The Effect of Process Skills Approach Using Picture Stories on Reading Comprehension and Interest in Reading in Elementary School Students

Pengaruh Pendekatan Keterampilan Proses Menggunakan Cerita Bergambar Terhadap Pemahaman Membaca dan Minat Baca Siswa Sekolah Dasar

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Abstract

This study aims to describe the effect of the process skills approach using picture stories on reading comprehension and reading interest of Aisyiyah Muhammadiyah 3 Elementary School Makassar fifth-grade students. This research is a quasi-experimental study with a nonequivalent control group design. The research population was all fifth-grade students at Aisyiyah Muhammadiyah 3 Makassar Elementary School, totaling 30 students. Sampling was done through the saturated sampling technique. Data was collected through tests and questionnaires and then analyzed descriptively and differentially using the Independent T-Test and the Manova Test. Based on the study's results, it can be concluded that the process skills approach using picture stories positively affects reading comprehension and reading interest in fifth-grade students of Aisyiyah Muhammadiyah 3 Makassar Elementary School.
Keywords: process skills; illustrated stories; reading comprehension, reading interest

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pengaruh pendekatan keterampilan proses menggunakan cerita bergambar terhadap pemahaman membaca dan minat baca siswa kelas V Sekolah Dasar Aisyiyah Muhammadiyah 3 Makassar. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan nonequivalent control group design. Populasi penelitian adalah seluruh siswa kelas V sekolah dasar Aisyiyah Muhammadiyah 3 Makassar yang berjumlah 30 siswa. Pengambilan sampel dilakukan melalui teknik sampling jenuh. Data dikumpulkan melalui tes dan angket kemudian dianalisis secara deskriptif dan diferensial dengan Independent T-Test dan Manova Test. Berdasarkan hasil penelitian dapat disimpulkan bahwa pendekatan keterampilan proses dengan menggunakan cerita bergambar berpengaruh

positif terhadap pemahaman membaca dan minat baca siswa kelas V Sekolah Dasar Aisyiyah Muhammadiyah 3 Makassar.

Kata Kunci: *keterampilan proses; cerita bergambar; pemahaman membaca, minat baca*

Introduction

Language plays an important role in everyday life, serving as a means of communicating information in the form of thoughts, feelings, or ideas (Ahmad, 2013). Language has an impact on the development of intellectual, social, and emotional abilities (Depdiknas, 2006). As a result, mastery of language skills is valued. Especially in this age of globalization, which necessitates the most extensive development of science and technology.

Reading comprehension is one of the reading competencies. Reading comprehension is a reading activity in which you try to understand what you're reading (Tarigan, 2015). Reading comprehension, according to its understanding, cannot be separated from learning activities because each lesson contains written information that must be understood. Reading comprehension goals include: 1) obtaining overall details and facts from the reading, 2) comprehending the main idea of a reading, 3) classifying information in the reading, 4) concluding the information in the reading, and 5) comparing information in the reading (Tarigan, 2015).

Because written information from various sources is easily obtained in today's globalized world, the ability to read comprehension is required. Provocative information, hoaxes, and slander can easily consume someone who does not understand the contents of the reading. However, several research findings show that interest in reading in Indonesia remains low (Devega, 2017), including UNESCO findings that show Indonesia is second from the bottom in terms of global literacy, implying that interest in reading is very low. According to UNESCO, the reading interest of the Indonesian people is very concerning, at only 0.001%, which means that only one person out of 1,000 Indonesians is a voracious reader. Furthermore, according to a 2016 study conducted by Central Connecticut State University, Indonesia was ranked 60th out of 61 countries in terms of reading interest. Indonesia is directly beneath Thailand. In fact, when it comes to evaluating infrastructure to support reading activities, Indonesia ranks higher than European countries (Devega, 2017). Furthermore, according to a PISA (Program for International Student Assessment) survey conducted in 2019, Indonesia is ranked 62 out of 70 countries, or is among the bottom 10 countries with low literacy

levels (Akmal, 2022). This means that there is no discernible increase in reading interest from year to year.

School, as a place to study and develop intellectual abilities, plays an important role in efforts to increase interest in reading, so one of the efforts begins with students at school. Because many students struggle with a lack of interest in reading. Reading comprehension ability is also low, in addition to reading interest. Based on observations and interviews with fifth grade teachers at SD Aisyiyah Muhammadiyah 3 Makassar in December 2020, it appears that the reading interest of grade V SD Aisyiyah Muhammadiyah 3 Makassar students has not been seen, where students tend to get bored while participating in the learning process and find it difficult to express their opinions. Furthermore, reading comprehension is still low, as evidenced by reading test results.

The ability of the teacher in the learning process that must be possessed is the ability to choose approaches, methods, models, and appropriate learning media in order to achieve learning objectives. The process skills approach is one approach that can be used in language learning. The process skills approach is a learning process approach that emphasizes knowledge acquisition and communication skills (Hosnan dal Mahmudah, 2016). According to some research findings, the process skills approach has a positive effect on student learning outcomes (Noor & Mulyani, 2016; Bidayah, 2019; Yampap & Bay, 2020).

Learning media, in addition to the learning approach, is required to create an optimal learning process. According to the National Education or NEA (Hilmi, 2017), learning media are forms of communication that can be manipulated, seen, heard, and read. Of course, interesting media is required to increase students' interest in reading. Illustrated stories are one type of media that is thought to be appropriate for improving students' reading ability and interest. One method of teaching students is to read and tell very interesting comic strip books to them so that they are engaged in the contents of the story. Students listen to the teacher speak and then read the illustrated stories by distributing interesting comic strip books and practicing listening, creative, imaginative, and emotional skills so that feelings of joy and curiosity arise with the picture story (Arsyad, 2004).

Illustrated stories are an interesting medium that uses various types of funny pictures, such as animals, humans, and plants, to help students understand difficult subjects. Illustrated stories media are ideal for use in the teaching and learning process. According to Rosliana's (2016) research, all tests and research results show that comic strip media are effectively used to help students understand reading texts. Illustrated stories can depict symbols and situations in clear objects and situations, printed on paper for easy reproduction at a low cost, and used in schools with facilities and infrastructure such as SD Aisyiyah Muhammadiyah 3 Makassar. As a result, the researcher intends to conduct research in this study by applying the process skills approach integrated with illustrated stories media and observing the effect on students' reading comprehension and reading interest.

Method

This research is a quasi-experimental research with nonequivalent control group design. The population in the study were all fifth grade students at SD Aisyiyah Makassar, totaling 30 students. The sampling technique is carried out through saturated sampling so that all populations are research samples. Data was collected through test and questionnaire techniques and then analyzed descriptively and differentially, namely the independent T test and the Manova test.

Results

Reading Comprehension Skills

Reading comprehension skills in this study were measured through test techniques. The test was carried out twice, namely pretest and posttest in both the experimental class and the control class. The following are the results of the reading comprehension test in the control class before being given treatment.

Table 1 *Categorization of Pre-Test Results for Reading Comprehension of Control Class*

No	Score	Total	Percentage	Categories
1	$60 \geq X$	6	20	High
2	$40 \leq X < 60$	16	53	Medium
3	$X < 40$	8	27	Low
	Total	30	100	

Based on the results of statistical analysis of the results of the Reading Comprehension Skill for the control class above, a maximum score of 80 and a minimum score of 30 were obtained with an average interest score of 52.8. From the table of categorization of reading comprehension skills in the control class before applying some of the approaches above, it shows that students are in the low category. as many as 6 people showed 20%, 16 students in the medium category this was shown with a percentage of 53%, 8 students got a high category with a percentage of 27%.

Table 2 *Categorization of Post-Test Results for Reading Comprehension of Control Class*

No	Score	Total	Percentage	Categories
1	$60 \geq X$	24	80	High
2	$40 \leq X < 60$	6	20	Medium
3	$X < 40$	0	0	Low
	Total	30	100	

Based on the results of statistical analysis, the results of reading comprehension skills in the control class at the post-test stage showed a maximum score of 78 and a minimum score of 50 with an average acquisition value of interest of 68.7. Based on the categorization table, the results of reading comprehension skills in the control class at the post-test stage showed that no students got the low category, this was indicated by the percentage of 0%, 6 students got the medium category with a percentage of 20%, 24 students got the high category with a total 80%.

The test of students' reading comprehension skills in the experimental class was also carried out twice, namely the pre-test and post-test. The following presents the results of the reading comprehension skills test in the experimental class.

Table 3 *Categorization of Pre-Test Results for Reading Comprehension of Experimental Class*

No	Score	Total	Percentage	Categories
1	$60 \geq X$	13	43	High
2	$40 \leq X < 60$	17	57	Medium
3	$X < 40$	0	0	Low
	Total	30	100	

Based on the results of the analysis, the reading comprehension skills of the experimental class after applying some of the conventional models above obtained a maximum score of 75 and a minimum score of 50 with an average interest score of 60.3. From the categorization table above, the reading comprehension skills of the students before the process skills approach was applied showed that no students got the low category, this is indicated by the percentage of 0%, 17 students got the medium category with a percentage of 57%, and 13 students got the category high with a percentage of 43%.

After the pre-test was carried out, learning was carried out using the process skills approach. To see the effect, the researcher gave a post-test. The results of the post-test of students' reading comprehension skills can be seen in the following categorization table.

Table 4 *Categorization of Post-Test Results for Reading Comprehension of Experimental Class*

No	Score	Total	Percentage	Categories
1	$60 \geq X$	30	100	High
2	$40 \leq X < 60$	0	0	Medium
3	$X < 40$	0	0	Low
	Total	30	100	

Based on the results of the statistical analysis of reading comprehension skills in the experimental class, after applying the reading comprehension skills above, a maximum score of 79 and a minimum score of 64 was obtained with an average interest score of 72.7. From the categorization table, the reading comprehension skills of the experimental class after applying the process skills approach show that there are no students who get the low category, this is indicated by the percentage of 0%, there are no students who get the medium category, this is indicated by the percentage of 0%, and 30 students get the high category with a percentage of 100%.

Reading Interest

In this study, participants' reading interests were gathered using a questionnaire technique. The reading interest test was also repeated twice in both the control and experimental groups. The following section presents data on reading interest test results in the control class.

Table 5 *Categorization of Reading Interest in the Pre-Test for the Control Class*

No	Score	Total	Percentage	Categories
1	60 ≥ X	1	3	High
2	40 ≤ X < 60	18	60	Medium
3	X < 40	11	37	Low
	Total	30	100	

Based on the results of the analysis, the students' interest in reading in the control class at the pre-test stage obtained a maximum score of 75, a minimum score of 25 and obtained an average score of 44.7. The table above shows that 11 students who get the low category are indicated by a percentage of 37%, 18 students who get the medium category are indicated by a percentage of 60%, 1 student gets a high category with a percentage of 3%.

Table 6 *Categorization of Reading Interest in Post-Test for the Control Class*

No	Score	Total	Percentage	Categories
1	60 ≥ X	26	87	High
2	40 ≤ X < 60	4	13	Medium
3	X < 40	0	37	Low
	Total	30	100	

Based on the analysis, the control class's post-test reading interest uses a conventional approach with several models obtaining a maximum score of 89, a minimum score of 50 and an average score of 74.1. From the table of categorization of reading interest in the post-test control class using a conventional approach with several models above, it shows that no students got the low category with a percentage of 0%, 4 students got the medium category with a percentage of 13%, and 26 students got the category high with a percentage of 87%.

Table 7 *Categorization of Reading Interest in Pre-Test for the Experimental Class*

No	Score	Total	Percentage	Categories
1	60 ≥ X	7	23	High
2	40 ≤ X < 60	14	47	Medium
3	X < 40	9	30	Low
	Total	30	100	

Based on the statistical analysis of reading interest in the pre-test, the experimental class obtained a maximum score of 75 and a minimum score of 30, thus obtaining an average score of 51.8. From the reading interest categorization table in the pre-test stage of the experimental class above, it shows that the number of students in the low category is 9 people with a percentage of 30%, 14 people in the medium category are 47%, the high category is 7 students with a percentage of 23%.

Table 8 *Categorization of Reading Interest in Post-Test for the Experimental Class*

No	Score	Total	Percentage	Categories
1	$60 \geq X$	30	100	High
2	$40 \leq X < 60$	0	0	Medium
3	$X < 40$	0	0	Low
	Total	30	100	

Based on the statistical analysis of reading interest in the pre-test stage, the experimental class obtained a maximum score of 91 and a minimum score of 64 so that an average score of 74.1 was obtained. From the reading interest categorization table in the pre-test stage of the experimental class above, it shows that no students got the low category with a percentage of 0%, no students got the medium category with a percentage of 0%, 30 students got the high category with a percentage of 100%.

Normality Test

In this test, the data is declared normally distributed if the significant value is $\alpha > 0.05$. The following are the results of the normality test results of reading ability and interest tests.

Table 9 *Results of Normality Test for Reading Comprehension Skills*

		Tests of Normality					
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Reading	Pre-test control	.110	30	.200*	.962	30	.339
Comprehensi	Post-test control	.139	30	.143	.924	30	.035
on Skills	Pre-test	.151	30	.080	.924	30	.034
Results	experimental						
	Post-test	.155	30	.065	.913	30	.018
	experimental						

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on table 9, the normality test results for the students' reading comprehension skills data through Kolmogorov Smirnov showed that the normality test results were sig greater than the value of 0.05, so the data was declared normal. Thus, it can be concluded that at the 95% level of confidence, data on students' reading comprehension results are normally distributed.

Table 10 *Results of Normality Test for Reading Interest*

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Reading Interest	Pre-test control	.145	30	.110	.950	30	.170
	Post-test kontrol	.143	30	.121	.944	30	.117
	Pre-test experimental	.143	30	.118	.947	30	.138
	Post-test experimental	.153	30	.069	.917	30	.023
a. Lilliefors Significance Correction							

Based on table 10, the normality test results for students' reading interest data through Kolmogorov Smirnov obtained the normality test results sig greater than the value of 0.05, then the data is declared normal. Thus, it can be concluded that at the 95% confidence level, data on students' interest in reading comprehension is normally distributed.

Homogeneity Test

Table 11 *Homogeneity Test for Reading Comprehension*

		Levene Statistic	df1	df2	Sig.
Reading Comprehension	Based on Mean	9.944	3	116	.056
	Based on Median	8.484	3	116	.038
	Based on Median and with adjusted df	8.484	3	74.362	.038
	Based on trimmed mean	9.978	3	116	.056

Based on the homogeneity test in the table above, the sig. 0.056. sig. value this is greater than 0.05, so it can be concluded that the reading ability data is homogeneous.

Table 12 *Homogeneity Test for Reading Interest*

		Levene Statistic	df1	df2	Sig.
Reading Interest	Based on Mean	1.957	3	116	.124
	Based on Median	1.623	3	116	.188
	Based on Median and with adjusted df	1.623	3	106.951	.188
	Based on trimmed mean	1.995	3	116	.119

Based on the homogeneity test in the table above, Sig. of 0.124. Sig. Value greater than 0.05, so it can be concluded that the reading interest data is homogeneous.

Independent T-test sample

Table 13 *Hypothesis Test of Reading Comprehension Skills*

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Sig. (2-tailed)	Mean Differen ce	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	T	df					Lower	Upper
Reading Compreh ension Skills	Equal varianc es assume d	10.149	.002	-5.824	58		.000	-15.833	2.719	-21.276	-10.391
	Equal varianc es not assume d			-5.824	45.693		.000	-15.833	2.719	-21.307	-10.360

Based on the test on the independent t-test table above, a significance of 0.000 is obtained. This significance value is less than 0.05, so it can be concluded that there is an influence of the process skill approach which using illustrated pictures on the reading comprehension ability of fifth grade students at SD Asyiyah Muhammadiyah 3 Makassar

Tabel 14 *Hypothesis Test of Reading Interest*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading interest	Equal variances assumed	.573	.452	-10.542	58	.000	-29.433	2.792	-35.022	-23.845
	Equal variances not assumed			-10.542	56.481	.000	-29.433	2.792	-35.025	-23.842

Based on the independent sample t-test above, a significance of 0.000 is obtained. This significance value is less than 0.05, so it can be concluded that there is an influence of the process skills approach which using illustrated stories on the reading interest of fifth grade students at SD Asyiyah Muhammadiyah 3 Makassar.

Manova Test

After the prerequisite test is fulfilled, then the research hypothesis is tested with the Manova test. The Manova test was used to determine the effect of the process skills approach using illustrated stories on reading comprehension skills and reading interest simultaneously. The following shows the results of the Manova test analysis.

Table 15 *Manova test*

Source	Variable	Calculated Significance Value
Process Skills Approach using Illustrated Pictures	Reading Comprehension Skills	0,013
	Reading Interest	0,043

Based on the results of the Manova test table, students' reading comprehension and reading interest showed a significance value of 0.013 and 0.043, where the sig. this < 0.05. So it can be concluded that there is a significant effect of the process skills approach using illustrated stories on reading comprehension skills and reading interest in fifth grade students at SD Aisyiyah Muhammadiyah 3 Makassar simultaneously.

The results of this study indicate that the process skills approach using illustrated stories influences students' reading comprehension skills and reading interest and simultaneously influences both. The results of this study support several previous studies that the process skills approach can improve students' reading comprehension skills (Deryana, Cunandar, 2016; Suryanirmala, 2019; Thalib, 2018). In addition, the improvement of students' reading comprehension and reading interest is also influenced by the use of illustrated stories media. This is in line with the results of research by Adipta et al (2016) which concluded that students' interest in reading, which begins with an illustrated story, is very helpful in the learning process. The response and enthusiasm of students looks good, students enjoy learning, so students get meaningful learning experiences. Likewise, Tarigan (2018) who in his research revealed that illustrated stories are effective in increasing students' interest in reading. The elements in an illustrated story can increase students' interest in reading, illustrated on the ability to read comprehension and reading interest in fifth grade students at SD Aisyiyah Muhammadiyah 3 Makassar simultaneously.

One of the best ways to improve students' reading comprehension and interest in reading is to use a process skills approach using illustrated story media. This appears to be due to the principles of the process skills approach, which require students to actively and thoroughly explore information in reading. Furthermore, the use of illustrated story media keeps students engaged and interested in reading. As a result, the process skills approach supported by illustrated story media can be a solution for teachers in carrying out classroom learning.

Conclusion

Based on the results of the study, it can be concluded that the process skills approach influences reading comprehension skills; reading interest; and simultaneously influence the reading comprehension skills and reading interest of students. Process skills approach using illustrated stories can simultaneously improve students' reading comprehension and interest in reading

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