



## Improving Students' Reading Aloud Skills Using Picture Storytelling Method

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### Abstract

*Received: 28 Januari 2025* This study aims to improve the reading aloud skills of grade 6 students of  
*Revised: 12 Februari 2025* SDN 227 Pelawan Jaya in the 2024/2025 Academic Year through the use  
*Accepted: 25 Februari 2025* of *pias-pias kata media*. The problem identified was the low learning  
outcomes of students in the Indonesian language subject, especially in  
reading aloud skills. This study was conducted in two cycles, with each  
cycle consisting of four stages: planning, implementation of actions,  
observation, and reflection. The results showed a significant increase in  
students' reading aloud skills after the application of *pias-pias kata media*. Data were collected through observations of student and teacher  
activities during the learning process. The results of the observations  
showed that students were more active and enthusiastic in learning,  
which contributed to improving their learning outcomes. Reflection after  
each cycle allowed researchers to make improvements and adjustments in  
teaching methods, so that the results obtained were better. Thus, this  
study concludes that the use of *pias-pias kata media* is effective in  
improving students' reading aloud skills, and can be used as an  
alternative in learning Indonesian in elementary schools.

**Keywords:** *classroom action research, Read Aloud and Picture Storytelling Method*

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## INTRODUCTION

The main focus of the objectives of teaching Indonesian includes four aspects. language skills, namely listening skills, speaking skills, skills read And write. Fourth aspect ability speak These are closely related to each other, so that they form a single unit and are hierarchical, meaning that one language skill will underlie other language skills. speak Which other. Learning in schools on Indonesian language material does have a very important role compared to other learning. As stated by Akhadiah in Darmiyati Zuchdidan Budiasih (2001:57), that in reading learning, teachers can do a lot in the process of conditioning Indonesian children.

In reading lessons, teachers can choose discourse related to national stores, heroism, archipelago and tourism. In addition, through reading learning, teachers can develop moral values, reasoning skills and creativity of students.

Reading learning in grade 6 is an early stage of reading learning, one of which is reading aloud. By reading aloud students will recognize letters and read them as syllables, words and simple sentences. The ability to read aloud students of Class 6 SDN 227 Pelawan Jaya has not reached the Minimum Completion Criteria set, which is 6.5 and the success indicator is 75% of students reaching the KKM. In Basic Competence 3.1 reading aloud syllables and words with correct pronunciation, the average score achieved by students only reached 57.50. This can be seen from the results of student learning. Of the 20 students of Class 1 SDN Sarolangun.1, 2 children got a score of 80 as many as 10%, 5 children got a score of 70 as many as 25%, 4 children got a score of 60 as many as 20%, 5 children got a score of 50 as many as 25%, and 4 children got a score of 40 as many as



20% and student learning activities were low. After the researcher observed, it turned out that students were less interested and less active in participating in reading aloud learning. This was caused by teachers who often used the lecture method in reading aloud learning, and had not used the method, so that students still got an understanding abstract. Efforts to improve reading aloud skills are an urgent need to be done. The steps taken by researchers are to provide concrete teaching aids, namely illustrated story media. Illustrated story media in learning Indonesian can provide concrete experiences, increase student learning motivation and increase student absorption and students can focus their attention on learning. Through the use of illustrated story media, it is expected that the level of difficulty and complexity of learning Indonesian will have a significant influence on the learning process so that the results will be better.

To find out how many 6th grade students of SDN 2 2 7 Pelawan Jay Sarolangun are not yet fluent in reading, the teacher gave a test or about reading. Through the reading test, it can be seen whether the ability to read aloud is good or not. The influence of the use of media on the learning process provides encouragement for teachers in delivering reading aloud learning. Things that need to be considered in learning to read aloud are the use of word cards. The use of these media must be adjusted to the material or topic to be delivered, for example name cards, letter cards, syllable cards, word cards or word cards and sentence cards. These media are used in learning to read aloud to 6th grade elementary school students.

## **METHODS**

The method used in this study is **the Classroom Action Research (CAR) Approach**. This study aims to improve students' reading aloud skills through the use of word picture media. This study was conducted in two cycles, each consisting of four stages: planning, acting, observing, and reflecting. **The subjects** in this study were 6th grade students of SDN 227 Pelawan Jaya, with a total of 26 students. The research procedure was carried out in two cycles, where each cycle includes compiling a Learning Implementation Plan (RPP), making observation sheets, and providing learning media., Implementing learning in accordance with the RPP that has been prepared. observing student and teacher activities during the learning process., and reflection to analyze the results of observations for improvement in the next cycle. This method is designed to improve students' reading aloud skills in an interactive and fun way.

## **RESULTS & DISCUSSION**

### **Results**

The results of the classroom action research conducted showed that there was an increase in the reading aloud skills of grade 6 students of SDN 227 Pelawan Jaya. The following is a summary of the research results:

1. Improving Reading Aloud Skills in this study successfully improved students' reading aloud skills through the use of word-by-word media. Students' learning outcomes in Indonesian subjects, especially in reading aloud, showed significant progress after the application of this method.
2. Research Process : The research was conducted in two cycles, where each cycle consisted of several meetings. Each cycle involved planning, implementation, observation, and reflection. The use of picture story media in learning has proven effective in attracting students' attention and increasing their participation in reading activities.
3. Observation Data : Data were collected through observation of student and teacher activities during the learning process. The results of the observation showed that

students were more active and enthusiastic in learning to read aloud when using interesting media.

4. Reflection and Improvement : After each cycle, a reflection is conducted to evaluate the learning process and results. This helps researchers to make improvements and adjustments in the next cycle, so that the results obtained are better.

Overall, this study shows that the use of word-based media can improve students' reading aloud skills effectively.

## **DISCUSSION**

### **1. Description of Initial Conditions.**

This study is a classroom action research at Minasa Upa Makassar State Elementary School with 26 students in grade II consisting of 14 male students and 12 female students in the 2023/2024 academic year. This data was obtained from the results of a reading aloud ability test through the use of picture story media, from the aspects assessed in this study are (1) intonation accuracy, (2) articulation accuracy and (3) reading aloud fluency. After conducting classroom action research through the use of picture story media in learning consisting of two cycles of activities, namely cycle I and cycle II. Each cycle consists of 3 meetings. The first and second meetings are reading a picture story media, while the third meeting is making a story based on the picture given and then telling the story that has been made.

### **2. Description of Results of Cycles I and II**

#### **a. Action Planning**

The Planning Stage is compiling the Learning Implementation Plan (RPP), preparing teaching aids, preparing observation and interview sheets. (RPP Cycle in attachment 1.a.).

At this stage what is done is:

Prepare a Learning Implementation Plan (RPP).

Designing the best possible learning scenario through the reading aloud picture story method with steps that have been improved and perfected,

Preparing learning media using the illustrated story method

Compiling observation, evaluation and reflection instruments, observation guidelines, interview.

#### **b. Implementation of Action**

The implementation stage on Wednesday, October 14, 2024, Indonesian Language subject. For grade 6 students, semester I with a total of 26 students, 14 boys, 12 girls for 2 lesson hours (2 x 35 minutes, 1 x meeting) starting at 07.00 to 08.10 WIB according to the planning stage that has been prepared. Initial activity/apperception stage, time allocation is approximately 15 minutes, the teacher motivates students to be active in learning .

The final activity stage is carried out in approximately 30 minutes. Activities The activities carried out include assessment, reflection and follow-up. In the activities This assessment procedure is used for the process test of the final test. The assessment instrument question evaluation individual and sheet evaluation. Results Observation Data results observation Observation or monitoring is carried out during the implementation of learning collaboratively between teachers and researchers with supervisors and colleagues with use instrument monitoring Which has planned in a way collaborative also so that get data which is more complete. Things observed by head school or supervisor is about activity Teacher in implement learning read loud with using word maps during pre-learning, opening learning, activity core And activity closing. Data about success student inimplementation learning Students' learning activities in learning are observed by peers, things Which observed is activity involvement student in pre-stage learning, opening

learning activities, core learning activities, and activity closing. Data about success student or activity student in learning obtained from sheet observation activity Study student.

In the implementation of core activities researcher do observation or carry out evaluation process about *performance* student. Data obtained from the process assessment sheet and the questionnaire that was assessed was about reading fluency, clarity of pronunciation, accuracy of intonation, courage so that after implemented learning cycleI obtained data on

table 4.3 ;

**Table 4.3 Student Performance Sheet 1**

No	Aspect	Cycle I		Cycle II		å child 20
		f	%	f	%	
1.	Reading fluency	12	60			
2.	Clarity of pronunciation	12	60			
3.	Accuracy of intonation	11	55			
4.	Courage	13	65			
	Average		60.00%			

(Evidence of observations by researchers regarding student activity in reading aloud, appendix 2.b.)

Assessment of student learning outcomes is obtained from process assessment with, observation and from final assessment with individual tests. The results of this final test learning are obtained from the results of individual student tests. After the implementation of cycle I research.

### 3. Reflection

In cycle II, there was an increase in reading aloud ability. This can be seen from the success during the learning process using illustrated story media, students were more active and enthusiastic compared to the meeting in cycle I. Providing input (feedback) made students more confident and brave to ask and answer teacher questions. From this confidence, the reading aloud activity of the story contained in the illustrated story media carried out by students became better, students were braver to express themselves in telling stories and they were also able to read using better intonation and articulation. Based on the results of observations, the learning situation in cycle II was much better than the previous meeting

### CONCLUSION

Based on the results of the actions that have been implemented in two cycles and the indicators that have been determined, the following conclusions can be put forward:

1. The illustrated story method can increase students' activeness in the Indonesian language learning process, especially reading aloud in grade 6 students of SDN 227 Pelawan Jaya, Pelawan District, Sarolangun Regency.

2. The illustrated story method can help students in solving problems in the process of learning Indonesian for grade 6 students of SDN 227 Pelawan Jaya, Pelawan District, Sarolangun Regency.
3. The picture story method can improve reading skills in Indonesian language subjects, especially reading aloud in grade 6 students of SDN 227 Sarolangun, Pelawan District, Sarolangun Regency.

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