



Development of syllabox media using syllabic methods to improve informative text reading ability students

Nur Adila binti Baodin*, Panca Dewi Purwati

Department of Primary Education, Universitas Negeri Semarang
Banaran Street, Sekaran, Gn. Pati, Semarang City, Central Java 50229, Indonesia

*Corresponding Author. E-mail: adilnur521@students.unnes.ac.id

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Abstract: This research aims to develop, test the feasibility, and effectiveness of Syllabox media based on syllabic methods to improve the reading ability of informative texts for class II students at Pandeanlamper 03 Elementary School. The research method used is Research and Development (R&D) with the ADDIE model. The research subjects were class II students who were involved in small-scale and large-scale trials. Data collection techniques include observation, interviews, questionnaires, documentation, as well as pretest and posttest. The results of material expert validation show a feasibility level of 98.33% and media expert validation of 93% with a very feasible category. The results of the effectiveness test show a significant increase in the ability to read informative texts, proven through the paired sample t-test and the N-Gain value in the medium category. Thus, the Syllabox media based on syllabic methods was declared feasible and effective for improving the ability to read informative texts in class II elementary school students.

Keywords: Syllabox media, syllabic methods, reading ability, informative text

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Introduction

Education cannot be separated from the learning process. Learning and teaching are two interrelated elements. Anisa et al. (2020) define learning as a consciously planned process designed to achieve educational goals through effective and enjoyable strategies. In this context, learning aims not only to convey information but also to develop students' overall potential, including their cognitive, affective, and psychomotor abilities. Effective learning involves active interaction between teachers and students, as well as the use of media and methods that are relevant to students' learning needs. Teachers also play a crucial role in improving students' reading abilities, not only through the delivery of learning materials but also by serving as role models in reading activities (Erlin & Saptono, 2025). In addition, teachers are responsible for creating a learning environment that supports and stimulates the development of students' critical thinking and creativity. The learning process is at the heart of all educational activities because it enables students to experience meaningful transformations in knowledge and skills that prepare them to face various challenges in life, including mastering language as a means of communication.

One crucial aspect of learning that contributes to educational success is mastery of Indonesian, which functions as both the national language and the language of instruction in formal education. Indonesian serves not only as a means of communication but also as a national identity used in daily life and formal settings, including educational institutions. Elviya et al. (2023) emphasize that Indonesian should be taught from an early age through university level to ensure that younger generations develop adequate language proficiency. Similarly, Febrianti et al. (2021) state that Indonesian is an official language and an integral part of the daily activities of Indonesian society. Therefore, strengthening language skills, particularly their fundamental components, should begin in elementary school as a

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foundation for developing students' reading competence. This is consistent with the findings of Rahman et al. (2023), which indicate that early reading skills significantly influence students' ability to comprehend learning materials at higher levels of education. In addition, low proficiency in Indonesian among elementary school students can directly contribute to difficulties in comprehending written texts. This condition highlights the need for systematic language instruction that is aligned with the developmental characteristics of lower-grade students (Fatonah et al., 2023).

Hariro et al. (2024) define reading as a process undertaken by readers to understand messages conveyed through written language. Reading is a complex language skill that supports communication and helps preserve the values contained in written texts. It involves not only recognizing and pronouncing letters but also cognitive processes related to identifying syllables, understanding words, and interpreting the meaning of a text. These processes contribute to the development of adequate basic literacy skills. Reading skills need to be strengthened from the elementary school level, particularly in the lower grades, because they form the foundation for mastering other language skills, namely listening, speaking, and writing. For second-grade elementary school students, reading skills are a major focus because students are transitioning from beginning reading to fluent reading and reading comprehension. At this stage, students are expected to understand the content of various texts, including informational texts that require a comprehensive understanding of the information presented.

However, improving reading skills remains a significant challenge in Indonesia, particularly at the primary education level. The results of the 2022 Programme for International Student Assessment showed that Indonesian students obtained an average reading literacy score of 359 points. This score represented a 12-point decline from the 2018 results and was Indonesia's lowest reading score since the country first participated in PISA in 2000. Only approximately 25% of Indonesian students achieved the minimum level of reading proficiency, considerably below the OECD average of 74%. Indonesia ranked 71st among 81 participating countries and remained behind several other ASEAN countries.

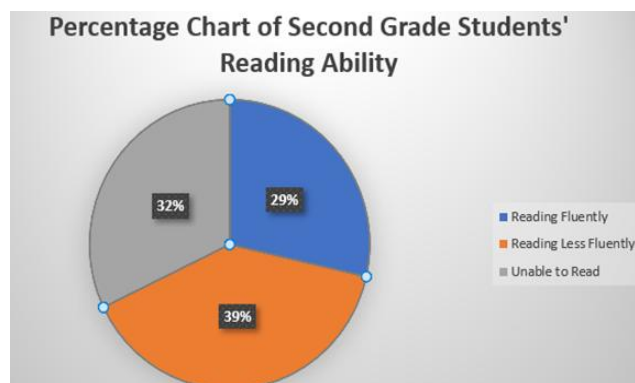


Figure 1. Reading Ability of Second Grade Elementary School Students

Figure 1 shows the percentage of reading ability of second-grade students. A total of 29% of students are classified as able to read fluently, 39% of students are in the category of less fluent readers, and 32% of students are not yet able to read. This diagram shows that the majority of students still experience obstacles in reading ability. This problem is reinforced by observations conducted by researchers at Pandeanlamper 03 Elementary School, which showed the use of ineffective teaching methods and monotonous and unattractive learning media, resulting in less student attention in reading skills. In addition, some students also experienced difficulty reading informative texts fluently and understanding their contents. Optimal learning outcomes can be achieved by utilizing learning media, because these media can increase students' interest and enthusiasm in reading activities (Mardiyanti et al., 2022). Therefore, efforts are needed to improve reading ability through learning media combined with methods appropriate to the characteristics of elementary school students, so that the learning process becomes more meaningful and optimal.

Zannah and Hanifah (in Ma'wa & Purwati, 2024) stated that media play a crucial role in learning and can be classified into two functions: as learning tools and as learning resources for students. Therefore, teachers must have skills in using learning media. Along with the important function of learning media in supporting the effectiveness of the learning process, it is necessary to choose appropriate learning methods that are appropriate to student characteristics, especially in learning to

read. One method that can be integrated with the use of learning media is the syllabic method. The syllabic method is an initial reading learning approach that begins with the introduction of words composed of syllables, then the syllables are combined into words, and in the final stage the words are arranged into sentences (Ilmi, 2024).

The application of syllabic methods in reading learning will be more optimal if supported by concrete, interactive, and interesting learning media for lower grade students, especially grade II of elementary school. The characteristics of grade II elementary school students who are still at the concrete operational thinking stage require learning media that can help students understand the relationship between letters, syllables, words, and sentences in a gradual and meaningful manner. The right media not only functions as a visual aid, but also as a means to stimulate activeness, critical thinking, and student learning motivation in reading activities, especially reading informative texts. One of the learning media that can be developed to support the implementation of syllabic methods is Syllabox media. Syllabox media is an interactive box-shaped reading learning media designed to help students recognize letters, arrange syllables, form words, and read simple sentences systematically. The development of Syllabox media based on syllabic methods is expected to be a solution to the problem of low reading skills of second-grade students, especially in understanding informative texts.

The novelty of this research lies in the development of Syllabox media, a three-dimensional concrete learning medium systematically designed based on the syllabic method to improve the reading skills of second-grade elementary school students in reading informative texts. This medium functions not only as a visual aid but also as a manipulative tool that represents the stages of the syllabic method comprehensively, thereby supporting the reading process from letter recognition to reading comprehension. In addition, this research does not merely focus on improving early reading skills but is also directed toward students' ability to read informative texts, which requires an understanding of content and information. Based on these problems, development research is needed to create and implement innovative learning media that align with the characteristics of elementary school students. Therefore, this research develops Syllabox media based on the syllabic method as an effort to improve the feasibility and effectiveness of reading learning media and to support the optimal achievement of elementary education goals.

Methods

The study employed a Research and Development (R&D) method to design, develop, and evaluate Syllabox learning media based on the syllabic method to improve second-grade students' informative text reading skills. R&D emphasizes product development and problem-solving through systematic testing to ensure feasibility and effectiveness (Rahayu, 2025). This research adopted the ADDIE model analysis, design, development, implementation, and evaluation as outlined by Branch (Desyandri et al., 2024).

Operationally, the analysis stage identified students' needs through observations, interviews, and questionnaires. The design stage involved planning the Syllabox media, including content, syllable structure, and visual design tailored to students' characteristics. The development stage produced the media and validated it through material and media experts. The implementation stage tested the media in two phases: a small-scale trial (9 students) and a large-scale trial (all students), to assess usability and effectiveness. Finally, the evaluation stage measured learning outcomes using pre-test and post-test comparisons to determine improvement in reading ability.

The research was conducted at Elementarschool Pandeanlamper 03 Semarang, involving all second-grade students as the population. Sampling used purposive sampling for small-group trials (Stratton, 2024) and saturated sampling for large-group trials (Sugiyono, 2022). Data included qualitative (observations, interviews, documentation) and quantitative (validation scores and test results). Instruments comprised observation sheets, interview guidelines, questionnaires, and reading tests (Alfisyah et al., 2025), with data collection supporting needs analysis (Oktavianti et al., 2026) and feasibility assessment (Romdona et al., 2025).

Data analysis combined descriptive and quantitative techniques: expert validation scores were converted into percentages to determine media feasibility (Otaya et al., 2020), while teacher and student responses were analyzed descriptively to assess practicality (Arifin et al., 2020; Candrawaty et al.,

2022). Effectiveness was measured using pretest–posttest comparisons through a paired sample t-test and supported by N-Gain analysis to determine the magnitude of improvement in students’ reading skills (Ilmi & Aeni, 2025).

Results and Discussion

Results

Syllabox media based on the syllabic method was developed as a learning medium for reading informative texts for second-grade elementary school students. The product design was carried out based on the results of a needs analysis of teachers and students, which served as the foundation for the development of the Syllabox media based on the syllabic method. The development of this media aims to provide a learning tool that aligns with the cognitive developmental characteristics of lower-grade students, particularly in supporting syllable-based beginning reading skills. Syllabox is designed in a structured and systematic manner by integrating visual elements, text, and manipulative activities to actively engage students in the reading learning process.



Figure 2. Media Syllabox

The design of Syllabox emphasizes ease of use, clarity of display, and integration between media components and learning materials. This media consists of several main components, namely a consonant wheel, a vowel wheel, and a syllable and word construction tool. These components are designed to help students recognize language sounds, form syllables, and gradually construct words. Clear typography and contrasting color combinations are applied to enhance readability and attract students’ attention, ensuring that the reading learning process can take place optimally. The feasibility of the Syllabox media based on the syllabic method was subsequently assessed through a validation process conducted by media experts and content experts. The media validation results aimed to assess the practicality of using Syllabox media based on syllabic methods as a learning tool for reading informative texts. The validation data obtained served as the basis for determining the media's practicality before it was implemented in learning activities in second-grade students at Pandeanlamper 03 Elementary School. The results of the product feasibility validation are presented in the following table.

Table 1. Media Validation Result

Aspect Assessed	Percentage	Description
Media Quality	90%	Very Appropriate
Design Suitability to Student Characteristics	100%	Very Appropriate
Readability and Clarity of Information	90%	Very Appropriate
Average	93%	Very Appropriate

The media validation results, as presented in Table 4, show that the Syllabox media, based on the syllabic Method, achieved an average feasibility percentage of 93%, categorized as very appropriate. This assessment covered aspects of media quality, design suitability to student characteristics, and readability and clarity of information. The feasibility percentage obtained indicates that the Syllabox media meets the feasibility criteria as a learning medium for reading informative texts for second-grade students at Pandeanlamper 03 Elementary School. The material validation results aimed to assess the practicality of using Syllabox media based on syllabic methods as a learning tool for reading informative texts. The validation data obtained served as the basis for determining the media's practicality before it was implemented in learning activities in second-grade students at Pandeanlamper 03 Elementary School. The results of the product feasibility validation are presented in the following table.

Table 2. Material Validation Results

Aspects Assessed	Percentage	Description
Suitability to Learning Outcomes and Objectives	100%	Very Appropriate
Material Integration with the Syllable Method	100%	Very Appropriate
Completeness and Accuracy of Material Content	93.33%	Very Appropriate
Material Suitability to Student Characteristics	100%	Very Appropriate
Average	98.33%	Very Appropriate

The material validation results in Table 2 show that the assessment of all aspects yielded an average feasibility percentage of 98.33%, categorized as very feasible. Furthermore, the consistent "very feasible" classification reinforces the media's readiness for use, as cited by Arikunto (in Permata et al., 2023). Therefore, it can be scientifically concluded that the material developed in the Syllabox media based on syllabic methods has a very good level of content suitability and presentation quality, making it suitable for use as a learning medium to support and improve the reading skills of informative texts in second-grade students at Pandeanlamper 03 Elementary School.

The effectiveness of Syllabox Media based on syllabic methods was tested to determine the improvement in the reading skills of second-grade elementary school students after using the media in the learning process. The media's effectiveness was analyzed by comparing pretest and posttest results from a small-scale trial and a large-scale trial. This test aimed to obtain an empirical picture of changes in students' reading skills before and after using Syllabox Media based on syllabic methods.

The results of the small-scale trial are presented in Figure 2, which compares the average pretest and posttest scores for the reading skills of second-grade students at Pandeanlamper 03 Elementary School. According to Figure 2, the average pretest score in the small-scale trial was 65, while the average posttest score increased to 84.77 after implementing Syllabox Media based on syllabic methods. This increase indicates a change in students' reading skills after using the developed learning media.

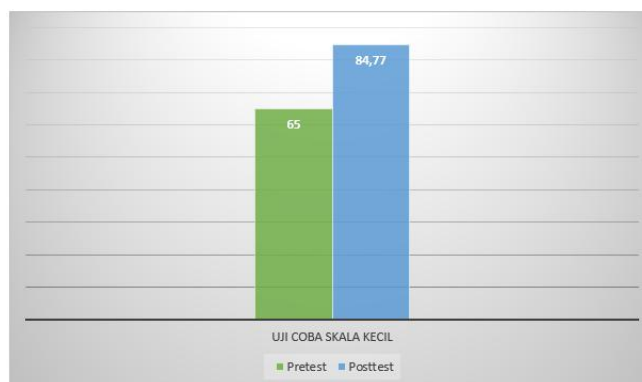


Figure 3. Average Value of Small Scale Trial

Based on Figure 3, the average pretest score in the large-scale trial was 64.57 and increased to 84.78 in the posttest. The pattern of increase in the average posttest score in the large-scale trial shows the same trend as the results of the small-scale trial, namely an increase in students' ability to read informative texts after using Syllabox Media based on syllabic methods.

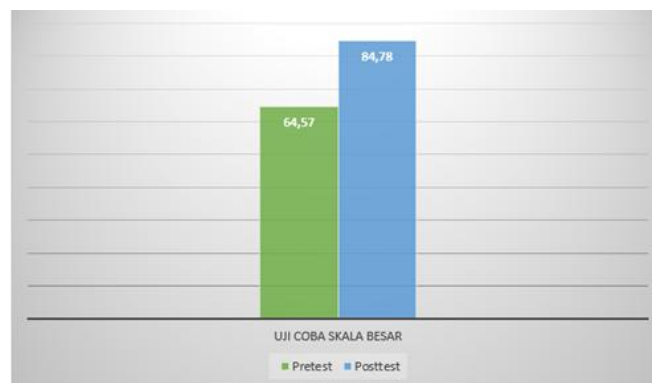


Figure 4. Average Value of Large-Scale Trials

The higher average posttest scores compared to the pretest scores on both test scales indicate that the Syllabox media, based on syllabic methods, positively contributed to the reading ability of second-grade elementary school students. The consistent improvement across both small-scale and large-scale trials indicates that the developed media is capable of effectively supporting the reading learning process in student groups with varying sample sizes.

To ensure that the pretest and posttest data met the requirements for further statistical analysis, a normality test was conducted on students' reading ability using SPSS version 25. Normality tests were conducted using the Shapiro–Wilk test on the pretest and posttest data from both the small-scale and large-scale trials. The results of the normality test are presented in table 3.

Table 3. Normality Tests for Small and Large-Scale Trials

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Small-Scale Trial	.181	9	.200*	.898	9	.242
Posttest Small-Scale Trial	.152	9	.200*	.973	9	.921
Pretest Large-Scale Trial	.163	28	.056	.957	28	.293
Posttest Large- Scale Trial	.195	28	.008	.928	28	.056

Based on Table 3, the results of the normality test indicate that the Shapiro–Wilk significance values for the pretest and posttest data for the small-scale trial were 0.242 and 0.921, respectively. The significance value is greater than 0.05, indicating that the pretest and posttest data from the small-scale trial are normally distributed. In the large-scale trial, the Shapiro–Wilk significance value for the pretest data was 0.293 and for the posttest data was 0.056. Both significance values are also greater than 0.05, indicating that the pretest and posttest data from the large-scale trial are normally distributed. Overall, the pretest and posttest data on the reading ability of second-grade elementary school students meet the assumption of normality.

Based on the fulfillment of the normality assumption, further statistical analysis was conducted using parametric testing, namely the paired sample t-test. This test was used to determine differences in students' reading ability in informative texts before and after using Syllabox Media based on syllabic methods. The results of the paired sample t-test are presented in table 4.

Table 4. Paired Sample t-Test Paired Differences

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pretest- posttest	Small-Scale Trial	-19.778	7.612	2.537	-25.629	-13.927	-7.795	8	.000
Pretest- Posttest	Large-Scale Trial	-20.214	10.090	1.907	-24.127	-16.302	-10.601	27	.000

Based on table 4, the significance values (Sig. 2-tailed) for the small-scale and large-scale trials each showed values <0.001 , which is less than the significance value of 0.05. These results indicate a statistically significant difference between the pretest and posttest scores of students' informative text reading ability before and after using Syllabox Media based on syllabic methods. This significant difference indicates that students' reading ability improved after implementing the developed learning media.

In addition to the paired sample t-test, an N-Gain analysis was also conducted to determine the level of improvement in students' informative text reading ability based on a comparison of pretest and posttest results. The N-Gain test was used to measure the extent of improvement in students' learning outcomes after participating in learning using Syllabox Media based on syllabic methods. The results of the N-Gain test are presented in table 5.

Table 5. N-Gain Test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Small-Scale Trial	9	.33	.83	.5597	.16886
Large-Scale Trial	28	.17	.80	.5428	.18678

Based on Table 5, the N-Gain value for the small-scale trial was 0.5597, representing a 55.97% increase, while the N-Gain value for the large-scale trial was 0.5428, representing a 54.28% increase. Both N-Gain values are in the moderate category. These results indicate that the use of Syllabox Media based on syllabic methods provides a meaningful improvement in the reading ability of second-grade elementary school students. Overall, the results of the comparative analysis of pretest and posttest scores, normality tests, paired sample t-tests, and N-Gain tests indicate that Syllabox Media based on syllabic methods is effective in improving the ability to read informative texts of second-grade elementary school students. The increase in reading ability indicated by higher posttest scores compared to pretest scores in small-scale and large-scale trials confirms that the developed media can be used effectively in learning to read informative texts in second-grade elementary school students.

Discussion

The results of the material and media validation, which showed a very appropriate category, indicate that Syllabox Media has met the learning needs of second-grade elementary school students in reading informative texts (Wulandari, 2023). The suitability of the material to the learning outcomes and objectives indicates that the content presented in the media aligns with the demands of early reading learning, particularly in the transition stage from reading words to reading simple, meaningful texts. At this stage, students are required not only to recognize words but also to begin to understand the content of the reading in a simple manner. The appropriateness of Syllabox Media is also reflected in its integration with syllabic methods. Syllable-based reading learning allows students to learn word structure gradually and systematically (Dewi et al., 2022). This approach aligns with the view that mastery of smaller language units, such as phonemes and syllables, is an important foundation for developing reading skills (Lonigan et al., 2020). The very appropriate assessment in this aspect indicates that Syllabox Media is able to facilitate a structured and tiered reading learning process.

In terms of media design, validation results indicate that Syllabox media aligns with the cognitive developmental characteristics of lower-grade students. Media featuring clear visual elements, contrasting colors, and manipulative components provides a concrete learning experience (Cahyono et al., 2024). In lower-grade elementary school, students are at the concrete operational stage, so learning involving real objects and hands-on activities is easier to understand (Abdillah et al., 2025). Therefore, the Syllabox media design, which allows students to spin the letter wheel, arrange syllables, and form words directly, supports active student engagement in reading.

The material validation results presented in Table 3 show that the aspect of suitability with learning outcomes and objectives achieved a percentage of 100%, categorized as very appropriate. This indicates that the material in Syllabox media aligns with the curriculum requirements and the needs of learning to read informative texts in second-grade elementary school. Furthermore, the material's

suitability with the syllable method also achieved a score of 100%, indicating that the material presentation adheres to the principles of early reading learning, namely, from sound recognition to syllable and word formation. This approach aligns with early reading learning theory, which emphasizes the importance of phonological awareness as a foundation for mastering reading skills (Ehri, 2020). The completeness and accuracy of the material content scored 93.33%, indicating that the material was structured systematically, clearly, and tailored to students' needs. The material presented in Syllabox was also deemed capable of supporting students' understanding of word structure and meaning, thus facilitating their reading of informative texts. This aligns with the explanation (Mubin & Aryanto, 2024) that the integration of material, language, and visual learning media significantly influences the success of early reading learning.

These findings align with the principles of multimedia learning, which emphasize the importance of presenting information through integrated visual and verbal channels. According to multimedia learning theory, learning is more effective when information is presented in complementary forms of words and images, thus aiding the processing of information in working memory and facilitating the formation of meaningful understanding (Mayer, 2024). Thus, the feasibility of Syllabox Media is not only technical but also supported by cognitive principles of learning.

Furthermore, the media validation results in Table 4 show that the Syllabox media obtained an average feasibility percentage of 93%, categorized as very feasible. The media quality aspect obtained a score of 90%, indicating that the visual appearance, color combination, and clarity of the media components have supported student readability and appeal. Visual and manipulative media have been proven to be able to increase student attention and engagement in the learning process, especially at elementary school age who are still at the concrete operational stage. The aspect of design suitability with student characteristics obtained a score of 100%, indicating that the Syllabox media was designed according to the developmental needs of second-grade students. The use of images, contrasting colors, and syllable-composing activities can create a fun and meaningful learning atmosphere. This is in line with (Sonya & Muthi, 2025) Who stated that interactive learning media and having new innovations can create a more interesting and meaningful learning atmosphere for students. For lower grade children, learning that emphasizes visual and interactive elements is easier to understand because it is aligned with their stages of cognitive development. Meanwhile, the readability and clarity of information scored 90%, indicating that the information in the media was easy to understand and did not cause confusion for students.

Learning media designed in a visual, concrete, and manipulative manner has been proven to increase student engagement in the learning process, particularly in the early stages of reading. This aligns with Mayer (2024) findings, which state that multimedia-based learning that integrates text and visuals in a structured manner can significantly improve student comprehension and retention, especially in early childhood learners. Furthermore, the integration of the media with the syllable method strengthens students' initial decoding process in reading. This approach aligns with Ehri (2020), study, which emphasized that mastery of phonological units such as syllables is a crucial foundation for developing early reading skills. Therefore, the feasibility of the Syllabox media is not only technical but also supported by a strong theoretical foundation in early reading learning. Based on expert validation results and strengthening theoretical studies, the Syllabox media, based on the syllabic Method, was declared highly suitable for use.

Effectiveness testing results indicate that Syllabox Media, based on syllabic methods, significantly improved students' reading ability in informative texts. Consistent increases in posttest scores across both small-scale and large-scale trials indicate that this media has a positive impact on students' reading outcomes. The significant difference between pretest and posttest scores indicates that changes in reading ability occurred after students participated in learning using Syllabox Media. The effectiveness of Syllabox Media, based on syllabic methods, can be understood through a reading learning approach that emphasizes the relationship between written symbols and language sounds. Effective reading learning does not rely solely on guessing context, but rather on students' ability to associate letters with sounds and construct accurate word representations. Research on reading learning shows that reading skills develop when students are able to establish strong connections between graphemes and phonemes, enabling automatic and accurate word recognition (Ehri, 2020). The syllabic approach used in Syllabox Media also supports the process of forming word representations in students' memories. By learning syllables as learning units, students bridge the gap between letter recognition

and whole word reading. This process helps students gradually build their reading vocabulary and reduces cognitive load when reading informative texts. This aligns with the view that systematic and explicit reading instruction is more effective in supporting the development of early reading skills.

Based on the results of the normality test, it was found that the pretest and posttest data from both small-scale and large-scale trials were normally distributed, as indicated by a Shapiro–Wilk significance value greater than 0.05. With the normality assumption met, further statistical analysis can be continued using parametric testing, namely the paired sample t-test. This test was used to determine whether there was a significant difference between students' reading ability in informative texts before and after using Syllabox media based on syllabic methods. The results of the paired sample t-test showed that the significance value (Sig. 2-tailed) in both small-scale and large-scale trials was 0.000, smaller than the significance level of 0.05. This confirms that there is a significant difference between students' reading abilities before and after using Syllabox media based on syllabic methods. This finding is in line with research (Nugraha, 2023) which states that the use of Bigbook concrete media learning media can significantly improve students' reading abilities. Quantitatively, the difference in average scores in small-scale trials was -19.778 and in large-scale trials was -20.214, which indicates an increase in reading abilities after the implementation of learning media. The high t-value in both trials further strengthens that the increase occurred significantly. Thus, these results prove that Syllabox media based on syllabic methods is effective in improving the reading ability of informative texts of grade II students of Pandeanlamper 03 Elementary School.

The results of the N-Gain test, which were in the moderate category, indicate that Syllabox Media provided a significant increase in reading ability. In the context of reading instruction in lower grades, an increase in the moderate category reflects significant progress, considering that reading ability is a basic skill that develops gradually and requires continuous practice. The consistency of improvement across the two test scales indicates that the media's effectiveness is not accidental, but rather a result of the media design and learning methods used. This finding is in line with empirical evidence that systematic integration of phonics methods and interactive media results in significant improvements from pretest to posttest in reading learning (Ayuningtyas et al., 2025). Thus, Syllabox Media contributes to bridging the initial reading learning towards the ability to read informative texts more meaningfully.

Conclusion

Based on the research results and discussion, it can be concluded that the Syllabox media, based on syllabic methods, developed using the ADDIE model, is highly feasible and effective in improving the reading skills of second-grade students at Pandeanlamper 03 Elementary School. The media's feasibility was demonstrated by the validation results from material experts with a percentage of 98.33% and validation from media experts with a percentage of 93%, both of which are in the very feasible category. This indicates that the Syllabox media meets the requirements of material suitability, design, readability, and the developmental characteristics of lower-grade elementary school students.

The effectiveness of the Syllabox media was demonstrated by a significant increase in students' reading skills of informative texts after implementation, both in small-scale and large-scale trials. The results of the pretest and posttest analysis using paired sample t-tests showed significant differences, and the N-Gain value was in the moderate category. Thus, the Syllabox media, based on syllabic methods, can be used as an innovative and effective alternative learning medium to support learning to read informative texts in elementary schools.

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