

Improving reading comprehension through picture story book in the second grade of SMPN 1 Gantiwarno

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ABSTRACT

English is the language that has the most spoken words. The skills to learn in English are reading, listening, speaking and writing. And reading comprehension is an activity to build understanding in the text. Improving reading comprehension skills can be done using various media, one of which is picture story books. This research aims to determine the improvement of second class in SMPN 1 Gantiwarno. This research used Classroom Action Research (CAR). This data was taken in second grade at SMPN 1 Gantiwarno. The data was collected by observation, pre-test and post-test. The findings of this research show that the students improved their reading comprehension skills. This can be seen from the increase in their test scores. Their pre-test score was 60 and none of them had met the target score. After implementing the treatment session, the students achieved higher scores. This proves that picture story books can improve their reading comprehension skills.

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1. Introduction

Education is a very important part of human life (Paranduk et al., 2021). English is the most important language to learn because it is widely spoken all over the world. Therefore, English has a very big role, both in the fields of business, communication technology and one of them in the field of education. The skills that need to be learned in English are the ability to read, write, listen and speak. And the first skill to learn is reading.

Reading is an activity that aims to obtain information. Through this activity, we are required to capture ideas and not just read aloud. In English, reading comprehension is the activity of building an understanding of the meaning of a text which you can then translate into your own language. According to Breiseth (2016), understanding a text is a difficult reading goal for students learning English. Reading is receptive, because someone will gain new knowledge and experience by reading (Tatipang et al., 2021). Reading is important for children, firstly, it can increase vocabulary, this makes them better at it, this helps build the reader's independence and self-confidence, this helps them achieve their academic success in future future, and this increases their ability to imagine. Reading enables the person to be able to do it improve his thinking power, sharpen his views, and broaden his horizons.

Teacher creativity is also very much needed in teaching students, one of which is use of learning media (Hampp et al., 2021). Because right now Education cannot be separated from the help of

learning media the teaching and learning process can take place effectively. Hence, visual learning media in learning to read to make it easier for students, one of which can be using pictures story books (Lengkoan et al., 2019). The picture story book media is media for students whose story content has beauty and enjoyment, and equipped with interesting, funny and enjoyable pictures. This research is mix method in nature and aims to explain and describe whether the use of picture story books can improve reading comprehension at SMPN 1 Gantiwarno class VIII.

1.1. Reading

Reading is one of the language skills that needs to be learned. This is because reading can enable us to gain knowledge and information from the texts we have read. According to Rubin (1982) reading is understanding the meaning and getting the contents of the printed page. Meanwhile, Simanjutak (1988) stated that reading is an activity that creates a process of connecting and communicating with book readers.

1.2. Reading Comprehension

According to Oakhill et al. (2015, p. 1), Reading Comprehension is a complex task that requires the orchestration of many different Cognitive skills and abilities. This means that reading comprehension is not just the activity of reading text, but rather reading text by processing the information contained in it. This activity is carried out by readers with the aim of obtaining information and knowledge from the text. Then they automatically connect their knowledge with new knowledge from what they read. Therefore, sometimes readers will get new conclusions as new knowledge for them.

1.3. The Techniques of Reading

Reading techniques based on Grellet (1999, p. 4) include scanning, skimming, intensive reading and extensive reading. Scanning is quickly scrolling through text to look for specific information or get a first impression. Skimming is a text reading technique and the reader reads quickly while tracing the text and the reader's goal is to get the essence of the text. Intensive reading is reading short texts to get and know certain information. Extensive reading is reading longer texts, this activity includes fluency in reading activities, especially those involving global activities.

1.4. The Processes of Reading Comprehension

Reading comprehension has several processes, namely bottom-up processing, top-down processing and interactive processing.

1.5. Factors that Influence Reading Comprehension

There are several factors that influence reading comprehension, namely background knowledge of the text, affection, purpose of reading, vocabulary mastery, reading materials general reading instruction program, insufficient background experience for selecting reading material and reading speed.

1.6. Concept of Picture Story Book

Concepts contained in stories, picture story books, picture story book components, images and text.

2. Method

This research aims to determine the increase in reading comprehension using picture story books. This research was a Classroom Action Research (CAR). Bogdan & Biklen (1992, p. 223) explain that action research is systematic collection of information designed to realize social change. Apart from that, Cameron-Jones (1983) defines action research as research carried out by practitioners with the aim of improving their performance professional practice and understand it better. The steps of this method are planning, implementation, observation and reflection.

This research was carried out at SMPN 1 Gantiwarno. This includes second grade G students. The subjects were selected based on the results of pre-observations at that location. It was found that they did not master English, as shown by their English test scores. This happens because students

have difficulty reading sentence texts and most of the errors lie in reading comprehension. Students are not capable understand the reading material in the text.

The instruments used to collect data in this research were observation sheets, pre-test and post-test. The first step in gathering data used pre-test. This is before treatment season. The second step used is a post-test which is given after the treatment session. And the observation sheet was used during the treatment session.

3. Findings and Discussion

There are 2 cycles in this research. In cycle 1, in the first meeting the researcher gave a pre-test consisting of 10 questions related to reading comprehension skills. This test is given to students to ensure students' ability to find the main idea and meaning of sentences.

The first image shows the students' pre-test scores. This shows that the lowest score is 40 and is owned by 1 student, while the highest score is 60 and owned by 4 students. The target score is 80 so no students have yet met the target score.

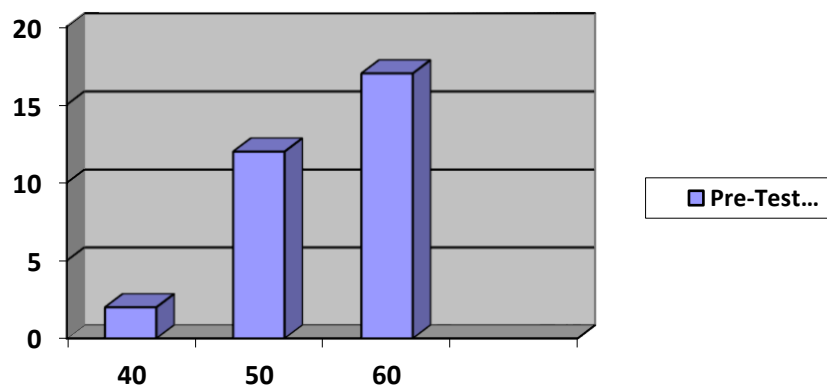


Fig. 1. Chart of Pre-Test Score

At the second meeting the researchers conducted a treatment session that focused on improving reading comprehension by using picture story books. The researcher gave a brief explanation of the material, then students were given a picture story book and given time to work on the questions in it.

The third meeting discussed the results of the post-test that had been given to students. The post-test was given after the researcher conducted the treatment session. The post-test has a total of 10 questions and is listed in the pre-test. The results of this post-test will determine whether the use of picture story books can improve students' reading comprehension.

Figure 2 shows the results of the post-test carried out by students. The results obtained were that there were two students who got the highest score, namely 100, and there were two students who got the lowest score, namely 70.

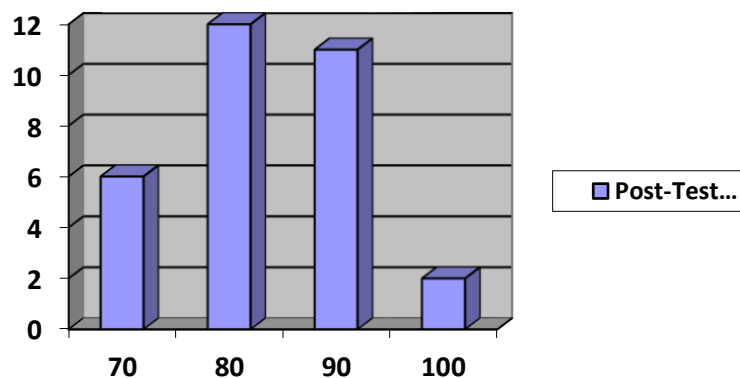


Fig. 2. Chart of Post-Test

In cycle 1 students have gone through the pre-test, action session and post-test stages. Based on the results of cycle 1, it can be concluded that the results have entered the researcher's standard criteria because there is an increase in the value of the results. However, based on the treatment session, there were still many students who experienced difficulty in determining the main idea of a reading and the meaning of the reading. Therefore, researchers carried out cycle 2 for students to improve their ability to determine the main idea and meaning of sentences in reading. Cycle 2 sessions were carried out with the same treatment as cycle 1.

In cycle 2, 10 students' pre-test results got a score of 90 and 3 students got a score of 60. After being given a treatment session, the students' post-test results showed that there were 5 students who got a score of 60. A score of 100 and 2 students with a score of 80.

The results of research conducted by researchers show that picture story books can improve students' reading comprehension. In this study, researchers distributed picture story books as a learning medium, using the first 30 minutes to read together and learn to understand the content of the text. After that, students are given time to work on the existing questions. After completing the questions, students and researchers together make corrections. Based on the research results, picture story books can be used by teachers as a medium for learning English, especially in improving students' reading comprehension skills.

4. Conclusion

Overall, reading comprehension can also be done using picture story books. Picture story books are a medium that can make reading comprehension easier for students. Because the presence of pictures makes students understand what is meant by reading. This can be seen based on the results obtained after the researchers carried out cycle 1 and cycle 2 and the scores obtained between cycle 1 and cycle 2 increased. The difficulty faced by students in cycle 1 is that they are still not very able to understand the main idea of a reading and the meaning of sentences in a reading. However, after the researchers carried out cycle 2 the results showed that students obtained higher scores. It can be concluded that picture story books can make it easier for students to improve reading comprehension.

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