IMPLEMENTATION OF ILLUSTRATED STORY MEDIA IN IMPROVING STUDENTS' READING COMPREHENSION

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ABSTRACT

This study aims to describe the implementation of picture story media in improving reading comprehension skills of third-grade elementary school students. The research employed a qualitative approach with a descriptive method. Data were collected through observations, interviews, and documentation involving teachers and students during the Indonesian language learning process. The results show that picture story media effectively attract students' attention, increase their interest in reading, and help them better understand the content of the texts. Moreover, active student engagement during learning activities contributes to the development of meaningful learning experiences.

Keywords: picture story media, reading comprehension, third-grade students, qualitative approach

INTRODUCTION

According to Law No. 20 of 2003, education is a conscious and terrifying effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, wisdom, noble morals, and skills needed by themselves, the community, the nation and the State. Basic education is a very important initial stage in building the foundation for improving the quality of Human Resources (HR). Well-planned and quality elementary school learning can help students achieve optimal learning outcomes (Aziz & Zakir, 2022).

Indonesian learning is one of the most important learning in schools, because Indonesian learning has a great influence on the mastery of knowledge and other subjects. The purpose of learning Indonesian for students is to develop an understanding of Indonesian according to their abilities, needs and interests. Reading provides a starting point to develop active listening, speaking, creative writing skills and analyzing reading findings (Kosilah et al., 2022).

According to (Yulastri Tana et al., 2023)Reading is a process that is carried out and used by readers to obtain messages that will be conveyed by the writer through the medium of words or written language. Reading comprehension is an activity of looking at writing and understanding the content of reading. One of the keys to student success in undergoing the educational process can be seen from the ability to read and comprehend. Reading is not just memorizing writing but involves visual, thinking, psycholinguistic, and metacognitive activities. By reading one can gain information and science that was not known before, and expand one's horizons.

According to the opinion of Susilo et al (2016), it is stated that "reading comprehension is the activity of understanding the content of the reading that it reads" means that reading is not just knowing the collection of letters that make up words, sentences, paragraphs, and discourses. But reading comprehension is an activity of understanding the content of the reading that has been read. Based on observations, it was stated that An-Nafii grade 3 students from SD Muhammadiyah 4 Batu

there were several students who were not fluent in reading and still did not understand the content of reading, this was due to the lack of interest in reading in the students themselves. It can be marked by the existence of several students who are given post test activities and find reading questions, the students only see the reading text. without taking the time to read, so there are still mistakes in working on the problem.

The low reading skills of grade III students of SD Muhammadiyah 4 Batu must receive attention. If there are still students who are not fluent in reading and do not understand the content of reading, it will affect the next reading process. The thing that helps in the reading learning process is that the reading sentences are not too long and the media for reading needs to be accompanied by pictures with interesting pictures or illustrations, so that it can improve reading comprehension skills further and make it easier for students to understand the storyline they read. Based on the researcher's discussion with the third grade teacher An Nafii SD Muhammadiyah 4 Batu, it was stated that actions to improve the quality of learning can encourage students to improve their reading skills. Therefore, the researcher uses the medium of illustrated stories.

According to Rita, (2020) Pictorial story media is everything that introduces a message or an intermediary telling stories in the form of essays that tell about people's deeds, experiences, or suffering in the form of imitation images of animals, plants, or people made with pencil doodles (Fitri, 2022). Pictorial stories are an art form that uses still images arranged in such a way that they form a story weave. Usually picture stories are printed on paper with text. Pictorial stories are a unique medium that connects text and images in a creative form of media that attracts students' attention, because it has the advantage of being easy to understand.

The Essence of Reading

Noprini & Pebrianti (2021) stated that reading is an activity or activity used by readers to obtain messages contained in reading texts conveyed by the author through words or written language (p. 5) Based on the above opinion, it can be concluded that reading activities must involve relationships between writers and readers through writing. This means that the reader tries to understand the meaning or content of the writing conveyed by the author.

Dalman (2021) states that reading is a cognitive activity or process that seeks to find various information contained in writing. This means that reading is a thinking process to understand the content of the text that is read (p.5) Based on the above opinion, it can be concluded that reading is an activity or process that a person does to find information and understand the content of the text in the reading that is read.

Rosaningsih et.al. (2021) Reading is the activity of focusing oneself into a piece of writing. Not only focusing oneself but must be able to understand the meaning conveyed (p.40). Based on the above opinion, it can be concluded that reading is not only an activity that focuses on a piece of writing but is expected to be able to understand the meaning conveyed.

Based on some of the opinions above, it can be concluded that reading is an activity or process that a person does to obtain information contained in the reading text conveyed by the author, so that the reader is able to understand the content and meaning conveyed.

The Essence of Reading Comprehension

Noprini & Pebrianti (2021) reading comprehension is the process of reading with the aim of obtaining information contained in the reading text (p.56). Based on the above opinion, it can be concluded that reading comprehension is not just reading, because in reading this comprehension one is expected to be able to understand the meaning contained in the reading text read.

Dalman (2021) states that reading for understanding is a type of reading that aims to understand literary standards, critical review and patterns of fiction (p. 70). Reading comprehension is also interpreted as reading cognitively (reading to understand) (p. 87). Reading comprehension cannot be done carelessly, but it must understand the principles of reading comprehension. and must also be able to understand strategies in reading comprehension.

Based on some of the opinions above, it can be concluded that reading comprehension is an activity or process of reading with the aim of getting information from the text read. Reading comprehension should not be done carelessly, it must understand the principles of reading comprehension. Because, in reading this understanding, a person is expected to be able to understand the explicit and implicit ideas or messages that the author will convey to the readers through the reading text.

The Truth of the Media Storybook Buzz

Nyihana (2021) argues that a picture story book is a book that contains stories in it that are close to students' daily lives through realistic and interesting pictures equipped with explanatory sentences in the form of writings as explanations of pictures intended to describe real life in the environment around students (p. 16-17). Based on the above opinion, it can be concluded that picture story books are able to tell various stories through writing and are enriched by pictures as a combination in the story to explain a concept of knowledge in order to get varied information. Picture story books can also be used in daily activities, especially in teaching and learning activities so that students can easily get many messages about real-life concepts from picture story books.

Picture story books can also be used in daily activities, especially in teaching and learning activities so that students can easily get many messages about real-life concepts from picture story books. It is concluded that a picture story book is a book that displays images and text making the two need each other to complement and complement each other. So that the story reading book will be more complete and concrete if done by looking at the picture and reading the narrative text through the letters.

Nguraetal (2020) stated that a picture story book is a book in which a story is written in a light language style, tends to be a conversation style, equipped with pictures that are the unity of the story to convey facts in order to build the child's ability in a sentence (p.120). Based on the above opinion, it can be concluded that a picture story book is a story in the form of a book, in which there are pictures as representatives of interrelated stories and there are also writings that can represent the story displayed by the pictures. Based on some of the opinions above, it can be concluded that a picture story book is a book in which it has elements of pictures accompanied by story text that functions as a decoration and support for the story so that it can help the process of understanding the content of the story being read so that it can make it easier for students to understand the content that is being read.

Almubin: Islamic Scientific Journal. 8 (2), 2025. Implementation Of Illustrated Story Media In Improving Students' Reading Comprehension
Page: 317-324

319

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Advantages and disadvantages of Picture Storybook Media

Apriatin et al (2021) mentioned that there are several advantages of pictorial story media, namely: a) Learning will be more interesting so that it will affect students' interest in reading. b) Make it easier for teachers to convey their understanding of the content of the book because students are presented with concrete pictures. c) Picture storybooks are easy to get.

In addition to the advantages above, there are several disadvantages of illustrated story media, which are as follows: a) Often students only focus on pictures even though in the book there is a text that must be understood so that learning is less effective. b) The occurrence of a learning process that is not conducive because students compare the pictures contained in the book.

Based on the explanation above, there are several advantages that picture storybooks have, including learning to be more interesting, making it easier to convey understanding because there are concrete pictures, the last picture book is easy to get. Meanwhile, the disadvantage of picture storybooks is that students sometimes only focus on pictures, students compare the pictures in the book, resulting in an unconducive learning process.

RESEARCH METHODS

This type of research is Class Action, the subject of the research is class III An Nafii SD Muhammadiyah 4 Batu, Batu City with a total of 27 students. The research design used in this study uses the Kemmis and Taggart models. The research procedure goes through 4 stages, namely planning, implementation, observation and reflection. The data analysis technique used in this study is descriptive statistics to calculate learning implementation, average scores and classical learning completeness.

RESULTS AND DISCUSSION

This class action research (PTK) was carried out to improve students' understanding of Indonesian subjects, told through pictures in chapter 2, In the implementation of this research, the researcher collaborated with the third grade teacher of SD Muhammadiyah 4 Batu. The third grade profile of SD Muhammadiyah 4 Batu was taught from 27 students, namely female students with a total of 14, while male students amounted to 13 students. The KKM grade III score in the Indonesian subject 70 and classical completeness of 80% of these scores are indicators of the success of this research.

The research was carried out in two cycles. Each cycle consists of two meetings by following the steps of the stages in PTK, namely the planning stage, the implementation of actions, observation (teacher activities and student activities), evaluation stages, and reflection. The planning stage as the first step in PTK is carried out by preparing a learning plan. prepare LKS, teacher activity observation sheets, and student activity observation sheets. The implementation of actions as a form of implementation of learning activities, as stated in the learning design of cycles I and II is carried out with three activity processes including initial activities, core activities and final activities or closing activities

Pre-Cycle Results

The researcher conducted an initial test with the aim of finding out the extent of students' understanding in reading comprehension in Indonesian learning that will be taught in the research, the results of the initial test showed an average ability of 57.03, of which as many as 12 students (completed) or 44.85%, while students who obtained a score of < 70 were 15 students (incomplete) or 55.15%. From the analysis of the results of the initial test, it is necessary to take action to improve students' reading comprehension, it is hoped that using the media of illustrated stories can improve the learning process that occurs in the classroom so that students' reading comprehension increases.

Results of cycle I

Cycle I consists of four stages at each meeting, namely planning, implementation, observation, and reflection. The implementation of Action I research was carried out in two meetings. The implementation of the first meeting and the second meeting are not much different. Before taking action, the researcher prepares a plan, which consists of preparing a comfortable learning class, making variations in learning activities, providing coaching and the application of discipline, preparing teaching modules, observation sheets of teacher activities and student activities and LKS.

In the learning process, activities begin with saying hello, praying, forming a variety of student seats, checking student attendance, neatness of clothing, providing motivation and perception. At the core stage of the activity, before explaining the material in front of the teacher, make an agreement with the student, if the student does not pay attention or make a noise in the class when the teacher explains the subject matter, the teacher will sanction the student to sing in front of the class. Regulations are made so that students are always disciplined during learning. After that, the teacher explained the material, then the teacher formed 6 groups consisting of 4-5 students. After completing the formation of the group, the teacher then distributed each group of reading text sheets. The researcher is involved in guiding students in discussions, to find out the extent of students' understanding of the material that has been taught, then the teacher gives the worksheet. After that, the activity was closed by concluding the learning results, as well as providing motivation.

Observation of teacher activities and student activities in cycle I during the implementation of classroom management in the learning process. during the process of activity activities the researcher was observed by the third grade teacher, while the activities of the students were observed by the researcher himself. in the implementation of the activities carried out 80%. In teacher activities that are carried out according to the learning implementation steps that are prepared, but there still needs to be improvement, namely providing motivation to students must be further improved, then during the process of student activities are observed by researchers. In the student activities in the first cycle which were carried out 72, 43% could not be maximized because there were 5 students who were not motivated to learn, this can be seen that there are still students who tell stories or do not pay attention when the teacher gives motivation, 4 students who are not involved in concluding the material. Furthermore, to find out the level of students' understanding during the learning process, the teacher conducts an evaluation. As for the test results in the first cycle, 27 students took the test. A total of 20 students completed or 74, 41% and 7 students did not complete or 25.59% with an average score of 73, 90 and learning completeness of 74 41%. This is better than the results of the pre-cycle test (initial test). However, the completeness that needs to be achieved is

Almubin: Islamic Scientific Journal. 8 (2), 2025. Implementation Of Illustrated Story Media In Improving Students' Reading Comprehension
Page: 317-324

321
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around 80% so that the research can be said to be successful, so the results of the completeness value in the first cycle show that the expected target has not been achieved. Reflection is carried out to find out whether it is necessary to hold the next cycle or the cycle is stopped only cycle I. Based on the reflection carried out, it is necessary to have a cycle II to obtain maximum results.
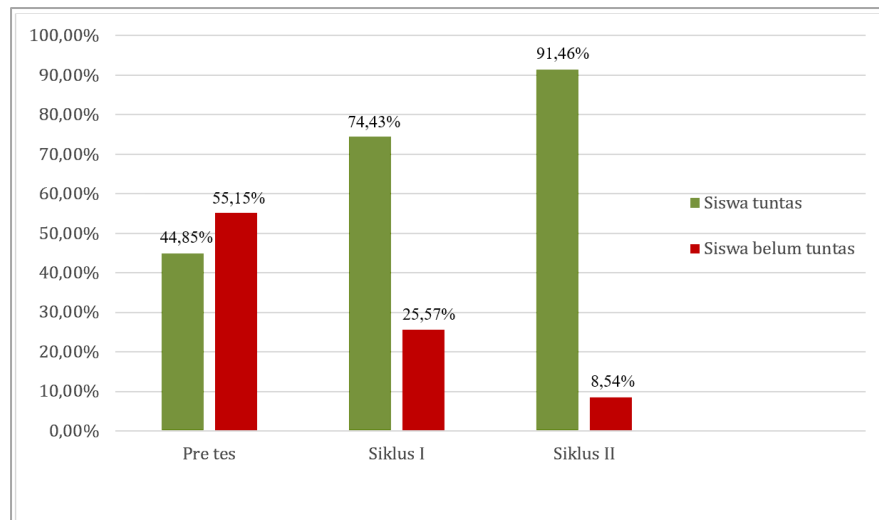
Results of Cycle II

The implementation of cycle II is an improvement stage from the previous cycle. The implementation of this cycle is implemented in order to obtain maximum results. The implementation of cycle II was carried out in two meetings. The stages of implementation of cycle II consist of introduction, core learning activities and closing. In cycle II, efforts must be made to make classroom conditions interesting and fun, so that students do not feel bored so that students are more enthusiastic and enthusiastic in following the learning process. Like being given a pat of encouragement, singing together. The class classification in cycle II teachers focus on student management, namely with a group process approach.

The introduction began with saying greetings, praying together to provide motivation for the spirit of learning and sharing in groups. In the implementation of the core learning in cycle II, it is more focused on the group process approach where this approach the teacher must create a participatory group and help students to grow and develop productive group norms. In the formation of the group based on the choice of the teacher, it consists of active and less active students, and appoints the group leader to arrange his group friends to work together in discussions. This aims to make students with high, medium, and low abilities able to work together even though they are not classmates.

The teacher explained that each group must show good cooperation so that students can more easily understand and directly apply the learning material, namely cooperation. Then, the teacher calls the leader of each group to simulate the material given.from the results of the simulation performance by the group representative, namely the group leader, the other group is asked to respond from the results demonstrated. Teacher activities in the second cycle have increased by 95%. And for student activities it reaches 90%. This is evidenced by the students having shown a very good success rate on the criteria. Student confidence has increased as evidenced by when going forward in front of students looks brave, students are very enthusiastic and enthusiastic in participating in the learning process, students also show cohesiveness and responsibility for group work.

The value of student learning completeness in the second cycle was obtained as many as 25 students who completed and 2 students who did not complete their studies with an average score of 84.92%. This is better than cycle I and a learning completeness score of 91.46% means that the actions taken in cycle II can be said to be successful. Reflection was carried out to find out what actions should be taken next whether it was necessary to hold a third cycle or not. This second cycle has been implemented well and learning and learning has reached the learning completeness achieved which is 80% so there is no need to hold the next cycle.

Almubin: Islamic Scientific Journal. 8 (2), 2025. Implementation Of Illustrated Story Media In Improving Students' Reading Comprehension
Page: 317-324

322
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Figure 1. Student Understanding Improvement Graph

Based on Figure 1 mentioned above, the graph of increasing student reading comprehension through learning completeness shows that in the pre-cycle of 27 students, 12 students obtained a score of ≥ 70 (complete) or 44.85% while students who obtained <70 were 15 students (incomplete) or 55.15%. In the first cycle, 20 students who obtained ≥ 70 (completed) or 74.43%. Meanwhile, 7 students who obtained a score of <70 (not completed) or 25.57%. In the second cycle, 25 students received a score of ≥ 70 (complete) or 91.46%, while students who obtained <70 were 2 students (incomplete) or 8.54%.

CONCLUSION

After conducting research, starting from planning, implementation, observation to the implementation of reflection and implementation of evaluation of each cycle, it was concluded that using the media of pictorial stories can improve the reading comprehension of grade III students of SD Muhammadiyah 4 Batu with each cycle increasing. In the pre-cycle activity before using pictorial story media, the completeness of student learning was obtained as much as 44.85%, then after using pictorial story media in the first cycle there was an increase with the percentage of completeness to 74.43% and in the second cycle there was another increase by obtaining a percentage of completeness of 91.46%. Thus, it can be concluded that using the medium of illustrated stories is able to improve the reading comprehension of texts of grade III students of SD Muhammadiyah 4 Batu, so that it can be declared that the second cycle has been successful, thus there is no need to take action in the next cycle.

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Almubin: Islamic Scientific Journal. 8 (2), 2025. Implementation Of Illustrated Story Media In Improving Students' Reading Comprehension
Page: 317-324

324