

LITERATUR REVIEW: IMPLEMENTATION OF EARLY READING APPLICATION MEDIA FOR ELEMENTARY SCHOOL STUDENTS IN THE PERIOD 2019-2025**Deasy Renaningtyas Sugiarto¹, Wiwi Isnaeni², Bambang Subali³, Nuni Widiarti⁴**¹Department of Elementary Education S2, ²Departement of Bilogy, ³Department of Natural Science Education, ⁴Department of Chemistry, Universitas Negeri Semarang, IndonesiaE-mail: ¹deasyrenaningtyas@students.unnes.ac.id*, ²wiwiisna@mail.unnes.ac.id,
³bambangfisika@mail.unnes.ac.id, ⁴nuni_kimia@mail.unnes.ac.id*Article History: Received: February, 06 2025; Accepted: March, 10 2025; Published: March, 24 2025***ABSTRACT**

Reading skills are fundamental skills that students must master in order to follow learning well. In fact, there are still students who have difficulty reading in the upper grades. For this reason, it is necessary for teachers to complete students' reading skills. The purpose of this study was to determine the effect of early reading application media for elementary school children. The research method is a Systematic Literature Review (SLR) conducted using Google Scholar, Google Search, and Research Gate from journals published since 2019-2025. This research explores various technology-based applications used in early reading learning. These apps were developed to improve children's reading skills, focusing on engaging and interactive approaches that suit children's learning needs. The results showed that the apps were effective in increasing learners' motivation and reading skills. It can be concluded that the use of technology-based beginning reading applications is proven to be able to increase the motivation and reading skills of elementary school participants.

Keywords: *Literature Review, Reading Media, Reading Skills***ABSTRAK**

Keterampilan membaca merupakan keterampilan mendasar yang harus dikuasai peserta didik agar mampu mengikuti kegiatan pembelajaran dengan optimal. Kenyataannya, masih saja ditemukan peserta didik yang kesulitan membaca di kelas atas. Untuk itu perlu adanya upaya guru menuntaskan keterampilan membaca peserta didik. Tujuan penelitian ini adalah untuk mengetahui pengaruh dari media aplikasi membaca permulaan bagi anak sekolah dasar. Metode penelitian berupa Systematic Literature Review (SLR) yang dilakukan menggunakan Google Scholar, Google Search, dan Research Gate dari jurnal yang terbit sejak tahun 2019-2025. Penelitian ini mengeksplorasi berbagai aplikasi berbasis teknologi yang digunakan dalam pembelajaran membaca permulaan. Aplikasi-aplikasi ini dikembangkan untuk meningkatkan keterampilan membaca anak-anak, dengan fokus pada pendekatan yang menarik dan interaktif yang sesuai dengan kebutuhan belajar anak. Hasil penelitian menunjukkan bahwa media aplikasi membaca permulaan efektif dalam meningkatkan motivasi dan keterampilan membaca peserta didik. Sehingga dapat disimpulkan bahwa penggunaan aplikasi membaca permulaan berbasis teknologi terbukti mampu meningkatkan motivasi dan kemampuan membaca peserta sekolah dasar.

Kata kunci: *Kajian Literatur, Media Membaca, Keterampilan Membaca***Copyright © 2025 (Deasy Renaningtyas Sugiarto)**
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INTRODUCTION

Reading skills are one of the most fundamental skills in facing the challenges of the modern era. Reading is the key to learning all knowledge, including daily information and guidelines that have a major impact on life (Kemendikbud, 2017). Learners who cannot read well will experience many obstacles in learning (Solihin et al., 2020). Learners will also have difficulty participating in learning activities and comprehending the content found in a range of textbooks, supplementary media, and other written educational resources (Meo et al., 2021). Thus, the role of reading skills is very important for students to be able to participate in learning activities at school and in life in the wider environment.

Some previous studies state that students who experience difficulties in beginning reading can experience problems in the learning process. Research conducted by Rohman et al. (2022) suggests that students who experience reading difficulties cause learning obstacles so that the learning outcomes obtained are less than ideal. Ain (2024) also found a similar case that students who have not read fluently cannot understand the reading as a whole so that students do not get information from what is read. According to Alkhasanah et al. (2023) there are other problems from the case of early reading faced by students, where students who have difficulty reading will experience learning delays compared to other friends.

To be able to receive and master the material, students must certainly have a foundation for mastering reading skills (Yati, 2022). There are two phases of reading, namely beginning reading and advanced reading (Maghfiroh & Hendratno, 2024). Beginning reading is the initial skill for learners in recognizing letters, words and sentences which become the foundation for mastering higher reading skills. The purpose of beginning reading is to improve learners' ability to understand and know correct reading, train and develop learners' ability to translate sentences into sound, and develop other specific skills (Sari et al., 2022).

Therefore, it is important to foster the development of initial literacy skills as it is the basis for further reading skills (Effendi et al., 2024). Beginning reading is one of the reading skills that must be possessed by a student so that later he can continue learning to more complex material, through reading activities students will receive knowledge easily (Widyowati et al., 2020). According to (Aulia et al., 2019) factors that influence beginning reading can be physiological, intellectual, environmental, and psychological aspects. Physiological elements encompass physical well-being, the state of the nervous system, gender differences, and levels of fatigue. Psychological components involve aspects such as motivation, personal interests, and social development, emotions and self-adjustment.

This is in line with the OECD study (in BPPP, 2021) where many factors influence students' reading skills, namely internal factors (self-motivation to learn, persistence,

the individual's competitiveness) and external influences, such as the educational setting and instructional methods employed by educators, completeness of learning facilities). Thus, support from the surrounding is needed so that the factors that influence students' reading skills can develop well. Teachers and parents need to create conditions that can encourage learners to be enthusiastic about reading so that motivation can grow within them.

In order for students to learn to read easily, especially when learning to read at the beginning, teacher creativity is needed in developing learning strategies. According to Hasanudin et al. (2023), creation and innovation are needed in teaching and learning activities that can become companion teaching materials to improve reading. In teaching beginning reading, it should be done with a feeling of pleasure so that students do not feel burdened with orders or tasks that seem to force them (Astuti et al., 2020). One of the efforts that can be made is by presenting fun learning through the use of interesting media. Learning media is everything that is used to convey learning messages from the source to the receiver (Nenu et al., 2024). Accuracy in choosing learning media can affect the learning process and results (Erlina, 2023).

Learning media is useful for facilitating interactions between teachers and students in order to achieve more effective learning (Utami & Rahayu, 2022). This is in line with the opinion of (Alawiyah & Rukmi, 2021) which states that learning media can be used so that students can actively participate in learning and are involved in learning the material on the media used so that it is interesting and easily understood by students. The use of learning media in the learning process can arouse desire, interest, and motivation and stimulation in learning activities (Mahsun & Koiriyah, 2019). Thus, the use of media is one way to be able to achieve effective learning by actively involving students so that it can arouse their interest and motivation in participating in the learning.

Media functions as an instrument that acts as a bridge to convey a message so that it can be conveyed appropriately, easily and accepted and understood as it should (Nenu et al., 2024). Beginning reading is in the early stages of the reading process or visual process which is the process of translating written symbols into sound (Kartini et al., 2021). For this reason, in preparing learning media, it should refer to the visual process of these students. Unique media such as many colors and visuals will be preferred by students and also excited in learning (Putri et al., 2023).

When using media as reading material for teaching early reading, it is important to select media that captures students' attention, this helps them stay focused on the lesson and enhances their ability to absorb the content delivered by the teacher (Syelviana & Hariani, 2019). There are many types of media that can serve as a tool to support students in developing reading skills. Early reading media can be physical or real media or digital media. Real media in the form of tools or toys that can be operated such

as bigbooks, puzzles, rotary wheels, flash cards, picture cards, letter cards, or other media designed according to teacher creations. Digital media can be in the form of animated videos, power points and various types of applications and other technology-based media innovations. Modern technology also offers various applications that can assist learners in acquiring learning process (Hidayat et al., 2025) The existence of many media options that can be used, especially media that are relevant to the development of the current era, can be an alternative to teaching beginning reading to students.

Based on the literature review conducted, there are many researchers who have developed digital reading media based on applications. Erlina et al (2023) developed an android application as a beginning reading media that can increase student involvement in reading activities. Hidayat et al. (2025) and Zhalzabilah et al. (2024) also used application-assisted media in their research. The results showed that the use of the media was able to improve students' reading skills. According to Hasanudin's research (2023) learners are more interested in reading activities using assistive media because it is equipped with audio, images, and video and game activities. the utilisation of various existing application media has become a new way to teach reading learning for students.

The purpose of this study is to determine the effect of the media application of beginning reading for elementary school children. The benefit of the research is to provide information and recommendations for teachers, parents, and educational application developers regarding the effectiveness of the early reading application media in improving the reading skills of elementary school students, so that it can be used as an alternative in learning that is more interesting and interactive. This study also provides insight into the use of application based media used in previous studies to provide an overview of effective media in teaching early reading.

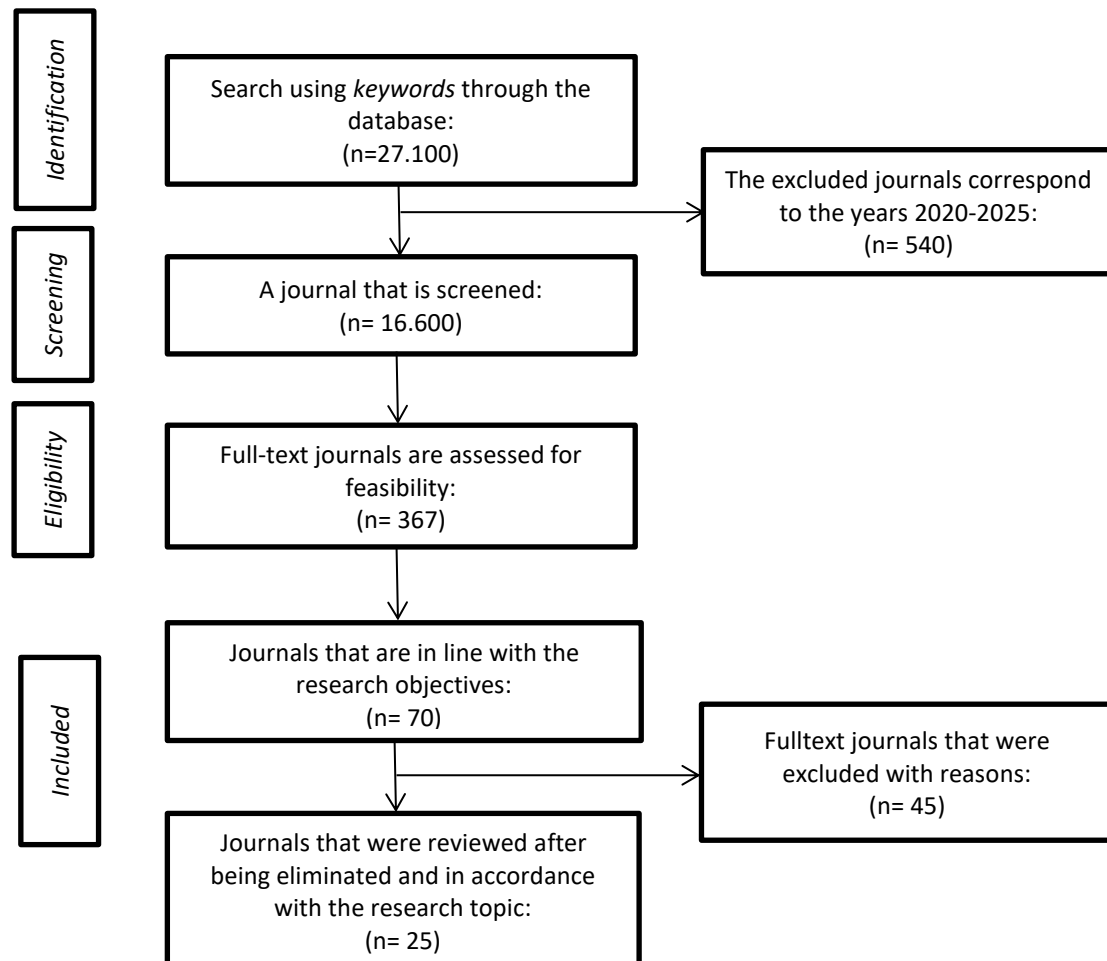
RESEARCH METHODS

This research uses the Systematic Literature Review (SLR) method by conducting a systematic review of relevant journals. The purpose of this study was to determine the effect of early reading application media for elementary school children. Data was collected through systematic searches in various databases of related journals and articles. The literature review was conducted by searching journal sources from Google Scholar, Google Search, and Research Gate from journals published since 2019-2025 using the Prisma Flowchart step. The search used the keywords "beginning reading application media", then the time range was specialized in 2019-2025 research. Furthermore, researchers took 25 selected titles for further study.

Each journal analyzed includes research related to the use of media in the form of applications in teaching beginning reading. The data obtained was then analyzed using content analysis through a matrix with the results summarized in a table to review

related findings. Identification of data in the form of author, background of the problem and research objectives, methodology and results and conclusions of the research. The following Prisma

Flowchart diagram illustrates the stages of literature search from the initial stage to the final stage.



Picture 1. Flowchart Prism Diagram

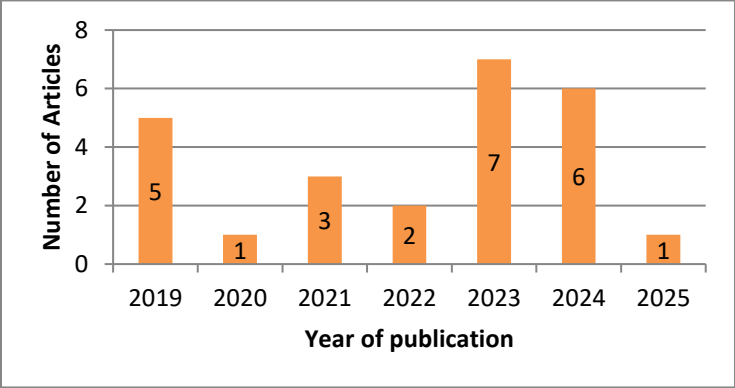
RESULTS AND DISCUSSION

Research Results

Reading aims to find and obtain information about the content and understand the meaning of reading (Rahayu et al., 2016). Children's engagement with the same reading presented from different media such as books, movies, and interactive applications, can reveal their knowledge in the preparation of multimedia (Djonov et al., 2021). Multimedia features have a significant positive effect on reading skills, noting that

only well-designed applications can improve children's literacy skills (Chuang & Jamiat, 2023).

After reviewing the contents of the selected literature on reading application media, the researcher grouped the findings based on the year of publication of the article, the data is shown in Figure 2 below.



Picture 2. Articles published in 2019-2025

Based on the diagram of article publishing years in Figure 2, it can be seen that every year there is an increase or decrease in the number of articles published. However, in 2023 and 2024 there was a significant increase. Articles about the most reading application media were published in 2023. And in 2025 there was a decrease, but it is possible that this research trend could increase again because this study was still conducted at the beginning of the year.

Furthermore, researchers conducted grouping based on the content contained in the developed application. The results of the analysis are presented in Table 1.

Table 1. Types of Reading App Content used in Primary Schools

Type of application	Number of articles
Images, sounds, visuals	6
Alphabet, word, sentence	4
Digital story/book	5
Quizzes and assignments	3
Educational games	5
Includes more than three types of app features	2

Based on the type of application content in the developed reading media, some applications present images, sounds and visual elements such as animations and videos complemented by the appearance of words. Some applications present letter to word recognition using relevant reading methods. Other apps feature more complex sentence

recognition in the form of stories or digital books. There are also apps that contain quizzes and tasks that learners can use to hone their reading skills. More interestingly, there are applications packaged in educational games that are certainly interesting for learners. The rest, this reading media contains more than three types of application features in the form of audio-visual, alphabet, stories, quizzes, and educational games.

Currently, it cannot be denied that digital media has become fundamental, especially in the world of education, where teachers and students are required to keep up with technological developments. Various kinds of digital technology should be applied in learning (Nursafitri, 2023). The development of applications with various features in the literature review is a manifestation of this participation, where the world of education participates in the times in the era of 21st century skills.

Further groupings were examined based on the influence of the research in the selected articles. The influence of the research that has been conducted can be seen in Table 2.

Table 2: The Effect of Using Application-Based Reading Media

Effect of Use	Number of articles
Reading motivation	3
Learner enthusiasm and engagement	6
Reading skills	11
Motivation, engagement, and reading skills	5

From the data in Table 2, it can be seen that most studies on the use of app-based reading media present a significant impact on reading skills. All studies state that the use of app-based reading media has a positive impact on improving learners' reading skills.

There are three articles that present the impact of using application-based reading media on students' reading motivation. Learners are more motivated in reading because applications that are presented visually with images and animations with audio effects are certainly more interesting, especially for elementary school-age children. Audiovisual media is a learning tool that combines elements of images and sound to convey information or knowledge (Maghfiroh & Hendratno, 2024).

Some articles revealed the impact of learners' involvement and enthusiasm during learning activities using application-based reading media. Learners look more active and enthusiastic because during learning in class they do interactive activities using the media such as by reading serialized images, doing quizzes or playing educational games. Learners can try the media independently so they are more interested because they are directly involved in reading practice. Educational games are

games that are specifically made to help users learn a material, expand concept understanding, train skills, and provide encouragement so that they are interested in continuing to play (Setiarini et al., 2024).

The remaining five articles show that the use of app-based reading media has a positive impact on learners' engagement, motivation and reading skills. The impact of using this media is certainly related to one another. In accordance with what was conveyed by Akmaludin et al. (2024) where children's interest in reading needs to be maintained and improved to support the development of their various skills, especially reading skills which are the main foundation in expanding their knowledge. Thus, children's involvement in reading activities can increase their understanding of the information in reading, so that their knowledge can increase.

Discussion

The development of the digital world is very influential on the lives of today's students who are attached to gadgets. In the midst of rapid technological development, the development of interactive learning media is a relevant alternative so that integration between technology and learning media is needed (Lailis et al., 2022). Currently, educators have various choices of learning media that can be used in the teaching process, such as sound-based media, images, audio-visual combinations, and multimedia. In addition, there are also other alternatives such as animated videos, 3D visuals, and educational games that are considered more effective in attracting students' attention (Yolanda & Damri, 2022).

The choice of content in this application-based reading media is indeed very influential on students' interest and motivation in reading. This is because this application-based reading media is presented according to the characteristics of students. Images that are in accordance with learning materials can help students understand concepts more easily, cheerful and upbeat background music can arouse students' enthusiasm and motivation to learn (Setiarini et al., 2024). The combination of graphic elements and audio pronunciation of letters and words in the media is proven to make a positive contribution to improving students' early reading skills. In addition, elements in game-based learning media are also effective in arousing students' attention and interest, especially in reading activities (Fauziah & Hidayat, 2022).

From the features offered in various reading applications that have been developed, it also affects the impact of using the application. The use of features on android devices in learning media can produce an attractive appearance and be able to increase student interest in utilizing the media (Davega in Nurhikmah et al., 2023). The choice of interesting features, such as educational games, leads to the involvement of students in learning activities. By being actively involved in activities, it will spur the enthusiasm of students in learning new things given so that it can foster interest in

reading for students. The interest of the learners encourages them to learn more. With the motivation to continue learning to read, of course, it will also affect the reading skills that are expected to develop according to their stage.

Media does have an important role to facilitate teachers in teaching and increase children's motivation. For this reason, it is necessary to have learning media that can be accessed from home so that students can repeat the material previously taught at school (Puji Utami & Sri Rahayu, 2022). In addition, the use of learning media can stimulate aspirations and intellectual potential in the learning process, as well as have a positive impact on the intellectual development of students (Maghfiroh & Hendratno, 2024). Thus, the media developed and utilized by educators are very instrumental in supporting the development process of students, especially in learning to read.

Based on the literature review from 2019 to early 2025, it was found that most studies have highlighted the positive influence of reading apps on learners' reading skills, including in the aspects of motivation, engagement and enthusiasm for learning. Some apps have even integrated interesting features such as audio-visuals, animations, educational games, and interactive quizzes that can attract the attention and increase the interest of elementary school children. However, there are several research gaps that have not been discussed in depth, including (1) most studies are still general in describing the impact of reading apps without distinguishing in detail which features are most influential on phonemic aspects, letter recognition, syllables, or early reading comprehension, (2) most studies only observe momentary impacts without tracking the development of learners over a period of time, (3) there is a lack of discussion regarding the challenges of implementing reading apps in the primary school environment, especially in terms of teachers, infrastructure, or learner readiness.

CONCLUSION

From the findings obtained in this study, it can be seen that the trend of research on reading media using applications increases almost every year, if there is a decrease it is not too significant. There are various contents presented in application-based reading media in the form of images, sounds, visuals, alphabet, digital stories, quizzes, and educational games. Based on the results of the analysis that has been carried out, it shows a positive impact on the motivation and enthusiasm of students in learning activities using the prepared media. In addition, it can also be seen that the use of this media is effective in improving students' reading skills. So it can be concluded that the use of early reading application media can increase the motivation and reading skills of elementary school children. Therefore, it is recommended that these apps be implemented more widely in primary schools to support the teaching of beginning reading. However, although many apps have been tested with positive results, further research is needed to develop these apps to better suit learners' individual needs,

including optimization in terms of content, design and interactivity. As a recommendation, app development should continue to focus on aspects of learner engagement as well as ease of access to support more inclusive and effective learning.

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