



Efforts to Improve the Ability to Read Aloud Using Picture Story Media in Indonesian Language Subjects at SD Negeri 095 North Bengkulu

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ABSTRACT

Indonesian students' reading skills at SD Negeri 095 North Bengkulu Province will be improved through the use of picture story media. Located in Bengkulu. Classroom action research which includes two cycles is the core of this research. Ten second grade students at SD Negeri 095 North Bengkulu Province, Bengkulu, took part in the research in the 2023–2024 school year. This research data comes from a combination of tests, observations and documentation. We used descriptive statistics to average the quantitative data and data from observation notes to assess the qualitative data. Based on the research results, a reading aloud method using picture story media has been developed for class II students at SD Negeri 095, North Bengkulu Province. Bengkulu academic year 2023–2024. Students' ability to read aloud increases due to exposure to interesting visual story media. Student learning outcomes in the pre-cycle show this; Their average was 64.1, but by the end of the first cycle, they had improved to 66.6. Meanwhile, the average score in cycle II was 78.3, an increase from cycle I. Completed 20%, 40% and 80% of the pre-cycle, cycle I and cycle II respectively.

ARTICLE INFO

Article history:

Received

25 December 2023

Revised

10 January 2024

Accepted

25 January 2024

Key Word

Reading Aloud, Picture Stories, Classroom Action Research

How to cite

<http://pusdikra-publishing.com/index.php/jsr>

Doi

[10.51178/jsr.v5i1.1742](https://doi.org/10.51178/jsr.v5i1.1742)



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INTRODUCTION

Hamalik (2014) revealed that education is a deliberate process that aims to equip students to face their future responsibilities by equipping them with knowledge, skills and experience. There are four factors that need to be considered and clarified in this formulation. When we talk about “conscious effort” in the context of education, we mean a method that is well thought out and rooted in sound, objective reasoning. Preparing students for life after high school is one of the goals of education. “Preparing” implies that students are not ready, but they need to prepare themselves. Students go through this before they are ready to enter the workforce. The term “Education for Children with Learning Difficulties” refers to the changes that

individuals and communities may anticipate in their own lives and society as a whole as a result of their exposure to and participation in the educational process (Abdurrahman, et al., 2018).

Muawwanah (2015) stated that the main goal of teaching Indonesian is to help students become better communicators overall. When individuals are able to communicate with each other, they can learn from each other's stories and expand their own horizons. Reading is more than just deciphering symbols or words on a page; it is also about reacting and understanding what you read, argues Tarigan (2017). Therefore, reading is basically the same as writing. One of the requirements for mastering Indonesian language and literature at any level, including elementary school, is the ability to read and write. Writing creatively, listening actively, speaking clearly, and evaluating what you have read all start with reading. A person's motivation influences his reading comprehension. Students' reading comprehension is improved when they are given opportunities to complete reading, retain information, and draw conclusions from what they read. Ibda (2019) states that students benefit from reading aloud because it can maintain their attention, stimulate them to think critically, and start conversations.

A review of student performance at SD Negeri 095 North Bengkulu shows that they continue to struggle with reading assignments related to Indonesian language classes. About eight out of ten children in a class experience difficulty when asked to read aloud. This shows that there is still room for improving children's reading abilities. Teaching reading has received a lot of attention, but the results show that students' skills are still worrying. When the "Basic Indonesian Language Concepts" session started, it was clear that the students were not very interested in learning the language and were probably just bored (Abidin, 2019). According to Winarti, et al (2023), media can be described as a tool that can be used to achieve learning goals. Because of its ability to send and receive data, learning media has become an inseparable part of the educational process. Teachers need to be skilled in using and creating learning media so that they can involve students' ideas, emotions and interests in the learning process by conveying messages from one party to another. Researchers chose to use subject-appropriate media that encourages active and motivated student learning to achieve learning goals. This is what caused researchers in this study to rely on visual narrative media.

RESEARCH METHOD

Classroom Action Research or known as PTK consists of two stages carried out over 2 (two) months, precisely in October and November 2023 at SD Negeri 095 North Bengkulu, Bengkulu Province, with the aim of improving learning in the 2023/2024 academic year. The PTK method is used to facilitate and help prevent learning errors by

analyzing them quickly (Wardhani & Wihardit, 2022). The stages that will be carried out in this PTK can be seen in Figure 1 below.

Ten second grade children were used as the subjects used in this research, then the learning objects that became the focus of the research were the results of environmental learning in Indonesian language classes. To control PTK activities according to standards, the implementation of PTK is supervised by observers or supervisors who are asked to supervise how researchers carry out PTK through observation sheets. The purpose of conducting observations is to ensure the results of the learning process, apart from the learning process, observers are also asked to control the learning tools used when carrying out PTK including Student Activity Sheets (LKPD) and learning outcome test instruments. The results of the observations will be analyzed and evaluated as a basis for reflection in cycle I and planning in cycle II.

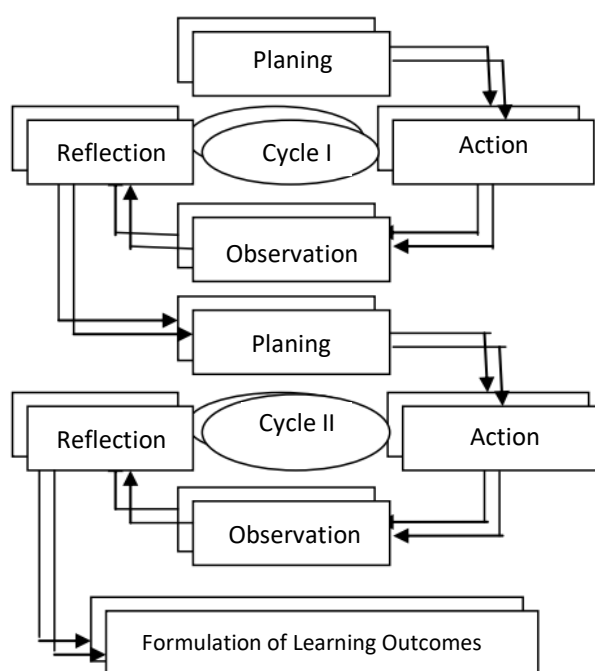


Figure 1.
PTK Cycle (Inayati & Kristin, 2018)

The tool used for data collection is an observation sheet to see the learning activities carried out by researchers and students. Next is a test of Indonesian language learning results related to environmental material which is equipped with a grid of questions and an assessment rubric. Learning outcome tests are prepared based on the grid and learning outcomes in the curriculum. The level of student learning outcomes is categorized into criteria which can be seen in table 1 below.

Table 1.
Criteria for Student Learning Success Levels

Level of success	Criteria
90 - 100	Very good
80 - 89	Good
70 - 79	Pretty good
60 - 69	Not good
0 - 59	Very Not Good

Source: (Inayati & Kristin, 2018)

Based on the instruments used to collect data on observation sheets and learning outcomes tests, research data will be obtained. The data obtained will be analyzed using the data analysis process below. Learning outcomes that require environmental care are in accordance with observation criteria and scores to produce learning outcomes. Descriptive analysis will be conducted on the data collected by presenting it, narrowing down specific research questions, and drawing conclusions from the findings in a concise presentation.

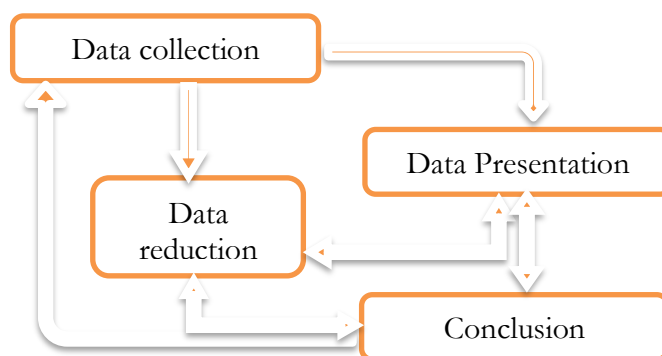


Figure 2.
Stages of Data Analysis

Source: (Millah, dkk, 2023; Arikunto, 2021)

RESULTS AND DISCUSSION

Research findings on class II students at SD Negeri 095 North Bengkulu Regency. North Bengkulu Province, Padang Jaya Regency. Bengkulu, data was collected to determine whether the expected goal was to improve students' reading aloud abilities. After that, the data collection and action process was carried out in two cycles. As stated in the RPP, before learning can be carried out, the teacher must first prepare the media and resources that will be used in class. As additional information, on October 25 2023 a meeting entitled "Love the Environment" was held as part of the implementation of cycle I. The instructor failed the learning implementation because he was not prepared

to use picture story media in this activity. meeting. This also applies to students who have not been able to overcome their fear of speaking in public when asked to read a visual narrative. Teachers and students are used to using picture story media for learning, based on observations made at the second meeting on November 10 2023. The following is a graph of the results of instructor and student observations:

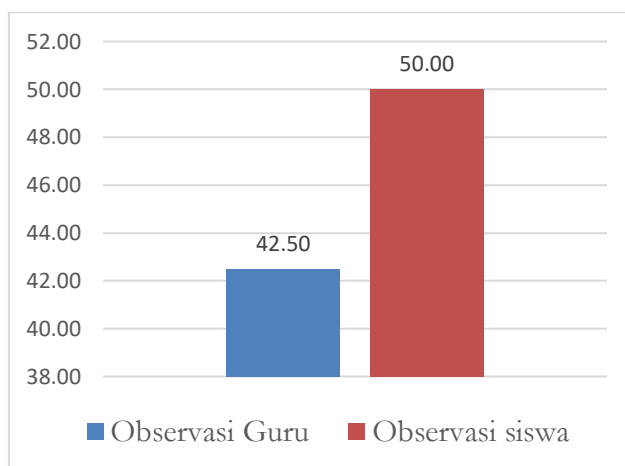


Figure 3.

Graph of Observation Results of Teacher and Student Activities in Cycle I

Success indicators were not met in the first cycle, and the results were below standard. The score of 42.5 for teachers and 50 for students, both in the Fairly Good category, is the result of student observations in cycle I. However, the following table shows the results of the practical reading aloud exam given to students in cycle I:

Table 2.

Shows Students' Reading Aloud Ability in Cycle I

No	Aspect	Score
1	Voice Intonation	2,6
2	Sound volume	2,5
3	Speech Fluency	2,9

A total of four students were able to reach the KKM in the first cycle reading aloud test at SD Negeri 095 North Bengkulu in Padang Jaya District, North Bengkulu Regency, Bengkulu Province. Their reading aloud success rate was 40%, and their intonation, volume, and fluency scores were 2.6, 2.5, and 2.9, respectively. All of these things are still considered negative. The researcher or educator then provides the second cycle of activities using picture story media and revises the lesson plans after reflecting and completing the first cycle of activities. The following graph displays the results:

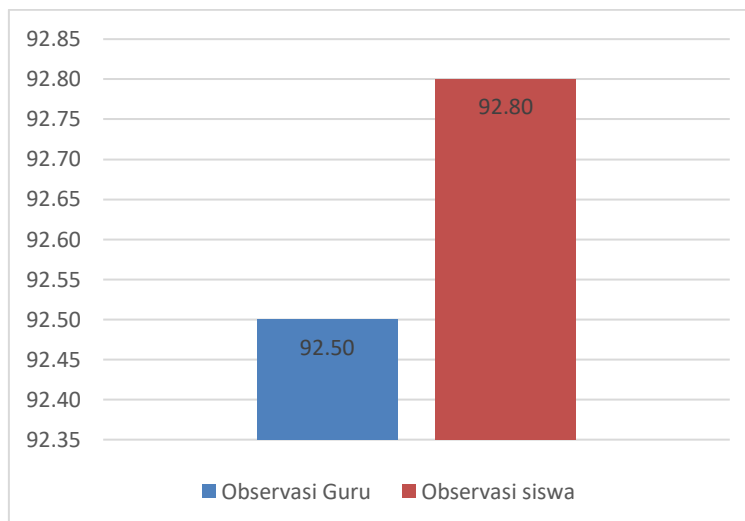


Figure 4.
Graph of Teacher and Student Observation Results in Cycle II

Both students and teachers obtained very good results (92.8 and 92.5 respectively) in cycle II using picture story media as an indicator of success. The results of the reading aloud assessment given to students in cycle II are shown in the table below:

Table 3.
Cycle II Students' Reading Aloud Skills

No	Aspect	Score
1	Voice Intonation	3,1
2	Sound volume	3,2
3	Speech Fluency	3,1

Using information obtained from the success of class II students in reading aloud at SD Negeri 095 North Bengkulu Regency. North Bengkulu Province, Padang Jaya Regency. In cycle II, Bengkulu showed development and had a positive impact on the use of picture story media in learning to read aloud in Indonesian. So, the use of picture story media is very useful. Table 4 shows the summary results of the analysis of the improvement in students' reading aloud abilities from before (pre-cycle) to after (cycle I and cycle II) of the research.

Table 4.
Learning Results for Pre-cycle Students, Cycle I and Cycle II

No	Statistical	Pre Cycle	Cycle I	Cycle II
1	The number of students	10	10	10
2	Number of Values	641	666	783
3	Average	64,1	66,6	78,3
4	Completion Percentage	20%	40%	80%

The following is a graph showing that reading aloud in Indonesian language class has improved the learning outcomes of class II students at SD Negeri 095 North Bengkulu Regency. North Bengkulu Province, Padang Jaya Regency. Figure 1 below shows Bengkulu throughout the pre-cycle, cycle I and cycle II respectively:

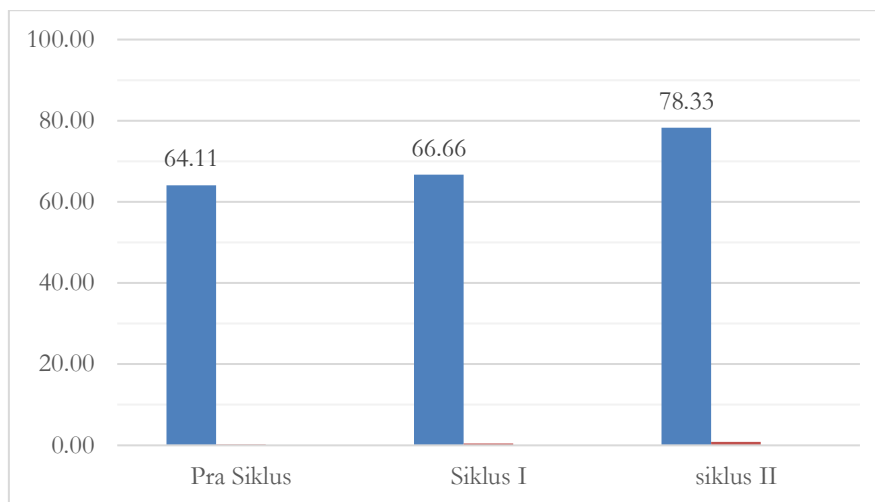


Figure 5.
Average Student Learning Outcomes

Table 4 and Figure 5 show that class II students at SD Negeri 095 North Bengkulu Regency experienced an increase in academic achievement. Padang Jaya Regency. Bengkulu Province in the north. In cycle II Bengkulu had a KKM score of 70 and most students were able to read aloud; The success rate for this action is 80% with a rating of "Satisfactory". This shows that students find it easier to read aloud and are more enthusiastic and confident when using picture story media to express the content of the story. Incorporating picture story media into the classroom has several benefits, including helping children practice reading aloud, attracting their interest, and encouraging active learning. Student observation findings show an increasing trend each cycle, proving this. Research by Rissabethe & Astuti (2017) shows that student enthusiasm, engagement and learning success can be increased with pictorial narrative media. Factors that can influence learning effectiveness include motivation and involvement.

Agustiani, et al. (2019:45) states that students will more easily understand what they are learning if they use visual or graphic learning materials. The use of picture story media encourages students to participate more actively in class activities. Because elementary school children like to make up stories and look for interesting pictures, this media is very suitable to use with them. Because elementary school children are required to take part in learning activities using interactive and easy to understand

media, Andayani, et al. (2022:18) argue that story media is useful in learning. Ismail (2019) believes that the use of visual narrative media can further improve this process.

CONCLUSION

The researcher concluded that picture story media could improve the ability to read aloud to class II students at SD Negeri 095 North Bengkulu based on the results and data analysis from two action cycles. Both the value and percentage of success in student learning outcomes increased from cycle I to cycle II, namely from 40% to 80%. To attract students' attention and foster a love of learning, teachers can use various media. Images tell stories which is one of the media choices.

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