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STUDENT LITERACY TRANSFORMATION IN THE DIGITAL AGE: THE EFFECT OF DISCOVERY BASED READING WITH LEVELED BOOKS ON CRITICAL READING COMPREHENSION

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ABSTRACT
This study investigates the effect of Discovery-Based Reading (DbR) supported by digital leveled books on elementary students' critical reading comprehension. A quasi-experimental design, specifically the Matching-Only Pretest–Posttest Control Group Design, was employed involving two fifth-grade classes in Bandung Regency. Data were collected using a critical reading comprehension test consisting of six indicators: explanation, application, interpretation, perspective taking, empathy, and self-knowledge. The results show substantial improvements in both the experimental class using the DbR method and the control class using the SQ3R strategy. Although both methods significantly enhanced students' critical reading comprehension, gain score analysis revealed no significant difference in effectiveness between the two groups. These findings indicate that DbR and SQ3R, when integrated with digital leveled books, are equally effective in promoting students' critical reading comprehension in the digital learning environment.

INTRODUCTIONS

Twenty-first century education is an essential component of national development aimed at creating intelligent and high-quality human resources who are capable of exercising their rights and fulfilling their obligations (Abidin, 2015). This century is marked by rapid advancements in science and technology that have brought significant changes to society. Consequently, education is oriented toward preparing individuals to adapt to contemporary developments and contribute to a dignified civilization. Education is not merely defined as a teaching and learning process between teachers and students, but also as a process of developing the ability to think, behave, and act in real-life situations. Twenty-first century learning requires students to acquire critical, creative, collaborative, and communicative thinking skills (4Cs), along with strong character (Fauzi, 2020). In line with this, the strengthening of character education (PPK) is directed toward character development through school, classroom, and community culture (Umayah & Riwanto, 2020). One form of PPK implementation is the school literacy program, which not only reinforces character but also plays a crucial role in developing 21st-century thinking skills.

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Reading is fundamental to the educational process because it enables students to acquire knowledge, experience, and cognitive growth (Kesuma, Yulianti, & Supriatna, 2022). Reading comprehension, in particular, is a major determinant of students' academic success (Alpian & Yatri, 2022), as reading involves not only recognizing words but also understanding the meaning conveyed by the text (Chasanah et al., 2021). However, results from the 2022 PISA international study indicate that Indonesian students' reading literacy remains low, with an average score of 359 points—a decline from 371 points in 2018 (Kemendikbudristek, 2023). Several factors contribute to this weak reading comprehension ability, including the use of inappropriate instructional strategies and insufficient emphasis on understanding the text. Many teachers still prioritize reading fluency without ensuring that students comprehend the content (Amanata & Taufik, 2020).

Effective learning strategies are therefore needed to improve the reading comprehension skills of elementary school students so that they are able to understand and interpret texts critically. One method proven to be effective is Discovery-Based Reading (DbR) (Yulianta, 2021), which is derived from Jerome Bruner's discovery learning approach. This method encourages students to construct meaning from texts independently based on their experiences and observations. Research has shown that the DbR method enhances students' reading comprehension and critical thinking skills (Mulyati & Syam, 2020; Berliana, Sugiyanto, & Fardhani, 2023). Another effective method is SQ3R, which helps students organize information systematically and develop critical thinking skills (Sakinah & Ibrahim, 2023).

Along with technological development, reading instruction also needs to be integrated with digital media such as e-books. The use of e-books has been shown to increase students' motivation and interest because they present interactive reading materials that combine text with audio, video, and animations (Pertiwi & Mindaryani, 2024; Efendi, Siswono, & Mariana, 2022). Additionally, e-books are considered innovative learning media that align with the characteristics of 21st-century learning, as they foster students' creativity and independence (Rusdianti, 2024). Thus, the integration of the DbR or SQ3R methods with e-book media is expected to serve as an effective strategy for improving elementary school students' reading comprehension skills.

METHOD

The research design employed in this study is the Matching-Only Pretest–Posttest Control Group Design (Fraenkel, Wallen, & Hyun, 2023), involving two classes as samples: a control class and an experimental class. This design is a modification of the traditional pretest–posttest control group design, with the addition of a matching element to control variables and minimize bias. In this design, the experimental and control groups are not selected randomly; instead, they are formed through a process of matching their characteristics, after which the outcomes of both groups are compared. The experimental class received treatment using the Discovery-Based Reading method, whereas the control class was taught using the SQ3R method. This study involved a population and a sample. Population refers to a group of research subjects that share similar characteristics, enabling generalization (Fraenkel & Wallen, 2009). The population of this study consisted of fifth-grade elementary school students in Bandung Regency, while the sample included fifth-grade students from two schools within the area.

Table 1. Research Sample

Group	Number of Student
Experimental Class	18
Control Class	25
Total	43

The selection of the sample was conducted in accordance with the requirements of the chosen experimental design, in which the two groups must originate from matched groups. The research instrument used in this study was a critical reading comprehension test. This instrument was employed to collect data directly from the students. The data collection technique involved a response-based test developed based on specific indicators, including the

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ability to explain, apply, interpret, take perspectives, demonstrate empathy, and exhibit self-knowledge. The research procedure followed the Matching-Only Pretest–Posttest Control Group Design.

1. Normality Test: the normality test was conducted to determine whether the data obtained were normally distributed. This test is essential to ensure that the data meet the assumptions required for subsequent statistical analyses. The formula for the normality test is presented as follows.

$$\chi^2 = \sum\left[\frac{(fo-fe)^2}{fe}\right]$$ (Coladarci dan Cobb, 2014)

Description:

c^2 : Chi-Square statistic
f_0 : observed frequency
fe : expected frequency

2. Homogeneity test: the homogeneity test was conducted to determine whether the samples used in the study originated from populations with equal variances. The test employed to assess variance homogeneity is presented as follows:

$$F_{hitung} = \frac{S_b^2}{S_k^2}$$

$$F_{tabel} = F_{\frac{1}{2}\alpha(v1,v2)}$$

dengan:

S_b^2 = varians sampel yang lebih besar

S_k^2 = varians sampel yang lebih kecil

v_1 = derajat kebebasan pembilang

v_2 = derajat kebebasan penyebut

The decision rule is to reject H0 If $F_{tabel} < F_{hitung}$ and to accept H0 under all other conditions at the predetermined level of significance.

3. Hypothesis Testing: this study employs a two-mean difference test to examine the hypothesis. This test is used to determine whether there is a significant difference between the pre-test and the post-test scores.
   1. If the obtained data are normally distributed but not homogeneous, the test is conducted using the following formula:

$$t' = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s_1^2/n_1)+(s_2^2/n_2)}}$$

dengan $\bar{x}_1$ = nilai rata - rata pretes
$\bar{x}_2$ = nilai rata - rata postes
s_1^2 = varians pretes
s_2^2 = varians postes
n_1 = jumlah siswa pretes
n_2 = jumlah siswa postes

The criterion is to reject H0 if $t^1_{tabel} < t^1_{hitung}$ the test statistic meets the specified rejection region, and to accept H0 under all other conditions at the predetermined level of significance.

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2. If the data obtained are not normally distributed and not homogeneous, a non-parametric statistical test, namely the Mann–Whitney test, is employed. The decision criterion is to reject Hₒ if $z_{tabel} < z_{hitung}$ and to accept Hₒ under other conditions, based on the predetermined significance level.
3. If the data obtained are normally distributed and homogeneous, a parametric t-test is used with the following formula:

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{S_{gab}\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{dan } S_{gab} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 1}}$$

Where:

$\bar{x}_1$ **:** mean score of the pre-test

$\bar{x}_2$: mean score of the post-test

n_1: number of student

n_2 = number of student

s_1^2 = variances of *pre-tets*

s_2^2 = variance of *post-test*

S_{gab}= pooled standard deviation

The decision criterion is to reject $t_{tabel} < t_{hitung}$ and to accept H_0 for all other conditions at the predetermined significance level. Based on the significance level, H_0 is rejected if the obtained Sig. (2-tailed) < alpha (0.05) and accepted under all other conditions.

RESULT AND DISCUSSIONS

Result

Based on the pre-test and post-test data obtained from the experimental class, the data represent a comparison of scores aimed at identifying changes in students' critical reading comprehension abilities before and after the implementation of the discovery-based reading method using leveled e-books. In this study, six indicators were established for measurement. These indicators were derived from each component of students' critical reading comprehension skills, namely the ability to explain, the ability to apply, the ability to interpret, the ability to construct perspectives, the ability to empathize, and self-knowledge.

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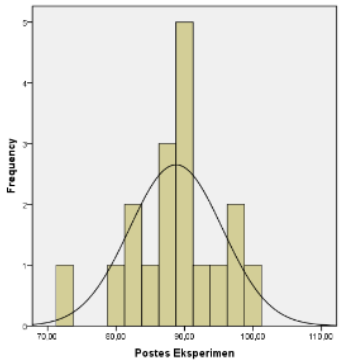
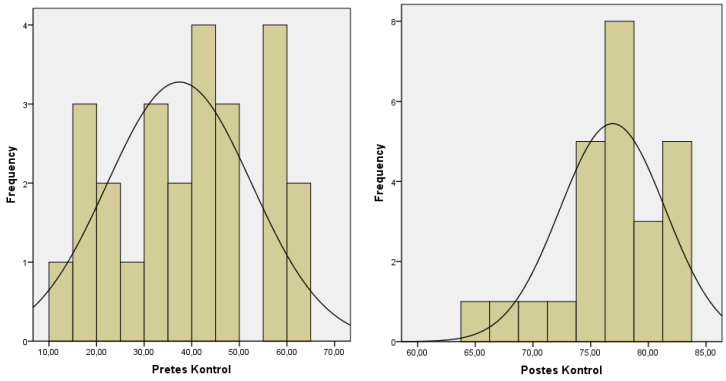
Figure 1. Experimental Class Pre-test



The highest post-test score in the experimental class was 100. Students achieved the maximum score of 4 points on each predetermined indicator. A student is categorized as obtaining the highest score because they were able to meet almost all criteria across all indicators. The student received four points in the explaining ability, four points in the applying ability, and four points in the interpreting ability. In the perspective-taking domain, the student also obtained four points. Likewise, the student received four points in the empathizing ability and four points in the self-knowledge domain.

Based on the pre-test and post-test data from the control class, the data represent a comparison of scores intended to identify changes in students' critical reading comprehension before and after the implementation of the discovery-based reading method supported by leveled e-books.

Figures 2 and 3. Comparison of Pre-test and Post-test Scores of the Control Class



The data analysis shows a significant change between the pre-test and post-test results following the implementation of the SQ3R method in students' reading comprehension ability. In the pre-test, the lowest score was 12.5, whereas after the intervention, the post-test score increased to 82.5. This improvement indicates the effectiveness of the applied method. The changes between the pre-test and post-test scores suggest that SQ3R successfully enhanced students' critical reading comprehension skills. The consistent improvement across the entire sample further strengthens the conclusion that this method positively and comprehensively influences students' critical reading comprehension ability.

Subsequently, a normality test was conducted for the experimental class using the one-sample Kolmogorov–Smirnov test, as presented in the following table.

Table 2. Normality Test of the Experimental Class

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		Pretest Eksperimen	*Postest* Eksperimen
N		18	18
Normal Parameters[a,b]	*Mean*	52,0833	88,7500
	Std. Deviation	10,82107	6,76551
Most Extreme Differences	*Absolute*	,268	,149
	Positive	,146	,149
	Negative	-,268	-,149
Kolmogorov-Smirnov Z		1,136	,632
Asymp. Sig. (2-tailed)		,151	,820

Based on the normality test of the experimental class data using the Kolmogorov–Smirnov test, the statistical value obtained was 1.136 with a significance level of 0.151. Since the significance value is greater than the significance threshold (> 0.05), namely 0.151 > 0.05, the pre-test scores of the experimental class are considered to be normally distributed. For the post-test scores of the experimental class, the Kolmogorov–Smirnov statistic was 0.632 with a significance level of 0.820. Because the significance value is greater than the threshold (> 0.05), namely 0.820 > 0.05, the post-test scores of the experimental class are also normally distributed.

The results of the normality test for the control class, conducted using the one-sample Kolmogorov–Smirnov test, are presented in the following table.

Table 3. Normality Test of the Control Class

		Pretest Kontrol	*Postest* Kontrol
N		25	25
Normal Parameters[a,b]	*Mean*	37,4000	76,9000
	Std. Deviation	15,21512	4,58030
Most Extreme Differences	*Absolute*	,116	,192
	Positive	,114	,128
	Negative	-,116	-,192
Kolmogorov-Smirnov Z		,582	,961
Asymp. Sig. (2-tailed)		,888	,315

Based on the normality test of the control class data using the Kolmogorov–Smirnov test, the statistical value obtained for the pre-test was 0.582 with a significance level of 0.888. Since the significance value is greater than the significance threshold (> 0.05), namely 0.888 > 0.05, the pre-test scores of the control class are considered normally distributed. For the post-test scores of the control class, the Kolmogorov–Smirnov statistic was 0.961 with a significance level of 0.315. Because the significance value is greater than the threshold (> 0.05), namely 0.315 > 0.05, the post-test scores of the control class are also normally distributed. Overall, the normality test indicates that the data are normally distributed.

Subsequently, a hypothesis test was conducted for the experimental class. The results of the paired sample t-test comparing the mean pre-test and post-test scores are presented in the following table.

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Table 4. Paired Samples Statistics Test for Students' Critical Reading Comprehension in the Experimental Class

			Pair 1
			Post-test Eksperimen – *Pre-test* Eksperimen
Paired Differences	*Mean*		36,66667
	Std. Deviation		10,28992
	Std. Error Mean		2,42536
	95% Confidence Interval of the Difference	*Lower*	31,54961
		Upper	41,78372
t			15,118
df			17
Sig. (2-tailed)			,000

Based on the results of the paired samples statistical test of students' critical reading comprehension in the experimental class, the obtained *t*-value was 15.118 with a significance value (*Sig.* 2-tailed) of 0.000 < 0.05. Therefore, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the mean pre-test and post-test scores in the experimental class, with a mean difference of 36.66667 and a standard deviation of 10.28992.

The results of the paired sample t-test comparing the mean pre-test and post-test scores of students' critical reading comprehension in the control class are presented in the following table.

Table 6. Paired Sample t-Test of Critical Reading Comprehension in the Control Class

			Pair 2
			Post-test Kontrol - *Pretest* Kontrol
Paired Differences	*Mean*		39,50000
	Std. Deviation		16,52019
	Std. Error Mean		3,30404
	95% Confidence Interval of the Difference	*Lower*	32,68080
		Upper	46,31920
t			11,955
df			24
Sig. (2-tailed)			,000

Based on the results of the paired sample t-test for the control class, the obtained *t*-value was 11.955 with a significance level (*Sig.* 2-tailed) of 0.000 < 0.05. Therefore, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the mean pre-test and post-test scores of students' critical reading comprehension in the control class.

The results of the independent samples t-test comparing the mean pre-test scores of students in the experimental and control classes for critical reading comprehension are presented in the following table.

Table 7. Independent Samples Test

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			Pretest	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		2,201	
	Sig.		,146	
t-test for Equality of Means	t		3,501	3,698
	df		41	40,999
	Sig. (2-tailed)		,001	,001
	Mean Difference		14,68333	14,68333
	Std. Error Difference		4,19385	3,97056
	95% Confidence Interval of the Difference	Lower	6,21369	6,66463
		Upper	23,15298	22,70204

Based on the output of the independent samples t-test, the Levene's Test for Equality of Variances produced a value of 0.146 > 0.05, indicating that the variance between the experimental and control classes is homogeneous.

In line with the results of the difference test for the pre-test scores of the experimental and control classes, it was found that there was a difference in students' critical reading comprehension ability before the learning intervention. Therefore, the difference test cannot be conducted directly by comparing the post-test results. Instead, the analysis was performed using the gain scores (the improvement data).

Table 8. Gain Score Analysis Results

			Gain	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		5,773	
	Sig.		,021	
t-test for Equality of Means	t		,642	,691
	df		41	40,310
	Sig. (2-tailed)		,524	,493
	Mean Difference		2,83333	2,83333
	Std. Error Difference		4,41143	4,09866
	95% Confidence Interval of the Difference	Lower	-6,07573	-5,44839
		Upper	11,74239	11,11505

Based on the output of the gain score t-test, the Levene's Test for Equality of Variances yielded a value of 0.021 < 0.05, indicating that the data from the experimental and control classes have equal variances. The analysis produced a calculated *t*-value of 0.642. The interpretation is based on the values in the *Equal variances assumed* row. The Sig. (2-tailed) value of 0.524 > 0.05 indicates that H_0 is accepted and H_1 is rejected. This means that there is no

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significant difference in students' critical reading comprehension ability between the experimental and control classes after the learning intervention.

Discussions

The findings of this study indicate a strong relationship between the discovery-based reading pre-test and post-test results for students' critical reading comprehension in the experimental class. A substantial improvement and strong influence were observed after the implementation of discovery-based reading supported by a leveled digital e-book. Students became more enthusiastic during the learning process after receiving the intervention. The significant difference between the pre-test and post-test scores in the Indonesian language learning material on information in literary texts, as well as the increase in post-test scores in the experimental class, can be explained by the quality of instructional implementation. The experimental class, which used discovery-based reading with a leveled digital e-book, actively integrated the context of critical reading comprehension skills into the learning process, making the content of literary texts more relevant and meaningful for students. This contributed to improved learning quality, which may not have been evident in the pre-test results, and subsequently led to increased motivation and optimal learning outcomes when the discovery-based reading approach was integrated with the digital leveled e-book.

The significant increase between the pre-test and post-test scores in the control class can also be explained by the instructional implementation. The control class utilized the SQ3R method supported by a digital e-book, which actively integrated elements of critical reading comprehension into the learning process. This made the information in literary texts more meaningful for students. *This approach appeared to facilitate student engagement and foster autonomous learning behaviors* aspects that were less visible in the pre-test results but improved after SQ3R was integrated with the leveled digital e-book. The improved post-test scores indicate that SQ3R has a positive influence on students' critical reading comprehension abilities. The SQ3R strategy not only enhances comprehension but also develops students' critical thinking skills and learning autonomy. Students demonstrated higher enthusiasm and significant improvement in deep reading comprehension, including the ability to connect textual information with personal experiences and prior knowledge (Tego, 2019).

The learning implementation carried out in both classes as research samples was conducted effectively and optimally. The use of media provided an engaging context for students to explore and develop their critical thinking skills. At the same time, both learning methods contributed to strengthening students' foundational understanding and recall abilities. This combination enabled students to benefit from the advantages of both the instructional methods and the media used. Therefore, the effectiveness of each method greatly depends on the teacher's ability to implement it appropriately. Teachers must adjust the learning method to suit students' needs and characteristics and ensure that both methods can be applied in a balanced manner (Wicaksono & Agustyaningrum, 2018). Through flexible and adaptive instructional strategies, teachers can help students develop critical thinking and strong reading comprehension awareness, which are essential for academic success and for fostering appreciation and growth in students' critical reading comprehension skills.

The following presents the main differences between the influence of the discovery reading method and the SQ3R method on students' critical reading comprehension:

1. Learning Approach
   a. Discovery Reading: This approach is more exploratory and independent, allowing students to actively discover information through inquiry and discussion. It emphasizes the process of self-directed discovery and understanding.
   b. SQ3R: This method is more structured and systematic, consisting of five clear steps (Survey, Question, Read, Recite, Review). It emphasizes an organized reading process and understanding through repetition.
2. Student Engagement
   a. Discovery Reading: Students are more engaged in information seeking and group discussions, which helps develop their social and collaborative skills.
   b. SQ3R: Students are more engaged in individual reading and summarizing activities, which enhance concentration and repetition skills.

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3. Development of Critical Skills
   a. Discovery Reading: Students are trained to think critically through exploration and reflection, supporting their ability to analyze and evaluate information independently.
   b. SQ3R: Students develop critical thinking through questioning and repeating information, which strengthens comprehension and retention abilities.
4. Learning Focus
   a. Discovery Reading: Focuses on the process of discovery and understanding through active interaction and information search.
   b. SQ3R: Focuses on comprehension and retention through a systematic and structured reading process.

Both methods have their respective strengths and can be applied according to learning needs and context. Integrating discovery reading and SQ3R can provide students with optimal learning benefits. For instance, a learning session may begin with discovery reading to stimulate exploration and discussion, followed by SQ3R to help students organize and recall information more effectively. An example of such integration is as follows:

1. Problem or Task Presentation (Discovery Reading): Provide students with a text or problem to solve. Encourage them to search for information and understand the text independently or in groups.
2. Survey and Question (SQ3R): Ask students to survey the text to obtain a general overview and generate questions based on their initial reading.
3. Exploration and Discussion (Discovery Reading): Students discuss in groups to find answers to the questions they formulated, encouraging deeper critical thinking and inquiry.
4. Read and Recite (SQ3R): Students read the text more thoroughly to find answers and restate key information in their own words.
5. Review (SQ3R): Students review the text to ensure deep comprehension, followed by a class reflection to reinforce understanding.

Integrating these two methods helps students develop critical reading comprehension skills more comprehensively.

CONCLUSION

This study concludes that both Discovery-Based Reading and the SQ3R strategy, when integrated with digital leveled books, significantly enhance elementary students' critical reading comprehension. However, the absence of a significant difference between the two methods suggests that the digital learning environment may play a stronger role than the instructional method itself. The findings highlight the importance of well-designed digital reading materials in supporting comprehension and critical literacy. Future research should employ larger samples, analyze teacher–method interaction effects, and explore the long-term impact of digital leveled texts on reading development.

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