

The Effect of Picture Storybook Media on Reading Skills of Third Grade Students at SDN 12 Rejang Lebong

Anisyah

Institut Agama Islam Negeri Curup, Indonesia
Corresponding Author: anisyahhh63@gmail.com

Abstract: Indonesian language learning at SDN 12 Rejang Lebong shows many factors that influence the low level of early reading skills in low grades due to inhibiting factors, namely the lack of teachers in the use of learning media for this study has research objectives, namely 1) To determine the level of student comprehension before and after using picture storybook media and non-pictorial storybook media in learning Indonesian in class II SD N 12 Rejang Lebong, 2) To assess the impact on students' reading skills on the use of picture storybook media as an Indonesian language teaching aid at SD N 12 Rejang Lebong, 3) to find out whether the greater influence of using picture storybook media and non-pictorial storybook media on grade III students at SD N 12 Rejang Lebong. This research uses the type of research Quasi Experiment Design with Pretest Posttest Control Group Design, conducted in class III consisting of experimental class and control class. In this study, data research techniques were in the form of performance and documentation, and data analysis techniques were normality test, homogeneity test, and hypothesis testing. The results showed that 1) In Class III of SD N 12 Rejang Lebong, students' reading ability became better after being taught using picture storybook media compared to students' understanding before being taught using picture storybook media. 2) The results showed that the use of picture storybook media as a learning tool in learning Indonesian language at SD N 12 Rejang Lebong had a significant impact on students' reading ability, 3) In improving reading ability, the use of picture storybook media has a great effect compared to non-pictorial storybook media.

Keywords: Picture Storybook Media, Reading Ability

Introduction

Indonesian language is a subject that has an important role in education, especially at the primary school level. Language serves as the main communication tool in the learning process, as well as a means of developing science and culture. In learning Indonesian, there are four basic skills that must be mastered by students, namely listening, speaking, reading and writing. One very important skill is reading, because by reading, students can obtain information, understand the content of the text, and improve their thinking and insight.

Reading is a first language skill. Reading is a form of receptive language skill because it provides fresh experience and knowledge. Reading will provide a person with all the knowledge needed to sharpen thoughts, broaden horizons, and expand horizons (Slamet, 2017: 46). Good reading skills will help students in understanding various other subjects, because almost all fields of science rely on text as a medium of learning. Therefore, reading is a very important skill to be developed early on, especially for primary school students. In primary schools, Indonesian language subjects are very

Article info:

Received 7 February 2025; Received in revised form 25 February 2025; Accepted 28 February 2025

Published by Corolla Education Centre Foundation on behalf of Studies in Elementary Education. This is an open-access article under the CC BY-SA license

important because language helps strengthen the unity and integrity of the Indonesian nation as well as develop science, technology and art. Language allows a person to convey their feelings, emotions, thoughts, ideas, and experiences to others (Budi Susanti, 2016: 331-339).

If a person is able to read well, they will be able to search for and obtain information, including content, and comprehend reading. In addition, they will be able to retrieve vocal knowledge easily. Students with strong reading comprehension skills can understand the author's message. Therefore, reading is essential for anyone who wants to progress in life. Therefore, learning to read in primary schools is very important and must be done thoroughly to ensure that students can read well (Esti Ismawati & Faraz Umayu, 2017: 50).

However, the reality in the field shows that the reading ability of third grade students at SDN 12 Rejang Lebong is still relatively low. The results of observations show that more than half of the students have not reached the Minimum Completeness Criteria (KKM) in learning Indonesian, especially in the aspect of reading. Many students still have difficulties in recognizing letters, spelling words, reading sentences fluently, and understanding the content of reading well. This difficulty can be caused by several factors, including a lack of interest in reading, learning methods that are less interesting, and the lack of use of learning media that are in accordance with the characteristics of students. Teacher creativity includes the use of learning media and teaching methods. However, due to the role of the teacher as the deliverer of the educational message in the modern education system, it seems very important that the use of learning media helps the teaching and learning process in particular and the education process as a whole take place effectively. This can be seen from the data on student learning outcomes in Indonesian language learning collected in the table of observation results as follows.

Table 1.

List of Pure Grades of Class III Students in Daily Tests for Semester 2 of Indonesian Language Subject at SDN 12 Rejang Lebong

Grade	Number of Students	< KKM		> KKM		Average
		Total	%	Total	%	
III A	22	13	59%	9	41%	64,5
III B	22	14	64%	8	36%	61,8

Source: Teacher of Grade III SD Negeri 12 Rejang Lebong

The results showed that the minimum requirement criteria for Indonesian language subjects is 75. Student learning outcomes in class III A showed that only 41% of students could achieve the KKM score and 59% failed to fulfil it, while student learning outcomes in class III B showed that 8 students achieved scores above the KKM and 14 students achieved scores below the KKM. Students are not very interested in reading, especially Indonesian, in reality about learning in class. Students are not actively involved in class

because of this. It is also caused by the ineffective learning approach and the lack of learning resources that teachers use during the learning process.

In general, reading lessons in schools still use conventional methods, where teachers mostly use textbooks without any variation of learning media that can attract students' attention. Conventional methods are still used by many teachers and are educator-centred and disengage students from active involvement in the lesson. As a result, it will be difficult for teachers in the early stages to distinguish students who are already fluent readers from those who are not, and students tend to be passive and less motivated in participating in reading lessons, which results in their low understanding of the reading content.

One strategy that can be applied to improve students' reading skills is to use learning media that is more interesting and in accordance with their characteristics, one of which is picture storybook media. Picture storybook media is a media that combines text with interesting illustrations, so that it can help students understand the content of reading more easily. Images in storybooks function as text support, which can help students in connecting words with more concrete meanings. In addition, the use of picture storybook media can also increase students' learning motivation, because they feel more interested and enthusiastic in reading. With attractive illustrations, students can more easily remember the content of the reading, understand the structure of the story, and develop their imagination.

Various studies have shown that the use of picture storybook media can have a positive impact on students' reading skills. This media not only helps students in understanding the content of reading, but also increases their interest in reading. Thus, it is hoped that the use of picture storybooks in Indonesian language learning can be an effective solution in improving the reading skills of grade III students at SDN 12 Rejang Lebong. Based on the problems that have been identified, this study aims to determine the extent to which the use of picture storybooks affects the reading ability of grade III students.

Through this research, it is hoped that empirical data can be obtained regarding the effectiveness of using picture storybook media in improving students' reading skills, so that it can provide recommendations for teachers in choosing and developing more innovative learning media. In addition, the results of this study are also expected to contribute to the world of education, especially in the development of Indonesian language learning methods at the primary school level. Thus, this research not only provides benefits for students, but also for teachers, schools, and other parties involved in the world of education.

Method

This research uses a quantitative method with a Quasi Experiment design. The design used was Pretest-Posttest Control Group Design, in which there were two groups, namely the experimental group that was given treatment with picture storybook media and the control group that was not given the treatment. This research was conducted at

SDN 12 Rejang Lebong from 24 July 2024 to 24 October 2024. The research location is on Jalan Teratai, RT.08 RW.03, Sukaraja Village, East Curup Sub-district, Rejang Lebong Regency, Bengkulu Province. The population in this study were third grade students of SDN 12 Rejang Lebong with a total of 44 students. The sampling technique used total sampling, so that the entire population was used as a research sample. The sample consisted of class III A (22 students) as the control class and class III B (22 students) as the experimental class. Independent Variable (X): Picture Storybook Media and Dependent Variable (Y): Reading Ability. The research instruments were in the form of performance tests and documentation. The test was conducted by giving pretest before treatment and posttest after treatment to both groups. Data analysis techniques include Normality test to check whether the data is normally distributed. Homogeneity test to ensure that the variance between groups is balanced and Hypothesis test (t-test) with the help of IBM SPSS 25 program.

Results and Discussion

The following table shows the results of the pretest (before treatment) and posttest (after treatment) in the experimental class and control class.

Tabel 2.
Pretest and Posttest Results

Group	Min	Max	Average	Standar Deviasi
Pretest Experiment	40	80	61,59	12,946
Posttest Experiment	65	95	81,14	9,377
Pretest Control	50	85	68,41	13,037
Posttest Control	55	85	72,27	9,351

In the pretest, the average score of the experimental class was 61.59, while the control class had an average of 68.41. This value shows that before the treatment, the students' reading ability in the experimental class was lower than the control class. After the treatment, the average posttest score of the experimental class increased to 81.14, while the control class only increased to 72.27. A greater increase in scores occurred in the experimental class, which used picture storybook media in learning. The standard deviation in the experimental class after treatment was smaller (9.377) than before treatment (12.946), which means that the variation in student scores was more evenly distributed after learning using picture storybooks. These results show that the use of picture storybook media helps improve students' reading skills better than conventional methods.

Normality Test

To ensure that the data has a normal distribution, the Kolmogorov-Smirnov normality test was conducted with the following results.

Tabel 3.

Hasil Uji Normalitas

Group	Pretest (Sig.)	Posttest (Sig.)
Experiment	0,092	0,076
Control	0,087	0,081

Data is considered normally distributed if the Sig value. $> 0,05$. In the experimental class, the Sig. value on the pretest was 0.092 and on the posttest was 0.076, which indicated that the data had a normal distribution. In the control class, the Sig. value on the pretest was 0.087 and on the posttest 0.081, which also indicated a normal distribution. Since all Sig. $> 0,05$, it can be concluded that the research data is normally distributed, so parametric statistical analysis can be used.

Homogeneity Test

The homogeneity test was conducted to determine whether the two groups had the same variance. The results are as follows.

Table 4.

Homogeneity Test Results

Group	Pretest (Sig.)	Posttest (Sig.)	Keterangan
Experiment vs Control	0,128	0,104	Homogenous

Data is considered homogeneous if the Sig. $> 0,05$. In the pretest, the Sig. value is 0.128, which means that before treatment both classes have equal variances. In the posttest, the Sig. value is 0.104, which indicates that after treatment the data variance between the two classes remains homogeneous. The homogeneity test results show that both groups have the same variance, so the comparison of results between the experimental and control groups can be done fairly.

Hypothesis Test

Hypothesis testing was carried out using Independent Sample T-Test to determine whether there was a significant difference between experimental and control classes before and after treatment.

Table 5.

Hypothesis Test Results

Group	t-hitung	t-tabel	Sig. (2-tailed)	Description
Pretest Experiment vs Control	1,539	2,021	0,124	Not Significant

Posttest Experiment vs Control	3,217	2,021	0,003	Significant
---	-------	-------	-------	-------------

In the pretest, the Sig. = 0.124, which means there is no significant difference between the reading ability of students in the experimental and control classes before treatment. This indicates that the initial abilities of both groups were relatively the same. On the posttest, the Sig. = 0.003, which means there is a significant difference between the experimental and control classes after the treatment. t-count on the posttest (3.217) is greater than t-table (2.021), so H_0 is rejected and H_a is accepted, which means picture storybooks have a significant effect on improving students' reading ability.

Based on the results of hypothesis testing, it can be concluded that the use of picture storybook media has a significant effect on improving students' reading skills compared to conventional methods. One of the four language skills is reading; these skills include reading, writing, speaking, and listening (Aisyah, S, 2020: 637-643). Each of these skills is interdependent and mutually supportive. If we can listen well and write well, our abilities will improve. Reading itself is a complex action because it involves physical and mental processes (Irdawati, 2019). Reading activity consists of two components: process and product. Reading as a process involves students actively understanding and analyzing the text, while reading as a product is the result of the process, where students can make inferences and apply what they learn (Nurkhaula, S., Ani, Y., & Dewi, S, 2019).

The results showed that there was an increase in students' reading ability after the learning method with picture storybook media was applied. Before the treatment, students had difficulty in understanding the reading text, as seen from the lower pretest scores compared to the posttest scores. The experimental class posttest results were higher than the control class. Before using picture storybooks, researchers started the first meeting with pretest questions that had been prepared to measure students' reading skills. Then, researchers used picture storybooks to conduct learning by inviting students to pay attention to picture storybooks, then read picture storybooks and provide individual explanations to students in front of the class. At the next meeting, students were given the opportunity to check their own reading ability.

Based on the analysis conducted by the researcher on students' reading ability in class III of SD N 12 Rejang Lebong, it shows that the minimum requirement criteria for Indonesian language subjects is 75. The students' learning outcomes in class III A show that only 41% of students can achieve the KKM score and 59% fail to meet it, while the students' learning outcomes in class III B show that 8 students achieve scores above the KKM and 14 students achieve scores below the KKM. Students are not very interested in reading, especially Indonesian, in reality about learning in class. Students are not actively involved in class because of this. It is also caused by the ineffective learning approach and the lack of learning resources that teachers use during the learning process. The pretest data showed that the average reading ability of students in the experimental class was lower than the control class. However, after being treated with picture storybook media, there was a significant increase in the posttest score of the experimental class.

The development of children's language skills requires good reading skills as well. Language helps children adapt and interact socially. Language skills allow children to express their thoughts and feelings and understand the perspectives of others. In primary education, reading skills are very important as they enable students not only to master reading techniques, but also to understand and use the information found in reading in everyday life. By using learning media that is appropriate to students' abilities, teachers can improve their reading skills.

The use of picture storybook media in Indonesian language learning is proven to increase students' reading interest and their comprehension of the text. This media helps students in connecting the text with the pictures, thus clarifying the content of the reading and making it easier for them to understand the story.

This is in line with Kurniawan's theory (Anum, 2016/2017) that learning reading skills through picture media can be facilitated by teachers. This research supports this theory by inviting students in groups to participate in a game of matching word cards with pictures with their friends. Students' shyness and creativity can be overcome, students' reading ability can be improved, and the learning atmosphere can become more interesting and fun. In addition, research conducted by Srdiman (Ramadanti & Zuhairansyah Arifin, 2021:173-187) shows that picture cards are an effective tool to convey information to children. The research shows that picture cards are practical, cheap, can be used repeatedly, and attract children's attention.

Picture storybook media has a great influence on the reading ability of grade III students in learning B, as shown by the results of the posttest hypothesis t test, where the sig value is $0.003 < 0.05$ in accordance with the t-test criteria that H_0 is rejected and H_a is accepted. So that the application of storybook media in this case provides an opportunity for students to improve students' reading skills and understand the content of existing reading. Based on the results of the study, it can be concluded that the use of picture storybook media has a positive impact on improving the reading skills of grade III students of SDN 12 Rejang Lebong. This media can be used as one of the effective learning strategies to improve students' literacy.

Conclusion

Based on the results of research conducted to determine the effect of picture storybook media on the reading ability of grade III students in Indonesian language learning, it was concluded that in grade III SD N 12 Rejang Lebong, students' reading ability became better after being taught using picture storybook media compared to students' understanding before being taught using picture storybook media. The results showed that the use of picture storybook media as a learning tool in Indonesian language learning at SD 12 Rejang Lebong had a significant impact on students' reading ability. In improving reading ability, the use of picture storybook media is very influential compared to the use of non-pictorial storybook media.

References

- [1] Anita, K. S. (2010). *Pengaruh penggunaan media cerita bergambar terhadap peningkatan keterampilan menyimak dan membaca pada anak berkesulitan belajar kelas II SDN Petoran Jebres Surakarta tahun ajaran 2009/2010* (Skripsi). Universitas Sebelas Maret Surakarta.
- [2] Anum, S. (2017). Peningkatan kemampuan membaca siswa kelas III SD Negeri 020580 dalam pembelajaran kemampuan berbahasa melalui penerapan media gambar tahun pelajaran 2016/2017. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2(1).
- [3] Arikunto, S. (2012). *Prosedur penelitian*. Jakarta: Rineka Cipta.
- [4] Arsyad, A. (2013). *Media pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- [5] Dalman. (2017). *Keterampilan membaca*. Jakarta: PT Rajagrafindo Persada.
- [6] Rahim, F. (2011). *Pengajaran membaca di sekolah dasar*. Jakarta: Bumi Aksara.
- [7] Fathurrochman, I., Siswanto, R. A., & Kumar, K. S. (2021). Pengadaan sarana dan prasarana pendidikan dalam menunjang mutu pembelajaran di SDN Lubuk Tua Kabupaten Musi Rawas. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*, 13(1).
- [8] Meldina, T., Baryanto, B., & Ningsih, H. N. (2024). *Pengaruh strategi Directed Reading Thinking Activity (DRTA) terhadap keterampilan membaca pemahaman siswa kelas IV pada pembelajaran tematik di SDN 81 Rejang Lebong* (Disertasi). Institut Agama Islam Negeri Curup.
- [9] Nuraisyah, S. (2019). Peningkatan kemampuan membaca pemahaman melalui metode Ambt pada siswa kelas VIII Mts Muhammadiyah Syuhada Makassar. *Jurnal Basicedu*, 1(3).
- [10] Nurhadi. (2005). *Membaca cepat dan efektif*. Bandung: Sinar Baru Algesindo.
- [11] Putri, A. R., Nurhasanah, & Husniati. (2023). Pengaruh media buku cerita bergambar terhadap kemampuan membaca pemahaman siswa kelas 3 SDN 05 Berangah Desa Beleka Kecamatan Praya Timur. *Jurnal Ilmiah Pendidikan Dasar*, 8(September).
- [12] Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- [13] Tarigan, H. G. (2015). *Membaca sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.