Using Picture Story Media to Improve Reading Aloud Ability in Grade 4 Elementary School Students

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Abstract

This research aims to describe the use of picture story media to improve the ability to read aloud in grade 4 elementary school students. This research took place in grade 4 students at Nagrak 1 Elementary School in Nagrak District, Sukabumi Regency, West Java, consisting of 30 students. The research method used was classroom action research (PTK) Kemmis and Mc Taggart model research design which was carried out in two cycles. Each cycle consists of planning, implementation, action and observation, and reflection. Data collection techniques use practical reading aloud tests, and non-tests in the form of observation, field notes and documentation. The data analysis technique used is qualitative. Indicators for reading aloud consist of 1) pronunciation, 2) intonation, 3) reading speed, 4) pauses, 5) understanding of the material. Based on the comparative percentage of completeness of learning outcomes for each cycle, there is an increase in reading aloud skills after implementing picture story media, seen from the results of the percentage of completeness of students who meet the KKM (75) pre-cycle, namely 23% or 7 students, in the first cycle it is 57% or 17 students ,and cycle II amounted to 83% or 25 students. In the pre-cycle to cycle I there was an increase of 34.% and in cycle I to cycle II there was an increase of 26%, so providing action through these two cycles can improve students' ability to read aloud. Therefore, the application of picture story media succeeded in improving reading aloud skills and the research was stopped in cycle II based on predetermined success indicators.

Keywords: Picture Story Media, Reading Aloud, Elementary School.

INTRODUCTION

The ability to read aloud is an important aspect in developing basic literacy in elementary school students. Read aloud is a form of reading that is done by saying the text out loud so that it can be heard by others. This ability is usually used in certain situations, such as classroom learning, speaking training, or reading stories to an audience (Budianti & Rostini, 2023). Reading aloud involves not only the ability to understand text but also aspects of pronunciation, intonation and expression. However, in reality, many students face difficulties in reading aloud. This is characterized by a lack of accuracy in pronunciation, unclear intonation, and the student's low ability to convey expressions according to the content of the story. This low ability to read aloud can be caused by several factors, such as lack of motivation, minimal use of interesting learning media, and limited practice opportunities given to students in class (Masyithah et al., 2024).

Reading aloud helps readers hone their ability to pronounce words correctly, practice speech clarity, and improve intonation and rhythm in speaking. By reading aloud, readers tend to pay more attention to each word,

thereby increasing focus and understanding of the content of the text. In the process of reading aloud, listeners are taught to listen carefully, creating an interactive learning atmosphere of mutual respect. This goal makes reading aloud not only a reading skill, but also a tool for building communication skills, creativity and empathy (Winarti et al., 2023).

Based on observations and interviews, the ability to read aloud, especially in class 4 at SDN 1 Nagrak, is still relatively low. It was found that many grade 4 students in elementary schools still showed inadequate ability to read aloud, indicated by the fact that when reading, the students still seemed to be stuttering or not reading fluently. Apart from that, they lack the ability to recognize letters, are not yet able to read syllables, are not yet fluent in reading and lack mastery of vocabulary. This deficiency is proven by the fact that there are still many students who get scores below the Minimum Completeness Criteria (KKM), namely 75, to be able to achieve completeness in Indonesian language lessons. Judging from students' interest in reading texts or reading, it is still considered less interesting. They tend to be shy and not

confident about reading in front of their friends. Apart from that, the limited variety of learning media is also a factor that influences students' low ability to read aloud.

Based on observations, it is known that the main factors causing the low ability to read aloud are that students' enthusiasm for reading is still low, there is no use of appropriate learning media, the lecture method in teaching tends to make students passive, less active in following lessons and students' lack of understanding of the material being taught. teachers so that many students still get scores below the Minimum Completeness Criteria (KKM) in Indonesian language subjects.

The learning process certainly cannot be separated from learning media. Learning media is an aspect that supports success in the learning process. During the learning process, teachers certainly need a platform to convey material easily and quickly understood by students. One way to improve your ability to read aloud is to use interesting and interactive learning media. Like a picture story. Picture story media can strengthen students' understanding of reading concepts and encourage them to develop language skills, especially in reading aloud.

Picture story media is a form of learning media that combines text and images in an integrated manner to convey messages or stories to readers. Media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn. In the teaching and learning process, the presence of media has quite an important meaning which can motivate you to learn (Oktarina & Liyanovitasari, 2019). This media is often used in elementary school learning because it provides interesting visualizations, which can help students understand the content of the story in depth. Visualization in the form of picture stories can reduce tension or anxiety in students when reading in front of the class (Yassinta et al., 2020).

Through picture stories, students can be helped more in understanding appropriate intonation and conveying the emotions contained in the text, so that they can increase their confidence in reading in public. In picture

story media, the illustrations that accompany the text not only function as decoration, but also as the main support to make it easier for students to understand the storyline, characters, atmosphere and message to be conveyed. This can increase students' interest in reading and practice their ability to read aloud more enthusiastically. Interesting picture story media will attract students' attention and make students provide an initial response to learning (Purwati et al., 2019).

Based on the background stated, the author is interested in conducting classroom action research (PTK) which aims to improve the ability to read aloud to grade 4 students through the use of picture story media as a solution to problems in learning Indonesian. This media offers an attractive visual and narrative approach for students, so that they are more encouraged to be involved in the learning process.

The novelty of this research is that it uses picture story media with a fairly large size and includes videos and games based on digital and local wisdom to foster students' enthusiasm for learning, especially in improving their ability to read aloud.

METHOD

The research carried out was Classroom Action Research (PTK). This classroom action research was carried out in several cycles, and each cycle consisted of four activity stages, namely the planning stage (*planning*), implementation level (*acting*), observation stage (*observing*), and a reflection stage based on the results of observations (*reflecting*), the four stages in the research are elements that form a cycle, namely one round of consecutive activities that return to the original steps. The PTK model referred to is as follows:
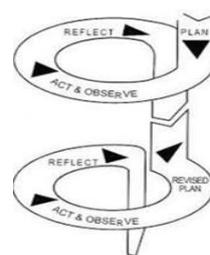

Figure 1. Kemmis Mc.Taggart Spiral Model (Arikunto, 2015: 132)

The participants in this writing are 4th grade students at SDN 1 Nagrak in Nagrak District, Sukabumi Regency, West Java, consisting of 30 students. The technique used to collect data in this research is the observation method, in the form of teacher and student observation sheets and practice tests reading aloud. This research can be said to be successful if it improves students' reading aloud ability to reach ≥75 in classical completeness or 21 students complete in KKTP. This classroom action research can be terminated if the results of the reading aloud skill scores reach the classical criteria for completion.

RESULTS AND DISCUSSION
Findings

In this research, the indicators that will be used are pronunciation, intonation, reading speed, pausing, and understanding the content of the text. In the pre-cycle, using practical test instruments and direct observation during the pre-cycle process, the author found that students' ability to read aloud was still low in the poor category.

The planning for conducting this research is by the author carrying out curriculum analysis, analyzing student needs through observation, designing teaching modules using picture story media, apart from preparing modules, teachers prepare learning tools in the form of assessment instruments, namely reading aloud skill test sheets, observation sheets for observing the activities of teachers, students and reading aloud skills, apart from that the teacher designs picture story learning media which is designed to suit the material to be studied.

In the initial stage of learning the teacher prepares the class before starting the lesson. Observers are assisted by colleagues. Observers sit on the edge of each group to observe student activities during the learning process and do not influence or disrupt the learning process.

The observation stage is carried out in each research cycle on teacher and student activities and practical tests of reading aloud skills using the observation sheet instrument

that has been created, assisted by an observer as an assessor who makes observations from the beginning to the end of the lesson. The observer or observer provides an assessment of the aspects observed in the observation sheet. The following are the results of observations made on teacher activities in each cycle, presented in the picture below:

Figure 2. Diagram of each teacher's activities Cycle
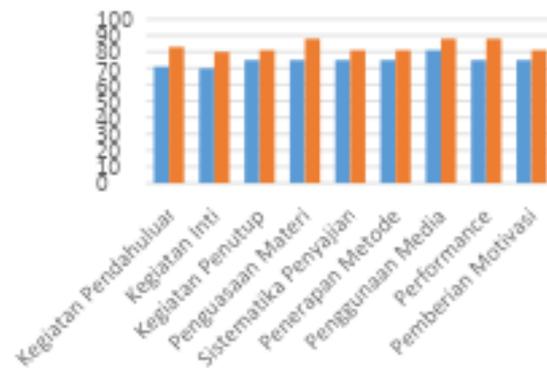
From the picture on It can be seen that every activity from cycle I to cycle II of all indicators of reading aloud has increased significantly. Judging from the student activities presented in the following picture:

Figure 3. Diagram of each student's activities Cycle
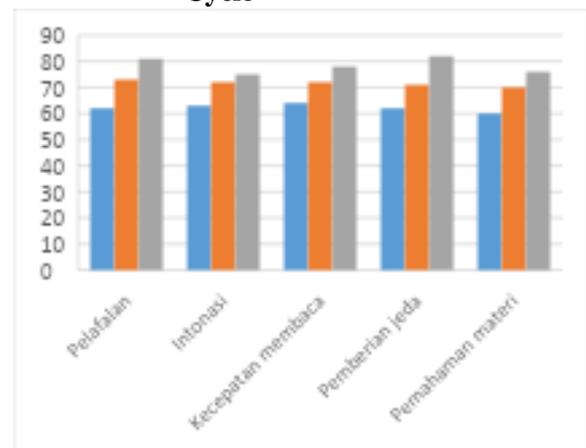
From the completion diagram, teachers and students after applying picture story media experienced significantly active learning activities and produced quite optimal learning quality in improving reading aloud skills.

The results of improving students' reading aloud can be measured through tests each cycle, namely assessments used to measure student learning outcomes in the form of

performance tests or practice tests in reading aloud. The learning completeness of each cycle can be presented in the following table:

Table 1. Learning Completeness Each Cycle

No	Information	Pre-Cycle	Cycle I	Cycle II
1	Maximum Value	100	100	100
2	Lowest Value	44	47	68
3	The highest score	79	86	85
4	Class Average	62	71	78
5	Students Meet the KKM (70)	8	17	25
6	Students Have Not Met the KKM (70)	22	13	5

Based on the table above, the completion of each cycle experienced a significant increase in reading aloud. Judging from the table, it shows that applying picture story media can improve reading aloud skills, this can be seen from the increasing completion of each cycle and achieving the target in the previously determined success indicators. The completeness diagram per indicator is presented in the following table:
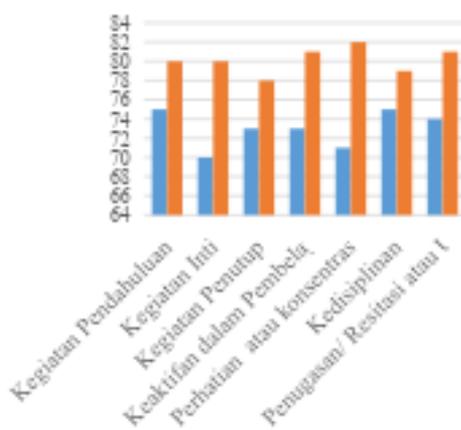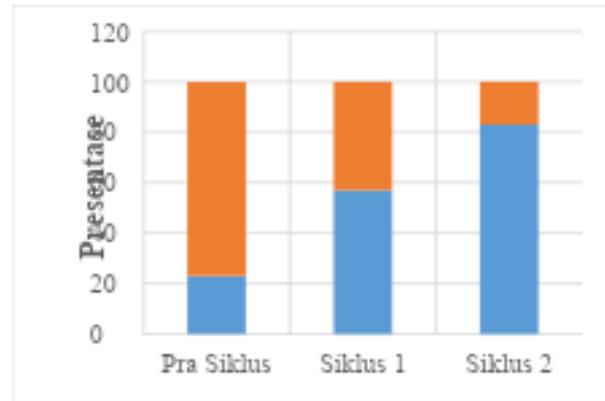

Figure 4. Completion Diagram Per Reading Aloud Indicator

The implementation of research in each cycle of students' reading aloud abilities in

Indonesian language content has increased significantly. The following percentage increase for each cycle can be presented in the following figure:

Figure 5. Percentage Increase Graph Each Reading Aloud Cycle

Based on the diagram image percentage Comparing the completeness of learning outcomes for each cycle, there was an increase in reading aloud skills after implementing picture story media seen from the results of the percentage of completeness of students who met the pre-cycle KKM (75), namely 23% or 7 students, cycle I was 57% or 17 students, and cycle II was 83% or 25 students. In the pre-cycle to cycle I there was an increase of 34.% and in cycle I to cycle II there was an increase of 26%, so providing action through these two cycles can improve students' ability to read aloud. mSo the application of picture story media was successful to increase reading aloud skills and research was stopped in cycle II based on predetermined success indicators.

Discussion

The increase in students' reading aloud after implementing picture story media in Indonesian language learning can be obtained by using performance tests or practice tests reading aloud based on specified indicators. The description of the indicators for reading aloud is as follows:

Students have difficulty pronunciation in words with complex combinations of consonants and vowels, for example the words' "structure", "transportation", or "interpretation". This is in line with the opinion of (Efiani et al., 2020) Difficulty in

pronunciation of words with complex combinations of consonants and vowels such as "structure", "transportation", or "interpretation" is common among students, especially in elementary and early middle school levels. This can be overcome by doing pronunciation practice repeatedly, starting from slow to faster pronunciation, until students feel fluent and confident.

Students' intonation often ignores punctuation marks such as periods (.), commas (,), question marks (?), and exclamation marks (!), so that the intonation given is flat and does not match the meaning of the sentence. As explained by (Novianti, 2022), flat intonation and neglect of punctuation are common problems that students often face when reading aloud. This greatly influences the understanding and delivery of messages from the text being read.

In line with (Susanti, 2018) female students may not fully understand the function and use of each punctuation mark. They may only see punctuation as a visual symbol without understanding its impact on intonation and sentence meaning.

Reading speed, some students tend to be more interested in pictures and ignore the text, so the speed of reading text becomes slow because they spend more time observing pictures. This is in line with the statement by (Rosmiati et al., 2024) The tendency of students to be more interested in pictures and ignore the text in picture story media can indeed be an obstacle in increasing reading speed. This is common, especially in elementary school students who are still in a strong stage of visual development.

However, this also has a positive effect, as explained by (Efiani et al., 2020). Pictures provide a quick visual depiction of the content of the story, so students tend to more easily understand the general context just by looking at the picture. By consistently applying these strategies, teachers can help students balance focus between images and text, thereby increasing their reading speed without sacrificing comprehension. It is also important to remember that each student has a different learning pace, so provide support and guidance that suits their individual needs (Masyithah et al., 2024).

By giving pauses, some students may misinterpret the function of punctuation marks. For example, they assume that all commas have the same length of pause, or do not differentiate between the functions of semicolons and colons. In line with what is explained by (Winarti et al., 2023). Errors in interpreting the function of punctuation marks, especially in giving pauses when reading aloud, are frequently encountered problems. Students often generalize pauses to all commas or do not differentiate between the functions of semicolons and colons, which results in inaccurate intonation and understanding of the text.

Understanding of the material is not developing optimally. This is because words can have denotative (actual meaning) and connotative (figurative meaning) meanings. Students may have difficulty understanding connotative meaning, resulting in incorrect interpretation of text messages. Apart from that, as stated by (Purwati et al., 2019), students focus too much on the correct pronunciation of words, thus ignoring the meaning and context of the sentence as a whole. They prioritize reading fluency rather than comprehension.

CONCLUSION

Based on the findings and discussion obtained after conducting Classroom Action Research (PTK) using picture story media to improve the ability to read aloud, the conclusion obtained is that the implementation of learning is carried out in accordance with the stages contained in the teacher and student activity sheets.

Teacher activity steps include: 1) preliminary learning activities, 2) core learning activities, 3) closing learning activities, 4) mastery of material, 5) systematic presentation, 6) application of methods, 7) use of media, 8) performance, 9) giving motivation. On average, teachers' activity scores obtained a score from cycle I of 75 in the sufficient category and cycle II obtained a score of 83 in the good category.

The student activities consist of 1) preliminary learning activities, 2) core learning activities, 3) closing learning activities, 4) activeness in learning, 5) attention or concentration, 6) discipline, 7) assignments or recitations. On average, students' activity scores obtained a score from cycle I of 73 in the sufficient category and cycle II obtained a score of 80 in the good category.

The reading aloud indicator consists of 1) pronunciation, 2) intonation, 3) reading speed, 4) pauses, 5) understanding of the material. Based on percentage Comparing the completeness of learning outcomes for each cycle, there was an increase in reading aloud skills after implementing picture story media seen from the results of the percentage of completeness of students who met the pre-cycle KKM (75), namely 23% or 7 students, cycle I was 57% or 17 students, and cycle II was 83% or 25 students. In the pre-cycle to cycle I there was an increase of 34.% and in cycle I to cycle II there was an increase of 26%, so providing action through these two cycles can improve students' ability to read aloud. mTherefore, the application of picture story media succeeded in improving reading aloud skills and the research was stopped in cycle II based on predetermined success indicators.

SUGGESTION

Based on the results of the Classroom Action Research (PTK) that has been carried out, the author proposes recommendations that can be used as improvement material to improve reading aloud skills using picture story media in elementary schools in future research as follows:

1. Compare the effectiveness of different types of picture stories, for example comics, picture stories with photos, interactive digital picture stories. Each type has different visual and narrative characteristics and may be more effective for certain aspects of reading aloud.

2. Combine picture stories with other learning methods or strategies, for example *repeated reading* (repeated reading), *choral reading* (reading together), *echo reading* (teacher reads sentences, students imitate), or *reader's theater* (reader's theater). This combination can strengthen the effectiveness of the intervention and provide variety in learning.

3. Take advantage of technology by using digital picture stories, interactive apps, or platforms *e-learning*. Technology offers interactive, animated, and audio features that can increase student engagement and motivation.

4. choose stories that are relevant to the interests and ages of grade 4 students, have interesting themes, and contain positive moral messages.

5. Develop assessment instruments that measure the aspects of reading aloud that you want to specifically research. Use a clear and measurable assessment rubric.

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