

# Effectivity Photo Story Media Usage In Direct Reading Thinking Activity Methods Towards Ability Understanding Stories Skills of Elementary School Students

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**Abstract.** This research is motivated by the importance of reading and understanding a reading for elementary school students. The lack of interest in reading and the difficulty in understanding reading effectively in primary school students in Indonesia has an impact on the quality and resources of the community. Specifically, this study aims to determine the effectiveness of the use of photo story media in the method *DRTA (Directed Reading Thinking Activity)* in improving the ability to understand stories in fifth grade students of SD Negeri 1 Cengal, Japara District, Kuningan Regency. The subjects of this study were 32 grade V students. This research uses a quantitative approach, the method *quasi-experimental* and the design chosen is "*design one group pretest-posttest*". Data collection techniques through tests, interviews, observation and documentation. The results of the study show that the pattern of learning to read a story is quite good as seen from the data *posttest* that has fulfilled the KKM, the ability to understand stories in fifth grade students of SD Negeri 1 Cengal before and after using photo story media and the method *DRTA* has changed, seen from the analysis and processing data *pretest* and *posttest*, and the process of learning to read and understand stories has been effectively used in fifth grade students of SD Negeri 1 Cengal.

## 1. Introduction

Indonesian language learning has a very important role in shaping the habits, attitudes, and abilities of students for the next stage of development. In addition, learning must be able to help students in developing language skills in their environment. The human race has always felt the need to understand our surroundings, our existence, and our mind. Learning has been seen as a necessity to grow mentally and societal-wise [1].

Today, students are faced with difficulties to understand an effective reading and low interest in reading in Indonesian children, so that it impacts on the low quality or community resources. The low interest in reading also impacts on the low quality of education, so it also impacts on the quality of its own human resources. This is proven based on the results of test data from the *PIRLS (Progress in International Reading Literacy Study)* which is an international study in the field of reading in children throughout the world sponsored by *The International Association for the Evaluation Achievement (IAEA)*, resulting in Indonesia being at fourth from bottom followed by 45 countries in 2006 (IEA, 1992; *Asia's Weeks*, 1997) [2].



Though currently being launched the national literacy movement which one aspect is the reading movement. Take 'literacy', for instance, our area of scholarly interest. Effectively, literacy has been reduced to reading, and reading to comprehension, because you can assess comprehension with multiple-choice or selected-response questions, using machine-readable answer sheets [3]. Even in the process of learning to read in class, the teacher still faces students who have difficulty understanding the subject matter that has been explained, especially in reading material. Teachers have a critical role in assisting learners to engage their understanding, building on learners' understandings, correcting misconceptions, and observing and engaging with learners during the process of learning [4]. One factor that is indicated to be the cause is that some students still have difficulty in understanding the story being told. If examined, in fact the story is a form of communication in which contains very many messages. In the case of communication, it is an essential part of the sort of education that involves sending messages and information and staring dialogues. For the collaboration, it can enable and enrich depth learning [5].

This problem almost occurred in some schools, including in class V of SD Negeri 1 Cengal, Japara District, Kuningan Regency. Lack of students' ability to understand the contents of a story, makes students find it difficult to compose sentences to conclude the story.

Researchers are of the view that one of them is to overcome the problems above using photo story media combined with the method *DRTA* (*Directed Reading Thinking Activity*). Stauffer explained that the method *DRTA* is a method that focuses on the involvement of students in predicting and proving their predictions when they read text[6]. This method has the advantage of involving students directly in predicting and proving their predictions when reading text stories, students can also easily conclude the story. Learners are required to synthesize knowledge, assimilate and / or assign new meanings to it; not merely expected to transfer information directly as it is [7]

Whereas Photo story is a form of presentation of photo images taken based on topics or events needed so that they are arranged and mean to take a meaning that is in the picture [8]. Photo Story is a learning media that already includes aspects of technology in it. it is essential that we better understand the links with the students' overall approach to learning and how they perceive the technologies in their learning context [9].

The purpose of this study was to determine the effectiveness of the use of photo story media on the *DRTA* method to the ability to understand the content of stories in elementary school students.

## 2. Research Methods

This study uses a qualitative approach, with experimental methods. The research design chosen was "*One Group pretest-posttest design*". or a treatment experiment with two measurements. The first measurement is done before the treatment is given, and the second measurement after the treatment is carried out. This can be described as follows:



Figure 1. Study design [10]

Description:

$O_1$  = value *pretest*

$O_2$  = value *posttest*

X = Use of Media Photo Story in *DRTA* method

Population in this study were all students of class V SDN 1 Cengal totaling 32 students. All population members in this study were sampled, namely all students in class V of SDN 1 Cengal totaling 32 students. The sampling technique used in this study is the total sampling technique.

The data analysis technique in this study is the first normality test is useful for determining data that has been collected normally or not. Both homogeneity tests are conducted to find out whether the data in variables x and y are homogeneous or not. Third t test, to answer the assumed questions.

### 3. Result and Discussion

Before carrying out learning activities for the fifth grade students, it was given a *pretest* to determine the students' initial ability, then given a *posttest* question by treatment using photo story media on the DRTA method. Collection techniques use tests. The test instrument used has passed the test set of tests in the form of tests of validity, reliability, level of difficulty and distinguishing power. Data analysis techniques when research in the form of initial normality test, final normality test, completeness test of learning outcomes and hypothesis testing. Hypothesis testing in this study uses *One Paired Sample t-test*.

The effectiveness of photo story media in the DRTA method is determined by looking at the pretest and posttest values, then testing it with One Paired Sample t-test to see whether the use of photo story media on the DRTA method is effective or not. This research is successful if the minimum completeness criteria (KKM) of 70 has been exceeded and the value from pretest to posttest has increased. From the data obtained, the data analysis requirements test is performed using the initial normality test.

#### 3.1. Normality

Test Initial normality test (pretest) is used to determine the data to be analyzed in normal or abnormal distribution before being treated. This is to find the next statistical test. The formula used is a liliefors test provided that the groups are normally distributed if they meet the  $L_o < L_{table}$  criteria measured at a significant level of 0.05. The results showed the following data:

**Table 1.** List of normality tests pretest

Class	$L_{table}$	$L_o$	Description
Class V	0,14 5	0,100 8	Normal Distribution

Based on table 1, the results of data calculation from the pretest value are obtained = 0.1008 with  $n = 32$  and level  $\alpha = 0.05$ , from the list of values of the distribution of L obtained = 0.145. Because that is 0.1008 0.145, it is accepted and  $H_a$  is rejected so it can be concluded that the sample comes from a normally distributed population.

The calculation continues with testing the normality of the posttest. The calculations can be seen in the table below.

**Table 2.** List of normality tests posttest

Class	$L_{table}$	$L_o$	Description
Class V	0,14 5	0,0977	Normal Distribution

In table 3 the results of data calculation from the value *posttest* obtained = 0.0977 with  $n = 32$  and level  $\alpha = 0.05$ , from the list of values of the distribution of L obtained = 0.145. Because it is 0.0977 0.145, it is accepted and  $H_a$  is rejected so it can be concluded that the sample is from a normally distributed population.

#### 3.2. Homogeneity Test

test is used to determine whether the population in the study has the same variance or not. Based on the results of calculations using the SPSS application through the Levene One way Anova statistical homogeneity test, the following data are obtained. If  $F_{count} > F_{table}$  or probability (sig.)  $> 0.05$  then the data variance is the same (homogeneous). If  $F_{count} > F_{table}$  or probability (sig.)  $< 0.05$  then the

data variance is not the same (not homogeneous). From the Homogeneity Test results obtained significance  $0.812 > 0.05$ , meaning that both groups have the same variance (homogeneous).

### 3.3. Hypothesis Test

Testing uses t-test- because the data are normally distributed and homogeneous. T-test testing is done with the program SPSS. To find the difference between the two averages in class V is by test-t two paired samples with the following settlement.

**Table 3.** T-Test Calculations

Table 3.1. Test Calculations									
Paired Samples Test									
		Paired Differences					<i>t</i>	<i>df</i>	<i>Sig.</i> (2-tailed)
		<i>Mean</i>	<i>Std. Deviation</i> <i>n</i>	<i>Std. Error Mean</i>	95% Confidence Interval of the Difference				
					<i>Lower</i>	<i>Upper</i>			
<i>Pair 1</i>	<i>Pretest - Posttest</i>	-24,167	5,071	1,035	-26,308	-22,026	-23,349	31	,000

Based on the calculation results in the table above, a significance value of 0,000 is obtained. Because the significance value is  $0,000 < 0.05$ . Then  $H_1$  is accepted, so it can be concluded that there are differences in the ability to understand stories using photo story media in the DRTA method in class V SDN 1 Cengal.

Based on the analysis of research data that has been done by researchers, the discussion of the results of the analysis is as follows.

### 3.4. Discussion

#### 3.4.1. Pretest Results Ability to Understand Stories

Based on the results data, the *pretest* ability to understand grade V SDN 1 Cengal before applying photo story media to the DRTA method is explained in the frequency table as follows.

**Table 4.** Pretest The ability to understand stories

<i>Valid</i>		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	43	7	21,9	21,9	21,9
	51	5	15,6	15,6	37,5
	59	7	21,9	21,9	59,4
	67	6	18,8	18,8	78,2
	75	4	12,5	12,5	90,7
	83	3	9,3	9,3	100,0
	<i>Total</i>	32	100,0	100,0	

Based on table 4, students who scored 43 were 7 people (21.9%), grades 51 were 5 people (15.6%), 59 were 7 people (21.9%), 67 were 6 people (18, 8%), the value of 75 was 4 people (12.5%) and those who scored 83 were 3 people (9.3%). The average value obtained is 60.

From the results of the pretest it can be concluded that the ability of students to understand stories in class V SDN 1 Cengal is still quite low. This is because the teacher has not used effective learning methods and media.

### 3.4.2. Pretest Results Ability to Understand Stories

Based on the results of the data, the *posttest* ability to understand stories in grade V SDN 1 Cengal before applying photo story media to the DRTA method is explained in the frequency table as follows.

**Table 5.** Posttest The ability to understand stories

		<i>Frequenc y</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	67	3	9,5	9,5	9,5
	72	6	18,7	18,7	28,2
	77	7	21,9	21,9	50,1
	82	4	12,5	12,5	62,5
	87	6	18,7	18,7	81,7
	92	6	18,7	18,7	100,0
	<i>Total</i>	32	100,0	100,0	

Based on table 5, students who received 67 were 3 people (9.5%), 72 were 6 people (18.7%), 77 were 7 people (21.9%), 82 were 4 people (12, 5%), the value of 87 is 6 people (18.7%) and those who score 92 are 6 people (18.7%). The average value obtained is 80.4.

From the above data it can be concluded that the use of photo story media in the DRTA method is effectively used to improve the ability to understand stories in grade V students at SDN 1 Cengal.

## 4. Conclusion

From the research results, the average data obtained from the pretest ability to understand the story before using photo story media and the DRTA method is 60. But when learning to use photo story media and the DRTA method, there is an average jump in value to 80.4 that prove that there is a significant ability difference. Thus, the photo story media on the DRTA method is effectively used to improve the ability to understand stories in elementary school students.

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