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# Development of PowerPoint Based E-Bookstory Learning Media to Improve Reading Skills of Second Grade Elementary School Students

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**A B S T R A C T**

Reading is a fundamental skill that supports students in acquiring information, understanding learning materials, and developing thinking abilities. However, the reading skills of second-grade elementary school students remain relatively low due to the limited use of engaging and interactive learning media. This study aimed to develop a PowerPoint-based E-Bookstory learning media to improve students' reading skills. The research employed the ADDIE development model, consisting of analysis, design, development, implementation, and evaluation stages. The participants were 25 second-grade students of Pelita Private Elementary School. Data were collected through interviews, observations, expert validation sheets, and reading tests (pretest and posttest). The developed media integrated story texts, illustrations, audio narration, animations, and interactive exercises to support reading comprehension and engagement. Validation results showed that the media obtained 83% from media experts and 94% from material experts, with an average feasibility score of 89%, categorized as highly feasible. The effectiveness test revealed a significant improvement in students' reading skills, with the average pretest score increasing from 50 to 92 in the posttest. The N-Gain value of 0.84 indicated high effectiveness. Therefore, the PowerPoint-based E-Bookstory is feasible, practical, and effective for improving reading skills, learning motivation, and student participation.

## 1. Introduction

Reading is one of the fundamental skills that plays a crucial role in the educational process. Through reading activities, students can acquire information, understand learning materials, broaden their knowledge, and develop critical and creative thinking skills. Reading is not merely defined as the act of pronouncing symbols or

language signs; rather, it is a complex process involving the ability to recognize letters, associate letters with their corresponding sounds, combine words into sentences, and comprehend the meaning contained in a text. Therefore, reading serves as a primary foundation for students to understand various fields of knowledge and support their success in learning other subjects. Reading skills also contribute to the development of thinking abilities, decision making skills, and cognitive functions among learners. Thus, reading can be considered an essential competency that every individual must possess throughout formal education (Putri, et al., 2023).

For second grade elementary school students, reading ability is at the early literacy stage, which requires intensive attention and guidance. Indicators of reading ability at this stage include the ability to accurately recognize letters and letter sounds, read syllables and simple words correctly, read simple sentences fluently without spelling them out, use appropriate pronunciation and intonation, and comprehend simple texts by answering questions related to characters, places, times, and events in the reading passage (Yusnaldi, 2018). In addition, students are expected to identify the main idea of short paragraphs and retell the content of a text sequentially using their own words. Mastery of these indicators is essential because it forms the foundation for students' success in subsequent levels of education. Appropriate instructional strategies are needed to enable students to understand and process information obtained from reading materials effectively and meaningfully (Kusumawati, 2022). Therefore, reading is a highly important activity in life because reading comprehension serves as the basis for all learning processes that take place both in schools and within students' social environments (Sakdah, et.al., 2023).

Despite its significant role, the reading ability of elementary school students in Indonesia continues to face various challenges. Low reading proficiency among students has become a phenomenon that requires serious attention because it affects overall learning success (Siregar, 2025). Reading skills should be cultivated from an early age; however, many students still experience difficulties in reading and understanding texts. This condition is influenced by several factors, one of which is the low reading interest among Indonesian society, which tends to favor oral activities over reading activities. As a result, students often struggle to comprehend texts of increasing complexity. Furthermore, the use of less engaging teaching materials, which are still dominated by conventional textbooks, causes students to become easily bored, thereby reducing their interest in reading. Therefore, innovative learning media are needed to improve students' motivation, interest, and reading ability more effectively (Gogahu, et.al., 2020).

One alternative medium that can be used to improve students' reading ability is a bookstory or digital storybook. Bookstories are chosen because they possess characteristics that align with the cognitive and emotional development stages of elementary school students, particularly second-grade students (Gogahu, et.al., 2018). Children at the elementary school level tend to be more interested in story-based texts that have clear plots, engaging characters, and illustrations that support the storyline. The narrative structure of a bookstory helps students understand cause

and effect relationships, recognize sequences of events, and grasp the messages conveyed in the story. Through story-reading activities, students not only practice technical reading skills but also develop reading comprehension, identify main ideas, enrich their vocabulary, and improve speaking skills when retelling stories. Furthermore, stories stimulate students' imagination and empathy, making the reading process more enjoyable and less monotonous. Therefore, the use of e-bookstories can be an effective strategy to increase reading interest while supporting the achievement of reading ability indicators among lower-grade elementary school students.

on the development of e-bookstory based learning media revealed that the media demonstrated a high level of feasibility for use in learning activities. The material expert validation obtained a score of 49 with a percentage of 81%, the first media expert validation obtained a score of 47 with a percentage of 67%, and the second media expert validation obtained a score of 43 with a percentage of 61%. These findings indicate that e-bookstories are suitable for use as learning media to improve reading literacy among elementary school students. Moreover, the use of e-books as learning media aligns with current technological developments and the needs of the digital generation. Elementary school students tend to respond more positively to visual, colorful, and interactive media than to conventional printed materials. E-books enable the integration of various multimedia elements such as images, animations, audio, and visual effects, which can help students understand reading materials more easily and attractively (Gajah, et.al., 2024).

Another advantage of e-bookstories lies in their flexibility and accessibility. These media can be accessed through various devices such as computers, laptops, smartphones, and digital televisions, allowing students to learn anytime and anywhere (Gajah, et.al., 2024). In addition to enhancing reading comprehension, the presence of illustrations and supporting audio in e-bookstories can help students improve pronunciation, increase reading fluency, and strengthen their understanding of word meanings and story content. From an efficiency perspective, e-books are more practical because they do not require substantial printing costs and can be updated according to instructional needs. Therefore, the utilization of e-bookstories is expected to increase students' learning motivation, reading interest, and active participation in reading activities. However, despite their advantages, e-bookstories also have several limitations. Their use heavily depends on the availability of electronic devices and adequate internet access. Students who lack supporting devices or experience network limitations may encounter difficulties in accessing learning materials optimally. Additionally, prolonged use of digital devices may cause eye strain and reduce students' concentration levels.

In this study, PowerPoint was selected as the platform for developing the e-bookstory because it is a user-friendly application, familiar to teachers, and equipped with various features that support the development of interactive learning media (Nugroho, et.al., 2020). Through PowerPoint, teachers can integrate text, images, animations, audio, and interactive navigation into a single attractive and systematic medium. Animation and transition features can be used to display text gradually, helping students focus on important parts of the reading material.

Furthermore, audio features can provide examples of correct pronunciation and intonation. The use of hyperlinks also enables students to navigate between pages interactively, creating a reading experience similar to that of a digital book. These advantages make PowerPoint an effective alternative for developing e-bookstory media that align with the characteristics of elementary school students and the needs of reading instruction.

Although numerous studies have been conducted on digital learning media, research specifically focused on developing PowerPoint based e-bookstories to improve the reading ability of second grade elementary school students remains relatively limited. Previous studies have primarily focused on the use of interactive e-books in general or the utilization of PowerPoint as a presentation medium without integrating storytelling elements suited to the developmental characteristics of elementary school children (Ummah, 2019). In fact, the combination of digital media, narrative elements, and interactive features is believed to provide a more meaningful learning experience for students. This condition indicates a research gap that needs further investigation through the development of PowerPoint based e-bookstories specifically designed to support the improvement of reading skills among lower grade elementary school students (Sari, et.al., 2020).

Based on the above discussion, e-bookstory media have considerable potential to help elementary school students improve various aspects of reading ability, including fluency, accuracy, reading comprehension, vocabulary mastery, and reading confidence (Lubis, et.al., 2023). Therefore, this study aims to develop a valid, practical, and effective PowerPoint-based E-Bookstory learning media to improve the reading ability of second grade elementary school students. The developed media are expected to serve as an engaging, interactive, and developmentally appropriate alternative learning medium for students at the early literacy stage.

## 2. Methodology

Dengan This study employed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which provides a systematic framework ranging from needs identification to product testing with students (Husna, et.al., 2025). The research applied an instructional design approach to children aged 7–8 years, specifically second grade elementary school students. At this developmental stage, appropriate instructional strategies significantly influence students' reading abilities (Lubis, et.al., 2023). Therefore, the use of interactive learning media is essential to support the gradual development of reading comprehension and to produce innovative learning resources (Branch, 2021).

The ADDIE framework consists of five systematic stages: needs analysis, concept design, prototype development, implementation through field testing, and evaluation of outcome, who emphasized the importance of continuous evaluation for product improvement. This approach complements the traditional Research and Development (R&D) method by focusing on both formative and summative

evaluations to ensure the effectiveness of the developed media. The purpose of this study was to develop a PowerPoint based E-Bookstory to improve the reading abilities of second-grade elementary school students. The research sample consisted of students from Pelita Private Elementary School. This study serves as an example of developing digital learning media to enhance students' reading skills. The product development and validation processes involved media experts, subject-matter experts, and language experts (Mahisarani, et.al., 2023).

Several data collection techniques were employed to obtain accurate and comprehensive information regarding the development and implementation of the E-Bookstory learning media. These techniques included learning achievement tests, expert validation sheets, classroom observations, and interviews. The combination of these methods was used to assess the feasibility, practicality, and effectiveness of the developed learning media (Siregar, et.al., 2025).

Interviews were conducted directly with classroom teachers to obtain preliminary information regarding student characteristics, learning conditions, challenges commonly encountered during reading instruction, and teachers' needs for innovative learning media. This information served as the basis for designing the E-Bookstory to ensure its suitability within the classroom learning context. Classroom observations were conducted to directly monitor the activities of both students and teachers during the implementation of the E-Bookstory. The observations aimed to identify students' levels of engagement, learning motivation, and responses to the design, content, and presentation of the materials. Furthermore, the observation results were used as evaluation materials to refine the media design and enhance its effectiveness in addressing reading instruction challenges.

To evaluate the quality of the learning media, validation sheets were distributed to media experts and subject-matter experts. The validation process aimed to ensure that the developed media met the criteria of content relevance, language clarity, visual attractiveness, and alignment between learning objectives and instructional materials. To facilitate the evaluation process, validators provided assessments and recommendations for product improvement. The validation instruments were specifically designed for media and subject-matter experts to assess the validity of the developed learning media. The visual layout of this design is summarized as follows table 1.

Table 1. Evaluation Criteria

| Score | Criteria |
|---|---|
| 1 | Very Poor |
| 2 | Poor |
| 3 | Fair |
| 4 | Good |
| 5 | Very Good |

The proportion of assessment results obtained from each validation conducted by media experts and subject matter experts was calculated and averaged to determine the feasibility and validity of the developed learning media. The feasibility percentage was then determined using the following formula:

$$Ps = \frac{S}{N} \text{x} 100\%$$

Description:
*Ps* = percentage of the assessment score
*S* = total score obtained from expert validation
*N* = maximum possible score that can be obtained.

After calculating the feasibility percentage, Table 2 was consulted to determine the product feasibility criteria. If the product feasibility score falls within or is above the "Good" category, the product is considered valid and can be used.

Table 2. Criteria for Feasibility Interpretation

| Score % | Criteria |
|---|---|
| 0-20% | Very Infeasible |
| 21-40% | Infeasible |
| 41-60% | Fairly Feasible |
| 61-80% | Feasible |
| 81-100% | Hinghly Feasible |

If the developed e-bookstory learning media achieves a score of 51% or higher, it is considered practical or feasible according to the previously established criteria. Pretest and posttest are used to determine the effectiveness of the e-bookstory (Sakdah et.al., 2023). The N-Gain formula, which uses a scale from 0 to 100%, measures the difference between posttest and pretest scores that are normalized to determine how well the e-bookstory media improves students' reading ability. The N-Gain calculation formula is as follows:

$$\textit{N-Gain (g)} = \frac{\textit{Posttest Score} - \textit{Pretest Score}}{\textit{Ideal Score} - \textit{Pretest Score}}$$

This formula determines the extent to which the use of e-bookstory media can improve learning outcomes. It provides a standard method for measuring how much students have learned or the level of improvement in their understanding after using the media. Applying the formula and analyzing the resulting N-Gain (g) values allows researchers and educators to evaluate how effectively the e-bookstory media improves students' reading skills. The effectiveness of the e-bookstory media can be evaluated using the N-gain (g) categorization table 3 below:

Table 3. N-Gain (g) Classification

| N-Gain Value (G) | Classification |
|---|---|
| $G > 0.7$ | High |
| $0.3 \leq G \leq 0.7$ | Medium |
| $G < 0.3$ | Low |

If the normalized N-Gain value is greater than 0.7, it can be classified as high, indicating a significant improvement in students' reading ability according to the N-Gain classification table.

## 3. Results and Discussion

### *Result*

The development of PowerPoint-based E-Bookstory learning media was carried out using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model was chosen because it provides systematic steps in developing learning products, starting from needs analysis to product evaluation. The ADDIE model consists of five main stages, namely analysis, design, development, implementation, and evaluation, which allow media development to be carried out in a structured manner and oriented toward learners' needs.

The analysis stage was conducted to identify the reading learning needs of Grade II students at SD Swasta Pelita. The results of observations and interviews with the classroom teacher showed that some students still had difficulties in fluent reading, vocabulary recognition, and understanding reading texts. In addition, the learning media used was still dominated by printed books, which made students less interested in reading activities. This condition resulted in suboptimal student engagement in reading instruction. Based on the needs analysis, there was a need for learning media that integrates visual, audio, and interactive elements to help students understand texts while increasing their interest in reading. Therefore, an E-Bookstory learning media based on PowerPoint was developed by combining text, illustrations, audio narration, animation, and interactive exercises in accordance with elementary school students' characteristics.

In the design stage, the researcher designed the structure of the learning media, including the formulation of learning objectives, selection of story materials, and the design of PowerPoint-based media layout. The materials were adapted to the characteristics of Grade II elementary school students who are at the early literacy stage. The media was designed by considering readability aspects such as large font size, simple sentences, and the use of contrasting colors. In addition, the media was equipped with interactive navigation to facilitate students in moving between pages. The initial display of the media was designed to be attractive to increase students' attention, as shown in Figure 1.

Figure 1. E-Bookstory Cover Display

In the development stage, all designs from the design phase were realized into a PowerPoint based E-Bookstory product. The media was developed by integrating story text, visual illustrations, audio narration, animation, and navigation hyperlinks. This page contains reading text accompanied by illustrative images that match the storyline. The presence of visual illustrations helps students understand the meaning of the text and connect the information they read with concrete objects. The use of images in story based media can improve reading comprehension because students receive visual support in understanding the text content. As shown in Figure 2.

Figure 2. Illustrated Story Page Display

The media is also equipped with an audio narration feature that helps students listen to correct pronunciation, thereby improving their oral reading skills. In addition, simple animations included in the media are designed to maintain students' attention during the reading process. As shown in Figure 3.

Figure 3. Audio and Interactive Animation Display

This page contains a navigation menu designed to facilitate students in using the E-Bookstory media. The navigation menu consists of buttons that allow students to move between pages, return to the main menu, access story materials, and proceed to the exercise section. The presence of a simple and easy-to-understand navigation system helps students use the media independently without difficulty in operating the available features. In addition, an attractive navigation design can improve students' comfort and the effectiveness of the learning process. As shown in Figure 4.

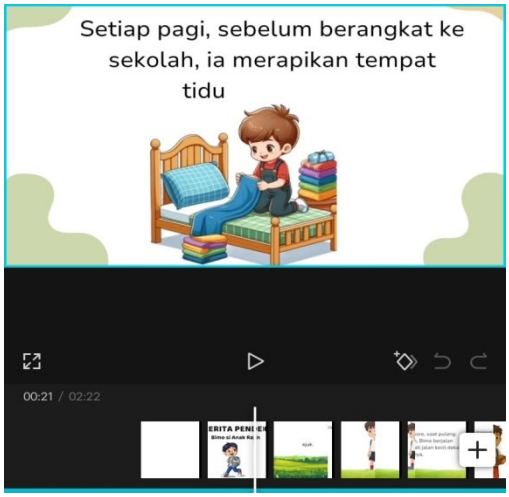


Figure 4. Navigation menu display

This section contains reading comprehension exercises based on the story that students have read. These exercises aim to measure students' understanding of the information, characters, plot, and messages contained in the text. The questions are designed according to the developmental level of elementary school students so that they are easy to understand and can help train their critical thinking skills. Through these exercises, students can review the information obtained from the reading while strengthening their understanding of the learning material. As shown in Figure 5.

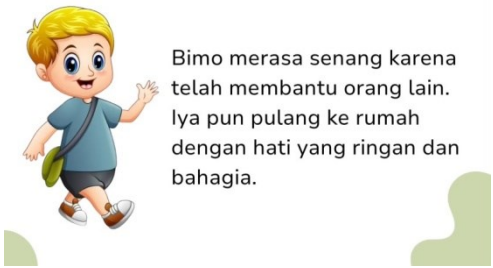


Figure 5. Interactive practice question display

After the media was fully developed, validation was conducted by media experts and content experts to determine the product's level of feasibility. The validation was carried out to ensure that the media met the aspects of content, appearance, language, and ease of use before being implemented in learning activities. The media was then evaluated by both media and material experts. The media expert validator gave a score of 83%, while the material expert validator gave a score of 94%. The average validation result of 89% indicates that the media falls into the "highly feasible" category.

Table 4. Validator Assessment Summary shows that the media meets the feasibility criteria in terms of content, language, design, and usability, so it is suitable for use in the implementation stage.

Table 4. Validator Assessment Summary

| NO | Name | Media Expert | Material expert | Classification |
|---|---|---|---|---|
| 1 | Validator 1 | 83% | | Highly Feasible |
| 2 | Validator 2 | | 94% | Highly Feasible |
| | Total | 83% | 94% | Highly Feasible |
| | Average | | 89% | Highly Feasible |

Suggestions from the validators were also used to revise the product, such as improving font size clarity, simplifying story sentences, adjusting background colors, and adding navigation buttons to make the media easier for students to use.The implementation stage was conducted with 25 Grade II students at SD Swasta Pelita. Learning began with a pretest to determine students' initial reading ability. Next, the teacher introduced the PowerPoint-based E-Bookstory media and explained how to use it, including navigation buttons, audio narration, and interactive exercise features. During the main learning activities, students read the story step by step using the media. They observed the text, viewed illustrations, listened to audio narration, and followed the animations displayed. The teacher guided students in understanding the story content, recognizing vocabulary, and answering comprehension questions. After the reading activities, students completed reading comprehension exercises provided in the media. Throughout the learning process, observations were conducted to assess student engagement and motivation.

During implementation, the researcher observed student engagement. The results showed that students were more active, enthusiastic, and motivated in reading activities compared to when using conventional learning materials. After the learning process was completed, students were given a posttest to measure improvements in reading ability after using the PowerPoint-based E-Bookstory media.

The teacher guided students in reading the text, recognizing vocabulary, understanding the story content, and identifying important information in the reading material. After the reading activities were completed, students worked on comprehension exercises provided in the media. Throughout the learning process, the researcher observed students' engagement and motivation. The results showed that students were more active, focused, and enthusiastic when learning with the E-Bookstory media compared to conventional reading materials. After all learning activities were completed, students were given a posttest to determine improvements in reading ability. The evaluation stage was carried out by analyzing pretest and posttest results and calculating the N-Gain score to determine the effectiveness of the developed media. Table 5. Pretest and Posttest Score Summary.

Table 5. Summary of Pretest and Posttest Scores

| No | Subject | Pretest score | Posttest score |
|---|---|---|---|
| 1 | 25 Grade 2 students | 50 | 92 |
| 2 | Average N-Gain (g) (%) | | 84% |

Based on Table 5, the students' average pretest score of 50 increased to 92 in the posttest. The N-Gain calculation resulted in a value of 0.84, which is categorized as high ($g > 0.7$). These results indicate that the use of PowerPoint based E-Bookstory media is effective in improving students' reading skills. In addition to test results, evaluation was also conducted through classroom observations during the learning process. The observation results showed that students were more active in reading activities, more focused on the learning materials, and more motivated to complete the learning tasks. Thus, the E-Bookstory media is considered not only feasible based on expert validation but also effective in supporting the improvement of elementary students' reading skills.

***Discussion***

The results of the study show that the PowerPoint-based E-Bookstory media developed through the ADDIE model has a very high level of feasibility and is effective in improving elementary school students' reading skills. This success is closely related to the systematic development process, starting from needs analysis, media design, product development, implementation, and evaluation, the ADDIE model can produce valid and effective learning media because each stage is carried out in a structured manner (Gusmida, et.al., 2017).

During the implementation stage, students showed higher engagement in reading activities. This is reflected in increased attention to learning materials, active participation, and enthusiasm when using the media. These conditions indicate that the integration of multimedia elements creates a more engaging learning experience compared to conventional instruction. Interactive multimedia can enhance student engagement by combining various learning elements that support understanding (Khusnunnisa, et.al., 2025). One of the components contrisbuting to improved reading skills is the use of illustrations in each story page. Images help students understand the content without relying solely on text. In addition to supporting story comprehension, illustrations also help students connect vocabulary with concrete visual representations. The use of images in story based media improves reading comprehension, visual based interactive learning media enhances student engagement and understanding of learning materials (Zahro, et.al., 2024).

In addition to illustrations, the audio narration feature contributes to improving students' reading skills. Audio helps students hear correct pronunciation, supporting oral reading fluency. Audio in multimedia learning enhances understanding because information is processed through both visual and auditory channels, Interactive multimedia improves learning outcomes by utilizing multiple learning modalities (Febriyanti, et.al., 2025). Simple animations in the media also help maintain students' attention during reading activities. Students appeared more motivated to complete reading tasks because the media provided a more engaging learning experience compared to traditional printed materials. Interactive digital media increases student engagement through more visual and communicative presentation of content (Masrukhin, et.al., 2024).

The expert validation results, which reached an average of 89%, indicate that the E-Bookstory media meets feasibility standards in both content and media aspects. The high validation score shows that the developed media aligns with students' needs and learning objectives. This supports previous research indicating that systematically designed instructional media tend to achieve high feasibility before being implemented with students. The effectiveness of the media is also reflected in the N-Gain score of 0.84, which is categorized as high. The increase from a pretest score of 50 to a posttest score of 92 demonstrates that the E-Bookstory media positively impacts students' reading skills. Interactive learning media positively influences learning outcomes by increasing student attention and participation (Septiani, et.al., 2025). In addition to improving reading skills, the E-Bookstory media also has the potential to enhance students' reading interest. During implementation, students showed high curiosity about the story content and actively participated in reading activities until completion. Interactive digital story media can increase students' reading interest by providing a more engaging reading experience than conventional media (Jannah, et.al., 2025).

Overall, the study shows that the PowerPoint based E-Bookstory media developed through the ADDIE model meets the criteria of being highly feasible and effective for teaching reading. The integration of text, images, audio, animation, and interactive exercises enhances students' attention, motivation, engagement, and reading ability. These findings reinforce previous research indicating that interactive digital learning media improves the quality of teaching and student learning outcomes

## 4. Conclusion

Based on the results of the research and development conducted, it can be concluded that the PowerPoint based E-Bookstory media was successfully developed as a learning medium to improve the reading skills of Grade II elementary school students. The development process using the ADDIE model allowed the media to be designed systematically in accordance with students' characteristics, learning needs, and the objectives of improving reading skills at the early literacy stage.

The results of the study show that the developed E-Bookstory media has met the aspects of validity, practicality, and effectiveness, making it suitable for use in reading instruction. The integration of story elements, illustrations, audio narration, animation, and interactive navigation creates a more engaging learning experience and helps students understand reading texts more meaningfully. In addition, this media supports the improvement of reading fluency, reading comprehension, vocabulary mastery, and students' learning motivation during the learning process.

The use of PowerPoint as a development platform also demonstrates that innovative digital learning media can be created using technology that is easily accessible and familiar to teachers. Thus, the PowerPoint-based E-Bookstory can serve as an alternative learning medium that is attractive, interactive, and suitable for elementary school students' characteristics. The success of the development and

implementation of this media indicates that the PowerPoint-based E-Bookstory has the potential to be used more widely in supporting the improvement of reading skills and literacy development in elementary schools.

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