# Effect of Use of Learning Media a Pictured Story on Abilities Reading Comprehension of Class IV Students UPT SD Negeri 067093 Medan

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| ABSTRACT |
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| The purpose of this study is to determine the effect of using picture story on students' reading comprehension ability of fourth grade students at UPT SDN 067093 Medan in academic. This research was Pre-Experimental Design. The research was conducted from May to June 2022. The sample was 26 students which was total of the population. The data collection techniques used in this research were test, documentation and observation. The results showed that there was an effect of picture story on students' reading comprehension ability of fourth grade students at UPT SDN 067093 Medan in academic. It can be proven from the analysis results obtained using t-test showing that $t_{count} > t_{table}$, 10,567 > 1.411, then Ho is rejected and Ha is accepted. It can be concluded that picture story affect on students' reading comprehension ability of fourth grade students at UPT SDN 067093 Medan in academic. |

| Kata Kunci | *Picture Story, Reading Comprehension Ability* |
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## INTRODUCTION

Education is a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts; educational processes, methods, actions (KBBI). This is in line with the opinion of (Arikunto, 2013: 142), who explains that education is aimed at continuing the ideals of the Indonesian nation where its citizens must have the spirit of Pancasila.

Learning is a process of interaction between teachers and students and learning resources in the school environment. Teachers and students in the learning process are two components that cannot be separated. Effective learning occurs when there is good communication between teachers and students. The teacher acts as a facilitator when students learn, the teacher also acts as an evaluator to straighten out the information obtained by students. When teachers are able to communicate information well, students will receive the information well too.

A person's success in learning is determined by the person's skills in the process of learning activities. Students in the learning process must be skilled to achieve their learning goals. Not only that, students should study hard, diligently and enthusiastically

when the learning process takes place. However, many students are lazy and feel bored during the learning process. They have more fun doing their own activities, such as chatting with their classmates, drawing and scribbling on paper and even the blackboard. This is influenced by the fact that many teachers are still inaccurate in choosing learning methods and teachers are less able to control the class during the learning process. So teachers are more in the domain of learning subjects, where students mostly just listen and are given the task of reading, doing practice questions and homework. when learning ends. Apart from that, teachers also do not give assignments that can stimulate students' creativity and do not motivate students to be enthusiastic about learning and doing assignments.

The use of media is necessary when teaching and learning in class. This media can make it easier for teachers to provide information and bring better results than not using media (Pirenomulyo & Harjono, 2010: 119). Learning Indonesian reading is one source of knowledge to gain knowledge. Indonesian  is a supporter of success in studying all subjects. Language learning is expected to help students recognize themselves, their culture and the cultures of other people. In order to direct the improvement of students' ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as to foster an appreciation of Indonesian human literary works (Siti, 2018: 32).  According to Henry Guntur Tarigan (2008:1) language skills have four components, namely: 1) listening skills, 2) speaking skills, 3) reading skills, and 4) writing skills. Each skill is closely related to other skills in various ways.

Reading requires understanding. Reading Comprehension is a process used to understand the content of reading and obtain information. Teaching reading comprehension is reading silently with the aim of understanding the content of the reading (Siti, 2018: 49). By reading  you will broaden your insight and increase your knowledge. Reading  is increasingly important in complex society because every  aspect of life involves reading activities. Even though information can be found in other media such as audio-visual, the role of reading cannot be  completely replaced. Reading requires comprehension in order to know the content and meaning of the reading. In essence, understanding reading can support the success of student learning outcomes.

Based on the results of observations made by researchers in class IV of UPT SD N 067093 Medan, the learning carried out is online and offline where the school carries out offline learning at school in waves due to the Covid-19 virus which is currently hitting Indonesia. In offline learning at school, 26 students are divided into 2 waves which are held 3 times a week, where wave 1 starts at 08.00 – 10.00 WIB on Monday, Wednesday and Friday while wave 2 starts at 08.00 – 10.00 WIB on Tuesday, Thursday and Saturday . All offline learning processes follow strict health protocols implemented at the school. In the pre-survey conducted, researchers found problems in the learning process that took place in class IV UPT SD N 067093 Medan. The learning process

carried out is not optimal, less effective and conducive. There are still many students who cannot concentrate when learning begins, students do not pay attention to the teacher when explaining the material and some even chat with their friends while learning is taking place. Students also tend to be passive during learning, students lack the courage to express their opinions during online and offline learning. Teachers do not apply innovative learning media in the learning process due to the teacher's lack of enthusiasm in applying learning media during the learning process. So based on this, the researcher saw that students' reading comprehension was still low, especially when learning Indonesian which was included in thematic books.

This means that students' Indonesian language scores still do not meet the KBM (minimum learning completeness) as evidenced by the results of observations of students' reading comprehension, of the 26 students there are 16 students who have completed it and 10 students who have not completed it, meaning that 64% of students have fulfilled it. minimum completeness value (KBM) and 36% do not meet the minimum completeness criteria (KBM) with the KBM value being 70.

During the observation, the researcher noticed that students were less interested in reading so that students' understanding of the lessons taught by the teacher was reduced. When the teacher asked questions, students did not give the right answers, which means students did not understand the material taught by the teacher.

Therefore, it is necessary to use learning media so that students' understanding and mastery of Indonesian language subject matter can be increased to meet the established KBM. One solution that can be done is by using media, namely Picture Story learning media where students can describe and imagine what they read in their minds. Picture story learning media is media designed to help students in the learning process, creating a picture of information in the form of subject matter received by students during the learning process. Using picture story learning media is the right choice for children. This is in line with research by Marisa (2019) concluding that picture story learning media has an influence on students' reading comprehension of fairy tale texts in elementary schools.

Based on the above, researchers were encouraged to conduct quantitative research entitled "The Effect of Using Picture Story Learning Media on the Reading Comprehension Ability of Class IV Students at UPT SDN 067093 Medan".

**RESEARCH METHOD**

In this research, researchers used quantitative research with experimental methods. The experimental method is research used to find out how certain influences affect others under controlled conditions. The type of experiment used in this research is *Pre-Exsperimental Design.* Meanwhile, the research design used in this research is *One-Group Pretest-Posttest Desain,* In this design there is a pretest before being given

treatment. In this way, the results of the treatment can be known more accurately, because it can be compared with the situation before the treatment was given (Sugiyono, 2014).

When the research was carried out in May on Jalan Pantai Timur, Cinta Damai, Medan Helvetia District, Medan City, North Sumatra Province 20126. The research was carried out at UPT SD NEGERI 067093 Medan which is located on Jalan Pantai Timur, Cinta Damai, Medan Helvetia District, Medan City , North Sumatra Province 20126, in class IV.

The population in this study were all class IV students at UPT SDN 067093, totaling 26 students. The sample for this research was taken from the entire population, namely class IV students at UPT SDN 067093 Medan, totaling 26 people. The researcher included every member of the population to be used as a sample member because according to Arikunto's formula, if the population is less than 30 people, then all of them can be used as a sample.

The sampling technique used in this research is engineering*Non-Probability Sampling* is a sampling technique in which every member of the population is not given the opportunity to become a member of the sample. This is often done when the population is relatively small, less than 30 people. Saturated sampling where all members of the population are sampled Sugiyono (2011). So what happened in this research was as many as 26 students.

**RESULT AND DISCUSSION**

Before conducting the research, the researcher previously tested the question instrument in class V UPT SDN 067093 Medan with a total of 26 students. After validation, it was then tested on student IV participants. This is done in order to determine the validation, level of difficulty, distinguishing power and reliability of the question items. Based on the results of the trial questions, there are question items*pretest* a total of 15 multiple choice questions and 15 questions*posttest* multiple choice that is suitable for use in research that meets the criteria for validity and reliability.

In this research, two variables were used which were the objects of the research, namely the independent variable, namely the picture story learning media, and the dependent variable, namely the students' reading comprehension ability. This research uses*Pretest* and*Posttest* in order to find out the influence of the use of picture story learning media on the reading comprehension ability of class IV students at UPT SDN 067093 Medan. At the first meeting the researcher gave*Pretest* directly in the classroom, then at the second meeting, the researcher gave treatment to the students using picture story learning media. After completing the lesson, the researcher gave them a piece of picture story paper and to see the students' reading comprehension, the researcher gave a quiz using a piece of paper that the students had read. Next, on the third day, the

researchers continued the learning material with picture story learning media. After explaining the material, the researcher asked the students one by one to read to the class the media that the researcher had provided, and to find out their understanding, the researcher asked questions by pointing to the picture and the students quickly and accurately gave the correct answer. Then, the researcher gave questions *Posttest* to students with the aim of determining reading comprehension abilities. Based on data that has been collected by researchers, the value *Pretest* Before the treatment was carried out using picture story learning media, a temporary average of 68.07 was obtained *post-test* After being given treatment using picture story learning media, an average of 85.61 was obtained. So it can be seen that there is an influence of picture story learning media on students' reading comprehension abilities. This is in accordance with the t-test calculations obtained $t_{hitung}$ = 10.567 and $t_{tabel}$ = 1.411 for $t_{hitung}$ > $t_{tabel}$ then Ho is rejected and Ha is accepted. So it can be concluded that there are real differences between the results *Pretest* and *Posttest* in Indonesian language learning so that from these results it can be concluded that through learning picture story media it can improve the reading comprehension skills of class IV students at UPT SDN 067093 Medan.

**CONCLUSIONS**

Based on the results of the research that has been carried out, it can be concluded that there is an influence of the use of picture story learning media on the reading comprehension ability of class IV students at UPT SDN 067093 Medan. Students' reading comprehension abilities were proven after conducting a posttest seen from the students' learning outcomes scores. Earned value *Pretest* Before the treatment was carried out using picture story learning media, a temporary average of 68.07 was obtained *post-test* After being given treatment using picture story learning media, an average of 85.61 was obtained. So it can be seen that there is an influence of the use of picture story learning media on students' reading comprehension abilities. This is in accordance with the t-test calculations obtained $t_{hitung}$ = 10.567 and $t_{tabel}$ = 1.411 for $t_{hitung}$ > $t_{tabel}$ So, it can be concluded that Ho is rejected and Ha is accepted, meaning that there is an influence on the use of picture story learning media on the reading comprehension ability of class IV students at UPT SDN 067093 Medan.

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