

## DEVELOPING BEGINNING READING USING PICTURE AND PICTURE LEARNING MODEL

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### Abstract

The reading ability of beginner students at SD Negeri Lamklat is still low. In a reading lesson, they can name the letters of the alphabet in the reading sequence from A to Z. However, if the letters are scrambled, most students cannot remember how to pronounce the letters correctly. Apart from that, their pronunciation and intonation when reading are also inappropriate. Therefore, this research aims to determine the influence of the Picture and Picture learning model to improve the beginning reading skills of grade I students at SD Negeri Lamklat, Kabupaten Aceh Besar. The research method used is the One Group Pre-test-Post-test Design of Pre-Experiment. The sample of this study was 22 grade 1 students. An oral pre-test and post-test were used to collect the data. Completion of the initial reading ability test results is carried out using statistical tests with a significance level of 0.05 and using the percentage formula. The results of the research show that the use of pictures and pictures influences the students' ability. After testing, it is found that  $t_{\text{test}} = 4.395$  and  $t_{\text{table}} = 1.721$ . Thus,  $t_{\text{test}} \geq t_{\text{table}}$  or  $4.395 > 1.721$ . Therefore, it can be concluded that the hypothesis in this research ( $H_a$ ) is accepted. In addition, the average score for the pre-test was 51.363 and the post-test was 91.363. Thus, the finding shows that there is an impact of the use of the Picture and Picture learning model in developing the initial reading ability of the students.

**Keywords:** *Picture and Picture Learning Model, beginning reading ability*

### INTRODUCTION

Reading is an essential ability for students' future as a young generation. Through reading ability, students can have a broad insight because they can learn various things that do not exist in the environment they experience. Thus, to be good at reading students follow a set of systematic phases of reading which start from emerging pre-reading, beginning or early reading, transitional reading, intermediate reading, and advanced reading. Types of reading are generally divided into two categories, namely beginning reading and advanced reading. Beginning reading starts from kindergarten (TK), elementary school (SD/ MI) grades 1 and 2; while advanced reading starts from grade 3 of elementary school to college.

The initial reading process in grade 1 is stimulated by introducing letter symbols, then reading spellings and combining letters, syllables, and simple word sounds (Purnamasari., Amal., & Herlina 2021). Initial reading concentration is a perceptual process that means recognizing the correspondence or relationship between letter sequences and language sounds plus vowels to become a, b, c, d, e to z (Rahim, 2008). Beginning reading skills are an introductory process that requires students from grade 1 recognize capital letters and majuscule letters of the alphabet, pronounce letter sounds, not letter names consisting of single consonants (b, d, h, k, ...), double consonants (kr, gr, tr, ng, ...), vowels (a, i, u, e, o), and diphthongs (ai, au, oi, ...) and combine sounds to form words. Beginning reading skills are also the basis for acquiring knowledge during the learning process at school. If a student has difficulty in beginning reading, the student will likely experience difficulty in acquiring knowledge in other subjects. The reason is to support the aims of Indonesian language teaching in elementary schools which are to develop language abilities, reading and writing skills, and language attitudes, considering that language is a tool of communication and reasoning (Agustina., Herman., Riadin, 2023). Considering the importance of early reading skills, all parties, including school principals, teachers, and parents, need to ensure that students can read well. Snow (2004) as cited in Chall (1996) said that literacy is something that depends on teaching, so the quality of teaching is the key. Agustina., et al (2023) add that beginning reading carried out in early grades aims to enable students to read simple words and sentences fluently and precisely. The idea explains the nature of literacy development, how children go through stages of literacy systematically, and as each stage of reading activity changes, so do teachers' tasks.

From pre-observation carried out at SD Negeri Lamklat, there are problems related to the difficulty of initial reading in grade I. Most students still have difficulty in initial reading. For example, when reading, students are only able to name letters based on the alphabetical order from A to Z which they read letter by letter, while they are not able to read with correct pronunciation and intonation. For example, in reading the letters of the alphabet from A to Z, students can only read the letters of the alphabet in sequence, if they are scrambled, students cannot name the letters correctly. This certainly hinders understanding of the material presented by the teacher to students, because reading activities are the source of all educational knowledge. In addition, beginning reading in grades I and II emphasizes skills mechanical aspect (Supriyadi, 1992) and initial reading learning is carried out by using reading aloud (Akhadiyah, 1992).

Regarding this problem, some factors cause students' low ability in doing beginning reading. For example, in the learning process, teachers use inappropriate media, due to the lack of available learning media facilities that can support learning activities. Inaccurate use of media can have an impact on students who will experience difficulties in subsequent learning. If this problem is not addressed, students will have difficulty understanding written learning resources. However, there are many ways that teachers can take to overcome this, one of which is using the Picture and Picture learning model which is said to be able to improve initial reading skills.

This assumption led researchers to decide to apply the Picture and Picture learning model to improve students' reading skills because lower-grade students tend to like playing. The Picture and Picture learning model can make learning more interesting because it uses pictures that can attract students' interest in learning to read and can unite different children's imaginations into one perception, thereby helping students speak so that it is easier for them to read (Wiyati, 2018). In line with Wiyati, Agustina., et al (2023); Kaharuddin & Hajeniati (2020); Suwastini, Arini, & Raga (2014); Kurniasih & Sani (2015) stated that the Picture and Picture technique is the use of paired or sorted sequence pictures. Teachers prepare pictures or images before teaching and rely on them when teaching reading to students by displaying them on the board. Thus, Hidayat (2017) said that the Picture and Picture technique uses media to develop the imagination abilities of young learners and understand faster because of seeing processes. He claimed the uses of images are useful in learning. Supported the opinions, Istarani (2011) said that learning is more memorable for students when they use pictures because they can use the pictures to observe directly in the learning process.

## **METHODS**

This research uses quantitative data. Quantitative research is a method that is based on positivist philosophy, used to research certain populations or samples, collect data using research instruments, analyze data, and is statistical, with the aim of testing predetermined hypotheses (Saragih, 2021). The type of this research is experimental research which is a way to look for a causal relationship between two factors that are deliberately caused by researchers. Quantitative research with Pre-Experimental Design, which involves only one class as an experimental class or is carried out without a comparison group (control group). Therefore, one group pre-test-post-test design was used. In this design, before being given treatment, the students in the experimental class are first given a pre-test and the learning ends with a post-test.

This research was conducted at SD Negeri Lamklat Kecamatan Darussalam, Kabupaten Aceh Besar, Aceh. The experiment group taken in this research was grade 1 with a total of 22 students. The sampling technique in this research was carried out using the total sampling method. Total sampling is a sampling technique where the number of samples is the same as the population. The reason for taking total sampling was because according to Sugiyono (2014), the population was less than 100, and the entire population was used as the research sample. There was only one class in grade 1 in that school, so the class became the experimental group in which treatments using the Picture and Picture technique were given. The treatments were conducted for four meetings after delivering the pre-test and then ended with the post-test.

## **RESULTS AND DISCUSSION**

### **A. Research Findings**

After the research conducted in grade 1 of SD Negeri Lamklat, its results can be explained and described in detail focusing on the implementation of the Picture and Picture learning model to improve initial reading skills. To find out the effect of applying the model in improving the beginning reading ability, it is first necessary to analyze the beginning reading ability of grade 1 students of the school before learning using the technique (pre-test) and also after the use of the model (post-test). This experimental research was conducted from 12 August to 2 September 2023. Data was collected through test instruments so that the results of student's initial reading abilities of the students can be taken. This can be seen in the following analysis which has been grouped into three parts, namely the presentation of pre-test, and post-test data, and the hypothesis examination.

#### **1. Description of the results of students' beginning reading ability at SD Negeri Lamklat before using the Picture and Picture learning model.**

Based on pre-test data analysis, initial reading ability related to reading the letters of the alphabet from A to Z can be seen as follows:

Table 1. Frequency Distribution and Percentage of Pre-test Result Scores

<b>Interval (%)</b>	<b>Frequency</b>	<b>Category</b>
90 – 100	–	Very High
80 – 89	–	High
75 – 79	5	Average
55 – 74	5	Low

0 – 54

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Very Low

Based on the table above, it can be reported that students' learning outcomes of pre-test are as very high 0%, high 0%, medium 22.72%, low 22.72%, and very low 54.54%. Considering the table, it can be said that the level of students' beginning reading ability before using the Picture and Picture learning model is classified as very low.

**2. Description of the results of the initial reading ability of grade 1 students at SDN Lamklat after using the Picture and Picture learning model.**

Based on post-test data analysis of the results of students' beginning reading abilities at SDN 1 Lamklat after being given treatment related to reading the letters of the alphabet from A to Z using the Picture and Picture learning model, the students' early reading abilities have experienced changes. These changes can be seen from the following data:

Table 2. Frequency Distribution and Percentage of Post-test Result Scores

Interval (%)	Frequency	Category
90 – 100	16	Very High
80 – 89	4	High
75 – 79	–	Average
55 – 74	2	Low
0 – 54	–	Very Low

Based on the calculation results in the table above, it can be concluded that students' learning outcomes at the post-test stage using the test instrument are categorized as very high 72.72%, high 18.18%, medium 0%, low 9.10%, and very low 0%. Looking at the percentage above, it can be said that the level of students' beginning reading ability after using the Picture and Picture learning model is classified as very high.

### 3. Examining Hypothesis

After calculating the mean of the pre-test, post-test, and  $t_{\text{test}}$ , it is found that the  $t_{\text{test}}$  is higher than  $t_{\text{table}}$ :

$t_{\text{test}} > t_{\text{table}}$		Meaning
4.395	1.721	Ha is accepted if $t_{\text{test}}$ is greater than $t_{\text{table}}$ , then it can be concluded that there is a significant influence on the application of the Picture and Picture learning model to improve the beginning reading ability of grade 1 students at SDN Lamklat.

Based on the hypothesis testing that has been carried out, it can be concluded that the use of Picture and Picture techniques influences the beginning reading ability of grade 1 students. After obtaining  $t_{\text{test}} = 4.395$  and  $t_{\text{table}} = 1.721$ , means that  $t_{\text{test}} \geq t_{\text{table}}$  or  $4.395 > 1.721$ . therefore, it can be summed up that the alternative hypothesis ( $H_a$ ) in this research is accepted.

### B. Discussion

In this section, the researchers describe the results of data analysis regarding the effect of implementing the Picture and Picture learning model to improve the beginning reading skills of grade 1 students at SDN Lamklat.

The stages used when conducting learning include 1. Conveying competencies; where the teacher expresses the basic competencies of the subject to be achieved. 2. Presenting material; aims to present lesson material to students through presentations. 3. Presenting images; where the teacher encourages students to be active in learning through the pictures shown. 4. Include images; The teacher chooses students in groups at random and then asks them to list the pictures in order. 5. Explore; the teacher asks the student group's reasons for arranging the picture, then invites them to connect the picture with the lesson material. 6. Explaining competencies: the teacher discusses the subject matter in more detail according to the competency standards that must be achieved. The procedures were as suggested by Kurniasih & Berlin (2015).

When the teacher used the Picture and Picture learning model, all students looked very enthusiastic about learning to read and were more focused and interested in reading using pictures. Judging from the characteristics of the students themselves, they prefer learning while playing, learning while watching, and listening directly to what they are going

to learn. It is easier for them to read the letters of the alphabet displayed on the board because by using pictures of the letters of the alphabet, students are more focused on learning and enjoy arranging the letters into correct and logical reading. This can be seen when students were able to read and arrange the letters into meaningful words or phrases. This explanation shows that the use of the Picture and Picture learning model is suitable for improving students' beginning reading skills.

The facts experienced by students after using the Picture and Picture learning model certainly have a positive impact on students' beginning reading abilities. It can be seen from the frequency and percentage that students' abilities after the post-test were categorized as very high. Therefore, it can be stated that the average score obtained by students was 91.363 with a very high percentage, with 16 students (72.72%) and low 2 students (9.10%). The influence of the Picture and Picture learning model on the beginning reading ability of grade 1 students at SDN Lamklat can be seen in the t-test calculation results, the comparison obtained from the Pre-test and Post-test results shows that it is  $4.395 >$  value. This shows that the proposed research hypothesis is accepted. In short, it can be concluded that there is an influence on the application of the Picture and Picture learning model to improve the initial reading skills of the students. Based on the description above, the student's test scores before the action showed low learning outcomes. However, researchers carried out research by applying the Picture and Picture learning model, in which students are invited to master the material by searching and sorting pictures using letters related to the material as well as students' ability to sort pictures of scrambled letters into a logical and related sequence.

Several studies conducted by researchers such as Wiyati (2018) and Nurbaiyati (2018) also found that the Picture and Picture learning model improved student learning outcomes. But it all comes back to the teachers and students themselves. If the teacher teaches according to the learning objectives, he will get good results too. However, if students do not support this, then the learning objectives will not be achieved. If students have a high level of intelligence, then the learning objectives will also be achieved. According to students, the images displayed must be designed well, so that they can attract students to feel interested in participating in the learning process. This will cause the material studied to continue to be remembered and learning outcomes will increase. Additionally, the same findings found by Bere (2022), and Yusal, Bahar, & Namul, (2022) show the positive influence of the learning model in increasing the ability of beginner students in early reading.

The comparison of the results of this study with research conducted by Wiyati (2018) and Nurbaiyati (2018) is that they used two groups in the experiment while this one only used one group and also on the use of learning media. In short, the previous ones support the finding that there is an influence of the Picture and Picture learning model on the initial reading ability. The weakness of the results of this research is that the allocation of research time is limited, so researchers have to adjust the learning so that it is effective and produces the required data.

If the alternative hypothesis ( $H_a$ ) contains a smaller statement ( $<$ ), then the critical region is at the left end of the distribution. The area of this region is  $\alpha$  and is limited by the number  $d$  obtained from the distribution list corresponding to a certain specified  $\alpha$ . This hypothesis testing is called left-hand one-tailed (one-tailed) testing with the criteria accept  $H_0$ , if the statistical calculation results obtained based on research data are greater than the value  $\alpha$ , and in other cases  $H_0$  is rejected. If the alternative hypothesis ( $H_a$ ) has a larger formula ( $>$ ), then in the statistical distribution used there is a critical region located at the right end. The area of this critical region is equal to  $\alpha$ . This hypothesis testing is called the right-hand one-tailed (one-tailed) test. The value  $d$  is obtained from the distribution list used with a predetermined probability  $\alpha$  and is the boundary between the critical area and the  $H_0$  acceptance area and the criteria; reject  $H_0$ ; if the statistical price calculated based on the sample is  $>$  the  $d$  value, and in other cases,  $H_0$  is accepted. Based on the hypothesis examination, it is found that the use of pictures and pictures influences the beginning reading ability of grade 1 students at SDN Lamklat after obtaining  $t_{\text{test}} = 4.395$  and  $t_{\text{table}} = 1.721$ , we obtained  $t_{\text{test}} \geq t_{\text{table}}$  or  $4.395 > 1.721$  which refers to the acceptance of the  $H_a$ .

## CONCLUSION

From the description of the results of the research conducted regarding the implementation of the Picture and Picture learning model in improving the early reading ability of students in grade 1 SDN Lamklat, it can be concluded that there is an influence of using the technique. This can be seen from the score of the oral test instrument given before treatment (pre-test) and after treatment (post-test). The average score obtained by students on the Pre-test was 51.363 and the average score obtained by students on the post-test was 91.363. If the pre-test and post-test scores are compared, the post-test scores are higher. Based on the hypothesis test, it can be stated that the use of pictures and pictures influences the initial reading of grade 1 students. Obtaining  $t_{\text{test}}$  was 4.395 while  $t_{\text{table}}$  was 1.721, means  $t_{\text{test}} \geq t_{\text{table}}$  or  $4.395 > 1.721$ . In this way, it can be concluded that there is an influence on the



application of the Picture and Picture learning model to improve the initial reading skills of grade 1 students of the school.

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