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Improving Pupils' Reading Skills Through The Use Of Storyboards In Indonesian Language Lessons For Year 4 At State Primary School 54/II Telentam, Tanah Sepenggal Sub-District, Bungo Regency

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Abstract

This study aims to determine the process of improving reading skills of fourth grade students at SDN 54/II Telentam in Indonesian Language subject through the use of story board media, as well as to improve student reading skill outcomes. This research is a Classroom Action Research (CAR) conducted in two cycles. The research subjects were fourth grade students of SDN 54/II Telentam, Tanah Sepenggal District, Bungo Regency. Data were collected through observation, interviews, and documentation. The results showed that the use of story board media can significantly improve students' reading skills. In cycle I, student learning completeness reached 65%, and increased to 87% in cycle II. Thus, story board media is proven to be effective as a learning medium to improve reading skills of fourth grade students in Indonesian Language subject.

Keywords: Reading Skills, Story Board Media, Classroom Action Research, Indonesian Language, Elementary School.

INTRODUCTION

Education is one of the most important aspects in the development of high-quality human resources. At primary school level, language proficiency forms the cornerstone of the teaching and learning process, including reading skills. Reading is one of the most crucial language skills for

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pupils, particularly at primary level.

Reading is a complex process involving various physical and mental activities. According to Tarigan (2015:7), reading is a process carried out and utilised by readers to obtain the message conveyed by the writer through the medium of words or written language. Thus, reading is not merely the activity of sounding out letters, but also the activity of understanding the meaning of the text being read.

Based on the results of initial observations carried out by the researcher in Year 4 at SDN 54/II Telentam, Tanah Sepenggal Sub-district, Bungo Regency, it was found that the pupils' reading skills were still relatively low. This is indicated by several factors, including: (1) many pupils still struggle to pronounce words correctly; (2) pupils have difficulty understanding the content of what they read; (3) pupils' intonation and expression whilst reading do not match the text's content; and (4) pupils' low motivation towards reading activities.

This situation is exacerbated by a learning approach that remains conventional, in which teachers predominantly use the lecture method without the support of engaging learning resources. In fact, the use of appropriate learning resources can enhance pupils' interest and motivation in learning, including in reading activities.

One teaching aid considered effective for improving reading skills is the storyboard. A storyboard is a visual aid that presents a sequence of pictures or illustrations accompanied by narrative text, thereby helping pupils to understand the plot and increasing their interest in reading. The use of storyboards in reading lessons is expected to provide a more engaging, concrete and meaningful learning experience for pupils.

Against this background, the researcher was motivated to conduct a classroom action research study entitled 'Improving Pupils' Reading Skills through the Use of Storyboards in Indonesian Language Lessons for Year 4 at SDN 54/II Telentam, Tanah Sepenggal Sub-district, Bungo Regency'.

RESEARCH METHOD

This study is a Classroom Action Research (CAR) project. It is a descriptive-qualitative study combined with quantitative data in the form of learning achievement percentages. The CAR approach was chosen because the researcher also acts as a teacher who implements learning improvement measures directly in the classroom. The CAR model used in this study is based on the Kemmis and McTaggart model, which consists of four stages: planning, implementation of actions, observation, and reflection. These four stages were carried out repeatedly over several

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cycles until results were obtained that met the predetermined success indicators.

This study was conducted at SDN 54/II Telentam, Tanah Sepenggal Sub-district, Bungo Regency, Jambi Province. The research subjects were all Year 4 pupils at SDN 54/II Telentam, numbering [16] pupils, comprising [11] boys and [5] girls. The selection of Year 4 as the research subjects was based on the results of preliminary observations, which indicated low reading skills in that class.

The research was carried out in two cycles, each cycle comprising two sessions. Each cycle comprised four stages (2011:20) as follows:

a. Planning: developing teaching modules, preparing storyboard materials, designing observation tools, and preparing reading skills assessment sheets.
b. Implementation: conducting lessons in accordance with the teaching modules using storyboard materials, guiding pupils in reading activities, and encouraging their active participation.
c. Observation: observing the learning process and the activities of both the teacher and pupils, and documenting the delivery of the lesson.
d. Reflection: analysing data from observations and evaluations, identifying strengths and weaknesses, and devising improvements for the next cycle.

The data sources in this study comprised primary and secondary data. Primary data were obtained directly from the research subjects through:

- Observation: direct observation of the learning process, teachers' activities and pupils' activities during the implementation of the intervention.
- Interviews: unstructured interviews with class teachers and a number of pupils to obtain information about the learning process and the use of storyboards.
- Documentation: the collection of documents in the form of photographs of learning activities, teaching modules, pupils' work, and pupils' marks.

The data in this study were analysed using both descriptive-qualitative and quantitative methods. Qualitative analysis was used to describe the process of implementing the intervention, whilst quantitative analysis was used to calculate the percentage of pupils who achieved the learning outcomes. The criteria for the success of the intervention were set such that at least 80% of pupils achieved the minimum passing mark (KKM) of 70.

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The formula used to calculate the percentage of students achieving the minimum passing mark is:

P = (6 students who achieved the minimum passing mark / 16 total students) × 100%

RESULTS AND DISCUSSION

This section is the main body of a research article and is usually the longest part of the article. The research results presented in this section are the 'raw' results. The data analysis process, such as statistical calculations and hypothesis testing, need not be presented. Only the results of the analysis and hypothesis testing need to be reported. Tables and graphs may be used to clarify the verbal presentation of the research results. Tables and graphs must be annotated or discussed.

1. Pre-cycle description

Prior to implementing the intervention, the researcher conducted an initial observation to assess the baseline reading skills of Year 4 pupils at SDN 54/II Telentam. Based on the results of the observation and the initial test, it was found that the majority of pupils were still experiencing difficulties with reading. Many pupils were not yet fluent readers, paid little attention to punctuation, and did not understand the content of the texts they read.

The results of the reading skills test at the pre-cycle stage showed that, of all the pupils, only around 31.25% had achieved the minimum passing mark (70). This situation indicated the need for remedial measures in reading instruction in that class.

Table 1. Students' Reading Skills Results in the Pre-cycle Stage

Number	Category	Number of pupils	Persentage (%)
1	Completed (≥70)	[6] students	31,25%
2	Not yet Completed (<70)	[10] students	62,5%
Total		**[16] students**	**100%**

Source: Researchers' processed data (pre-cycle)

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2. Research Findings for Cycle I

a. Cycle I Planning

During the planning stage of Cycle I, the researcher prepared a lesson plan setting out the learning steps using storyboards as teaching aids, prepared storyboards containing children's stories appropriate to the characteristics of Year 4 pupils, drew up observation sheets for teacher and pupil activities, and prepared an assessment tool for reading skills.

b. Implementation of Cycle I Measures

The activities for Cycle I were carried out over two sessions. In the first session, the teacher introduced the storyboard to the pupils, explained how to read and understand it, and then asked the pupils to take turns reading the text contained within the storyboard. In the second session, the pupils were asked to read the story presented in the storyboard independently and then retell the story.

c. Cycle I Observations

The results of the observations in Cycle I showed a fairly significant improvement compared with the pre-cycle conditions. Pupils began to show enthusiasm in participating in reading lessons using storyboards. The teacher's performance in managing the lessons was also rated as 'good', with a score of [70] out of a maximum of [80].

d. Refleksi Siklus I

Based on an analysis of the results from Cycle I, it was found that pupils' learning achievement had increased to 65%. However, this result has not yet reached the set success indicator of 80%. Shortcomings identified in Cycle I included: (1) some pupils were still passive during reading activities; (2) the teacher was not yet providing feedback optimally; and (3) the variety of images in the storyboards was still not sufficiently engaging. Based on these findings, the researcher planned improvements for Cycle II.

3. Research Findings for Cycle II

a. Planning for Cycle II

Based on the findings from the reflection on Cycle I, the researcher made several improvements to the planning for Cycle II, including: refining and adding variety to the images in the storyboard to make it more engaging; introducing small-group discussion activities whilst

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reading the storyboard; and rewarding pupils who were active during the reading activities.

b. Implementation of Cycle II

The implementation of Cycle II took place over two sessions, in line with the planned improvements. The teacher provided more intensive guidance to the pupils, demonstrated good and correct reading techniques, and encouraged the pupils to participate more actively. In this cycle, the storyboard used had a more appealing appearance, featuring bright colours and a greater variety of images.

c. Observation of Cycle II

The results of the observations in Cycle II showed a very significant improvement. Almost all pupils were actively engaged in reading activities and demonstrated a high level of enthusiasm for the storyboard medium. The teacher's performance in managing the learning process also improved significantly, as evidenced by more effective classroom management and the provision of more optimal feedback.

d. Reflection on Cycle II

The evaluation results for Cycle II showed that 87 per cent of pupils achieved learning mastery, exceeding the set success indicator of 80 per cent. Consequently, the study was deemed successful and the intervention was discontinued at the end of Cycle II.

Table 2. Summary of Pupils' Reading Skills Results by Cycle

No	Category	Pre-cycle (%)	Cycle I (%)	Cycle II (%)
1	Passed	35	65	87
2	Failed	65	35	13
	Class average	60	68	80

Source: Researcher-processed data

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DISCUSSION

Based on the results of the research conducted over two cycles, it can be concluded that the use of storyboards significantly improves the reading skills of Year 4 pupils at SDN 54/II Telentam in the subject of Indonesian. This improvement is in line with the views of Levie and Lentz, as cited in Arsyad (2014:20), who state that image-based learning media can facilitate understanding and strengthen memory.

The improvement in reading skills through the use of storyboards occurs because this medium presents stories in the form of a series of engaging images, thereby motivating pupils to read. This is consistent with Edgar Dale's theory of the cone of experience, which states that learning through visual media is far more effective than learning through text alone.

These findings are also supported by previous studies demonstrating the effectiveness of storyboards in language learning, including a study by Fitriani (2019), which found a 25 per cent improvement in reading skills through the use of storyboards, and a study by Rahmawati (2020), which showed that storyboards are effective in enhancing pupils' motivation and learning outcomes in reading.

In addition to improved learning outcomes, the use of storyboards also has a positive impact on the learning process. Pupils become more active, enthusiastic and creative when taking part in reading activities. The classroom atmosphere becomes livelier and more enjoyable, making the learning process more meaningful for pupils.

CONCLUSION

Based on the research findings and discussion, the following conclusions can be drawn:

1. The process of improving the reading skills of Year 4 pupils at SDN 54/II Telentam through the use of storyboards took place gradually and systematically over two cycles. Each cycle was carried out with careful planning, targeted implementation, close observation and constructive reflection.
2. The use of storyboards has been shown to improve the reading skills of Year 4 pupils at SDN 54/II Telentam in the subject of Indonesian. This is evidenced by the increase in the percentage of pupils achieving the learning outcomes, from 35% in the pre-cycle to 65% in Cycle I, and further to 87% in Cycle II.

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