Development of Picture Storybooks to Improve Reading Comprehension

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Abstract

The deficient student reading interest and the lack of learning media in the school lead to a common understanding of students' reading on learning materials. This research aims to develop and test the feasibility and effectiveness of picture book media. This research uses research and development with Sugiyono model. The results showed that the feasibility of material in picture storybooks was rated feasible (81.81%), while media eligibility in picture storybooks was rated highly feasible (91.67%). Based on the average difference through the t-test showed that sig (2-tailed) $0.000 < 0.05$, it was concluded that the average value between pretest and posttest had significant changes and an average increase through the calculation of n-gain of 0.621 with a moderate category.

Keywords: picture storybooks; reading ability; reading comprehension

1. INTRODUCTION

Minister of Education and Culture Regulation No. 21 of 2016 concerning the content guidelines for primary and secondary education states that Indonesian language needs to be taught to grow students' potential in terms of affective, cognitive, and psychomotor aspects. Indonesian language lessons have a goal so that students have skills, one of which is reading skills.

Reading is an activity or cognitive process that has an effort to get a variety of information in writing (Dalman, 2017:5). Reading is a basic skill and provision for learning to write at the next level. Therefore, reading activities in elementary schools must receive maximum attention in order to achieve the expected reading ability target. One of the reading skills that students must have is the ability to read comprehension. Abidin (2015:147) states that reading comprehension is a process of obtaining information contained in the reading sentence in order to gain understanding from the text that has been read. With reading comprehension activities, students are expected to be able to understand information from books they have read.

Based on the initial research conducted by researchers from the results of observations, interviews, and documentation in class V SD N 01 Tunggak, the researchers found a number of problems, namely; learning activities are still teacher-centered, students' lack of interest in reading, lack of learning media that support learning activities in the classroom, teachers have not been able to develop fun Indonesian language learning media, lack of variety of models and methods during learning activities. Another problem is that the learning resources used are less varied, namely only using LKS books and government books.

From the problems above, it can be seen that the use of media and learning resources in Class V SD Negeri 01 Tunggak is very limited. Alternative solutions that can be implemented to improve students' understanding and learning outcomes of Indonesian through the development of innovative learning media. One of them is by developing picture story book media. Nurgiyantoro (2016: 152) states that picture book is a children's story reading book which contains pictures. Picture story books in improving reading comprehension skills are expected to make it easier for students to learn, can make learning activities more fun, students are more enthusiastic and active to participate in learning activities.

For the use of picture story books in learning, there are several previous studies that have been carried out. Several studies have been carried out that support the development of illustrated story books, namely those conducted by Rina Gustina in 2019 entitled "Improving Students' Ability in Writing Texts through the Use of Picture Storybook Media in Indonesian Language Learning with the 2013 Curriculum for Madrasah Ibtidaiyah Private Terrace Water, Talo District, Seluma Regency. Bengkulu Province". This study states that the application of learning by using picture storybook media in Indonesian language learning activities in the 2013 curriculum can improve learning outcomes.

Further research was carried out by Nova Triana Tarigan with the title "Development" Picture Storybooks to Increase Reading Interest of Grade 4 Elementary School Students". This study concludes that the picture story book media carried out in this study were "effective" in increasing reading interest and reading comprehension of

fourth grade elementary school students.

An international research conducted by Elizabeth KY Loh in 2016 was entitled "Picture Storybooks in Teaching Chinese as a Second Language". The results of this study indicate that picture story books are effectively used to introduce Chinese language material for EM CSL students.

Research conducted by Indah Sri Susilaningrum and Muhammad Nur Wangid in 2018 entitled "The Impact of The Use of Reflective Picture Storybook Media on Improving Democratic Character among Fifth-Graders", the results of this study indicate that picture story books are more effective than the use of books. text in improving students' democratic character.

Research conducted by Fethi Turan and lkay Ulutas in 2016 entitled "Using Storybooks as a Character Education Tools". The results of this study indicate that picture story books are appropriate to be used as a medium to teach character education.

Based on this background, the researcher limits the problems related to the limited learning media to improve students' reading comprehension skills. The general problem formulation in this research is how to develop, test the feasibility, and effectiveness of picture story books to improve reading comprehension skills. The purpose of this study was to develop, test the feasibility and effectiveness of picture story books in improving students' reading comprehension skills.

2. RESEARCH METHODS

The type of research used in this research is Research and Development (R&D). This study refers to Sugiyono's theory which was adapted from the theory of Borg and Gall with 10 stages (Sugiyono, 2011:298). The 10 stages of development in this model are: (1) potential and problems, (2) collecting data, (3) designing the product, (4) validating the design, (5) revising the design, (6) testing the product, (7) revise the product, (8) use trial, (9) revise the product, (10) the final product. However, the researchers here limit it only to stage 8, namely the use trial.

Figure 1. Borg and Gall R&D Model
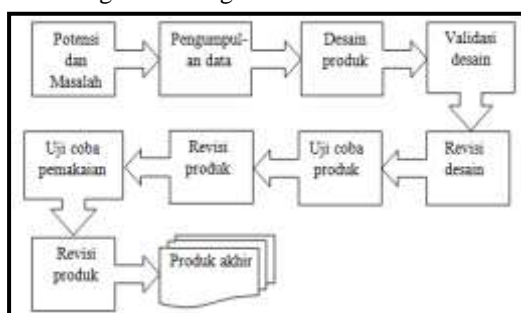
The research procedures carried out by researchers are, looking for potential and problems, collecting data, designing products, validating designs, revising designs, product trials, revising products, and usage trials. The research subjects were 24 students of class VA SDN 1 Tunggak consisting of 10 male students and 14 female students. There are 6 students in class VB, consisting of 2 boys and 4 girls. A small-scale trial was conducted on 6 VB students of SDN 1 Tunggak using purposive sampling technique. The purposive sampling technique is the determination of the sample with certain considerations (Sugiyono, 2015:124). A large-scale trial was conducted on 24 students of class VA at SDN 1 Tunggak. The trial was carried out to test the effectiveness of the picture story book with the experimental method of one group pretest posttest design so that researchers could compare the situation before and after using the picture story book. The independent variable of the study was picture story book media, while the dependent variable was the reading comprehension ability of fifth grade students. Data collection techniques used observation, document data, questionnaires, interviews, and tests. The data analysis technique used product data analysis, initial and final data analysis, t-test, and n-gain test. questionnaires, interviews, and tests. The data analysis technique used product data analysis, initial and final data analysis, t-test, and n-gain test. questionnaires, interviews, and tests. The data analysis technique used product data analysis, initial and final data analysis, t-test, and n-gain test.

3. RESEARCH RESULTS AND DISCUSSION

The results of the study include four things, namely; 1) the results of the analysis of the needs of students and teachers for the media picture story books; 2) picture story book design; 3) the results of the assessment of media experts and material experts on the prototype of the picture story book media; and 4) test the effectiveness of picture story books on fifth grade students of SDN 01 Tunggak.

Results of Analysis of Student and Teacher Needs for Picture Storybook Media

The results of the recapitulation of the teacher's needs questionnaire showed that in learning Indonesian, the aspect of reading comprehension on theme 7 had been carried out in accordance with the existing basic competencies. According to the teacher, there are obstacles in carrying out learning in the classroom, namely the existing textbooks are not enough to increase student motivation in learning activities so that media are needed to support learning. The teacher agrees that picture story books are used as a medium to convey learning tailored to the learning objectives and basic competencies. Picture story books

should contain text accompanied by interesting pictures, using more than 1 type of letter, with the use of varied colors so as to provide comfort for students to learn. The size of the picture story book is 14,

From the results of the questionnaire recapitulation of student needs above, it can be seen that students still find it difficult to understand a reading, students need new media to learn Indonesian content material on the theme of Events in Life, picture story books are used as Indonesian language learning media that are in accordance with learning objectives at school. The desired form of the picture story book is a rectangular shape, filled with many pictures, the writing has more than one typeface, for the design color in the picture story book is a combination of light and dark colors. In addition, the desired form of evaluation questions is multiple choice.

Picture Storybook Media Design

Based on the results of the questionnaire analysis of teacher and student needs, the preparation of picture story book media was compiled based on the results of the questionnaire. The picture story book media is compiled based on a questionnaire on the needs of teachers and students and then produces a design.
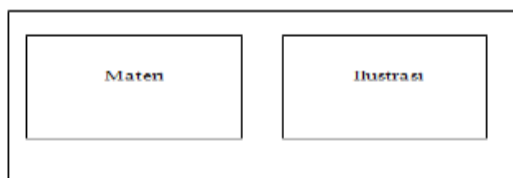

Figure 2. Picture Storybook Prototype

Figure 3. Design of Picture Story Book Media Materials

The media feasibility assessment was carried out by material experts and media experts with the following results.

Table 1. Feasibility Assessment of Picture Storybook Media

No	Ahli	Skor maksimal	Skor yang diperoleh	Presentase	Kriteria
1	Materi (Asep Purwo Yudi Utomo, M. Pd.)	48	44	91,67%	Sangat layak
2	Media (Basuki Sulistio, S.Pd, M.Pd.)	44	36	81,81%	Layak

The results of the assessment by material experts and media experts showed that the media for picture story books had very decent criteria. The results of the small group test showed that there was an increase in learning outcomes between before (prestest) and after (posttest) using picture story book media by 66.67%. The results of the small group response questionnaire to the media were strongly agree (91.98%).

Large-Scale Product Trial Results

Large-scale test learning outcomes were obtained with student learning outcomes obtained from pretest and posttest cognitive tests using picture story books for fifth grade students of SDN 01 Tunggak through the following data.

Table 2 Results of Large-Scale Product Trials

No	Keterangan	Uji Coba Skala Besar	
		Pretest	Posttest
1.	Jumlah siswa	24	24
2.	Rata-rata nilai	60,42	85
3.	Nilai terendah	40	65
4.	Nilai tertinggi	85	100
5.	Jumlah siswa tidak tuntas	6	1
6.	Jumlah siswa tuntas	18	23
	Presentase ketuntasan (%)	25%	95,83%
	Peningkatan rata-rata	70,83%	

Based on the data that has been processed, it can be seen that by using picture story books, the average learning outcomes of exploring important historical narrative information for students of class VA SDN 01 Tunggak, totaling 24 students, have increased. The minimum completeness criteria (KKM) at SDN 01 Tunggak is 70. The average score before (pretest) using picture storybook media is 60.42 and the average score after (posttest) using picture story book learning media is 85. Percentage the average value of student learning outcomes classically also increased by 70.83%. This increase is because in learning to use media in the form of picture story books.

The results of the questionnaire recapitulation of student responses to picture story books obtained a score of 1156 from a maximum number of 1248. The percentage obtained from the results of the student response questionnaire was 92.63% with a very decent category. The total score of the teacher's responses is 55 from the maximum score of 60. When converted in the form of a percentage, it is 91.67%. These results state that the picture story book media is in the very feasible criteria.

Data analysis

The normality test was carried out as a condition for calculating the Paired Samples T-Test. In the pretest value, the output of Kolmogorov Sminov

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with the SPSS Version 23 program shows Sig 0.200. Because 0.200 > 0.05, then the data is declared normally distributed, while in the posttest the sig value is 0.055. Because Sig 0.055 > 0.05, the posttest value data is normally distributed.

The N-Gain test was carried out to test whether there was an average increase to find out how effective the picture story book media developed by the researcher was. The results of the N-Gain calculation were 0.621 with a medium category. These results indicate that there is an increase in student learning outcomes.

The T-Test was conducted to determine the difference between the average pretest and posttest scores on the use of picture story book media. In the calculation results using SPSS version 23, the data obtained sig (2-tailed) 0.000. This means that sig (2-tailed) $0.000 < 0.05$. So it can be concluded that Ho is rejected and Ha is accepted. So that there are differences in the learning outcomes of Indonesian content before and after using the picture story book media. Or it can be concluded that picture story books are effectively used as a medium for learning Indonesian language content for class VA at SDN 1 Tunggak.

Discussion

Based on the needs analysis conducted on 24 students, as many as 16 students still have difficulty in understanding reading. A total of 24 students agreed that picture story books were provided. Assessment carried out by media experts, picture story book products get a score of 44 while the total score is 48, when converted in the form of a percentage, the media feasibility is 91.67% with a very decent category. Assessment carried out by material experts, picture story book products get a score of 36 while the total score is 44, when converted in percentage form, the feasibility of the material is 81.81% with a decent category.

The results of the pretest the lowest score is 40, the highest score is 85, and the average score is 60.42. Meanwhile, in the posttest results, the lowest score was 70, the highest score was 100, and the average score was 85. Based on the average score, it can be seen that there was an increase in student learning outcomes. Furthermore, the results of the pretest and posttest were tested for normality using the Kolmogorov Sminov formula to determine whether the data were normally distributed or not. This normality test was carried out as a condition for calculating the Paired Samples T-Test. In the pretest value, the output of Kolmogorov Sminov with the SPSS Version 23 program shows Sig 0.200. Because 0.200 > 0.05, then the data is declared normally distributed. Meanwhile, in the posttest, the sig

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4. CONCLUSION

Picture story book media is a product developed in development research using the Borg and Gall model. The result of the percentage of assessment from media experts is 91.67% and the percentage of assessments from media experts is 81.81% so that it is included in the "decent" category. Picture story book media is effectively used to improve students' Indonesian language learning outcomes, which is indicated by an increase in students' cognitive scores with a presentation of 91.67%. This is also evidenced by the results of the t-test at the output of the Paired Samples T-test, it is found that the value of sig (2-tailed) is 0.000. Because $0.000 < 0.05$, it can be concluded that Ho is rejected and Ha is accepted, the N-gain value is 0.621 with 12.09 and t table is 2.02. The conclusion of this study is that the media of illustrated story books is feasible and effective to use in improving Indonesian language learning outcomes by Grade V students of SD Negeri 1 Tunggak.

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