Improving Text Reading Comprehension Using Picture Story Media in Indonesian Language Learning for Elementary School Students

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ABSTRACT

This research aims to improve reading comprehension of texts using picture story media. This type of research is classroom action research, using the Kemmis and Mc Taggart model. This research consisted of four steps, namely, planning, action, observation and reflection, and was carried out in two cycles. The data collection technique used in this research is through tests, observation and documentation. This is proven by research data, namely the results of the pre-cycle test, there were 6 students who completed or 42.85% of all students who got ≥ 65, in the first cycle there were 15 students who finished or 71.47 of all students who got a score ≥ 65, while the results of the second cycle test were 19 students who completed it or 90.47% of all students who got a score ≥ 65. The results of this study show that using picture story media can increase understanding of reading texts from cycle I to cycle II by 90 .47%.

Keywords: *Reading Comprehension, Learning Media, Picture Stories*

1. Introduction

Education is a need accepted by all individuals and is an important aspect in the moral formation of a country (Mogea, 2023). Efforts to build good morals require the awareness of everyone involved in the educational process. Education is expected to equip students with various scientific and technological skills and abilities that help them survive and adapt to current developments (Juliarti, 2023).

Learning Indonesian is the most important subject at school, because learning Indonesian has a big impact on the acquisition of knowledge and other subjects (Hasan, 2023). Reading provides a starting point for developing active listening, creative speaking and writing, and analyzing reading results. Reading comprehension is greatly influenced by motivational factors (Hayati & Fadilah, 2022). To improve reading comprehension, students are given the opportunity to complete reading comprehension, remember content, and draw conclusions from what they read. Reading texts helps students focus mentally, raises questions, and stimulates discussion (Nurnaningsih, Moh. Arif, Anggita, 2022).

Reading is a learning process that can produce knowledge and insight from the sources read (Suhrah, 2023). Reading ability is the basis for dealing with different research areas. If a year old child does not have reading comprehension immediately after starting school, it will be difficult to learn various subject areas in later grades. Reading is a complex activity that requires a series of actions such as observation and memory (Kilapong et al., 2022).

The reading culture in Indonesia is increasing. For example, in elementary schools, reading is used for 15 minutes before starting a learning activity. This is done to help students become interested and understand the reading. In fact, to be

a role model, teachers must first have an interest in reading. Teachers also have a lot of knowledge so they will not run out of ideas to innovate in learning, especially learning Indonesian.

Based on the results of the first observation carried out in Class V of Kaobula State Elementary School 1 on November 27 2021, the results of the observation showed that the increase in reading comprehension was still relatively low. This is shown because the learning ability of class V students at State Elementary School 1 Kaobula is 21 students, but it is still low because students do not pay attention to the learning process. In the first class observation, students understood that 9 (42.85%) had achieved the specified KKM value. The minimum integrity standard (KKM) for Kaobula State Elementary School 1 is 65. On the other hand, 12 students (57.15%) had a score lower than the specified KKM. If the KKM performance is at least 80%, learning is considered successful. Therefore, it can be said that students' reading comprehension is still low. In this case, researchers need strategies or media to improve students' reading comprehension. Therefore, to arouse students' interest in reading, interesting learning media is needed. There are many learning media that can be used to improve students' reading comprehension. One of them is the use of visual media.

With this picture story media, students can become more active and pay attention, one of which is practicing in front of the class. Innovative and creative learning is needed for students and needs to be implemented by teachers to encourage them to participate more actively in learning.

2. Methods

The survey uses classroom action research. Classroom action research is a survey of learning activities in the form of action. The main aim of classroom action research is to solve real problems that occur in the classroom. This research activity not only aims to solve the problem, but also seeks scientific answers to why this can be done with the actions taken. Classroom action research also aims to remind teachers of real activities in their professional development (Safari & Nuresa, 2022).

The classroom action research (PTK) process is planned before the cycle. The pre-cycle is carried out to measure students' reading comprehension before using pictorial narrative media for learning. The Classroom Action research design used in this research is the Kemmis and Mc design model. Taggart, which begins with planning, acting, observing and reflecting in an interrelated chart. To carry out this research, the number of cycles depends on the problem that needs to be solved. The four components in each cycle can be described as follows.

Planning

In this stage, the researcher states what, why, when, where, & how the action was carried out (Maolani, 2015: 183). The planning stage begins with identifying the case, formulating the case & analyzing the causes of the case, and designing the actions to be taken. At this stage, researchers & class teachers design things that will be done to overcome problems at school based on the results of initial observations.

Acting

The second stage based on action research is the implementation or application of the design content, which is about classroom action. The thing that needs to be remembered is that in this second stage the teacher must try to adhere to what has been formulated in the plan, but must also act reasonably, not artificially (Maa & Mooduto, 2023). Actions are answers based on existing case

formulation questions. Actions that can be taken include implementing picture story media which will be used to resolve existing disputes.

Observation

The third stage, namely observation activities carried out by observers. Actually, it would be a little inappropriate if this observation was separated from the implementation of the action being carried out. Therefore, both occur simultaneously. Therefore, a teacher with observer status needs to look back at what happened when the action took place. At this time, the implementing teacher gradually recorded what happened to obtain accurate data for improvement in the next cycle (Kerniusanggat, 2022).

Reflection

The fourth stage is the activity of repeating what has been done. This reflection activity is very appropriate to carry out when the implementing teacher has completed the action and then collaborates with the researcher to discuss the implementation of the action plan (Akbar, 2023).

Data collection in this research is relevant according to existing data in the field. By considering various research topics, the techniques used are: Observation, Tests, and Documentation. The data obtained in this research is in the form of quantitative data, namely reading tests given to students in each cycle and quantitative data, namely observation sheets on the use of picture story media and then analyzed. The average is used to determine text reading comprehension using the formula:

$$M=\frac{\sum x}{N}$$

Information:

M   : Average value
∑x   : The total final score of all students
N   : The number of students
(Kosilah et al., 2022).

Determine learning completeness, using the formula:

$$\text{Classical Completeness} = \frac{\sum students\ complete}{all\ student} \times 100\%$$

3. Findings and Discussions

3.1. Findings

Pre-Action Data

Based on observations and data obtained during observations, problems in Indonesian language learning were identified, especially those related to Class V reading comprehension. When learning to read, teachers usually ask students to read in turns, and so on. Students listen and then the teacher asks questions about the text they read. This makes students bored, so that their reading comprehension does not develop well. Another effect of the methods used by teachers is that students do not participate actively in the learning process. Apart from that, it also reduces the use of reading support facilities in schools through library media. This can be seen from the students' lack of interest and practice, reading and practicing memorizing sentences and letters fluently. It is necessary to form student study groups where students can practice reading, which is new to them and is expected to improve their learning and understanding. Therefore, it is necessary to develop

interesting learning for students so that students can actively participate in the learning process and improve their reading comprehension. The results of the pre-action reading ability test can be seen in the following table.

Table 1. Pre-Cycle Test Results

Total Score	1.240
Average	59,05
Number of students who have not yet completed	12
Number of students who completed	9
Completion percentage (%)	29%

Initial test results that were carried out = 59.04% and those that were not carried out = 42.85%. Based on the initial results collected, Class V students' reading comprehension is still inadequate. This can be seen in reading comprehension tests (pre-action) and learning motivation, and elementary school students are generally bored with the type of learning that students find uninteresting, which also affects their learning abilities. Interesting teaching methods allow students to become interested in learning and applying what they have learned. This was seen by all Class V students, with a total of 21 students.

Results of Cycle I Actions

After the material is taught in cycle I, the next activity is an evaluation, this is done to measure the extent of students' understanding of the material that has been studied. For more details, see the following table:

Table 2. Results of Cycle I Test Values

Total Score	1,510
Average	71,90
Number of students who have not yet completed	6
Number of students who completed	15
Completion percentage (%)	71,42%

The results of the first cycle carried out = 71.42%. and those that have not been implemented = 28.58%. Based on table 4.4 of the results of the first cycle test scores, for student understanding scores out of the 21 students who took the test, 15 students completed or 72.42%. Meanwhile, those who have not completed are 6 students or only 27.58%. With an average value of 59.04. The KKM (minimum completeness criteria) in the Indonesian language subject at Kaobula 1 State Elementary School is 65. Based on the table above, it shows that the percentage of learning completeness for cycle I reached 71.42% (15 students completed) and 28.58% (6 did not complete). Meanwhile, the minimum completeness that has been determined is 80% of the total number of students who get a KKM score of 65. For this reason, it is necessary to continue the cycle, namely continuing in the next cycle to prove that learning by implementing classroom management is able to improve students' understanding. even though it is not yet completely complete, that is, the completion of learning has not achieved the expected results. So there is a need for reflection on learning improvements to be carried out in the next cycle with the aim of achieving student understanding according to predetermined standards.

Results of Cycle II Actions

Based on the results of observation from cycle II, it shows an increase in student activity in learning reading comprehension. After the material is taught in cycle II, the next activity is evaluated. The test results can be reviewed in the following table:

Table 3. Results of Cycle II Test Values

|	
Total Score	1,740
Average	82,85
Number of students who have not yet completed	2
Number of students who completed	19
Completion percentage (%)	90,47%

Based on table 4.7 of the results of the second cycle test scores, for the text reading comprehension scores based on the number of 21 students who took the test, 19 students passed or 90.47%. Meanwhile, those who have not yet completed are two students or only 9.53%. With an average value of 82.95. The KKM (minimum completeness criteria) in the Indonesian language subject at Kaobula 1 State Elementary School is 65.

Comparison of Action Results

Tabel 4. Comparison of Pre-Cycle Test Results, Cycle I and Cycle II

Criteria	Pre-Cycle Test Results	Cycle I	Cycle II
Class average	59,04	71,90	82,95
Students complete	42,85%	71,42%	90,47%
Students have not finished yet	57,15%	28,58%	9,53%

Based on the table above, comparing the results of each pre-cycle, it is known that the results in the pre-cycle of students who have completed it are 42.85% (9 completed) & those who have not yet completed. average 59.04. Sclus I experienced an increase with completed students reaching 71.42% (15 completed) and those who had not completed 28.58% (6 incomplete) using an average score of 71.90. Meanwhile in cycle II it was even higher with students who had completed reaching 90.47% (19 completed) and those who had not completed 9.53% (2 not yet completed). For details, it can be described in graphical form as follows:
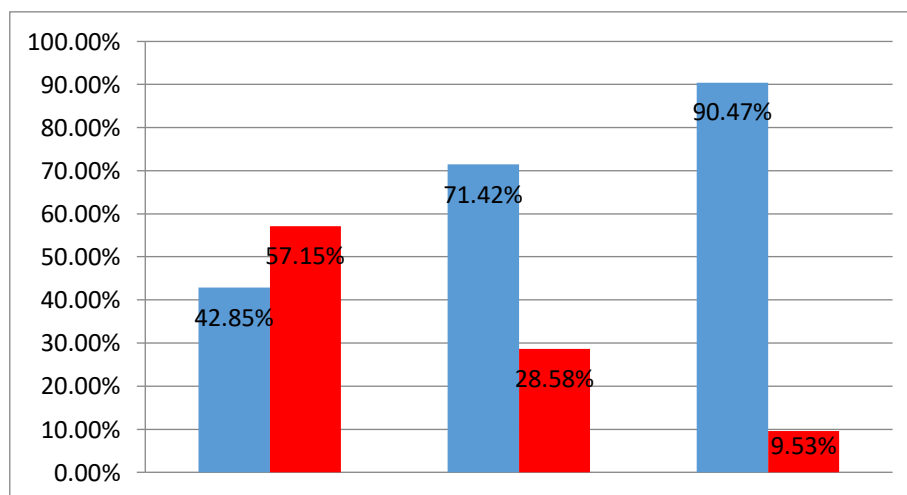
Figure 1. Graph of Increasing Student Understanding

Based on the table and picture above in the learning completion graph, it is clear that in the pre-cycle based on 21 students, the number of students who got a score ≥ 65 was 9 students (completed) or 42.85%, while the students who got a score <65 were 12 students. education (not yet completed) or as much as 57.15%. In cycle I, there were 15 students who got a score ≥ 65 (completed) or 71.47. Meanwhile, there were 6 students who got a score <65 (not yet completed) or 28.58%, so that the percentage of complete results based on the pre-cycle to cycle I was higher as 28.57% or an increase of 6 successful students. In the cycle II Students who got a score of ≥65 were 19 students (completed) or 90.47%, while students who got a score of <65 were two students (not completed) or 9.53%. With an increase of 19.04% or an increase of 4 successful students.

3.2. Discussions

This classroom action research (PTK) was carried out to increase students' understanding of the Indonesian language subject, theme 8, sub-themes, the uniqueness of the area where I live, by implementing management in class V, State Elementary School 1 Kaobula. In this research application, researchers collaborated with class V teachers at Kaobula 1 State Elementary School. Before discussing each cycle, we first know the profile of class V of Kaobula 1 State Elementary School. Class V consists of 21 students, namely 9 female students while 12 male students. when the learning process starts from 07.30 to 09.30. The grade V KKM score in the Indonesian language subject is 65 and 80% completeness, this score is an indicator of research success.

This research was carried out in 2 cycles. Each cycle consists of 2 meetings using following steps according to the stages in PTK, namely the planning stage, action application, observation (teacher activities & student activities), evaluation stage, and reflection. The planning stage is the initial step in PTK carried out by preparing learning scenarios, preparing learning tools and materials that are in sync with the lesson material, preparing worksheets, teacher activity observation sheets, and student activity observation sheets. Implementation of actions becomes a form of application of learning activities, for example those listed in the RPP design for cycle I and cycle II are carried out using 3 activity processes, including initial activities, core activities & final/closing activities.

Initial Data on Students' Reading Comprehension Ability

The researcher conducted an initial test with the aim of finding out the extent of students' understanding when reading comprehension in the Indonesian Language Lessons that will be taught in this research. The results of the initial test indicated that the students' ability was an average of 59.04, of which 9 students (completed) or as many as 42.85, while the students who got a score <65 were 12 students (not yet completed) or as many as 57.15%. From the analysis of the initial test results, it is indeed necessary to take action to improve students' reading comprehension. It is necessary to use picture story media to improve the learning process that occurs in the classroom as students' reading comprehension of texts increases.

Discussion of Cycle I Research Results

Cycle I consists of four stages in each stage, namely planning, implementation, observation and reflection. The implementation of the first cycle of action research was carried out in 2 meetings. In the first meeting, it was held on March 25 2022 and the second meeting was held on March 30 2022. The first meeting and the second meeting were not much different. Before taking action, the researcher prepared a plan, which consisted of preparing a clean and comfortable

learning class, varying learning activities, applying discipline, preparing lesson plans, observation sheets for teacher activities and student activities and LKS.

The first thing to do in implementing this classroom management is that the teacher first prepares a clean and comfortable learning classroom, provides physical classroom management by opening windows to allow air circulation and lighting so that students can be comfortable while studying. In the learning process, activities begin with saying greetings, praying, building variations in student seating, checking student attendance using registration, neat clothing, providing motivation and apperception. In the core stage of the activity, before disclosing the material, the teacher makes an agreement with the students. If there are students who are telling stories and/or making noise in the background when the teacher is disclosing the material in front, the teacher will be skeptical about calling the students to come to the front and sing. Rules are implemented so that students are always disciplined in studying. After that, the teacher explains the material, then the teacher forms five groups consisting of 4-5 students, after completing the group formation, the teacher gives each group a sheet of reading text. Researchers are also involved in guiding students in discussions, finding out the extent of students' understanding of the material that has been taught by teachers who provide worksheets. After that, the activity is closed by summarizing the learning results and providing motivation.

Observation of teacher activities and student activities in cycle I while implementing classroom management in the learning process. During the process, the researcher's activities were observed by the class V teacher, while the students' activities were observed by the researcher himself. In the application of teaching activities in cycle I, 80% were realized, this was because the students had not yet mastered the class. The teacher's activities are carried out in sync using the learning steps that have been prepared. but there needs to be improvement, namely providing motivation for students that must be further improved, teachers are also obliged to monitor students as a whole. Furthermore, during the activity process the students' activities were observed by the researcher. in student activities in cycle I, 71.42% were realized. This arises because 4 students do not involve themselves in generating motivation for learning, this can be seen from students who tell stories or do not pay attention when the teacher gives motivation, 4 students do not pay attention to the teacher when discussing the material, three students do not accept using members groups, students' cohesiveness in groups is still lacking, and students are still awkward and shy when ordered to come forward. The test score results in cycle I are based on the 21 number of students who took the test. A total of 15 students completed or 72.42% and 6 students did not complete or 27.58% with an average score of 71.90. and learning completeness 72.42%. This is better than the results of the pre-cycle test (initial test). However, completeness needs to be achieved at 80%. So the results of the completion score in cycle I show that it has not reached the expected target.

Reflection is carried out to find out whether the next cycle needs to be held. Based on the results of observations made, it is necessary to have a cycle II to obtain maximum results.

Discussion of Cycle II Results

The implementation of cycle II is a restoration stage based on the previous cycle. The implementation of cycle II is implemented to obtain maximum results. The implementation of cycle II was carried out twice, the first meeting was on 1 April 20 and the second meeting was on 8 April 2022. The implementation phase of cycle II consisted of the introduction, core learning and conclusion. In cycle II,

teachers must try to make class conditions as interesting as possible, so that students do not feel bored or bored, as a result, students are more enthusiastic and enthusiastic about participating in the learning process. for example, given scout pats, singing together. Class management in cycle II, the teacher focuses on managing students, namely using a group process approach.

The introduction begins by saying hello, praying together, providing motivation for enthusiasm for learning and showing the group. In the core application of learning in cycle II, the focus is more on the group process approach, where in this approach the teacher is obliged to form a cohesive group and help students develop and share productive group habits. In forming groups from the teacher's choice consisting of students who are active and less active, and choosing a group leader to organize group friends to relate to discussions, this aims to ensure that students who have high, medium and low abilities can work together with each other even though they are not classmates. The teacher stated that each group must demonstrate good collaboration so that students can more easily understand and personally apply the learning material, namely cooperation. After that, the teacher called several representatives from each group to come forward and simulate the material that had been given. The teacher also appealed to friends to pay attention in front and not play around. From the results of the performance, the teacher asked other groups to respond to the results based on demonstrating mutually respectful behavior between religious communities, and so on for the entire group.

Observations of teaching activities in cycle II increased to 95%. And for students' activities to reach 90%, this is proven by the students showing a level of success in very good criteria. The students' self-confidence has become higher as evidenced by the fact that when they come forward in front of the students they are not shy and brave, the students are also very enthusiastic and eager to take part in the learning process, the students have also shown solidarity and responsibility for group work.

The students' learning completeness score in cycle II was obtained by 19 students who completed their studies and 2 students who did not complete their studies with an average score of 82.95, but this was better than in cycle I and the learning completeness score was 90.47%. This means that the actions taken in cycle II can be said to be successful.

Reflection is carried out to find out what action will be taken next, whether cycle III needs to be held or not. Cycle II has been implemented well and the learning carried out has achieved learning completion, namely 80%. As a result, there is no need to hold the next cycle.

4. Conclusion

After conducting research, starting from planning, implementation, observation to reflection and evaluation of each cycle, the conclusion was obtained, namely that using picture story media can improve the reading comprehension of fifth grade students at SD Negeri 1 Kaobula each cycle. In the pre-cycle activities before using picture story media, student learning completion was 42.85% with an average score of 59.04. Then, after using picture story media in cycle I, the percentage of completeness increased to 71.42% with an average value of 71.90 and in cycle II there was another increase by obtaining a percentage of completeness of 90.47% with an average value. -average 82.95. Thus, it can be said that using picture story media can improve the understanding of text reading of class V students at State Elementary School 1 Kaobula, as a result it can be stated

that in cycle II they experienced success, using this method no longer requires action in cycle III.

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