woja in Dompu regency, Indonesia, who has assisted in carrying out this research.

This research was done out of awareness based on direct observation and implementation at the research site. This article can be a medium of communication to exchange ideas with others about the importance of growing literacy in elementary schools. The author realizes that the preparation of this article is far from perfect, so I expect input and suggestions for constructive improvements to the article's writing. I hope this thesis will be helpful and provide insight to readers.

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