
THE HABIT OF READING PICTURE STORY BOOKS IN IMPROVING THE LINGUISTIC INTELLIGENCE OF ELEMENTARU SCHOOL STUDENTS

**Basyar Salim^{1*}, Izzatul Muslimah², Wahyuni Nur Ammala³, Junia
Saptaningrum⁴, Conny Dian Sumadi⁵**

^{1,2,3,4,5} Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo
Madura, East Java, Indonesia

correspondence e-mail: 190611100201@student.trunojoyo.ac.id,
190611100217@student.trunojoyo.ac.id, 190611100218@student.trunojoyo.ac.id,
190611100225@student.trunojoyo.ac.id, conny.diansumadi@trunojoyo.ac.id

ABSTRACT

The level of reading skills is very closely related to the level of students' linguistic intelligence. One way to improve reading skills is to make reading activities a habit. This study aims to determine the effect of reading habit before learning with the aid of picture story books to improve the linguistic intelligence of second grade students of SD N Duduwetan. This type of research is descriptive qualitative with data collection techniques namely observation, interviews and documentation. The research instrument is a guide observation sheet and interviews with data analysis techniques in the form of data reduction, data presentation and data verification. The results of this study indicate that the level of reading skills obtained are 3 students with low skill levels, 4 students with medium skill levels and 4 students with high skill levels. It can be seen that the students' skill level is better than before the implementation of reading habit with the help of picture story books. Then students' communication skills also increase. So the increase in linguistic intelligence of the second grade students of SD Negeri Duduwetan after the application of reading habits before learning.

ARTICLE INFO

Article History:

Received 21 Jun 2022

Revised 25 Jun 2022

Accepted 1 Jul 2022

Available online 1 Jul 2022

Keyword :

Keywords 1, Linguistic Intelligence

Keywords 2: Reading Skills

Keywords 3: Storybook with Picture

A. Introduction

Since the COVID -19 pandemic hit Indonesia in March 2020, many regulations have been created by the government to reduce the spread of the virus. One of these rules is online learning for students at the KB, TK, SD, SMP, SMA/SMK, and tertiary levels. Of course this is a new learning system that is felt by students, where previously students did face-to-face learning at school. In the implementation of online learning, there are many obstacles experienced by students in participating in learning activities at home. These obstacles include not having supporting facilities, not having an internet quota, lack of parental guidance, students who are less able to understand learning, the level of student ability in learning has decreased, and many other things (Prawanti & Sumarni, 2020). These obstacles have a very large impact on students, especially for lower grade elementary school students (Sari et al., 2021). For example, for low-grade students, online learning makes basic learning such as writing, counting, and reading possible. However, online learning is not optimal. As a result, students have difficulty in basic skills in education.

One of the things found in the school is the second grade students who still cannot read fluently. Whereas according to (Herlina, 2019), grade II children should be able to read fluently. This is due to students who do not understand online learning and the lack of parental guidance at home so that students have difficulty understanding basic things such as reading. According to (Saputro et al., 2021), reading is a brain activity to digest and understand and interpret symbols that stimulate the brain to understand the meaning contained in the series of symbols. In addition, the purpose of reading is to seek and obtain information, including content, understanding the meaning of reading (Gunardi & Sahiyah, 2021). Therefore, reading is very important for someone in this case elementary school students who want to improve themselves to broaden their horizons.

One of the intelligences that must be possessed by students is linguistic intelligence ((Indria, 2020). Linguistic intelligence is intelligence in managing words, or the ability to use words effectively both orally and in writing (Ratnasari, 2020). Students who have high linguistic intelligence will be able to establish effective communication with others, be able to speak well to the people around them, be able to develop harmonious relationships with others (Haryanti, 2017). Linguistic intelligence can be interpreted as intelligence to process words, meaning as a person's abilities and skills in creating relationships and maintaining social

relations so that both parties are in a mutually beneficial relationship (Oviyanti, 2017). According to someone who has the skills and habits of reading will be able to communicate well with others (Wulandari & Haryadi, 2020). Therefore, improving reading skills and making reading activities a habit is one of the effective ways to improve linguistic intelligence.

One of the parties who play an important role in improving students' reading habits and skills is the teacher. According to (Gunardi & Sahiyah, 2021) a teacher must be able to inspire students. Inspiration can be obtained from reading books read by students, one of which is using picture story books containing pictures and writing. With interesting pictures and writing, it can be an attraction for students to read the book. After there is student interest in reading the book, then get used to it before starting learning students must read picture story books. After that, the teacher and students had a small discussion and asked the students to understand what they read. Then ask one of the students to convey the contents of the book that has been read (Gunardi & Sahiyah, 2021). By delivering the contents of the books that have been read, it will improve students communication skills so that the linguistic intelligence in students also increases.

Based on observations made at SD Negeri Duduwetan through interviews with teachers and direct observations of grade II students, it was found that linguistic intelligence, especially students reading and communication skills, were very low. This is because the implementation of online learning is not optimal, where teachers have difficulty in teaching reading skills to students so that many students cannot and are not fluent in reading. In addition, because of learning from home, students rarely communicate with other people. Therefore, there is a need for proper learning improvements to improve students' linguistic intelligence, especially in class II. The solution to overcome this problem is to get used to reading before starting learning by using picture story books. The use of picture story books aims to increase students' interest in observing books. This can be used to guide students to learn to read slowly so that students are expected to have good reading skills and are fluent in reading. After that, students are asked to convey the contents of the book they have read. It is expected to increase linguistic intelligence in students

B. Method

This research is a qualitative descriptive study with data sources coming from teachers and students of class II SD Negeri Duduwetan which aims to describe a

phenomenon using a certain theory. This research was conducted through observation, interviews and documentation. Implementation of research at Duduwetan Public Elementary School in semester 1 of the 2021/2022 academic year. Duduwetan State Elementary School is an elementary school located in Duduwetan Village, Grabag District, Purworejo Regency, Central Java Province. For the subject of this research is the second grade students, amounting to 11 people. The implementation of this research is in collaboration with the second grade teacher of SD Negeri Duduwetan, namely Mr. Watoip S.Pd to determine the level of students' linguistic intelligence. The procedure to be carried out includes four steps including: (1) formulating problems and planning actions (planning), (2) implementing actions (acting), (3) reflecting on observations, and (4) improving or changing planning (replanning) to develop success. . In this study using a non-test technique, namely by observing student activities and teacher skills during the reading habituation process that will be carried out. In addition, interviews with classroom teachers related to students' reading abilities. The data analysis technique used in this study went through three stages, namely data reduction, data presentation and data verification. Data reduction was carried out on the results of interviews, observations and documentation carried out at SD Negeri Duduwetan. Then the results of the data reduction are described so that the results obtained are clearer. Furthermore, it is concluded by including valid and consistent evidence related to the research conducted.

C. Result and Discussion

Based on the results of the research conducted, this reading habit uses the media of picture story books that support the process of reading activities. This media is very important in supporting the smooth running of the program. According to (Rahman & Haryanto, 2014) states that the media can be interpreted as a physical tool used by teachers in learning, teachers use media in order to clarify the message conveyed to students. In addition to assisting in learning media, picture story books are used to attract students to learn to read. This is in accordance with what was conveyed (Halidjah, 2011) that attractive and colorful pictures can spur students to be enthusiastic in reading so that their skills can improve.

Reading is a complex thing, not just reciting writing, but involving visual activities such as translating written symbols into words, verbally, and thinking

processes to recognize and understand the meaning of words (Rahman & Haryanto, 2014). Another opinion from (Wulandari & Haryadi, 2020) states that reading skills are considered as one of the main pillars of language skills so they must be taught. This is because the ability or reading skill can make a significant contribution for language learners to accelerate the acquisition of language as a skill. Therefore, these reading skills must be possessed by lower grade students in order to be able to master the language well. Language has an important role in the development of knowledge, social, and emotional students as well as supporting success in learning all subjects. With these reading skills, students are expected to be able to participate in language learning aimed at helping students get to know themselves, other cultures, express ideas and feelings, participate in society, and discover and use their analytical and imaginative abilities (Aryani et al., 2012).

Based on research that has been done, reading habituation activities with the help of picture story books before routine learning are carried out for 5 days each week. It aims to make students accustomed to reading so that their reading skills can improve. The results of the research that have been carried out show that the level of students' reading skills obtained are 3 students with low skill levels, 4 students with medium skill levels and 4 students with high skill levels. The average of these results already shows a fairly good level of reading skills. With this habituation, it is hoped that students will be able to improve reading skills, increase knowledge and strengthen the foundation in terms of literacy awareness so that it is always embedded in students. The ability to read will be useful for understanding, analyzing, reflecting information well. When students are used to reading, over time they will like it and make time to read (Hastuti & Lestari, 2018). Therefore, the habit of reading with the aid of picture story books before learning that has been applied to second grade students of SD Negeri Duduwetan is considered quite effective to improve students linguistic intelligence. The application of this reading habit improves students ability to read and communicate in conveying information to others. The potential for language intelligence or linguistic intelligence possessed by a student will only remain potential if it is not trained or developed regularly. Good habits are very influential in this regard. Students who are not given the opportunity to speak or are always criticized when expressing their opinions will lose their abilities and skills in expressing their ideas and feelings. Therefore, the habit of reading every morning with the delivery of the

results of the reading, is considered effective for improving students' linguistic intelligence.

D. Conclusion

In an effort to improve the linguistic intelligence of the second grade students of SD Negeri Duduwetan, reading reading assisted by picture books tells stories before learning begins for 30 minutes. With 15 minutes of reading time, 5 minutes of questions and answers, and 10 minutes of telling the contents of the books that have been read. The implementation of this activity is guided by the teacher to guide and supervise the implementation of these activities. The results of the research that have been carried out show that the level of students' reading skills obtained are 3 students with low skill levels, 4 students with medium skill levels and 4 students with high skill levels. The average of these results already shows a fairly good level of reading skills. With this habituation, students are expected to be able to improve reading skills, communication skills, increase knowledge and strengthen the foundation in terms of literacy awareness so that it is always embedded in students. Therefore, the habit of reading with the help of picture story books before learning that has been applied to the second grade students of SD Negeri Duduwetan is considered effective enough to improve students' linguistic intelligence, especially reading skills and communicating information to others.

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