

The Effect Of The Picture And Picture Learning Model On Initial Reading Ability

Mega Juliyantika^{1*}, Sri Awan Asri², Syamzah Ayuningrum²

¹SD Negri Kubang 01, Bogor

²primary teacher education, STKIP kusuma negara, Jakarta, Indonesia

[*megajuliyantika@stkipkusumanegara.ac.id](mailto:megajuliyantika@stkipkusumanegara.ac.id)

Abstract

The aim of this research is to find out whether there is an influence of the picture and picture learning model on reading ability at the beginning of grade 1. The method in this research is quasy experimental method *and using typs one group pretest posttes*. The data in the research was obtained through giving tests to students. The results of the research show that 1) students initial reading ability before applying the picture and picture learning model, students obtained an average of <70, that is 60,30. 2) students' initial reading ability after applying the picture and picture learning model, students get an average of ≥ 70 that is 71,66. There is an influence of the picture and picture learning model on the ability to read the beginning of grade 1. This can be seen from the results of the t test which shows a t_{hitung} value of $-3333 > t_{table}$ (table value for n value = 33 is 1.997). The conclusion is that there is a significant influence between the reading ability of students who are taught by the picture and picture learning model and the reading ability of students who are not taught by the picture and picture learning model.

keywords : initial reading ability, picture and picture learning models.

1 INTRODUCTION

Reading is a process carried out by readers to obtain messages or information that the writer wants to convey through the medium of words or written language. (Syamzah Ayu Ningrum: 2021) Reading ability is a skill that students must master in order to be able to participate in all learning activities and processes. The success of students in participating in learning process activities is greatly influenced by their reading ability. Reading is basically not just about changing symbols into sounds and changing sounds into meaning, but rather the process of retrieving information or meaning conveyed by the author. So far, teachers only use textbooks in reading lessons without using media in reading lessons so that students learn in a monotonous atmosphere.

The initial reading ability obtained will greatly influence the ability to read further. If initial reading is not strong, then at the advanced reading stage students will experience difficulties in being able to have adequate abilities. And students are said to have initial reading ability when the student is correct in voicing writing, natural pronunciation, natural intonation, fluency, clarity of voice, and understanding of content or meaning.

Beginning reading skills are more oriented towards basic level reading skills, namely literacy skills. This means that children can pronounce sound symbols without understanding the sound symbols. (Solchan T.W., dkk : 2009)

Beginning reading is the initial level of reading teaching given to lower grade students by paying attention to the following aspects, namely accuracy in naming letters, accuracy in voicing letter combinations, pronunciation, clarity of sound, and fluency.(Yunita : 2021)

reading is the heart of education (Dalman : 2013) Students' lack of initial reading in the teaching and learning process is caused by the style and method of delivering material by the teacher. Students will definitely feel bored with the monotonous learning model, delivery of material that is difficult to understand, and so on.

To overcome the problem of students' lack of reading at the beginning of their learning, a more interesting learning model needs to be applied. One learning model that can be applied is the picture and picture learning model. The picture and picture learning method relies on images as a medium in the learning process (Syamzah Ayu Ningrum:2021) Initial reading skills will greatly influence subsequent reading skills. (sekar :2019)

based on the results of initial observations at SDN Kubang 01. That teachers in teaching initial reading are still lacking in the use of learning media and inappropriate techniques in teaching initial reading. So the learning feels boring and confusing because students cannot understand the techniques used by the teacher. This causes problems in initial reading learning, including reading skills that have not improved and getting an Indonesian language score below 70, so it is not as expected by the teacher. Based on interviews that researchers obtained, in class 1 elementary school, of the 67 students who reached the KKM, there were 47 students, while there were 20 students who had not yet reached the KKM. From some of the problems above, one solution offered is to use the picture and picture learning model. This picture and picture method can attract students' attention because there are pictures that function to unite different students' imaginations into one perception and are able to help students say words, making reading easier. To answer the problem above, the author raises the title "The influence of the picture and picture learning model on initial reading ability."

2 RESEARCH METHODS

The method used in this research is the experimental method. The experimental research method is a research method carried out by experiment, which is a quantitative method, used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. Experimental research is a way to look for a causal relationship between two factors that are deliberately caused by researchers by reducing or eliminating other disturbing factors. (Sri Awan Asri: 2021) The research used by the researcher is a quantitative experiment with a quasi-experiment research method and uses a one group pretest posttest type, where the researcher cannot control all external variables that influence the course of the experiment. In the implementation of this research sample grouped into two sample groups, namely the control class and the experimental class.

This research was carried out at SD N Kubang 01 semester 1 of the 2022/2023 academic year starting from July to August. The subjects of this research were 67 grade 1 students at SD N Kubang 01. In this study, researchers used 2 classes, the control class had 34 students while the experimental class had 33 students.

The data collection technique used by researchers is 1). Test, this test is used to find out and obtain data about the results of students' work, in this test method there are pretests and posttests in the form of reading texts. 2). Documentation, this documentation is used to provide data or reference assistance, while the documentation required is written data about the results of initial reading ability, the condition of teachers, staff and students.

3 RESULT AND DISCUSSION

Before the researcher analyzed the data results, the researcher carried out tests on the students who were the sample (experimental class). Then the researcher tested the data analysis requirements, such as normality test, homogeneity test, and hypothesis test. After testing the data analysis requirements, the results of the data analysis obtained will come out.

The results of data analysis show that the normality test carried out by researchers is normally distributed and homogeneous, so the data obtained is appropriate. The results

of data analysis show that initial reading ability after the pretest was held (before the picture and picture learning model was implemented) obtained an average score of 60.30 out of 100 from a total sample of 33 students, whereas after the posttest (after the picture and picture learning model was implemented) was obtained. The average score is 71.66 out of 100 from a total sample of 33 students. These results show that the average score after implementing the picture and picture learning model is higher than before implementing the picture and picture learning model.

Tabel 1. Test the normality of the results of the initial reading ability test for grade 1 students using the picture and picture learning model

Kelompok	Banyak sampel	L_{hitung}	L_{tabel}	Kesimpulan
Eksperimen	33	0,135	0,154	Berdistribusi normal

Table 1 shows that the H_0 value is accepted, because $L_{count} = 0.135 < L_{table} = 0.154$. So it can be concluded that the data in the post test with the learning process using the picture and picture model above is normally distributed.

Tabel 2. Test the homogeneity of the results of the initial reading ability test for grade 1 students using the picture and picture learning model

Kelompok	Varians	F_{hitung}	F_{tabel}	Kriteria	Keterangan
	116,8				
Eksperimen	65,76	1,40	1,80	$F_{hitung} < F_{tabel}$	Homogen

Tabel 2 shows that the results of the homogeneity test carried out on both groups obtained F_{count} 1.40 and F_{table} 1.80 with a significant level of $\alpha = 0.05$ with a degree of freedom $(n-1)$, (dk) numerator 32 and (dk) denominator 32. Because Thus, F_{count} is $1.40 < F_{table}$ 1.80, so it can be concluded that the samples for both groups come from populations that have the same or homogeneous variance.

Tabel 3. Hypothesis test calculation results

Jumlah Sampel	$db = dk$	T_{hitung}	T_{tabel} I	Kesimpulan
33	$dbx = 33-1 = 32$	-3,333	$\alpha = 0,05 ;$ 1,997	Tolak H_0

Tabel 3 shows the results of the table above, it can be seen that $t_{count} > t_{table}$, namely $-3.333 > 1.997$. Thus, H_0 is rejected and H_1 is accepted, which means that there is an influence from the use of the picture and picture learning model on the initial reading ability of grade 1 students at SDN Kubang 01.

The results above show that the use of the picture and picture learning model has provided better results compared to before using the picture and picture learning model. Using the picture and picture learning model can improve initial reading learning outcomes. This is because the picture and picture learning model makes learning more exciting and enjoyable.

Based on the table, it can be seen that the tcount value is $-3333 > t_{table}$ (the table value for the value $n = 33$ is 1.997). This means that H_0 is rejected and H_1 is accepted. So it can be concluded that there is an influence of the picture and picture learning model on initial reading ability in class 1 of SDN Kubang 01

3 CONCLUSION

The conclusion of this research is that there is an influence of the picture and picture learning model on initial reading ability. This can be seen from the increase in the average value obtained from the pretest and posttest. The pretest results obtained an average value of 60.30 with a percentage of 60% and the posttest results obtained an average value of 71.66 with a percentage of 72%. So it can be interpreted that there is an influence of the picture and picture learning model on the initial reading ability of grade 1 students at SD N Kubang 01.

4 REFERENCES

- Dalman, keterampilan membaca, (Jakarta: raya grafindo persada, 2013)
- Dewi, S. E. K., & Pertiwi, R. P. (2019). Upaya Meningkatkan Kemampuan Membaca Permulaan Kelas 1 SD/MI dengan Metode Iqro di Madrasah Ibtidaiyah Al Hikmah Purwodadi Belitang Mulya OKU Timur. *Jurnal Indonesia Mengabdi*, 1(1), 11-15.
- Rizky, A. V., Oktaviany, V., & Ayuningrum, S. (2020). Upaya meningkatkan kemampuan membaca cerpen melalui model pembelajaran cooperative integrated reading and composition. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 298-304).
- Saskia, D. A., Asri, S. A., & Ayuningrum, S. (2021). Peningkatan Kemampuan Menulis Puisi Melalui Metode Picture And Picture Pada Mata Pelajaran Bahasa Indonesia. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 520-526).
- Solchan T.W., dkk, Pendidikan Bahasa Indonesia Di SD, (Jakarta: Universitas Terbuka, 2009
- Sugiyono (2018). *Quantitative, Qualitative Research Methods, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: PT Alfabet.
- Sugiyono. 2012. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.
- Yuliana, Y., Asri, S. A., & Ayuningrum, S. (2021). Upaya Meningkatkan Kemampuan Membaca Pemahaman pada Mata Pelajaran Bahasa Indonesia melalui Media Audio Visual. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 547-553).
- Yunita, C., Sudjoko, S., & Ulfa, M. (2021). Peningkatan Kemampuan Membaca Permulaan Menggunakan Metode Kata Lembaga dengan Bantuan Media Flashcard. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 192-198).