



The Effect of Cooperative Learning Methods Picture and Picture to Reading Interests

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Abstract. The problem of this research is the low reading interest of elementary school students. This study aims to determine the effectiveness of cooperative learning method of picture and picture type for reading interest of 4th grade students at SDN Margasari II, East Karawang District. This research is a type of quantitative research. The sample used in this study were 64 students in 4th grade students at SDN Margasari II. Data collection technique through the Reading Interest questionnaire. Data analysis technique to test the hypothesis is done by calculating the Independent-Smple T test. The results of hypothesis testing, there is an influence on the method of cooperative learning type picture and picture on the reading interest of 4th grade students. This significance was obtained by 0.025 because of the significance value of $0,025 < 0,05$ or with a price of 2,292 t_{table} of 1,69 and $n = 64$ possible that H_0 is rejected. From the results of this study it can be concluded that the cooperative learning method of picture and picture type affects the reading interest of 4th grade students.

Keywords: Picture and picture method and reading interest

INTRODUCTION ~ Education plays an important role in educating the children of the nation, therefore education requires the people involved in it to cooperate as much as possible, have a high sense of responsibility and loyalty to improve the quality of education. because through this education a nation can be formed into a nation of character, independence, responsibility and competitiveness. In addition, education is one aspect that plays a central role in preparing and shaping the young generation of a nation in the future. In addition, education has the aim of developing potential, forming personality, competent, creative and devoted to the almighty god. This is in line with "Law No. 20 of 2003 concerning the national education system chapter 1 article 1 (paragraph 1) which explains that "education is a conscious and planned effort to create an atmosphere of learning and learning process so that students

actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state".

In realizing the goals of education in the current millennial era it is needed by people who are fond of reading, by reading it can open a window of knowledge to the broadest, let alone supported by the development of the era in the current era. The development of technology in the millennial era can be maximally utilized by the world of education, especially school teachers in the application of interesting methods for students in growing interest in reading to students in the learning process. Foster interest in reading needs guidance from parents or teachers in fostering student interest in reading. According to Ginting (Meliyawati, 2016: 31) explains that



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"interest in reading are forms of directed behavior to carry out reading activities as a result of strong pleasure in reading activities because it is fun and gives value, based on the opinion, to realize fun and giving value reading activities require participation from various parties ranging from the school environment, community, government, and most importantly in the family environment ". Correspondingly, according to Dalyono (2012: 182) revealed "interest in reading is a tendency of the soul that encourages someone to do something about reading. Interest in reading is indicated by a strong desire to do reading ". The low interest in reading in the community, especially among students makes a very low reading culture, this is caused by a lack of interest in reading and there is no encouragement in reading. Efforts in increasing students 'interest in reading cannot be imposed on families alone, but educational institutions in this case schools as a means of encouraging students' interest in reading are packaged in the form of learning processes that are managed by teachers inside and outside the classroom.

Interest in reading must be based on a sense of curiosity, therefore to foster interest in reading there needs to be indicators to provide guidance or information towards reading interest, a student who has an interest in reading prioritizes his attention to reading activities compared to other activities. Based on the description above, indicators of interest in reading according to Djaali (2014: 121),

namely: include aspects of attention, feelings, and responses. Attention is related to the frequency, free time, and number of books read. Feelings are related to feelings of pleasure towards reading habits, whereas responses are related to responses or satisfaction after reading. But in fact, interest in reading in SD Margasari II, East Karawang is very low. This is influenced by internal factors, seen from students 'internal factors, namely students' laziness in reading and learning, low student interest in reading, lack of motivation in obtaining information. other than that seen from external factors namely the learning methods used by teachers in the class is less than the maximum, so the learning process tends to be passive and does not foster a student's curiosity about learning.

Thus, to foster interest in reading is to foster student curiosity and curiosity. Through this curiosity that can move the teacher is doing something that is the use of learning methods that are interesting and memorable so as to arouse students' curiosity one of which is by applying the type of picture and picture cooperative learning methods. Picture and picture learning method is one form of cooperative learning. Hamdani (2011: 89) said the picture and picture learning method is a learning method that uses images that are paired or sorted into a logical sequence. The picture and picture learning method has active, innovative, creative and fun characteristics. The method of learning should always



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emphasize student activity in every learning process. Innovative means that each learning must provide something new, different and always attract students' interests. Creative means that each learning must generate interest in students to produce something or can solve a problem using methods, techniques or ways mastered by students themselves obtained from the learning process. With the application of the picture and picture method that uses images can stimulate students in the learning process, in this case, students not only silently pay attention to the teacher explaining the material but students can also be actively involved in the learning process. The steps in the picture and picture learning method according to Suprijono (2014: 125-126) states as follows: a) The teacher conveys the competencies to be achieved, b) Presents the material as an introduction, c) The teacher shows/shows pictures of activities that related to the material, d) The teacher points / calls students alternately to install / sort the pictures into a logical sequence, e) The teacher asks the reason/rationale for the picture sequence, f) From the reason/sequence of the picture the teacher starts to embed the concept/material in accordance with the competencies to be achieved, g) Conclusions and conclusions.

Building students' interest in reading is not easy when teaching in a mediocre way or can be called boring. So with this study using cooperative learning methods picture and picture types so that learning is more interesting and enjoyable. The use of innovative methods and media that are easily accepted by students is believed to be able to solve these problems. Cooperative learning method of picture and picture type emphasizes the learning process that attracts students to grow interest in reading. Because in this method the learning prioritizes pictures accompanied by colourful text so that it can foster student interest in reading. This is directly proportional to the interest in reading students who need interesting learning and more fun in the learning process. So that it can foster students' curiosity in learning, especially in reading. With interesting pictures in reading material students become more interested in reading. The picture and picture method is believed to foster students' interest in reading in learning more effectively.

METHOD

This study uses a quantitative approach to quasi-experimental research. The design used in this study is nonequivalent comparison-group design (Johnson & Christensen, 2012: 320). The design of this study is presented in the following table.

Table 1. Research Design

Kelas	Pretest	Perlakuan	Posttest
KE	O ₁	X ₁	O ₂
KO	O ₃	-	O ₄



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The study was conducted on groups consisting of two groups. The first group is the group that is treated by applying the picture and picture cooperative learning method as an experimental class and the second group is the group that is not treated by applying the picture and picture cooperative learning method as the control class. The population in this study were all students of class IV SDN Margasari II, East Karawang District, amounting to 92 students consisting of three classes, namely class A, amounting to 32 students, class B totalling 28 students and class C totalling 32 students. The sample of this study used random sampling technique, based on the sample selected IVA class as the control class that is the class that does not apply the picture and picture type cooperative learning method and IVC class as the experimental class that is the class that gets learning using the picture and picture type cooperative learning method .

RESULTS

1. Description of the data presented from the results of this study is to present data obtained in the field. This section will explain the process and results as well as the discussion of data processing that has been done. The subjects of this study consisted of 32 students in the IVA class as the control class and 32 students in the VC class as the experimental class. The research results of the pretest data obtained from the experimental class with the number of respondents is 32 students. Performed before learning begins with the maximum value obtained is 79, the minimum value is 58, has an average score (mean) that is 68,50, median/middle value is 69,50 mode value is 70, the value of variance is 28,19 , the standard deviation value is 5,31, many class 4 and class interval length of 6 can be presented in the following frequency distribution table:

Table 2. Table of Frequency Distribution of Experimental Class Pretest Values

No	Kelas Interval	F _{absolut}	F _{relatif (%)}	F _{kumulatif (%)}
1	58 – 63	6	18,75	18,75
2	64 – 69	10	31,25	50
3	70 – 75	13	40,625	90,625
4	76 – 81	3	9,375	100
	Jumlah	32	100	-

2. To clarify the results of the pretest results of the experimental class students who are learning by using the cooperative learning method picture and picture

type, the following is presented in the form of a histogram below:

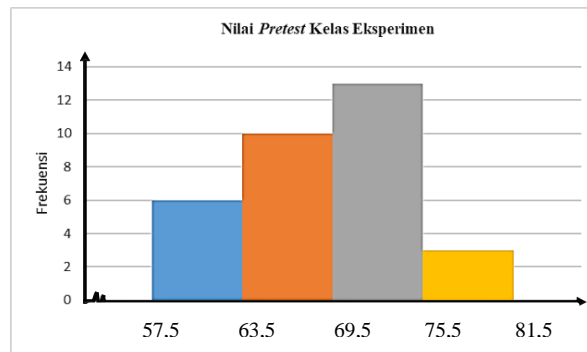


Figure 1. Histogram of Experimental Class Pretest Results

Furthermore, the results of the calculation of the posttest data obtained from the experimental class with the number of respondents were 34 students. Done after learning is carried out using the cooperative learning method picture and picture type, with an average score (mean) that is 79,91, the median/middle

value is 79, the mode value is 81, the variance value is 33,31, the standard deviation value 5,77, a minimum value of 71 and a maximum value of 94. Many classes of 4 and a class interval length of 6 can be presented in the following frequency distribution table:

Table 3. Table Frequency Distribution of Experiment Class Posttest values

No	Klas Interval	F _{absolut}	F _{relatif (%)}	F _{kumulatif (%)}
1	71 - 76	9	28,125	28,125
2	77 - 82	14	43,75	71,875
3	83 - 88	5	15,625	87,5
4	89 - 94	4	12,5	100
Jumlah		32	100	-

To clarify the data of the results of the experimental class posttest students who learn by using cooperative learning

methods picture and picture types, the following is presented in the form of a histogram below:

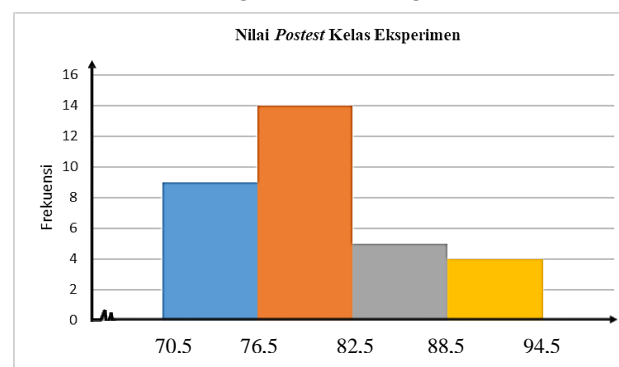


Figure 2. Histogram Results of Experiment Class Posttest

Based on the results of the posttest data, it can be concluded that the increase in students' interest in reading in learning after being given a type of Picture and Picture cooperative learning.

Pretest result data obtained from the control class with the number of respondents is 32 students. Done before learning begins with a maximum value of 81, a minimum value of 58, an average

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(mean) of 68,38, a median/middle value of 68, a mode value of 65, a variance value of 25,47, a standard deviation value

of 5,05, many classes 4 and the length of the class interval is 6, it can be seen from the following table:

Table 4. Table of Frequency Distribution of Pretest Value of Control Class

No	Kelas Interval	F _{absolut}	F _{relatif (%)}	F _{kumulatif (%)}
1	58 - 63	4	12,5	12,5
2	64 - 69	15	46,875	59,375
3	70 - 75	11	34,375	93,75
4	76 - 81	2	6,25	100
Jumlah		32	100	-

To clarify the data of the results of the pretest control class of students who learn by using cooperative learning in the type

of Picture and Picture, the following is presented in the form of a histogram below:

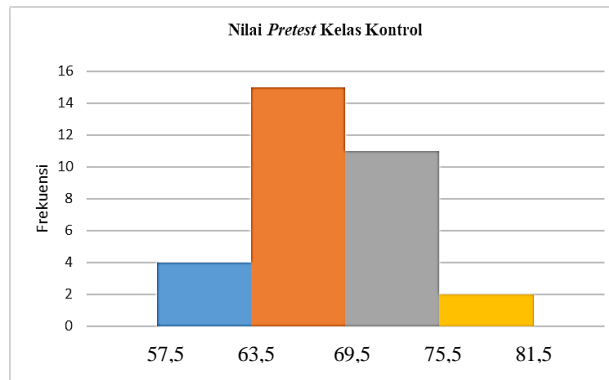


Figure 3. Diagram of Pretest Control Class Data Results

Furthermore, there are posttest results data obtained from the control class with 32 respondents. Performed after learning is carried out and without using the cooperative learning method Picture and Picture type, with a maximum value of 87, a minimum value of 70, an average

(mean) of 77,06, a median/middle value of 76, a mode value of 75, a value the variance is 15,93, the standard deviation value is 4,95, many classes are 3 and the length of the class interval is 6 then it can be seen from the following table:

Table 5. Table of Frequency Distribution of Posttest Value of Control Class

No	Kelas Interval	F _{absolut}	F _{relatif (%)}	F _{kumulatif (%)}
1	70 - 75	15	46,875	46,875
2	76 - 81	13	40,625	87,5
3	82 - 87	4	12,5	100
Jumlah		32	100	-

To clarify the data of the posttest results of the control class of students who are

learning by using cooperative learning in the Picture and Picture type, the following

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is presented in the form of a histogram below:

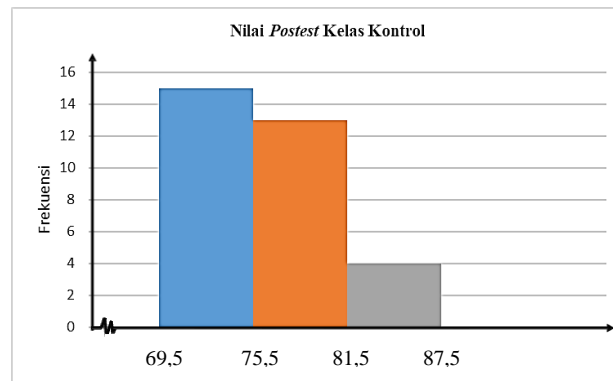


Figure 4. Diagram of Control Class Post-test Data Results

Even in this normality test, there are requirements in determining the calculation results so that the data distribution can be said to be normally distributed, that is if the significance of the calculation results obtained is greater than

the level of $\alpha = 5\%$ (significance $> 0,05$). Based on the normality test of the experimental class and the control class using the Shapiro Wilk test, it can be obtained as follows:

Table 6. Normality Test Results for the experimental class and the control class

Kelas	Shapiro-Wilk		
	Statistic	Df	Sig
Pre-Test Eksperimen	0,150	32	0,318
Post-Test Eksperimen	0,112	32	0,163
Pre-Test Kontrol	0,127	32	0,569
Post-Test Kontrol	0,166	32	0,196

Based on the table above, it shows that the value of both the experimental class and the control class is greater than the value of $\alpha = 0,05$. The value of the Pretest and Posttest Experiment Class is ($0,318 > \alpha = 0,05$ and $0,163 > \alpha = 0,05$) and the value of the Control class Pretest and Posttest are ($0,569 > \alpha = 0,05$ and $0,196 > \alpha = 0,05$), so the data for both Experiment classes

with Pretest and Posttest Control are normally distributed. Then the hypothesis test is conducted to determine the effect of Picture and Picture type cooperative learning methods on reading interest using SPSS 23 software. The results of hypothesis testing can be presented in the following table:

Table 7. Hypothesis Test Results for Experiment Class and Control Class

Levene's Test for Equal of Variances							
		F	Sig.	T	Df	Sig. (2-tailed)	
Hasil	Equal variances assumed	3,209	0,78	2,292	62	0,025	
	Equal variances not assumed			2,054	55,131	0,026	



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Based on the table above, the probability value (significance) is 0,025. Because the significance value is $0,025 < 0,05$ or with a price of $2,229 > t_{\text{table}} 1,69$, then H_0 is rejected, meaning that there is an effect of the Cooperative Learning Type Picture and Picture type on Reading Interest in Class IV Students.

CONCLUSION

Based on the results of the analysis using the Independent Sample T-Test the test shows that the application of the cooperative learning method Picture and Picture type in reading interest by using the steps of the cooperative learning method Picture and Picture type influences the reading interest of fourth-grade students at Margasari II Elementary School in Karawang. Evidenced by the results of the analysis of the calculation of the hypothesis test obtained the significance value obtained of 0.025, because the significance value of $0,025 < 0,05$ or by the price of T-test $2,292 > t_{\text{table}} 1,69$ then H_0 is rejected means that there is an influence on the application of cooperative learning

methods Picture and Picture of reading interest.

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