

Improving Students' Reading Ability Using Picture Story Books in Indonesian Courses

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Abstract. *The goal of this study is to develop students' fluency in reading aloud from illustrated storybooks about Indonesian culture and history in Class II at SDN 01 Duhiadaa in the Pohuwato Regency. The research design is an action study in the classroom, and the sample size is 22 students in Grade 2. This study was conducted in cycles, with each cycle including the phases of planning, carrying out the plan, monitoring the results, and reflecting on the study's findings. According to the results of this study, pupils' proficiency in reading aloud is low across the board in Indonesian courses. Students' low reading aloud skill at the time of initial observation indicates this, with 50% falling into the bad category, 68.18% falling into the fairly good category, and 95.45% rising to the very good category in the second cycle. Students in class II at SDN 1 Duhiadaa, Pohuwato Regency, can benefit from the use of picture story books as a form of learning media to enhance their fluency in reading aloud. After the second cycle of the second meeting, the researcher called it quits because they had met the 80% performance indicator they had set out to achieve.*

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INTRODUCTION

One type of reading activity that is often carried out in elementary schools is reading aloud. In reading aloud students are required to be able to understand and recite the contents of the reading correctly and precisely. Reading aloud is a process of communicating the contents of the reading to others. In this case students not only pronounce the sounds of language in a loud voice but also must be able to convey the process of processing the message or meaning contained in each sound of the language so that it can be conveyed properly to everyone who hears it (Ibda, 2020: 56- 57). Therefore, in reading aloud activities, students must be able to give a good impression to each listener, both in their pronunciation, emphasis on punctuation and clarity of the information conveyed.

However, in reality, based on the results of initial observations on Monday, January 11, 2021 at 08.00-11.00 WITA which were conducted in Class II of SDN 01 Duhiadaa, during Indonesian language learning, it shows that students' reading skills are still very low. The total number of students in class II is 22 students. This can be seen from the presence of students who still find it difficult to answer questions given by the teacher related to the contents of the text in the student book. They also still have difficulty understanding the meaning of the words arranged into sentences in the student book. This indicates that students lack practice to improve their fluency in reading and the stories presented do not attract students' attention so that students feel bored with text presentations that are too long. This of course raises significant problems. The teacher as a teacher must be sensitive to these problems. Teachers should not rely on the principle that all students understand and assume they have mastered language skills. The

teacher should be able to see the reading progress of each student. So that when he finds that there are students who are having difficulties, the teacher must be able to find the right solution to overcome the problem. Teachers must be innovative and understand the needs of students. The teacher must use media that is appropriate to these conditions. The difficulties faced by students, especially lower grades, must be overcome by using interesting media and reading sources. Low grade students really like media that contains visual elements such as interesting pictures that can lead them to the storyline of a story text which can lead to understanding in students.

Ability is something that is owned in a person that can be developed and adapted to what is to be learned. When someone has done something well then that person is considered capable or has the ability within him. According to Steven in Syaffaruddin (2012: 72), ability (ability) is a capacity possessed by a person to carry out various tasks in a job. In line with Kreitner's opinion (in Noermijati, 2013: 52) Ability is a stable characteristic related to maximum ability, both physically and mentally intellectually of a person. So it can be understood that ability is basically something that arises in a person both physically and mentally as a result of an urge or personal will to do something through learning.

Reading aloud is a type of reading that is often used in certain situations. This term is used in schools to explore students' reading skills, especially elementary school students. Reading aloud is an activity as a tool to obtain information, ideas, thoughts and feelings of the author through the writing delivered, which requires eye speed and far-sightedness to adjust to the reading material and the listener (Nurdjan 2018: 79). So it can be understood that reading aloud requires eye speed and distant vision so that the reading read can be heard well and is pleasant to hear. This can also lead to understanding for the listeners.

According to Herliyanto (2019: 7), reading aloud is a way of reading by making sounds or reading activities orally which are generally used in elementary schools so that readers can understand the meaning and feelings contained in the reading. In essence, reading aloud is a process of speaking a piece of writing by paying attention to sound or intonation, emphasizing words correctly and cultivating an understanding of the meaning of a text (Kamidjan in Kurniawati, 2019: 134). In this case reading aloud is one of the language skills that requires a person's ability to use sight and strong absorption so that readers can understand and recognize words correctly and quickly and can group words into good and appropriate sentence structures.

Based on the description above, the researcher is interested in conducting research with the title Improving Students' Reading Aloud Ability Using Picture Storybook Media in Indonesian Subjects in Class II SDN 01 Duhiadaa Pohuwato Regency.

METHODS

This study uses classroom action research. According to Arifin Zainal (2014) that classroom action research is an effort made by educators to increase the responsibility and quality of the teacher's role in managing learning and reflecting on participants such as teachers, students, school principals to improve learning in the classroom. Design This study employs Kurt Lewin's spiraling sequence of phases for describing action research in the classroom. There are four stages to any procedure: preparation, execution, evaluation, and review (reflecting). Five male and eight female pupils from Class IV at SDN 01 Duhiadaa in the 2020/21 school year participated in this research. Compared to other classes, students in Civics tend to be less engaged and interested in the material, thus it was decided to focus on improving that aspect of their education. Observation logs, quizzes, interviews, and written records are all employed in the process of data collection. This collective action is carried out in conjunction with cooperating educators. Preparation of learning, in which the processes for carrying out the designed learning are reflected as a reference for execution of the planned actions in cycle one and cycle two, guides the instructor in ensuring a smooth implementation of the action. In this study, the research process begins with conceptualization, moves on to execution, then culminates in analysis and reflection.

This investigation follows the steps of the classroom action research methodology proposed by Kemmis and Taggart (Arikunto, 2013):

Cycle 1

Planning Stage

Learning The things that need to be done in this planning stage are: (1). Determine the class that is the object of research (2). Determine the starting time for classroom action research, namely in the even semester (3). Determine the subject matter to be delivered (4). Develop a learning implementation plan (5). Prepare learning tools to be used during the learning process (6). Prepare learning outcomes test kits

Implementation Stage

At the implementation stage this was carried out to manage the Civics learning process using the Numbered Heads Together (NHT) cooperative learning model.

Preliminary activities

(1). Apperception (2). The teacher opens the lesson by greeting (3). The teacher conditions the class to pray together (4). The teacher checks student attendance (5). Motivates students by asking several questions regarding the material covered will be served. (6). Dividing students into heterogeneous groups of 3-4 people followed by arranging seating positions for each group (7). Inform students regarding the material and rules that will be implemented while studying in groups.

Core Activities

(1). The teacher explains the material in outline (2). The teacher gives students the opportunity to ask questions about material they have not understood (3). The teacher gives a number to each group member (4). The teacher gives envelopes to each group member (5). The teacher explains that this is a group assignment, and their mission is to discuss to be able to find answers to each question. (6). The teacher informs students to discuss the results of their answers with their group members (7). The teacher draws the number in the glass, the number that comes out is the one that will be called to present the answer in front of the class. (8). Complete all the questions that have been given and give rewards to each group that has participated

Closing

(1). The teacher asks about material that is not yet known by students (2). The teacher together with the students gives conclusions about the material that has been presented (3). The teacher gives post test questions to each student (4). The teacher closes the lesson activity

Cycle II

The implementation of cycle II was carried out on the reflection results of cycle I. If in cycle I the results of the analysis did not meet expectations, then the action was continued in cycle II. The implementation of cycle II was carried out to correct weaknesses or failures that occurred in cycle I.

Observation Stage

At the observation stage, the researcher made observations on the course of activities in the learning process and recorded observations to see learning activities with the NHT type cooperative model on the observation sheet.

Analysis and Reflection Stage

Based on the observation stage, it is necessary to carry out an analysis during the reflection stage and make improvements based on observations and field notes. The reflection stage is useful for knowing the level of success and failure at each meeting in cycle I.

RESULTS AND DISCUSSION

This investigation takes the form of a class action study. This group study was conducted in SDN 01 Duhiaadaa, Pohuwato Regency, with the goal of enhancing second-grade pupils' capacity for reading aloud through the use of illustrated children's books. The school's infrastructure and facilities include of the principal's office, teachers' lounge, classrooms, library, UKS room, prayer room, and cafeteria. The elementary school has at least the required number of grade levels (6) because it has six grade levels. Researchers began offering classes during the 2020-2021 school year, in the odd semester (October 2021-November 2021). This was done in order to accommodate the school's academic timetable.

The goal of this study was to help 22 second graders improve their reading aloud skills utilizing picture story books. Class II homeroom instructors served as partner teachers in this study, evaluating how well the researchers facilitated learning and instruction. In the meantime, researchers assessed students directly during the learning process to determine how far along the process was being carried out. In this study, we employ iterative cycles tailored to our previously established methodology. This study used a 6-month cycle with two 3-meeting cycles (cycle I) and one 6-meeting cycle (cycle II). The study's implementation began with preliminary observational activities to gauge the state of the reading aloud, which were then repeated in cycles I and II until the preset indicator of 80% in the good category was reached.

Cycle I

Very good criteria were seen in teacher activity in learning based on the outcomes of student action implemented in the first cycle of the third meeting. There were 4 criteria at 16%, 7 criteria at 28%, 8 criteria at 32%, and 6 criteria at 24% that were not good. There are 6 criteria with a percentage of 30% for the outcomes of the teacher's monitoring of student activity in learning that are very good, 5 criteria with a percentage of 25% for the outcomes that are good, 5 criteria with a percentage of 25% for the outcomes that are fairly good, and 4 criteria with a percentage of 30% for the outcomes that are poor. Also, out of a total of 22 children, 15 (68.18%) met the criterion for Able on the reading aloud ability exam, while 7 (31.82%) did not. The above description demonstrates that neither the teacher's nor the students' efforts fully satisfy the completeness criterion for the students' aloud reading ability. This is evident from the fact that student learning outcomes do not conform to performance indicators or fulfill requirements, therefore the researcher moves on to the next scheduled session.

However, from the results of these achievements, the performance indicators that the researcher set were not yet able to reach, namely a minimum of 80% and there were deficiencies that occurred in the implementation of learning in cycle I, the third meeting. Based on the reflections on the first cycle of the third meeting, there were several aspects that were not carried out and it was concluded that the aspects that needed to be improved were as follows:

Students' Reading Aloud Ability

In cycle I, the third meeting, seen from the ability to read aloud that has been carried out, is still relatively low, there are 15 students who have the criteria of being able to read aloud and 7 students who have the criteria of not being able to read aloud.

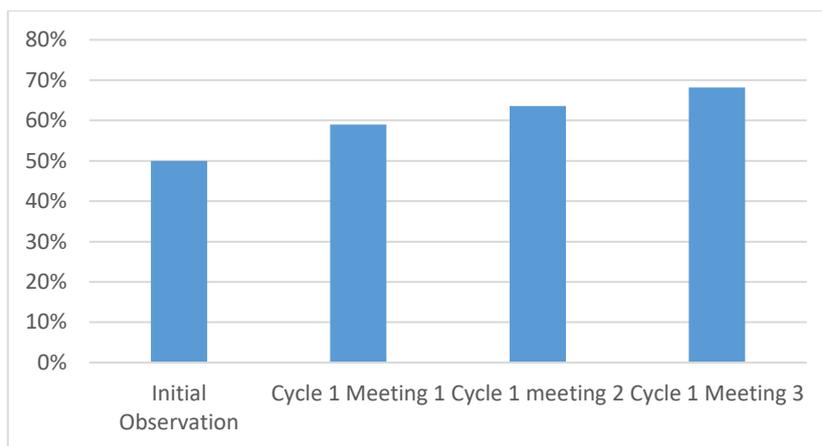


Figure 1. Changes in Students' aloud reading ability Initial Observation, Cycle I Meetings 1, 2 and Meeting 3

From the results of the reflection with the partner teacher that in order to correct the deficiencies that occurred in the implementation of the second cycle of action in the second meeting in the learning process, the researcher and the partner teacher concluded that the students' aloud reading ability in grade II had not yet reached the set indicators, therefore the researcher will provide action in the next cycle and meeting

CYCLE II

Third-meeting outcomes of teacher-led learning activities with high-quality rubrics as determined by data from action-planning and implementation in cycle II There are 17 criteria with a 68% success rate, 6 criteria with a 24% success rate, 2 criteria with an 8% success rate, and zero criteria with a 0% success rate for being unfavorable. On the basis of extremely good criteria gleaned from the teacher's observations of students at work in the classroom There are 16 criteria with an 80% success rate, 3 criteria with a 15% success rate for decent criteria, 1 criterion with a 5% success rate for good enough criteria, and no criteria with a 0% success rate for not good criteria. Meanwhile, out of a total of 22 kids, 21 met the requirement for being Able on the reading aloud ability exam, with a percentage of 95.45%; one student, however, met the criteria for being Unable, with a percentage of just 4.55%.

It is clear from the description that the amount of action given increased from the prior meeting to the third meeting of the second cycle of action providing. Excellent in pupils' reading aloud skills in terms of (a) Accuracy, (b) Pronunciation, (c) Intonation, (d) Smoothness, and (e) Loudness. The researchers based their target success rate on findings from cycle II, which put the bar at 80%. Students in cycle II show substantial improvement in their public reading skills as shown by the average scores in the following diagram:

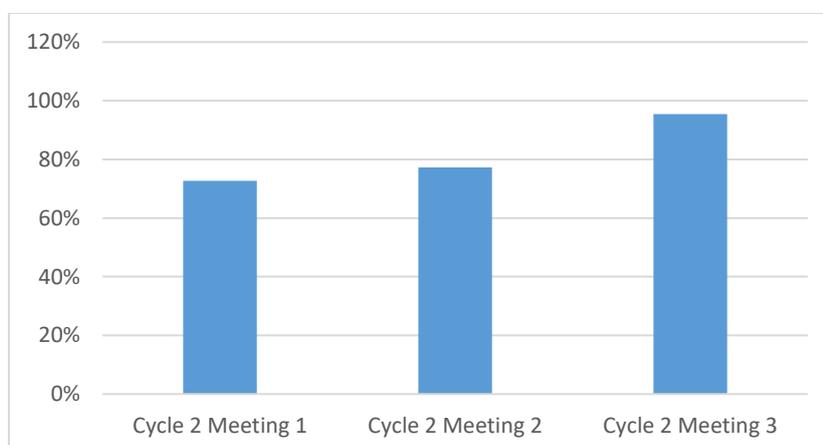


Figure 2. Bar chart of Results of Ability to Read aloud Cycle II Meetings 1, 2 and 3

This research was carried out at SDN 01, Duhiadaa Pohuwato, and participants were asked to give blood. All together, there were 22 pupils from second grade who participated in this research. The purpose of this research is to enhance second-grade students' abilities to read aloud by utilizing picture books. Given that the capacity to read aloud is a reading skill that needs to be applied in the lower grades to facilitate reading intonation patterns, the use of picture story book media in grade II is particularly useful. Syifak (2013) argues that students can better grasp the stages of reading aloud with the use of picture storybooks, which in turn can help them better master the art of intonation pronunciation and the other tasks included in the reading aloud process. The use of picture storybook media is intended to aid teachers in facilitating students and providing content that is age- and stage-appropriate.

Researchers in this study employed a variant of classroom action research in which they conducted two cycles of action research during instruction. There were three meetings in cycle I, spread out over a year, and three more in cycle II, also spread out over a year. Of the 22 kids in the sample, 13 (or 50%) were able to demonstrate proficiency in reading aloud during the pilot study. At the first meeting after the action test was implemented in the first research cycle, researchers saw an improvement in the students' reading aloud skill compared to their first observation. This is evident from the fact that, on average, students are able to achieve a 59% gain in effectiveness from their previous actions, a figure which represents a 9% rise from the time of initial observation to the first cycle of the first meeting. With the ability to read aloud achieved in the first cycle of the first meeting, the researcher reflected there were still deficiencies and needed improvement during the learning process, such as the following deficiencies in aspects of the activity in the learning process carried out by the researcher; Has not maximized student participation; (f) has not optimized the distribution of reading groups; (g) has not been able to foster meaningful learning; and (h) has not provided adequate guidance. While problems with student learning include (a) students not being prepared for the learning process, (b) students not paying close enough attention to the teacher's explanation, (c) students not grasping the concepts presented in the course materials, (d) students being less engaged in the learning process, (e) students not paying attention to the teacher during class, (f) only a minority of students actively participating in class, and (g) students needing more time to adjust to the new material. As the researchers had already observed the problems that had arisen in the first meeting, they were able to fix them in the second, ensuring that the learning process went as planned. Students' proficiency in using picture story books as a learning medium improved by 63.63 percent between the first and second meeting, as measured by their performance on an actionable task. The growth rate was 5% from the first meeting's implementation to the second. While the researcher improved upon their performance after reflecting on their first meeting's mistakes, they still had some trouble in certain areas of the learning process the second time around. Inadequacies in teaching practices, such as (a) a subpar presentation of content to pupils, (b) a shaky grasp of the subject on the teacher's part, (c) a less-than-optimal distribution of reading groups, and (d) a failure to promote deep understanding. While there are some positive aspects of student participation in class, there are also some problematic ones, including (a) students not paying enough attention to the teacher's explanation; (b) students not being actively engaged in the learning process; and (c) students not paying attention to the teacher in the learning process. The performance indicator, 80%, has not been reached as of the end of the first cycle of the second meeting. Gains in productivity reached 5% between the first and second meetings of cycle I. So, further action is required in the subsequent cycle and meeting.

At the third meeting, students demonstrated a 68.18 percent improvement in their proficiency with the picture story book learning media since the first meeting, when they were primarily focused on receiving instruction. The growth rate was 5% from the first meeting's implementation to the second. Reflecting on the third meeting, the researcher realized that despite having improved from the mistakes made during the second, there were still some problems with the learning process, including flaws in both the teacher's and the students' participation. Teachers' activities fall short because (a) they don't provide the subject to the students as well as they could be, (b) they don't master the material as well as they could be, and

(c) they don't divide the students into ideal reading groups. Despite progress in some areas, students continue to struggle in others, including (a) paying less attention to the teacher's explanation and (b) being less engaged in the learning process. According to data collected during the third meeting's first cycle, the performance indicator had not been met. In cycle I, there was a 5 percent improvement in performance between the second and third meeting. So, further action is required in the subsequent cycle and meeting.

The average student ability increased by 5% from the third meeting of cycle I to the first meeting of cycle II, leading to a 72.72% success rate in cycle II. With the ability to read aloud achieved in the second cycle of the first meeting, when the researcher reflects there are still deficiencies and needs improvement during the learning process, such as the following deficiencies in aspects of learning activities carried out by researchers: a) The division of reading groups has not been maximized; (b) Not being able to foster meaningful learning. Yet, there are problems with how students learn, such as (a) they are not as engaged in class as they may be. At the second session, the researcher corrects the problems she noticed in the first, bringing the learning experience closer to her original goals.

With the achievement of the ability to read aloud in the second cycle of the second meeting, when the researcher reflected there were still deficiencies and needed improvement during the learning process, such as deficiencies in the aspects of learning, the researcher concluded that the average ability of students had reached a percentage of 77.27% of the actions that had been taken, an increase of 5% from cycle II the first meeting to cycle II the second meeting. Yet, there are problems with how students learn, such as (a) they are not as engaged in the learning process as they may be. As the researchers had already observed the problems that had arisen in the first meeting, they were able to fix them in the second, ensuring that the learning process went as planned. The percentage of students whose work meets Very Excellent criteria for using picture story books as a learning medium grew from the first to the third meeting. The growth rate was 18% between the second and third meeting after the second meeting was put into action. In order to improve the process of learning outcomes in terms of teacher activity, student activity, and students' capacity to read aloud, researchers have been reflecting on the shortcomings that were carried out in the process of taking action at earlier meetings. In light of these considerations, the following graph shows the transition from cycle I to cycle II in the earliest observations of research into practice on kids' reading aloud skills as mediated by picture books:

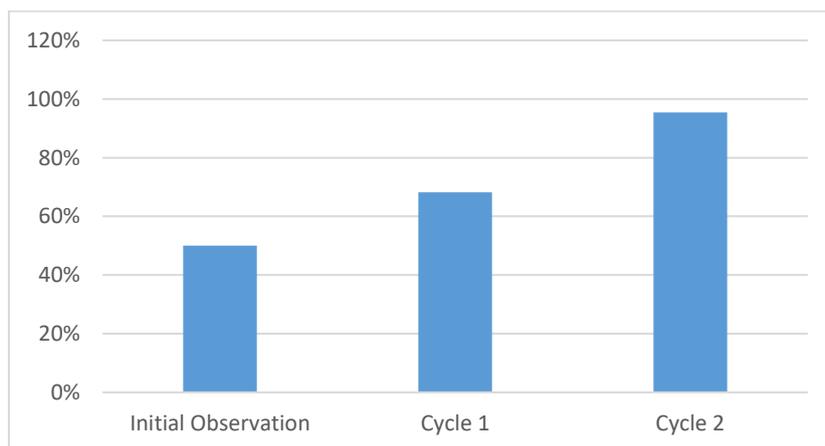


Figure 3. Loud Reading Ability initial observation, Cycle I, and Cycle II

According to the researcher's account of the outcomes of the action research she conducted on students' reading aloud skills, the average percentage attained, 80%, has met the predetermined performance benchmarks. As a result, the class II pupils at SDN 01 Duhiadaa Pohuwato Regency are expected to demonstrate improved reading aloud skills if their instructor employs picture storybook media to do so.

CONCLUSION

Several conclusions can be drawn from the research and discussions, including: (1) after implementing the class action activities, students' reading aloud ability at the time of the initial observation reached 50% in the poor category; (2) after implementing the class action activities, students' reading aloud ability in cycle I increased compared to the initial observation of 68.18% in the fairly good category; and (3) after implementing the class action activities, students' reading aloud ability in cycle II reached 75% in the excellent category. With these findings, researchers might make the following recommendations to various groups: 1) It is intended that schools would begin to recognize the importance of teachers' use of learning media in the classroom and work to improve teachers' proficiency with media and other pedagogical tools. 2) To educators, so that they may provide instruction through media that is well-suited to the subject matter at hand; to facilitate learning through media that is both user-friendly and capable of arousing students' curiosity; and to monitor students' physical and mental well-being as they engage in the learning process. 3) It is desired that kids, especially those in second grade, will continue to do well in school, to take their studies seriously, to actively engage in them, and to make steady progress toward higher levels of proficiency across the board. In the hands of other researchers, it could serve as a point of reference for similar exploratory studies.

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