

Development of a Story-Designed on Story Book C to Improve Reading Comprehension Skills at Second Grade Student in Elementary School

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Abstract:- This study aims to produce a picture book with level C as an effort to improve reading skills of second grade students in elementary school. story books produced as many as three books with different titles, namely Biography Jokowi, My cat, and Dark.

The research and development design chosen in this study uses a development model that adapts the 4-D model from Thiagarajan (1974: 6-9). According to the Sugiyono (2017:407) r&d is Research methods used to produce certain products, and test their effectiveness. The product designed in this study is picture story book level C. The results of research and the development of the picture storybook level C are expected to improve your reading skills of grade 2 elementary school students.

The process of developing a picture book with level C stages used in this study include Define, Design, Develop, Disseminate. The results of content expert validation are 97.8%, language expert validation is 93.1%, and graphic validation is 93% with very valid criteria. The practicality of this product was assessed from the results of the teacher's activities at 95.4%, student activities at 87.2%, and student responses at 88.2% in the excellent category. The effectiveness of the product is assessed from the reading comprehension skills test by using the pretest and posttest using the n-gain formula. The results of the pretest were 60.79 with the incomplete category, while the posttest was 86.32 with the complete category. The completeness refers to the minimum completeness of students determined by the teacher council meeting of ≥ 72 . Based on these two data, there is an increase in the average value of reading comprehension skills before and after the implementation of level picture books. the average n-gain score of 0.78.

Keywords:- Picture Story Book C, Reading comprehension, Primary School.

I. INTRODUCTION

Education is one of the fields that is truly central to human life, because education is a bridge to the achievement of one's success in reaching the peak of success. According Suhardan, et al (2014: 8) education can be interpreted as a very large effort involving a lot of expenditure, energy, infrastructure and human resources in the long term. Teachers as actors engaged in education, it must have very high expertise as the spearhead in providing and advancing human resources, it is called a student or student. The teacher must always be open to receive updates knowledge. The ability of teachers in accordance with the Law on Teachers and Lecturers article 10 states that "Teacher competence includes pedagogical competence, personality potential, social competence, and professional competence", which must be applied to the learning process.

Learning based on Fathurrohman (2017: 36), is the process of interaction of students with educators and learning resources in a learning environment. Students are placed in a position as a source of activities that can be learned through various types of media such as printed materials, pictures, audio, television shows, and so forth. One of the printed materials used in the learning process is to improve reading skills of grade 2 students' understanding through story books.

Based on the results of the reading test data of the Second C grade students of ManukanWetan 1 elementary school of Surabaya at the beginning of the academic year, in July 2019, the questions and answers that were conducted by researchers with peers, reading comprehension skills for second grade students was very low. 38 students of second grade C, 5 students cannot read fluently, 28 students can read fluently but cannot understand the contents of the text, and 5 students can read fluently while comprehending the contents of the reading text. The lack of reading comprehension skills is caused by several factors, those are the initial competency in reading comprehension that students have is low, the books used by teachers are limited to theme books, the collection of books in the library does not match the age characteristics of elementary students, so students who have not read fluently understand the contents. For this reason, it is hoped that there are quality books that can provide interesting reading for students and according to their needs. To guarantee the

availability of quality books, book management is needed that can be accounted for through a systematic, comprehensive and integrated bookkeeping system. Based on the classification found in the Book Non-Text Book Gapping Guideline for Bookkeepers, published by the Ministry of Education and Culture (2018: 9-16), the non-textbook book gap can be illustrated through the following colors and letters: (A) red with pre-reading levels, (B) orange with early reading levels, (C) yellow with early reading levels, (D) green with smooth reading levels, (E) blue with advanced reading levels, (F) dusty pink colors with advanced reading levels, and (G) purple with critical reading levels.

In this study, developing a picture story book refers to Level C with the following characteristics: the base color of the yellow cover; initial reading level; the contents of the story in the form of fiction with human figures or heroism, nonfiction in the form of facts, concepts, and procedures with simple grooves, themed that are close to the student environment, as well as developing thought which though, taste, and if it is initiative. Whereas in terms of language, developing students' vocabulary with words that are patterned and rhythmic into simple but varied sentences consisting of two to eight words forming paragraphs with correct punctuation. The latter in terms of graphics includes

proportional size with a maximum image format of 50% adjusted to the text, using non-related letters of size 14 to 16 pt and a minimum book thickness of 16 sheets. Picture book is a story book that is combined in the form of visualization of images and text, adapted to the child's daily life. According to Crowther (in Halim, D. 2019) the story book is basically one of the textbooks read for the learning process. While the benefits of images that can attract attention, are unique, things that are abstract can be clarified, and able to illustrate a process. The content and storyline conveyed in the picture will make it easier for children to imagine. The combination of text and images helps to improve vocabulary understanding and reading fluency. This is in line with Tarigan N.T., 2018: 114 that a picture story book is able to improve students' reading ability and comprehension of the reading they read.

II. LITERATUR REVIEW

A. Picture Story Book C

The development of level C picture books carried out by researchers, based on the Non-Textbook Book Structure published by the Research and Development Agency, Ministry of Education and Culture (2018) which can be seen in Figure 1 and Table 1



Fig 1

Level C (Yellow)	CONTENT	LANGUAGE	GRAFIC
The beginning of reading	a. Nonfiction is in the form of facts, concepts, procedures, and simple metacognition about oneself and the environment. b. Human-fiction, heroism, fantasy story with simple plot. c. Themed things that are close to the social environment of the reader. d. Develops thought though, if it tastes, and if it is intentional.	a. Development of vocabulary that is often used. b. Words can be patterned and rhyming. c. Punctuation is introduced as needed. d. Simple but varied sentences. e. Sentences consist of two to eight words. f. Sentences form para-graphs.	a. A4, A5 and B5 book sizes or other proportional sizes. b. Book format contains images with a maximum proportion of 50%. c. Image placement according to the text. d. Use unrelated letters (sansser-if) with size 14 to 16 pt. e. Illustration supports content. f. Mini book thickness is 16 pages.

Table 1:- The specification of level book

B. Reading Skills

According to Abidin, Y. (2015: 133), reading is a combination of literacy and scholarship. Reading skills as one of the multiliteration skills requires learning that to be done based on developing students' ability to think at a high level. The purpose of reading that requires reading and specific strategies in reading (Nurhadi, 2016: 3-4) include: to understand the contents of the book in detail and in full; looking for points quickly in a book; dive into important events in the surrounding community and the world; get satisfaction from fiction; and looking for information.

C. Age of Elementary School Students

According to Pamadhi (2012: 182), the development period of a child is divided according to the age of the child, can be seen in table 2, those are:

Age	Childhood Period	Development of Child Understanding
1-4 years	The streaks of reasoning	children are not stable, the way of thinking children are still united with their feelings
4-7 years	Presagan(<i>preschematic</i>)	When a child understands himself, his gender, personal existence in family relationships or social society
7-9 years	Hart Period (<i>Schemathic</i>)	This period is characterized by the maturity of general thinking, the image is used as a means of play and joking, some images can be captured in detail, the perspective can begin to appear when the child enters elementary school level
9-11 years	Early Realism(<i>Drawing Realism</i>)	Things around can be revealed in a detailed form
11-14 years	Pseudo Realime Period (<i>Psevdo Realisa</i>)	Children can distinguish themselves from the position of themselves and the use of parts of the body clearly, the child cannot be said to be an adult but his position does not want to be said to be the age of the child

Table 2:- Children Development Period

III. RESEARCH METHODS

This study uses a type of R&D research and development with a development model that adapts the 4-D model from Thiagarajan (1974: 6-9). The stages used in this study include Define, Design, Develop, Disseminate. Define this stage includes the analysis of student skills possessed, analysis of learning concepts, task analysis by identifying learning indicators, and setting learning objectives to be implemented. Design stages which include the stage of designing story books with a level C picture by preparing lesson plans, instruments, and evaluating learning outcomes. Develop includes expert assessments (expert appraisal)addressed to two lecturers at content, language and graphing, which will validate the materials and pictures in the storybook level C, next to the validation of the validation will be used to revise the development of the picture book. The second step, that is, development trials (development testing)are limited to 10 students from another class in order to get Suggestions and additions directly from the field to revise the product already developed. Disseminate the last stage in the form of

distribution of products produced is limited to the school library.

➤ *Time and Place*

Research and development of level C picture books were carried out at SDN ManukanWetan 1 Surabaya City in March 2020 with research subjects for grade 2C students as many as 38.

IV. RESULTS AND DISCUSSIONS

A. Development Process of Storytelling Picture Books Level C

The initial stage by the researcher is to determine the title, namely Biography Jokowi, Kucingku, and Dark, based on the rules of book division, especially level C, published by Balitbang. The contents of the child-friendly book as well as examples of character planting are used as a guide to read students in the learning process in class. In carrying out the learning process in the classroom based on the lesson plans that have been validated by two validators which can be seen in table 3.

Lesson Plan Instrument	V1	V2	Rt2	Category
Average Score	3.9	3.8	3.85	Very Good

Statement Validation Score Range	Statement
3,51 – 4,00	Very good, can be used without revision
2,60 – 3,50	Good, can be used with a slight revision
1,70 – 2,59	Not good, can be used with many revisions
0,00 – 1,69	Not good, can't be used yet

Table 3:- Lesson Plan Validation Result

The results of the RPP instrument validation by expert validators show an average score of 3.85 with a predicate of Very Good (SB) which is between 3.51-4.00 and feasible to use So based on the results of the validation the RPP can be used in research. After the three titles of level C picture books are printed, the next stage is the evaluation by two validators on the quality of the development of the level C picture books that were developed, including; (1) The validity of the level C picture story book consisting of content validity, presentation, and language. The results of validation by the two validators can be seen in table 4 below:

NO Instrument Validity	Score		Presentage %	the level of achievement
	V1	V2		
1 content	43	45	97.8	Very valid
2 Language	65	56	93.1	Very valid
3 graph	45	48	93	Very valid
Total	153	149	283.9	
Average	51	49.7	94.6	very valid

Table 4:- Results of Story Validation Instrument Level Chart C

The results of the validation of the instrument against three level C picture books by two validators used in this study obtained a percentage of ≥93%, between 85.01% - 100.00% with the criteria of Very Valid eligibility, as written in table 5. So based on the results Such validation of all instruments was declared to be very valid for use in research without revision.

Range of eligibility criteria	Description of the feasibility of story books illustrated level C
85,01 % - 100,00 %	Very valid, can be used without revision
70,01 % - 85,00 %	Valid, can be used but needs minor revision
50,01 % - 70,00 %	Less valid, should not be used because of major revisions
01,00 % - 50,00 %	Not valid, may not be used

Table 5:- Criteria for Validation of Storytelling Picture Books at Level C

(Akbar, 2013: 41)

- Practicality of level C picture books consisting of the implementation of level C picture books, student activities after being given level C picture books, and students' responses to the use of level C. picture books. The results of observations by two observers to the teacher's activities and students can be seen in table 6.

NO	Observation Aspect	Score		Presentage e %	the level of achievement
		Ob1	Ob2		
1	teacher activity	53	52	95.4	very good
2	students activity	48	48	87.2	very good
	total	101	100	182.6	
	average	51	50	91.3	very good
3	Student response	38 students		88.21	very good

Table 6:- Observation Results Practical Level Story Picture Books C

Practicality is one of the criteria that must be possessed by a product, model, and media developed in learning. A book can be said to be practical if the book has the characteristics of high quality products that can be used by teachers (Nieveen, 2007).

Based on table 6. The practicality of level C picture books illustrated by teacher and student activities, shows a percentage of 91.3% with a Very Good feasibility level. While the response of students to three picture books with level C shows a percentage of 88.21% with the category of response Very Good.

- The effectiveness of level C picture story books can be seen from the results of students' reading comprehension skills before and after getting the level C picture books that can be seen in table 7.

the number of subject	pretest score	acievment	posttest score	achievement	improvement	
					G	K
38	2310	failed	3280	success	28.4	
Average	60.79		86.32		0.75	high

Tabel 7:- Pretest dan Posttest Student comprehension skills

The mastery of comprehension reading skills of grade 2 students can be seen from the results of the increase in the pre-test and post-test conducted at the beginning and end of learning. The results of the increase in the pretest and posttest obtained were used as the basis for determining the effectiveness of the story books in level C. Based on Table 7, it was shown that the average reading comprehension skills test during the pretest was 60.79 with incomplete category, whereas at the posttest was 86, 32 with complete category. The completeness refers to the minimum completeness of students determined by the teacher council meeting of ≥ 72 . Based on these two data, there is an increase in the average value of reading comprehension skills before and after the implementation of level picture books. the average n-gain score of 0.78.

V. CONCLUSION

Based on the results of observation and data analysis in this study, it can be concluded that:

- The process of developing picture books to improve reading comprehension skills of grade 2 elementary school students using the Four-D model. This model consists of four stages of development, namely the definition stage includes student analysis, concept analysis, task analysis, and goal formulation analysis. The design phase includes the design of the lesson plan, the design of a story book with level C, the design of the instrument, and the design of the results of the learning test. The development phase is carried out

through two steps, namely (1) expert assessment, and (2) development testing. Dissemination stage by giving story books with picture level C in the school library and published through journals.

- The quality of picture books in level C includes validity, practicality, and effectiveness. Validity is done through an assessment by experts about the extent of the appropriateness of content, linguistics, and graphic. The quality of the contents of the level C picture books has a percentage of 97.8% or very decent, the linguistic feasibility of getting a percentage of 93.1% or very decent, and the quality of the leveled books based on the rules of the book gap gets a percentage of 93% or very decent. The quality of the development of the second tiered book is the practicality of the tiered book based on the rules of the book gap reviewed from (1) the teacher's activity obtained a percentage of 95.4% or categorized as very good; (2) student activities obtained 87.2% percentage or good category; (3) the response of students obtained a percentage of 88.21%. The third tiered book quality is effectiveness in terms of the posttest and pretest scores based on the KKM scores, which are 72 students. On the pretest score, students who completed were 23.7% and had a classical average of 60.79; while the posttest score, there were 92.1% of students who completed it and had a classical average of 86.32 so that it had an increase in grades before and after the C level picture story book was applied. In general, it could be concluded that the development of the C level picture story book was to improve the skills

reading grade 2 elementary school students experienced a significant increase.

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