The Effect of High Five Strategy Assisted by Image Media on Reading Comprehension Skills of Elementary School Students

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ABSTRACT

The purpose of this study was to determine the effect of the High Five strategy assisted by image media in reading comprehension of fourth grade elementary school students. In this study the approach used is a quantitative approach with quasi-experimental method using nonequivalent control group design. The subjects of this study were fourth grade students. The instrument used was a test. The test was carried out in two stages, namely the pre-test carried out before the treatment and the post-test carried out after the treatment. The results showed that the High Five strategy assisted with image media can improve reading comprehension skills of fourth grade elementary school students. This was evidenced by the significant value of increasing students using the High Five Strategy assists by image media. Using this strategy, students were given a stimulus to generate the knowledge they had previously and raise questions so that students could understand the contents of the reading better. With the learning process carried out students realized that it made it easy to understand each part of the text.

Keywords: High five strategy, image media, reading comprehension skills

1. INTRODUCTION

Education is one way for humans to gain knowledge, develop all their potential and add insight or experience in achieving educational goals, both formal education and non-formal education (Nurkholis, 2013). Elementary school education is the basic education or first level education which has an important role in developing the potential of students. Elementary school age is a productive age, therefore at the elementary school level more emphasis is placed on activities that aim to hone students' skills. One of the skills that must be honed or developed is language skills. Language skills are taught with the aim that students are able to communicate, socialize, and absorb information from the surrounding environment better (Nikmah, Setyawan, & Citrawati, 2020). Language skills are found in one of the subjects that play an important role in education, namely Indonesian language subjects. During learning activities in schools, especially in elementary schools, students are required to master and understand four language skills, namely listening skills, speaking skills, reading skills, and writing skills (Rahman, Widya, & Yugatiati, 2019). Basically, Indonesian language lessons are oriented towards improving communication skills through oral and written activities. Of the four skills or abilities that have been described, the author makes reading ability as the main focus in this study. Because one of the most effective ways to gain knowledge is by reading.

The 21st century education is undergoing a paradigm shift, education is directed so that students have 21st century skills, namely communication skills, critical thinking, collaboration and creative and innovative thinking. 21st century skills are integrated in knowledge, skills, and attitudes, as well as mastery of technology (Rahman, Ariawan, & Pratiwi, 2020). According to Rahman (2018) 21st century education is education that is oriented towards efforts to produce young people who have thinking competence, life competence, work competence, and competence in mastering tools to work.

The 21st century is marked by the rapid development of science and technology (Rahman, Sopandi, & Widya, 2018) information that is easily accessible and disseminated (Rahman, 2018). People are required to be human beings who like to learn and are sensitive to the times. The closest and most effective learning process to the community is through reading. People who like to read will get new knowledge that will help them in dealing with the times.

Reading is the key to being able to learn various kinds of knowledge, including in the form of daily information and instructions that have a very impact on life. (Kemendikbud, 2017). Based on the description above, it is clear that the ability to read is very important, therefore reading skills must receive special attention from teachers, especially at the elementary school level. Students who are in elementary school must have adequate reading skills so that they can become the main means of acquiring knowledge.

According to Abidin (2015) reading is a complex skill. The purpose of reading is to ensure that students can understand what they are reading (Colenbrander, Nickels, & Kohnen, 2017). In line with this, Abidin (2012) suggests that there are three main objectives of learning to read. Firstly to make students enjoy reading activities, secondly to have the ability to read silently with flexible reading speed, and thirdly to be able to gain sufficient understanding of the reading content. This means that understanding is an important thing in reading activities. Similarly, Ozdemir and Akyol (2019) suggests that reading comprehension has an important place in lifelong learning. Although reading is a basic academic skill, it turns out that quite a lot of elementary school students in Indonesia have not mastered it. This is as the results of research on the reading ability of Indonesian students internationally, namely the results of the Progress in International Reading Literacy Study (PIRLS) in 2011 for fourth grade Indonesian students who are ranked 42 out of 45 countries with an average of 428 (Mullis & Martin, 2012).

There are several factors that cause low reading comprehension skills, namely internal factors and external factors. Internal factors include students' concentration power during reading activities, students' reading interest and students' motivation in reading activities (Kelly, Timothy, & Wray, 2016). As for external factors, it includes the use of strategies or learning models applied by teachers, classroom management and the physical state of the school environment.

The importance of reading comprehension skills, and the low reading comprehension skills of elementary school students need to be addressed immediately. To improve reading comprehension skills, teachers must apply appropriate strategies. This is in line with the opinion of Amendum, Conradi, and Pendleton (2016)

who stated that teachers need a learning model or learning strategy that can be used in providing direction to students. Learning methods or strategies are guidelines for teachers in carrying out teaching and learning activities (Rahman, 2017), and the authors propose the implementation of the High Five strategy to be applied to learning reading comprehension, hoping that this strategy can improve the reading comprehension ability of elementary school students.

The High Five strategy is a reading comprehension learning strategy that consists of five steps, namely activating background knowledge, questioning, analyzing text structure, creating mental images, and summarizing. This strategy is believed to be able to improve students' reading comprehension skills. In a study conducted by Surayatika, Indrawati, and Ekawati (2014), the results shows that the High five strategy can improve students' reading comprehension and reading interest. Then the research that has been carried out by resulting the use of the High five strategy to improve reading comprehension skills of narrative texts.

Learning media are all kinds of learning tools used during the learning process to increase the effectiveness of achieving learning objectives. Image media is one type of learning media that can be used as a tool in improving learning outcomes. Image media can visualize the concept that will be delivered in learning. Image media is a medium that combines facts and ideas clearly through a combination of expressing words and images (Somadayo, 2020). The function of image media in general is to convey information or messages from the source of the message to the recipient of the message. The function of image media specifically is to attract students' interest in learning activities, clarify ideas, data or events (Sudaryono, 2016).

Based on the explanation above, the author intends to apply the High Five strategy with the help of image media in learning reading comprehension. This research will be carried out as a quasi-experimental research on thematic learning that focuses on Indonesian language.

2. METHODS

Based on the research objectives that have been formulated, namely to determine the effect of the High Five strategy assisted by image media on students' reading comprehension skills, the researchers used a quantitative approach by choosing a quasi-experimental research method. As for the consideration of using a quasi-experimental method, because the study was conducted in a school that did not allow to form two classes randomly, this study used a class that had been formed previously.

The High five strategy is a strategy introduced by Susan Dymock and Tom Nicholson in 2010. According to Dymock and Nicholson there are five to nine steps in

reading comprehension strategies that can be used, but Dymock and Nicholson suggest five steps are sufficient. The High Five strategy consists of five steps, namely activating background knowledge, Questioning, Analyzing Text Structure, Creating mental images, Summarizing.

Reading comprehension skills in this study focused on reading comprehension skills in fiction texts. This is adjusted to the indicators of learning Indonesian language subjects in grade IV semester 2 in thematic learning in theme 8 "*Daerah Tempat Tinggalku*". Fiction texts are works that are imaginative but contain dramatized truth. The types of fiction texts contained in class IV learning theme 8 are myths, fables, legends, saga and short stories.

The use of learning media complements the High Five strategy. Learning media are all kinds of learning tools used during the learning process to increase the effectiveness of achieving learning objectives. Image media is one type of learning media that can be used as a tool in improving learning outcomes

The researchers chose a quasi-experimental design with a non-equivalent control group design. Non-equivalent control group design is a type of research that uses two groups, namely the experimental group and the control group. In the non-equivalent control group design, there is a pre-test in both groups before being given treatment (Creswell, 2016). Non-equivalent control group design can be seen in Table 1 which description as follows.

Description:
0_1 = Pre-test in the experimental class before being given treatment
0_2 = Pre-test in the control class before being given treatment
X_1 = Treatment in the experimental class
X_2 = Treatment in the control class
0_3 = Post-test in the experimental class after being given treatment
0_4 = Post-test in the control class after being given treatment

3. FINDINGS AND DISCUSSION

The ability to read and understand is very important for elementary school students, because reading is the key to being able to learn various kinds of knowledge, including in the form of daily information and instructions that have a very impact on life (Kemendikbud, 2017). The success or failure of students in learning activities is determined by their ability to read

Table 1. Non-equivalent control group design

Experiment Class	0_1	X_1	0_3
Control Class	0_2	X_2	0_4

(Ritchey, Palombo, Silverman, & Speece, 2017). Initial ability or pre-test results, final ability or post-test results, and the effect of the High Five strategy assisted by picture media will be explained as follows.

3.1. Initial Ability (Pre-test) Reading Comprehension of Students

The initial ability or pre-test of the experimental class from the results of research that has been carried out in grade four by applying the High Five strategy assisted by image media. The results obtained an average pre-test score of 51.8. The initial ability or pre-test in the control class was carried out in class IV B. The results obtained an average pre-test score of 51,7.

The initial ability or the results of the pre-test reading comprehension ability in the experimental and control classes were similar or there was no significant difference. This means that the initial reading comprehension ability of the students of the two classes is similar. This is proven by the results of calculations that have been carried out with the help of SPSS. The result of the probability value or sig value of 0.946, the value is greater than = 0.05 so that H0 is accepted and H1 is rejected. This means that there is no difference between the average pre-test scores of reading comprehension skills in the experimental or control classes. If you look at the average reading comprehension ability pre-test in the experimental class, which is 51.8, it is greater than the control class, which is 51.7. The average pre-test score of both classes is still below the Minimum Achievement Criteria, which is 70. This means that both classes are still on the "Low" criterion.

3.2. Final Ability (Post-test) Reading Comprehension of Students

The post-test results of the experimental class from research that has been carried out by applying the High Five strategy assisted by image media obtain better results than the results of the pre-test of reading comprehension ability with average post-test score of 78.6. The final ability or post-test results of the control class obtained better results than the pre-test results of reading comprehension ability, with the average post-test score of 71.7.

The post-test results of reading comprehension skills in the two classes showed significant differences. This means that the students' reading comprehension ability in the experimental class is better than the control class. This is proven by the results of calculations that have been carried out with the help of SPSS. The result of the probability value or sig value is 0.016 which is smaller than = 0.05 so that H_0 is rejected and H_1 is accepted. This means that there is a difference in the average post-test score of reading comprehension skills between the experimental class and the control class. If you look at

the average score of the post-test results of reading comprehension ability in the experimental class that was given treatment with the High Five strategy assisted by image media, which was 78.6, it was greater than the control class, which was 71.7. The average post-test score for both classes was is above the Minimum Achievement Criteria, which is 70. This means that both classes are in the sufficient criteria.

3.3. The Effect of High Five Strategy Assisted by Image Media on Students' Reading Comprehension Ability

Based on the results, it was found that the pre-test score of reading comprehension ability in the control class was higher than the experimental class, but after the two-mean difference test was carried out, the results showed that the difference was not significant, so it can be concluded that the average score the pre-test of reading comprehension ability in the experimental and control classes was not significantly different. This means that the initial reading comprehension ability of students in both classes is the same.

After being given treatment, a post-test was carried out to see the final reading comprehension ability of students. The results of the t-test analysis of the average post-test score show that the value of sig (2-tailed) is smaller than $= 0.05$ so that H_0 is rejected. This means that there is a significant difference in reading comprehension ability between the experimental and control classes. If you look at the average final reading comprehension ability, the average score of the experimental class that was given treatment with the High Five strategy assisted by image media was 78.6, which was greater than the control class which was 71.7. This means that the final ability to read comprehension in the experimental class with the High Five strategy assisted by image media is higher than the reading ability of the control class.

Post-test scores were also needed to determine the amount of gain achieved by students both individually and as a whole. N-Gain is needed to see the magnitude of the increase in scores from pre-test to post-test. After the analysis process was carried out, it was found that the average N-Gain of the experimental class was higher than the control class. In the experimental class, the average N-Gain score is 0.50 and if you look at the gain criteria, it is in the "medium" criteria. While in the control class, the average N-Gain score is 0.389 and if you look at the gain criteria, it is in the "medium" criteria. Based on the results of the study, it was found that the average N-Gain score in the two classes was both in the moderate criteria, but after the N-Gain average score went through the analysis process, the results of the test of the difference between the two average N-Gain scores of the two classes obtained a sig value of 0.039 which value is smaller than $= 0.05$, so H_0 is rejected. So, it can be said that there is a significant difference in the average reading comprehension ability between the experimental class and the control class. The results of this analysis prove that the High Five strategy assisted by image media have more effect in improving reading comprehension skills.

The class that was given the treatment of the High Five strategy assisted by the media got higher gains in the experimental class, because during class learning, the teacher applied the principles of the High Five strategy assisted by the image media, namely activating the students' background knowledge by providing a stimulus by asking questions about students' experiences related to the text to be discussed. This is in accordance with the opinion of Lestari and Fauzi (2019) who explained that the importance of initial knowledge in helping students develop further understanding of the material to be studied.

In addition to building initial knowledge, the High Five strategy assisted by image media also provides a stimulus so that students' curiosity about the content of the text increases. The teacher stimulates students through questions, for example "look there is a picture of a buffalo. What do you think are we going to read and discuss today?". This question's aim is to arouse students' curiosity about the content of the text (Questioning), and the attitude of high curiosity is very influential on the success of the learning process (Novelya, 2019).

Then the High Five strategy assisted by image media also guided the students to analyze the structure of the text, this stage formed new information about how the author arranges information in the text. At this stage students were guided by the teacher to analyze the pattern of the text by finding the main ideas, topics, and themes as well as other details in the text. At this stage the teacher gave direction to students to analyze the main elements contained in the text. Then students were guided to make concept maps or charts, or Creating Mental Images. Creating a mental picture of the text and analyzing the structure of the content in the text will improve reading comprehension skills. When the reader can understand the content of the text, the reader will be able to visualize the description of the text through a diagram, chart or concept map as a medium to assist in visualizing understanding the content of the text.

4. CONCLUSION

The initial data obtained in this study showed that the results of the pre-test or the initial reading comprehension ability of the students in both classes were similar. The reading comprehension ability in both classes is still in the "less" criteria, therefore improvements are needed in learning. The treatment given to students to improve reading comprehension skills is to apply the High Five strategy with the help of picture media.

Based on the post-test results after being given treatment, in both classes there was an increase in students' reading comprehension skills. The increase in the experimental class and the control class was classified as an increase in the moderate category, but there was a significant difference in the increase in reading comprehension ability between the experimental class and the control class. In the experimental class by applying the High Five strategy assisted by image media, there was a greater gain than the control class. This means that the High Five strategy assisted by image media have more effect in improving reading comprehension skills.

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