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The Effect of Picture Storybook Media on the Reading Ability of Class II Students

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Abstract: This research aims to determine the effect of using picture storybook media on the reading ability of class II students at SDS Al-Washliyah 11 Medan Amplas District. This research uses a quantitative approach with pre-experimental methods, using a one-group pretest-posttest design. The research sample consisted of 32 students, with a total sampling technique. Research instruments include tests, observations and interviews. Data were analyzed using SPSS version 25, with normality, homogeneity and paired sample t-tests. The research results showed that there was a significant increase in students' reading ability after using picture storybook media, with an average pretest score of 51.09 and posttest of 80.00. The significance of the t test shows a value of $0.00 < 0.05$, which means there is a significant difference between the pretest and posttest results. Thus, the use of picture storybook media has a positive effect on students' reading abilities.

Keyword: Book Media, Picture Story, Reading Ability.

INTRODUCTION

According to Law Number 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. The quality of education in Indonesia is in the 6th lowest position compared to other countries, this can be seen from the low learning outcomes of students caused by the lack of reading skills (Suncaka, 2023). Reading ability has an important aspect and influence on learning outcomes because it can help students understand, recognize, and remember so that it is one of the goals of reading ability (Rohani & Anas, 2022; Ardilla et al., 2022).

The ability to read is the initial foundation for a child to understand other sciences. Reading is key for children to get information and insights from educators, which will ultimately help them develop a variety of other abilities (Hanny & Dahlan, 2023). In the process of learning to read, students often experience errors in reading. These mistakes are such as recognizing the alphabet, words, syllables and sentences which are all visible in the sounds

spoken, and of course from these mistakes students need intensive practice and guidance from the teacher (Kholilah et al., 2023). This difficulty causes students to stutter and not read fluently, so that their understanding of reading is hampered.

Beginning reading is the initial stage of learning to read in the lower grades. At this stage, students learn to recognize the letters or series of letters that make up the sound of the language by using certain techniques. Special emphasis is placed on proper writing, reasonable pronunciation and intonation, clarity, and clarity of the voice. This helps students become more prepared and more courageous to proceed to the advanced reading stage or reading comprehension in the advanced grade. Therefore, the ability to read beginning must be possessed by every elementary school student (Muammar, 2020).

Based on the results of initial observations conducted at Al-Washliyah 11 Private Elementary School, as for what the researcher found that students' reading ability is relatively low, this is evidenced by the low score of students' daily test results, this is strengthened by the results of an interview conducted with Mrs. Novita on January 22, 2024 which stated that the reading ability of students is currently relatively low, so that it is difficult for students to understand the learning material, especially in grade II. In addition, information was also obtained that there was no provision of literacy media provided to students in the learning process and only relied on learning resources in the form of books, resulting in a lack of training for teachers in teaching reading. Therefore, Educational Institutions are obliged to provide complete educational infrastructure in an effort to create a conducive atmosphere in the world of education (Usiono et al., 2021) Such as literacy media to improve students' reading skills.

Therefore, students' reading ability needs to be improved, in order to be able to overcome difficulties in reading, reading difficulties can hinder the learning process of students, so reading ability needs to be mastered from an early age (Putri et al., 2023). Reading is an important skill to help communicate fluently, master information, and determine its effectiveness in observing learning (Ritonga & Rambe, 2022; Sitepu et al., 2023). Thus, reading is a mandatory competency that must be possessed by students.

In addition, teachers play a very important role in teaching activities, teachers must be able to direct and provide complete facilities to students (Lubis & Ardilla, 2023) In order to be able to build and encourage student change (Damanik et al., 2023) to have creativity in providing interesting learning media (Nasution et al., 2024) So that during the learning process it is not monotonous and able to improve students' understanding (Yusnaldi et al., 2023). Learning media as a means or tool used in the learning process (Risqi & Siregar, 2023), Such as with the support of the use of picture storybook media. Picture storybook media is an effective medium in learning to read because it is visual to attract attention and help students understand the content of reading. A picture storybook is a literary work consisting of text and pictures, functioning as illustrations that can help readers understand the content of the story. According to (Apriatin et al., 2021). Picture storybooks can also increase students' interest in reading and their curiosity about a topic. Therefore, an educator must have the ability to choose the right media to improve students' reading skills.

Based on previous research (Gusti Dewi et al., 2022) that the use of picture storybooks in the learning process is very effective in increasing students' interest in reading significantly. The media of picture storybooks has a great influence on the results of children's emotional development (Ngura et al., 2020). Storybook media is also said to help increase children's interest in reading because it is equipped with pictures that are able to attract students' attention (Apriliani & Radia, 2020). (Magdalena et al., 2023) stated that the use of picture storybook media can make it easier for students to understand the content of the story. This study is different from previous research, first, this study focuses on the aspect of training sentences that are difficult to read, while previous research focuses on reading interest, emotional development, and reading ability in general. Second, this study uses a special intervention in the use of picture story books, namely retraining sentences that are difficult to read. Previous

research has not focused on specific interventions in the use of picture story books. Third, this study uses a quantitative design with a pre-experimental method, while previous research uses a different research design, such as literature review and classroom action research. Based on the above explanation, this study aims to determine the influence of picture book media on the reading ability of grade II students at SDS Al-Washliyah 11, Medan Amplas District.

METHOD

This research includes a quantitative research approach with the Pre Experimental method. The design used in this study is one group pretest-posttest design. In this experiment, the researcher applied the use of picture storybook media as a treatment given to the experimental group with the intention of improving students' reading skills.

This research was conducted at Al-Washliyah 11 Private Elementary School located in the Medan city area on May 6-May 29, 2024. The researcher chose this school to be used as a research because it is in accordance with the character of the problem that will be raised by the researcher. This makes researchers interested in conducting research at the school.

The population in the study is the second grade students of SD Al-Washliyah 11, Medan Amplas district for the 2023/2024 school year with a total of 32 students. In this study, sampling was carried out using the total sampling technique (total sampling), which is a sampling technique for the entire population to be used as a sample.

The research instruments used test sheets, observation sheets, and interview sheets. The tests that will be given to all grade II are pretest and posttest questions to measure students' reading ability before and after treatment. The observation aims to observe directly the learning conditions that occur in grade II both before and after the use of picture storybook learning media. Meanwhile, the interview will be submitted to one homeroom teacher, namely class II, to find out the development of students' reading skills, which will help complete the research data.

The data analysis technique uses quantitative analysis to get answers from problem formulations and to find out the value of students towards learning after using picture storybook media. The data analysis technique used in this study is using SPSS version 25 by taking values from the pretest and posttest to determine the Wilcoxon Sign Rank Test or Paired Sample t test data.

RESULTS AND DISCUSSION

Results

This research was conducted at Al-Washliyah 11 Private Elementary School, Medan Amplas District which is an experimental research with a Pre-Experimental Design with the design form used is One-Group Pretest-Posttest Design. This research was carried out by requesting permission in advance with a permit to conduct research from the campus to the school to carry out research at Al-Washliyah 11 Private Elementary School, Medan Amplas District.

The categories of student learning outcomes before being given treatment in the form of picture story book media or pretest scores describing student learning outcomes can be grouped based on the category of student learning outcomes in the following table 1:

Table 1. Grades and categories of learning outcomes before using picture story book media

No	Value Interval	Number of Students	Information
1	86-100	0	Very good
2	70-85	4	Good
3	56-69	6	Quite Low
4	0-55	22	Low
	Sum	32	

Based on the table above, it can be seen that the category of student learning outcomes before being given teaching (Treatment/Pretest) is 22 students have a learning outcome of less than 55 or is classified as low, 6 students have a learning outcome of 56-59 or classified as a fairly low category. 4 students have a learning outcome of 70-85 or classified as good and no student has a score of 86-100 or classified as very good.

The categories of student learning outcomes after being given treatment in the form of picture book media or posttest scores describing student learning outcomes can be grouped based on the categories of student learning outcomes in the following table 3:

Table 2. Grades and categories of learning outcomes after using picture story book media

No	Value Interval	Number of Students	Information
1	86-100	9	Very good
2	70-85	19	Good
3	56-69	3	Quite Low
4	0-55	1	Low
Sum		32	

Based on the table above, it can be seen that the category of student learning outcomes after being given teaching (Treatment/Posttest) is 1 student has a learning outcome of less than 55 or is relatively low, 3 students have a learning outcome of 56-59 or is classified as a fairly low category. 19 students had a learning outcome of 70-85 or classified as good and 9 students had a score of 86-100 or classified as very good.

The results of descriptive statistics before and after using the media of illustrated storybooks in learning can be seen from the following table 3:

Table 3. Mean, Mode, Standard Deviation (SD), and Variance Statistics

	PRE TEST	POST TEST
N	Valid	32
	Missing	0
Mean	51.09	80.00
Std. Error of Mean	2.384	2.021
Median	50.00	80.00
Mode	55	75
Std. Deviation	13.484	11.430
Variance	181.830	130.645
Skewness	.121	-.830
Std. Error of Skewness	.414	.414
Kurtosis	-.423	1.598
Std. Error of Kurtosis	.809	.809
Range	55	55
Minimum	25	45
Maximum	80	100
Sum	1635	2560

Table 3 Description:

N : Responden = 32

Mean = Pretest = 51.09

Posttest = 80.00

Median = Pretest = 50.00

Posttest = 80.00

Mode = Pretest = 55

Posttest = 75

Std. Deviasi = Pretest = 13.484

Posttest = 11.430

Range (The difference between the minimum maximum value of Pretest and Posttest) =
 Pretest = 55
 Posttest = 55
 Sum = Pretest = 1.635
 = Posttest = 2.560

Thus, it can be concluded that the use of picture story book media has a positive effect on students' reading ability. The results of the use of picture story book media were better than before the use of picture story book media, causing an increase in learning outcomes above the minimum graduation score and with statistical significance.

The normality test is needed to determine whether or not the distribution of the data is normal or not with the test criteria based on the significance obtained. The criteria for testing using the Statistical Package For Social Science (SPSS) version 25 application are, at a significant level of 5% or 0.05. The data was declared normally distributed if the significance value > 0.05 and the data was declared not normally distributed if the significance < 0.05. The results of data analysis using the Statistical Package For Social Science (SPSS) version 25 application obtained a normality test of Shapiro Wilk's data as seen in table 5 as follows:

Table 4. Normality Test Before and After Using Picture Storybook Media
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PRETEST	.083	32	.200*	.984	32	.895
POSTEST	.175	32	.014	.940	32	.073

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of data analysis with the help of the SPSS version 25 application obtained the Shapiro Wilk normality test, namely the significance value of the pretest 0.895 and the posttest 0.073 showed that the significance obtained was greater than the predetermined significance level ($\alpha = 0.05$). So it can be concluded that the data is normally distributed and the normality test carried out has been met.

If there is a difference in the average learning outcomes of pretest and posttest learning in learning using picture storybook media on the reading ability of grade II students of SD Al-Washliyah 11, Medan Amplas District. Therefore, it was concluded that the application of picture story book media had an effect on the reading ability of grade II students.

The average score of the pretest was 51.09, while the average score of the posttest was 80.00. The data showed that there was a difference between the pretest and post-test scores $\mu \neq \mu_0$ which meant that there was an influence on students' learning outcomes after using the media of picture storybooks. Furthermore, to find out whether it is accepted or rejected, it is necessary to conduct data analysis using a paired sample t-test with the help of the SPSS version 25 application.

After conducting a normality test, a homogeneity test is carried out with the paired sample t-test technique, which serves to determine whether the results of the population group are homogeneous or heterogeneous. Based on the statistical data obtained from the help of the SPSS version 25 application, the following table 5 can be presented:

Table 5. Homogeneity Test Before and After Using Picture Storybook Media
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL BELAJAR	Based on Mean	1.585	1	62	.213
	Based on Median	1.462	1	62	.231

Based on Median and with adjusted df	1.462	1	61.850	.231
Based on trimmed mean	1.440	1	62	.235

After conducting homogeneity testing and normal and homogeneous distribution, a hypothesis test was carried out with the paired sample t-test technique. Based on the statistical data obtained from the SPSS version 25 application, it can be found that the level of significance of student learning outcomes (pretest and posstest) is $0.213 > 0.05$, so the data is homogeneous.

The results of the paired t-test are shown in table 6

Table 6. Paired Sample Statistical Test Results.

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	51.09	32	13.484	2.384
	POST TEST	80.00	32	11.430	2.021

In table 6, this is shown the results of a summary of descriptive statistics from both the sample or the pretest and posttest data.

Average score : *Pretest* = 51.09 (smaller) than

Posttest = 80.00

This means that there is a difference in learning outcomes.

The Sig value is $0.000 < 0.005$ (Propability of the Level of Trust), then it can be said that there is a relationship between the Pretest and the Posttest

Table 7. Paired Samples Correlation Test Results

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	32	.612	.000

In table 7. This is a value of Sig. $0.000 < 0.005$ (Propability of the Level of Trust), so it can be said that there is a relationship between pretest and posttest.

Table 8. Paired Sample T Test Results

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-28.906	11.125	1.967	-32.917	-24.895	-14.698	31	.000

In table 8. This is the most important output because it is in this section that we can find the answer to what is the above question. So it is known that Sig. (2-tailed) is $0.00 < 0.05$, then H_0 is rejected H_a is accepted.

Decision

1. It is known that the value of Sig. (2-Tailed) is $0.00 < 0.05$, so H_0 is rejected and H_a is accepted
2. So there is a real average difference between the results of students' reading ability before using picture story book media and after using picture story book media.

DISCUSSION

Based on the results of the hypothesis test that has been carried out, it can be seen that the hypothesis proposed in this study is rejected and accepted. Based on the results of the hypothesis test that has been carried out on the data of Indonesian reading ability, it is known that there is a difference in the reading ability of students who are taught with the picture storybook media method. Thus, it can be concluded that the use of picture story book media has a positive effect on students' reading ability. Picture storybook media is a learning medium that can be used by students to understand learning material through stories and pictures in reading (Zubaidah, 2021). This was also stated by (Restuningtyas et al., 2022) Image media is a media that is able to encourage and arouse interest in the learning process of students. This is reinforced by (Ratnasari & Zubaidah, 2019) That the main elements of a storybook are stories and pictures. Pictures make students understand the content in one look, while writing needs to be understood gradually. The existence of pictures can help students relate what they read with the illustrations in the book. So that picture storybooks are very helpful for teachers to convey learning materials to students (Rianti et al., 2023).

This study produced a significant influence on students' reading ability. Based on the results of the research that has been carried out, starting with the descriptive statistical analysis of the pre-test and post-test in grade II, the results of reading ability at the time of the pretest and posttest each have differences. This is strengthened by the average score of students' reading ability in the pretest of 51.09 while the average score of students' reading ability in the posttest is 80.00, thus, it can be concluded that learning using picture storybook media is superior and has a positive impact than learning without using picture storybook media.

Based on the inferential statistical analysis carried out on the prerequisite tests, namely the normality test and the homogeneity test. The normality test of the pretest and posttest results used the Shapiro wilk test with the results showing that all data were normally distributed. Then a pretest and posttest homogeneity test was carried out using a statistical levene test with the results showing that both groups were declared homogeneous.

Based on the inferential statistical hypothesis test, the results of the paired sample t test conducted on the pretest and posttest to determine the influence of picture storybook media on the reading ability presented in table 6, the significance value between the pretest and posttest of students is 0.000 less than 0.05, then the hypothesis is accepted, so it can be concluded that there is a difference in the average reading ability of Indonesian Language subjects in students.

Based on the analyses that have been carried out, it can be concluded that there is an effect of the use of picture book media on the reading ability of grade II students at Al-Washliyah 11 Private Elementary School, Medan Amplas District, for the 2023/2024 school year.

CONCLUSION

Based on the results and discussions that have been explained, learning with picture story book media has a positive impact on the reading ability of grade II students at Al-Washliyah 11 private elementary school, Medan Amplas district. The existence of this influence is supported by the data of the average score or mean in the pretest is 51.09. Then in the posttest, the average value or mean is known to be 80.00. Other results showed a significance value of 0.00 less than 0.05. It shows a difference in the improvement of students' reading ability before using picture story book media and after using picture story book media.

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