

## The Use of Picture Storybooks in Blended-based Learning Method to Teach Literacy to Young Learners

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### ABSTRACT

This study aims to investigate the implementation of picture storybooks integrated with the blended learning method through LMS for young learners in fourth-grade students in English literacy learning. In this study, the researchers used an experimental design. The research chosen by the researchers is a post-test-only control group design. Document analysis and statistical analysis of students' score was used to compare their literacy skills. The research sample was 70 fourth-grade students at SDN 3 Banjar Jawa Singaraja. The results showed that there were significant differences in students' score while they learned English literacy using picture storybooks integrated with the blended-based learning method. The data obtained then tested using the independent sample t-test, the result showed sig. (2-tailed) is 0.011, which the observed significant level (sig. 2-tailed) is smaller than the standard alpha level ( $\alpha=0.05$ ). From the result obtained also showed that the use of picture storybooks integrated with the blended learning methods can help students learn in English literacy teaching. Therefore, the use of picture storybooks integrated with the blended-based learning methods is highly recommended because it has a significant influence on English literacy learning for young learners, besides it can also create fun and effective learning.

**Keywords:** blended learning, literacy, picture storybooks, young learners



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ISSN 2655-9722, DOI: 10.30650/ajte.v5i2.3614

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## 1. INTRODUCTION

### 1.1. Introduction

The term "literacy" is used to describe fundamental reading and writing abilities (Dewi et al., 2018). Learning to read and write is crucial for 21st-century learning because humans can use a language to read and write down information (Padmadewi, 2022). To improve a person's

language ability, literacy is essential (both written or spoken and digital). However, literacy is not as easy as that; literacy as a talent that encompasses obtaining knowledge, interpreting it, communicating, and enabling someone to share information and comprehend what is said (Padmadewi, 2022). Students are also encouraged to ask questions, examine what they read, hear, and experience, and express different points of view thanks to critical literacy abilities (Saraswati, 2020).

English literacy skills are specific abilities that students, especially young learners, must learn as soon as feasible. Young students must develop their oracy abilities. However, they also need to work on their literacy because reading and writing are crucial for helping children develop a sense of language from a young age (Kartikarini, 2020). English literacy skills help young learners' listening and speaking skills and give them a good base for expanding their capability (Kartikarini, 2020). Additionally, from an age viewpoint, young learners have more "tools" to learn a language (Dewi et al., 2018). Therefore, literacy serves as a vital basis for children's lives. Similarly, literacy refers to kids' fundamental skills (Dewi et al., 2018; Octavina, 2017).

The advancement of technology should motivate different educational institutions to better optimize and utilize teaching strategies to raise the efficiency and adaptability of learning to improve English literacy in this era (Rintaningrum, 2009). Today, blended-based learning is one of the teaching strategies that makes it possible for instruction to be both flexible and efficient. Blended-based learning is described as a deliberate arrangement of media, methodologies, and methods of organizing learning scenarios (Gusnita et al., 2021). Additionally, blended-based learning is a style of education that mixes face-to-face with online learning, enabling the delivery of material both offline and online (Hazmi et al., 2021).

Utilizing technology continuously can introduce one of the benefits of technology in English education to the students in addition to making the learning activities more adaptable and useful. Another advantage of blended learning is that it enables students to interact with the language both within and outside of the classroom (Gusnita et al., 2021). Another advantage of using blended learning is that it can help students learn more effectively based on their individual learning preferences and styles (Gusnita et al., 2021). English literacy is a crucial foundation in the modern educational era, and it serves as the paper's beginning point. The English literacy abilities of children should be improved at educational institutions more effectively. Considering

this urgency, English literacy problems must be addressed immediately to raise students' understanding of and behavior toward English literacy as early in school as possible.

When teaching English literacy, teachers can choose from a better variety of learning resources for their initial students when they use blended learning. The usage of picture storybooks is one of the appropriate mediums for teaching literacy to young students utilizing a blended learning approach. Picture storybooks may be used in combination with offline learning in the classroom or brought digitally on an e-learning platform. According to some experts, utilizing stories to teach literacy has various advantages, such as the fact that storybooks can accommodate kids with a variety of literacy levels (Ratminingsih & Budasi, 2018).

The usage of learning media in the form of picture storybooks and blended learning strategies has been the subject of various research. Research on the use of picture storybooks combined with the application of technology in improving students' reading comprehension has had a substantial impact, as indicated through studies conducted by (Ratminingsih et al., 2020) and (Kartikarini, 2020). The authors currently use picture books that are integrated into the blended learning approach. Because this is another study gap, the researchers have not discovered the integration of learning material in the form of picture storybooks with the blended-based learning approach, particularly the implementation for IV-grade students at SDN 3 Banjar Jawa.

Therefore, it is expected that using picture storybooks as the learning media and integrating English teaching with blended learning methods will have a significant impact on students. It is intended that using these media and instructional techniques to teach literacy will also assist teachers and students in achieving their particular learning goals and enhancing their literacy abilities.

### *1.2. Research questions*

The purpose of this current study is to determine whether there are any significant differences in students' scores in English literacy skills toward picture storybooks integrated with blended-based learning.

### *1.3. Significance of the study*

The significance of this study is to provide theoretical and practical significance for English language teaching and student learning, particularly for young learners. The authors hoped to have a significant impact both theoretically and practically by conducting this study. Theoretically, this

study might also support ideas about learning that involve the use of learning media, especially in the form of picture storybooks combined with the use of blended learning techniques. This study also intends to offer understanding and information that could be helpful in the future. In practical terms, this research was conducted to provide young learners, English teachers, and other researchers with valuable information.

## **2. METHOD**

### *2.1. Research Design*

This research uses quantitative method in the form of post-test-only control group design. To determine if picture storybooks combined with the blended-based learning method had a significant impact on the learning outcomes of English literacy in IV-grade students at SDN 3 Banjar Jawa, the researchers utilized a quantitative design with descriptive analysis. Besides, the researchers used a quasi-experimental design. Samples are divided into two groups, namely the experimental and the control group. The experimental group was given teaching through picture storybooks combined with a blended learning method. In the other hand, the control group is given no treatment during the learning process. The experimental and the control group were not randomly selected for this study's research design. In this study, comparisons were made between the experimental and control groups.

### *2.2. Samples/Participants*

This study was carried out at SDN 3 Banjar Jawa Singaraja, which is situated in the Buleleng Regency's Banjar Jawa, Singaraja. In the implementation of this research, the researchers chose IV grade class as the sample, specifically IV.A class as the control group and IV.C class as the experimental group. The researchers observed that the use of picture storybooks combined with the blended-based learning technique was appropriate to apply to increase the reading abilities of these two classes, especially IV.C class as the experimental group. Additionally, students already possess fundamental literacy abilities including English reading and writing, which have been taught to them from the first semester. Additionally, the IV.C class has lower average learning results in English learning than the IV.B and IV.A class, which have the best average learning outcomes. The use of picture storybooks in the blended based-learning technique, it is expected will significantly affect the experimental group when compared with the control group.

**Table 1. Students Population**

No.	Class	Number of Students
1.	IV.A	35
2.	IV.B	36
3.	IV.C	35

### 2.3. Instruments

The researchers take the roles of research designer, data gatherer, interpreter, and result reporter. Additionally, the authors utilize an instrument in the form of post-test to assist with data collection at the end of the treatment. Additionally, a post-test was required to determine whether the picture storybooks integrated with the blended learning method had an impact on the student's English literacy abilities. After the treatment, the study was distributed to the post-test. There are 30 multiple-choice questions on the post-test. Researchers were given the post-test and asked to give it to other classes as a test. The multiple-choice try-out test has 30 items. Following the try-out test, validation and normality tests were performed. The tryout was chosen to determine whether or not the tryout test was regarded as a valid and reliable item. To determine effectiveness, two processes need to pass validation testing. They are the empirical validity and the content validity. Experts examined 30 items to ensure that the material was accurate. The outcome of the decision was then measured by the researchers using Gregory's formula. These projects were examined by qualified judges to determine their applicability and suitability for experimentation. The Gregory formula was employed to examine the outcomes of the researchers' judgment.

#### 2.3.1 Test Validity

Expert judges evaluate the validity of the questions that will be used to evaluate students' scores before administering the try-out test.

**Table 2. Cross tabulation try-out test**

Judge II	Judge I	
	Relevant	Irrelevant
Relevant	30	-
Irrelevant	-	-

The result indicates that the expert judges had evaluated 30 relevant items. Gregory's formula was then used to verify the outcome. The table below contains the classification criteria for the objects used in classifying the items (Arif, 2015).

**Formula 1. Gregory's Formula**

$$\text{Content Validity} = \frac{D}{A+B+C+D}$$

- A : Disagreement between the expert judges
- B and C : Different agreement between the expert judges
- D : Agreement between the expert judges

**Table 3. Question Validity Classification**

Range	Classification
0.80-1.00	Very High
0.60-0.79	High
0.40-0.59	Sufficient
0.20-0.39	Low
0.00-0.19	Very Low

**Formula 2. Gregory's Formula**

$$\text{Content Validity} = \frac{30}{0+0+0+30} = 1$$

After being tested using Gregory's formula, the results showed that all items are relevant and their content validity is 1.0. Therefore, it could be inferred that the items are suitable for try-out with students in other classes, specifically class IV.B SDN 3 Banjar Jawa, and that the content validity is very high. The authors immediately conducted a try-out for 36 students in class IV.B after determining that the try-out test was appropriate. The correctness of the results was examined after the try-out test. By examining the association between the item scores and the overall score, one could assess the test's validity. Using Anates V4, the following data was processed to show the correlation and importance of each item. The Anates V4 application is made to assess the reliability and validity of multiple-choice questions (Arif, 2015).

**Table 4. Processed result of correlation and significance of each item**

<b>No. of items</b>	<b>Correlation</b>	<b>Significance</b>
1	0.524	Very Significant
2	0.498	Very Significant
3	0.418	Significant
4	0.381	Significant
5	0.418	Significant
6	0.401	Significant
7	0.390	Significant
8	0.406	Significant
9	0.515	Very Significant
10	0.361	Significant
11	0.379	Significant
12	0.369	Significant
13	0.407	Significant
14	0.382	Significant
15	0.519	Very Significant
16	0.533	Very Significant
17	0.410	Significant
18	0.661	Very Significant
19	0.474	Very Significant
20	0.444	Significant
21	0.383	Significant
22	0.359	Significant
23	0.518	Very Significant
24	0.590	Very Significant
25	0.385	Significant
26	0.394	Significant
27	0.448	Significant
28	0.382	Significant
29	0.477	Very Significant
30	0.412	Significant

The significance level of each item is measured based on the table data above. The number of questions is 30 questions, so it can be concluded:

$$\begin{aligned} N &= 30 \\ df &= (N-2) \\ &= (30-2) \\ &= 28 \\ df &= 0.349 \end{aligned}$$

Based on the results of the analysis, the correlation value for all items was more than 0.349. So, it can be concluded that these items have a significant correlation with the total score and are concluded as valid.

### 2.3.2 Test Reliability

By assessing the reliability range, reliability is supposed to measure how reliable an item is. The reliability of the items evaluated by the authors of this study using Anates V4 (Arif, 2015). The following information is then obtained.

$$\begin{aligned} \text{Mean} &= 20.28 \\ \text{Standard Deviation} &= 5.72 \\ \text{XY Correlation} &= 0.83 \\ \text{Test Reliability} &= 0.91 \end{aligned}$$

From the information above, the data showed that the test has a 0.91 reliability rating. As a result, the 30 items can be concluded as reliable on a very strong scale. So, it can be used as an instrument in administering a post-test to students after the treatment.

### 2.3.3 T-test

In order to determine the effects of improving the reading skills of the IV-grade student at SDN 3 Banjar Jawa, the t-test was employed in this study. Utilizing an independent t-test to examine the significance of the data and determine if the study hypothesis was accepted, the results of the post-test from experimental and the control group results were measured. The independent t-test was examined in this study using the SPSS 26 application.



### 2.3.4 Effect Size

In this study, the effectiveness of the treatment administered to the experimental group—the usage of image storybooks integrated with blended learning—is assessed using the effect size. In this study, the impact size is calculated using Cohen's formula.

### 2.4. Data Analysis

The post-test results were thoroughly described using descriptive statistics analysis. It was specifically designed to compare the variations in performance between the experimental group and the control group. Some of the points used for comparison, include mean, median, mode, range, variance, and standard deviation

### 2.5 Statistical Hypothesis

In this study the hypothesis is based on the null hypothesis (Ho) and the alternative hypothesis (Ha). The hypothesis is formulated as follows.

Ho :  $N1 = N2$

Ha :  $N1 > N2$

Ho : There was no significant effect on the literacy skills of students who were given the treatment in the experimental group and the control group ( $N1 = N2$ )

Ha : ( $N1 > N2$ )

## 3.FINDINGS AND DISCUSSION

### 3.1. Findings

The post-test was administered to both the experimental and control group to collect student scores from both groups. the post-test that was held on December 3<sup>rd</sup>, 2022. A 40-minute test consisted of 30 questions that were given to the students. The researchers found the data displayed in the following table from the post-test results.

**Table 5. Post-test Score**

No	Subjects	Experimental Group	Control Group
1	Student 1	86	78
2	Student 2	83	83
3	Student 3	90	86

4	Student 4	83	78
5	Student 5	88	76
6	Student 6	86	83
7	Student 7	86	86
8	Student 8	86	89
9	Student 9	100	90
10	Student 10	90	96
11	Student 11	86	76
12	Student 12	90	83
13	Student 13	83	76
14	Student 14	83	80
15	Student 15	96	93
16	Student 16	90	90
17	Student 17	83	96
18	Student 18	86	80
19	Student 19	78	86
20	Student 20	90	78
21	Student 21	88	80
22	Student 22	93	90
23	Student 23	93	88
24	Student 24	86	80
25	Student 25	90	80
26	Student 26	76	83
27	Student 27	86	83
28	Student 28	78	76
29	Student 29	90	90
30	Student 30	86	86
31	Student 31	80	88
32	Student 32	88	83
33	Student 33	83	73
34	Student 34	86	83
35	Student 35	93	73
<b>Mean</b>		<b>86.89</b>	<b>83.40</b>

### 3.1.1 Descriptive Analysis

The researchers utilized the SPSS 26 program to conduct a descriptive analysis of the data after calculating the outcomes for the students. The implementation of the students in the experimental and the control group was determined using an analysis of the mean, median, mode, variance, range, and standard deviation scores.

**Table 6. Experimental and Control Group Post-test Statistics**

Statistics		Experimental Group	Control Group
N	Valid	35	35
	Missing	0	0
Mean		86.89	83.40
Median		86.00	83.00
Mode		86.00	83.00
Std. Deviation		4.916	6.103
Variance		24.163	37.247
Range		22.00	23.00
Minimum		78.00	73.00
Maximum		100.00	96.00

#### **Mean**

The mean is the overall score's average. According to table above, the experimental group's post-test average was 86.89, while the control group's post-test average was 83.40. According to the graphic in table above, the experimental group's mean score was greater than the control group's mean score.

#### **Median**

The median score is the midpoint between the lowest and greatest scores. According to table above, the experimental group's median score was 86.00, while the control group was 83.00.

Additionally, the data demonstrates that the experimental group's median was greater than the control group's median.

### **Mode**

The most frequent number in the list of numbers is the mode. According to Table 6, the experimental group's mode score was 86.00, while the control group's mode score was 83.00. The experimental group's score was higher than the control group.

### **Range**

The value between highest and lowest number in a list of numbers is known as the range. The experimental group's highest score was 100.00, while the lowest was 78.00. The control group's highest score was 96.00, while its lowest score was 73.00. The experimental group's score ranges from the highest to the lowest score is calculated to be 22.00. Although the control group's score range was 23.00, it is clear that there is a difference between the range scores, with a 1.00 overall gap.

### **Variance**

The term "variance" refers to the average of the squared deviations from the mean score, which is then divided by the proportion of students in each group. Table 6 shows that the test variance for the experimental group was 24.163, compared to 37.247 for the control group.

### **Standard Deviation**

The standard deviation is used to determine how widely distributed the data are. In this study, the control group's standard deviation was 6.103, while the experimental group's standard deviation was 4.916.

#### *3.1.2 Normality Test*

Kolmogrov-Smirnov was employed in this research to measure the data's level of normality. The data is considered to be regularly distributed if the value is greater than 0.05. While the data can be considered abnormal if its value is less than 0.05. The data below shows the results of the normality test.

**Table 7. Tests of Normality**

		Tests of Normality					
Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
<b>Post test</b>	Experimental	0.143	35	0.068	0.955	35	0.159
	Control	0.126	35	0.174	0.965	35	0.318

#### a. Lilliefors Significance Correction

Based on the results above, the significant value from the post-test for the experimental group was 0.053 and the significance value for the control group was 0.089. The outcome also showed that both groups had normal distributions and that the significance value was higher than 0.05.

#### 3.1.3 Homogeneity Test

In this study, a homogeneity test was carried out to determine whether the data were homogeneous in addition to determining the normal distribution of the data. By entering the post-test findings from both the experimental group and the control group into the SPSS 26 program, statistical analysis was utilized to verify the homogeneity of the sample. The data can be categorized as homogeneous if the significant value is greater than 0.05. The equality test results of the sample students also make advantage of homogeneity. The outcome is seen in the example below.

**Table 8. Tests of Homogeneity of Variances**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
<b>Post test</b>	Based on Mean	2.243	1	68	0.139
	Based on Median	2.153	1	68	0.147
	Based on Median and with adjusted df	2.153	1	67.672	0.147
	Based on trimmed mean	2.182	1	68	0.144

According to the findings of the homogeneity test performed on the data, which showed that the data had above the value of 0.05 with a result of 0.139, the data could be classified as homogeneous.

### 3.1.4 T-Test

The data are put into an independent t-test following the normality. Researchers tested the validity of the null hypothesis using the SPSS 26 program. Accept the null hypothesis if the significance observed is greater than the expected alpha level. In contrast, the null hypothesis is rejected if the significant observed value is lower than the accepted alpha level. Moreover, the importance of the data (0.05).

**Table 9. Independent Sample T-test Result**

		Independent Samples Test				
		Levene's Test for Equality of Variances				
		F	Sig.	t	Df	Sig. (2-tailed)
<b>Post test</b>	Equal variances assumed	2.243	0.139	2.632	68	0.011
	Equal variances not assumed			2.632	65.047	0.011

The table above shows that the significant level observed (sig. 2-tailed) is less than the conventional alpha level (=0.05), with sig. (2-tailed) equal to 0.011. As a result, the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected (Ho). There is a noticeable impact of the application of a picture storybook integrated with the blended-based learning method on students' English literacy skills at SDN 3 Banjar Jawa.

### 3.1.5 Effect Size

This effect size was used to calculate the impact of integrating picture books into the blended learning method. Using Cohen's algorithm to determine effect size (Fritz et al., 2012). The correlation between the mean score and the standard deviation of the post-test results for the experimental group and the control group is calculated using Cohen's formula (Fritz et al., 2012).

The IV-grade students at SDN 3 Banjar Jawa were given picture storybooks combined with the blended-based learning technique, and the effect size test result of 0.629808 indicated that this had a Moderate effect on the effectiveness of the treatment level.

### *3.2. Discussion*

With the help of a learning management system, face-to-face learning activities can be implemented in the classroom using the blended-based learning approach (LMS). This method's learning process enables more creative, interesting, and efficient learning. Considering that the introduction of technology that can support learning activities must also be introduced as early as possible, young learners are no exception, and the blended-based learning approach is also extremely ideal for them (Ozlem Yagcioglu, 2017). The blended-based learning approach is also highly helpful in fostering students' enthusiasm in each stage of the learning process. When teaching English literacy to young learners, the blended-based learning approach also enables it to be combined with all forms of existing learning media as assistance. As the researchers found in this study, it is even easier for students to carry out learning activities without the time and place limits, by utilizing the LMS through the provided Google Classroom. It is also possible for students to have discussions with the teacher outside of school hours whether they find some problems in their learning at home.

With the help of a learning management system, online learning activities can be implemented in the classroom using the blended-based learning approach (LMS). This method's learning process enables more creative, interesting, and efficient learning activities (Ozlem Yagcioglu, 2017). Considering that the introduction of technology that can support learning activities must also be introduced as early as possible, young learners are no exception, and the blended-based learning approach is also extremely ideal for them. The blended-based learning approach is also highly helpful in fostering students' enthusiasm in each stage of the learning process. When teaching young learner English literacy, the blended-based learning approach also enables it to be combined with all forms of existing learning media as assistance (Bryan & Volchenkova, 2016).

Picture storybooks used in combination with blended learning can have a significant impact on children. It is proven based on the research findings, there are significant differences in students' score in English literacy learning through the treatment given. In addition, according to several experts, using stories in literacy instruction can have some advantages, such as the following: 1) storybooks can be used with children of different literacy levels; 2) storybooks can help students learn vocabulary in addition to reading comprehension; 3) storybooks can help students learn to enjoy learning; 4) teaching young learners with stories can have a significant

impact on students' listening skills and spelling; and 5) storybooks can help students learn to feel happy and engaged (Zananda, 2019).

At SDN 3 Banjar Jawa, specifically for IV-grade students, the blended-based learning method has been used to teach English literacy through picture storybooks. This teaching strategy is intended to help the IV-grade students of SDN 3 Banjar Jawa become more effective skilled readers. Students have found the learning experience to be enjoyable and engaging as a result of the care they have received. In-class learning activities have included reading the provided digital image storybooks, making predictions about the story, guessing activities using the available digital photographs, and some practice questions for the students. This is related to the literature review which states that besides being able to influence students' learning outcomes, the use of picture storybooks integrated with blended-based learning can also create an engaging learning atmosphere that can make it easier for students to receive information from the teacher (Zananda, 2019).

Overall, this study demonstrates that blended-based learning with literacy development using picture storybooks has a significant positive impact on the learning process of IV-grade children at SDN 3 Banjar Jawa. According to the survey's findings, pupils' literacy abilities can be developed through the usage of picture storybooks combined with a blended learning approach using content that is simple to understand for them. The majority of student responses show that they are content and motivated to use the tools and techniques the researchers has supplied during the learning process. Additionally, they can improve their passion and motivation throughout every learning process by using the media and instructional techniques offered.

The results of this study also show that it can support earlier studies related to the use of instructional media in the form of picture storybooks integrated with blended-based learning, which were based on research results related to the use of picture storybooks integrated with the blended-based learning method in class IV students at SDN 3 Banjar Jawa. An empirical analysis of prior studies conducted by (Ratminingsih et al., 2020), (Zananda, 2019), (Rachmawati, 2017), and (Restanto, 2016) indicates that the usage of learning media in the form of picture storybooks combined with technology in the form of blended-based learning has a significant impact on students' scores. Additionally, the outcomes of learning English literacy in class IV SDN 3 Banjar Jawa are significantly impacted by the research findings acquired by researchers after conducting this research.



## 4. CONCLUSIONS

### 4.1. Conclusion

The researchers discovered that there were significant differences in the results compared between the experimental group and the control group on their English literacy skills after observing the effect of learning using picture storybooks integrated with the blended-based learning method to improve the English literacy skills of IV-grade students at SDN 3 Banjar Jawa. After six meetings of instruction, both the experimental group and the control group can fully engage in the learning process. Since the LMS is not constrained by school hours, students can easily learn using the learning resources provided to it. Students can independently complete home studies in addition to the flexibility provided by the blended-based learning approach.

English literacy teaching is made more efficient and adaptable by including picture storybooks as learning media in a blended classroom setting. For students to appreciate and become more engaged in the learning activities carried out by the researchers, picture storybooks are also used since they have an appealing visual look and are simple for them to understand. According to the data the researchers collected, the treatment provided in the learning activities appeared to considerably improve the learning results for students in the experimental group. This is demonstrated by the fact that the experimental group's value—which received treatment—was higher than the value of the control group, which received traditional instruction.

To provide students with modern teaching strategies and learning resources, teachers face several difficulties, particularly when it comes to teaching English literacy. Teachers are expected to be able to carry out a variety of learning activities by using technology as support in today's learning environment. For pupils to achieve the learning goals that are required by both teachers and students, teachers must also be able to offer appropriate and effective instruction. Teachers may use the integration of image storybooks into the blended-based learning approach for teaching English literacy as a model.

By comparing the learning outcomes of students who received treatment with those of students who received no treatment at all during the learning process, this study was created to ascertain the impact of using learning media in the form of picture storybooks integrated with the blended-based learning method. The researchers expected that the other researchers would be able

to provide more engaging learning materials to boost student engagement and encourage greater activity. This expectation is related to the usage of image storybooks combined with the blended-based learning method. Future research on the media and instructional techniques used in this study is likewise encouraged and is anticipated to be conducted by other researchers.

#### 4.2. *Suggestions*

The researchers have several suggestions for other teachers and further researchers based on the findings of this study.

##### 4.2.1 *For Other Teachers*

Teachers are expected to be able to carry out a variety of learning activities by using technology as support in today's learning environment. For students to achieve the learning goals that are required by both teachers and students, teachers must also be able to offer appropriate and effective lessons. Teachers could take the integration of picture storybooks into the blended-based learning method for teaching English literacy as a reference. These approaches and media are excellent for introducing young learners to technology that can help enhance learning, in addition to making learning activities more efficient and interesting.

##### 4.2.2 *For Other Researchers*

By contrasting the learning outcomes of students who received treatment with those of students who received no treatment at all during the learning process, this study was created to ascertain the impact of using learning media in the form of picture storybooks integrated with the blended-based learning method. The researchers anticipated that the other researchers would be able to provide more engaging learning materials to increase student engagement and create better activities. This expectation is related to the usage of picture storybooks combined with the blended-based learning method. Future research on the media and instructional techniques used in this study is also encouraged and is expected to be conducted by other researchers.

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