



EFFORTS TO IMPROVE STUDENT'S READING ABILITY BY USING IMAGE STORY MEDIA IN INDONESIAN LESSON

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Abstract

The objectives of this study were: to determine whether pictorial story media in Indonesian subjects could improve the reading skills of fourth grade students of SD Negeri Pante Ceuremen. This research approach uses qualitative. Type p This research is Classroom Action Research (PTK). When this research was conducted in August 2018. The subjects in this study are IV SD Pante Ceuremen's country districts Pante Ceuremen West Aceh District as much 23 people consisting of 14 men and 9 women. Data collection techniques: tests, observation and documentation. The research instruments were test sheets, observation sheets and documentation sheets. Data analysis techniques are data increasing students' reading skills and statistical data for hypothesis testing. From the results of the study it was found that students' reading skills could be improved through pictorial story media in grade IV SD Negeri Pante Ceuremen in the 2018/2019 academic year. Based on the test in the initial conditions, it was found that 20 students scored less than 65. Only 3 students scored above 65. The average score for class 50 with a classification level of completeness was 13%. Based on the results of the Indonesian test on the beauty and cleanliness of the school environment, the reading ability in the first cycle, it was known that the class average was 1480, there were 13 students who had not completed because they got a score of 60 and there were 10 students who got a score of 70. Classical completeness was 43%. Based on the results of the second cycle test shows that the average value of the Indonesian language on the beauty and cleanliness of the school environment increases reading skills by 73.47. Classical completeness is 9.3%. Based on these results, it can be seen that the classical has been completed in cycle II.

Keywords: *Improve, Ability, Reading, Pictorial Story Media*

A. Introduction

Currently education in Indonesia is still dominated by the view that knowledge is a set of facts that must be memorized. The problem faced today is the problem of the weakness of the learning process, because in the learning process students are still lacking in developing thinking skills. The learning process is directed at the students' ability to memorize information without trying to relate the information to everyday life. As a result students are only smart theoretically but lacking in application (Mardhatillah, 2017: 263).

According to Hamalik (2013: 52), the teaching and learning process is a process of transforming knowledge from the teacher (the person who teaches) to the student (the person who learns) which in implementation and application is a series of activities that are quite complicated. This is felt by the teachers, so that the teacher's ability is required to always increase or develop, because the ability to understand learning and all things related to it is the main requirement for a person to teach.

Learning Indonesian must be directed so that students are skilled in communicating orally and in writing and are able to bring to life the creations of the Indonesian nation. In Indonesian lessons, we encounter four aspects of language activities, namely listening, speaking, reading, and writing. Among the four skills, the one considered the most in need of mastery of skills is language skills in the field of reading (Mardhatillah, 2017: 56).

Reading is one of the four language skills presented in Indonesian language learning in addition to listening skills, speaking skills, and writing skills. Reading is an important activity in everyday life, because reading is not only for obtaining information, but serves as a tool to expand one's knowledge of language. Thus, children since the early grades of SD / MI

need to get good reading practice, especially beginning reading (Irdawati, et al, 2014: 4).

Reading activities are very important in life, because reading can be done anywhere, such as in schools in teaching and learning activities. Reading is one of the most important language skills besides the other three language skills. This is because reading is a means to be able to study another world that we want so that we can expand our knowledge, have fun, and explore written messages in reading material (Somadayo, 2014: 1). However, currently in reality, the language skills of elementary school students, especially the ability to read, are still low. Thus according to Andi Langi et al (2014: 89) reading activities in schools have an important role.

Reading becomes a necessity which is made by a person who calls himself an intellectual. Cultured and educated humans make reading a necessity in communicating. Basically, reading ability and skills are a need that must be met. So that reading skills must be trained from an early age. Beginner reading activities start from kindergarten or elementary school early levels. However, in reality, reading activities are not liked by children, especially elementary school students, who basically still like to play, have not focused and focused their attention.

Based on observations at SD Negeri Pante Cereumen in class IV semester II of the 2017/2018 school year, information was obtained from the fourth grade homeroom teacher by interviewing that the difficulties experienced by students in Indonesian language lessons were the ability to read individual minimum completeness criteria (KKM) ≥ 65 , Only 13 out of 23 students scored above the KKM and 10 students scored below the KKM. So the students who completed were 38% and students who had

not completed were 61%. According to the classroom teacher, this condition is caused by two factors, namely teachers and students.

The use of pictorial story media is expected to solve problems that occur in the field because pictorial story media aims to improve students' reading skills, this media can train students to read in a fun way. The reason the researchers chose the title of students' reading ability using pictorial story media was because through the media pictorial stories could attract children's attention because they had attractive colors and the image is easy for children to recognize.

Based on the background that has been stated above, the purpose of this study is to determine whether pictorial story media in Indonesian subjects can improve reading skills of fourth grade students of SD Negeri Pante Ceureumen.

B. RESEARCH METHODS

Approach and Type of Research

This research uses a qualitative approach. A qualitative approach is the type of research used in classroom action research. Classroom action research to correct deficiencies in classroom learning by taking actions. Efforts for improvement are intended as a search for answers to problems experienced by teachers in carrying out their daily duties.

Research Flow

The flow of this research uses the model proposed by Kemmis & Mc Taggart. According to Ritawati (2013: 46), namely the cycle model. This model has four components, namely planning, action, observation and reflection. The four components that make up the strands are viewed as one cycle. This research was conducted in II cycles. At the end of each cycle a final test is carried out.

Research procedure

This research procedure consists of several cycles in which there are plans, implementation, observation, and reflection.

1. Planning

In accordance with the formulation of the problem of the results of the preliminary study, where the researcher makes a learning plan with pictorial story media which is estimated to be carried out in II cycles.

2. Implementation

This stage starts from the implementation of learning using pictorial story media. This research was conducted in two cycles. In this writing, at least I cycle of 2 x meetings in accordance with the learning that has been arranged. Activities carried out by researchers in the form of interaction activities between students and teachers and students and students.

3. Observation

Observation using action pictorial story media done simultaneously with the implementation of the action. Observations were made by the observer when the researcher carried out the learning action. This observation is carried out continuously from cycle I until the cycle is stopped. The results of the observations were then discussed with the observer and a reflection was held for the next cycle.

4. Reflection

At this stage the observer and the researcher held a discussion on the action that had just been taken. The things discussed are: analyzing

the actions that have just been taken, explaining the weaknesses of deviations in the implementation of learning that have been designed, conducting interventions, summarizing the data obtained during the learning process. The results of reflection as input for designing learning in the next cycle of action.

Data collection technique

Data collection in this study consisted of:

1. Student Learning Tests

The tests given in this study consisted of: The pre-test is a test that is carried out before being given to students with the aim of knowing the students' initial abilities before taking action to what extent the material or subject matter to be taught has been mastered by students. While the final test (post-test) the final test is a test that is carried out with the aim of knowing the final ability of students who have been able to complete the material during the action.

2. Observation

Observation is a method or research method which is the only method available and is able to unify various kinds of information.

Research Instruments

The research instrument consisted of:

1. Test Sheet

The test sheet is a tool in collecting data by giving written questions to respondents (students).

2. Observation sheet

According to Sukardi (2013: 82), the observation sheet is the collection of data by direct observation, so that the researcher or observer must be present when the observation is carried out or the event takes place.

Data analysis technique

The research data to be analyzed in this classroom action research is data increasing students' reading skills and statistical data for hypothesis testing. The following is a formula to determine the percentage of students' reading ability achievement in class Indonesian subjects IV SD Pante Ceuremen's country districts Pante Ceuremen West Aceh District.

$$P = 100 \frac{f}{N} \times$$

Source: Sudijono (2013: 43)

Information:

P : Percentage value

f : The number of students

N : Number of samples

C. RESEARCH RESULTS AND DISCUSSION

1. Initial Conditions

The initial condition of learning to read in class students IV SD Negeri Pante Ceuremendone by the lecture method. In this learning process, it still seems to be dominated by theoretical aspects. Teachers still explain a lot of learning material in a monotone. Students only pay attention to the teacher's explanation so that learning only goes one way.

With this condition, students are very passive during learning so that they are impressed only as objects, not as subjects of learning. At the end of the learning activity, students do not receive guidance from the teacher about material that students cannot master. Based on the test in the initial conditions, it was found that 20 students scored less than 65. Only 3 students scored above 65. The average score for class 50 with a classification level of completeness was 13%.

2. Cycle I Results

The results of cycle I indicate that the learning process has not gone well. Teachers have not been active in learning Indonesian material activities the beauty and cleanliness of the school environment improve reading skills through pictorial story media. The teacher's activities in reading learning have not shown the expected activity, because the average teacher's teaching activity is still low, namely 40%, so that the teacher's creativity is needed to further explore the media of pictorial stories, with this emphasis it is hoped that in the next cycle there will be a significant increase in teacher activity.

The data obtained from observations shows that the activities of students in participating in learning most of the students do not have the expected activities, because the average student learning activities are still low, namely 60.80%. These results indicate that student activities during learning are not in accordance with the predetermined performance indicators. Based on the results of the Indonesian material test the beauty and cleanliness of that school environment The reading ability in cycle I is known to have a class average of 1480, there are 13

students who have not completed because they got a score of 60 and there are 10 students who got a score of 70. Classical completeness is 43%.

From cycle I shows that student learning activities in cycle I indicate that the learning process has not been running optimally. Students have not been active in carrying out activities according to the learning scenario that has been designed by the teacher. This is because students are accustomed to learning by relying more on teacher instructions. When reading, students are less enthusiastic because they do not understand the importance of pictorial story media in solving problems related to students' reading abilities. As a result, students' knowledge is lacking. This happens because students do not understand the meaning of the picture. Even if they observe, students do not identify and do not assemble relevant and important parts so that students have difficulty understanding the pictures well.

3. Results of Cycle II

In the second cycle, the teacher has carried out teaching activities well. From the observations in cycle II, it was found that the mean teacher activity was 80%. The indicator of teacher activity in learning on average has good and very good criteria because it has reached the limit of completion. Student activities in cycle II, students have followed the learning well. Students are excited and enthusiastic about the learning process. Students' attention to the material presented by the teacher through pictorial story media is followed with pleasure and can understand what is meant in the pictorial story media given by the teacher.

The data obtained from the second cycle of observations showed that the students' activities in following the Indonesian language learning material the beauty and cleanliness of the school environment reading ability has the expected activity, the average student learning activity has reached 80% which is assumed to have been completed.

The results of the assessment based on the learning test show that the average Indonesian language score is the material the beauty and cleanliness of the school environment improve reading skills by 73.47. Classical completeness of 91.3%. Based on these results, it can be seen that the average achieved has met the performance indicators and classically has reached the limit of completion.

According to Santrock (2012: 27) If a child does not show Piaget's indicators of cognitive development according to his age vulnerability or does not follow the pattern of cognitive development, then there is a possibility that the child has difficulties in his cognitive development abilities. So that the child is unable to complete the cognitive tasks demanded by most schools. And affect the learning process, and children will have difficulty learning.

E. Conclusion

Based on the results of the research that has been done, it is concluded that students' reading ability can be improved through pictorial story media in class students IV SD Negeri Pante Ceuremen 2018/2019 school year. Based on the test in the initial conditions, it was found that 20 students scored less than 65. Only 3 students scored above 65. The

average score for class 50 with a classification level of completeness was 13%. Based on the results of the Indonesian material test the beauty and cleanliness of the school environment The reading ability in cycle I is known to have a class average of 1480, there are 13 students who have not completed because they got a score of 60 and there are 10 students who got a score of 70. Classical completeness is 43%. Based on the results of the second cycle test shows that the average value of the Indonesian language material the beauty and cleanliness of the school environment improve reading skills by 73.47. Classical completeness of 91.3%. Based on these results, it can be seen that the classical has been completed in cycle II.

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