

IMPROVING READING COMPREHENSION SKILLS IN INDONESIAN LANGUAGE THROUGH ILLUSTRATED VIDEO STORY MEDIA FOR SLOW LEARNERS IN GRADE II OF SDN 003 KARANGAN.

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ABSTRACT

This study aimed to improve the reading comprehension skills of slow learner students through the use of illustrated video story media in Indonesian language learning. The study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, implemented in two action cycles. The participants were seven Grade II slow learner students at SDN 003 Karangan. Data were collected through classroom observations and reading comprehension tests. The findings showed a progressive improvement in students' reading comprehension skills throughout the implementation of the intervention. The average reading comprehension score increased from 61.58 in the pre-action stage to 71.05 in Cycle I and further improved to 91.43 in Cycle II. By the end of Cycle II, all participating students had achieved the predetermined Learning Objective Achievement Criteria (KKTP). The improvement was reflected in students' ability to understand story content, identify characters and plot, determine the main message, and participate more actively during the learning process. These findings indicate that illustrated video story media provides meaningful visual and verbal support that facilitates reading comprehension among slow learner students. Therefore, illustrated video story media can be considered an effective adaptive learning medium for improving the reading comprehension skills of Grade II slow learner students.

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INTRODUCTION

Education is a systematically designed process to develop students' potential to possess the knowledge, skills, and attitudes required in various fields of life. Children classified as *slow learners* face unique educational challenges, thus requiring intervention and learning strategies tailored to their characteristics and learning needs (Rani Hudriana & Sukinah, 2025). *Slow learner* students are individuals who have intellectual abilities slightly below average with an

IQ range of around 70–90, but are not included in the category of intellectual disability. Nevertheless, this classification should be understood within a comprehensive educational and psychological assessment rather than relying solely on IQ scores (Miftahudin, 2025). In line with this, Iqbal Sauqi (2024) reveals that *slow learner* students need more time to process information, experience difficulties understanding learning materials, and require more intensive assistance compared to students in general.

In language learning, there are four main skills that students must master, namely listening, speaking, reading, and writing (Saskia, 2025). Among these skills, reading comprehension plays a crucial role because it enables students to understand, interpret, and construct meaning from written texts. Reading comprehension is a reading activity that aims to gain a deep understanding of the reading content so that the reader is able to capture the information and knowledge contained therein (Daya Della, 2025). Ahmad Wahyudi (2022) explains that through reading comprehension, students are able to find important information, identify main ideas, construct logical arguments, and express the reading content using their own sentences. In order for the understanding of reading content to form optimally, reading activities need to be carried out repeatedly according to the text's difficulty level and the individual's ability to understand the reading (Suandi, 2023). However, achieving reading comprehension remains a considerable challenge for students with *slow learner* characteristics because of their limitations in processing, retaining, and integrating information.

Based on the initial observation results and reading ability analysis in Grade II of SDN 003 Karangan, it is known that out of 18 registered students, seven students are not yet able to read fluently and experience difficulties understanding simple reading texts. The low reading comprehension ability is primarily visible in students who have *slow learner* characteristics. They often experience difficulties understanding new vocabulary, remembering information that has been read, identifying the main idea, and drawing conclusions from the reading. These problems are exacerbated by the learning process, which is still dominated by lecture-based instruction and text reading activities without the support of engaging learning media. As a result, students tend to lose concentration easily, become less motivated, and participate passively during classroom learning.

To address these challenges, adaptive learning strategies through the use of visual media, gradual material repetition, and continuous positive reinforcement become important steps in improving the learning abilities of *slow learner* students (Widyasari, 2025). One learning medium considered suitable for these characteristics is illustrated video stories, which combine visual, auditory, and narrative elements to facilitate students' understanding. This media is able to capture students' attention through an engaging combination of pictures, sounds, and animations so that it can increase motivation, attention, and activeness during the learning process (Kartini, 2024). Apriansyah (2020) states that learning media combining visual and audio elements are able to present material more clearly and meaningfully, enabling students to process information through multiple sensory channels.

Several previous studies have demonstrated the effectiveness of innovative learning media in improving students' reading abilities. Research conducted by Anabila Zahra et al. (2025) proves that the use of animated videos has a positive influence on improving students' reading skills. Another study by Fitria Indar Nurkhofifah (2022) also shows that technology-based learning media are effective in improving students' reading comprehension skills. In addition, Nugroho (2023) states that students who learn using visual media obtain better learning outcomes compared to students who follow learning using conventional methods. Although these studies provide evidence of the benefits of multimedia-based learning, most of them focus on students in regular classroom settings and evaluate reading ability in general. Limited attention has been given to the implementation of illustrated video stories specifically for Grade II *slow learner* students who require differentiated instruction, repeated learning experiences, and highly structured visual support. Consequently, empirical evidence regarding the effectiveness of illustrated video stories in improving the reading comprehension of *slow learner* students at the elementary school level remains limited.

Based on these conditions, this study seeks to fill the existing research gap by investigating the use of illustrated video story media to improve the reading comprehension ability of Grade II *slow learner* students at SDN 003 Karangan. This study is expected to provide empirical evidence regarding the effectiveness of illustrated video stories as an adaptive learning medium for students with special learning needs while also contributing practical recommendations for teachers in implementing differentiated literacy instruction in inclusive elementary classrooms.

Therefore, the objective of this study is to determine the effectiveness of illustrated video story media in improving the reading comprehension ability of Grade II *slow learner* students at SDN 003 Karangan. Accordingly, this study addresses the following research question: How effective is the use of illustrated video story media in improving the reading comprehension ability of Grade II *slow learner* students at SDN 003 Karangan?

METHOD

This study uses a Classroom Action Research (CAR) approach applying the model developed by Kemmis and McTaggart. The model consists of four interrelated main stages: planning, acting, observing, and reflecting. The implementation of CAR was carried out through two cycles that were executed repeatedly until the improvement corresponding to the research objectives was achieved.

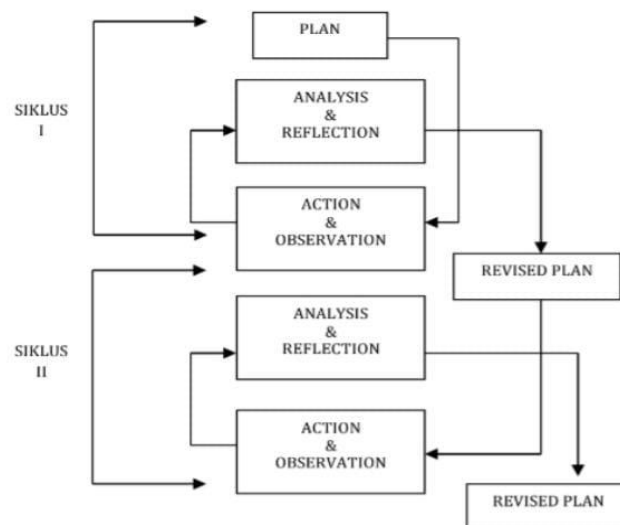


Figure 2. Kemmis and McTaggart Model

1. The cycle consists of Plan, Action & Observation, and Analysis & Reflection.
2. Cycle I leads to a Revised Plan, which then proceeds to Cycle II.

The study was conducted at SDN 003 Karangan, Karangan District, East Kutai Regency, East Kalimantan, from April to May 2026. The participants were Grade II students, consisting of 18 students. The focus of this study was the improvement of reading comprehension skills among seven students identified as *slow learners*. The identification of these students was based on school documentation, teachers' academic records, classroom observations, and recommendations from the classroom teacher indicating that the students consistently experienced learning difficulties, required longer learning time, and demonstrated academic performance below the average of

their peers. The identification process referred to educational characteristics of *slow learners* and was not solely determined by intelligence quotient (IQ) scores or clinical diagnosis.

Data were collected through classroom observations and reading comprehension tests. Observation sheets were used to record teacher performance in implementing illustrated video story media as well as students' participation, learning engagement, and responses during the instructional process. The observation data were analyzed descriptively to support the interpretation of students' learning improvement.

The reading comprehension test consisted of 15 items, including five multiple-choice questions and ten short-answer questions, administered at the end of each cycle. The test was designed based on reading comprehension indicators, including identifying explicit information, recognizing the main idea, understanding vocabulary in context, making simple inferences, and drawing conclusions from the reading text. Each correct answer received one point, producing a maximum score of 15, which was then converted to a scale of 0–100. The test instruments used in Cycle I and Cycle II were developed using different reading texts but maintained equivalent levels of difficulty, indicators, and cognitive demands to ensure comparability of students' learning outcomes across cycles. Before implementation, the instruments were reviewed by elementary education experts and classroom teachers to establish content validity.

Data analysis was conducted by calculating individual learning achievement scores and the percentage of classical learning mastery. Individual scores were obtained by comparing the total score achieved with the maximum possible score and then converting the results into percentage values. Classical learning mastery was calculated by determining the percentage of students who achieved the predetermined Learning Objective Achievement Criteria (KKTP) score.

The implementation of illustrated video story media was considered successful if individual students achieved a minimum score of 70, in accordance with the established Learning Objective Achievement Criteria (KKTP). The classroom action was regarded as effective if at least 70% of the participating students achieved the minimum mastery criterion. Throughout this study, the term KKTP was consistently used as the benchmark for learning mastery in accordance with the current curriculum implementation.

RESULTS AND DISCUSSION

Research Results

Initial data on students' reading comprehension skills was obtained through a pre-test conducted before the implementation of illustrated video story media in Indonesian language learning. Based on the pre-test results, the average reading comprehension score of the students was 75.00. Out of 18 students who took the test, 11 students had achieved the Minimum Completeness Criteria (KKM), while 7 other students still obtained scores below the established KKM. This result indicated that students' reading comprehension skills still needed to be improved, especially in slow learner students, so that all students could achieve learning completeness optimally.

The implementation of the classroom action research was carried out in two cycles, with each cycle consisting of two meetings. In Cycle I, students were introduced to learning media that presents stories through a combination of visual and narrative elements so that it was expected to help them understand the reading content more easily. Based on the checklist observation results during Cycle I, some students had not shown optimal attention and enthusiasm towards the use of illustrated video story media. Product success in Cycle I showed that from the seven students who were the focus of the research, several experienced an increase in scores, although all of them had not yet achieved the Minimum Completeness Criteria (KKM).

Table 1. Learning Outcomes of Reading Comprehension in Cycle 1

No	Student Name	Gender	Cycle 1 Score	Description
1	APS	M	65	Incomplete

2	AFK P	F	70	Incomplete
3	KTS	F	50	Incomplete
4	MRA	M	50	Incomplete
5	MZF	M	50	Incomplete
6	RGN	M	70	Incomplete
7	NNA	F	65	Incomplete

The implementation of the action in Cycle II was carried out as a follow-up to the reflection results of Cycle I. Improvements made included the provision of more intensive guidance, the use of more targeted illustrated video story media, an increase in question-and-answer activities, and the creation of a more conducive and pleasant learning atmosphere for slow learners. Students appeared more focused when listening to the illustrated video stories, better understood the learning objectives, and were more active in participating in learning activities. The post-test results of Cycle II showed a significant improvement. From the seven students who were the subjects of the action, a total score of 640 was obtained with an average of 91.43. All students achieved the established learning completeness criteria, so the learning completeness rate reached 100%.

Table 2. Learning Outcomes of Reading Comprehension in Cycle 2

No	Student Name	Gender	Cycle 2 Score	Description
1	APS	M	90	Complete
2	AFK P	F	95	Complete
3	KTS	F	90	Complete
4	MRA	M	85	Complete
5	MZF	M	90	Complete
6	RGN	M	100	Complete
7	NNA	F	90	Complete

Table 3. Score of Cycle 1 & Cycle 2

No	Student Name	Cycle 1 Score	Cycle 2 Score
1	APS	65	90
2	AFK P	70	95
3	KTS	50	90
4	MRA	50	85
5	MZF	50	90
6	RGN	70	100
7	NNA	65	90

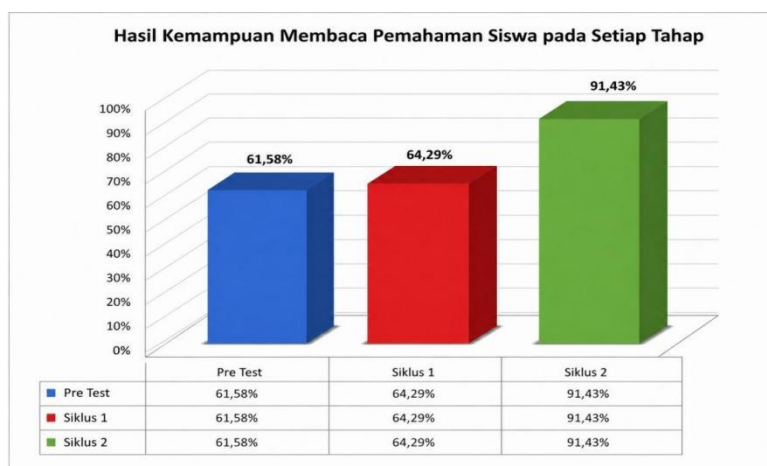


Figure 2. Graph of Overall Reading Comprehension Scores

Discussion

The initial reading comprehension ability of the students before the intervention was identified through a pre-test administered during the preliminary stage. Of the 18 Grade II students at SDN 003 Karanganyar, seven students obtained scores below the established Learning Objective Achievement Criteria (KKTP), indicating the need for instructional improvement in reading comprehension. Initial classroom observations revealed that these students experienced difficulties in understanding the content of reading passages, identifying important information, and answering comprehension questions based on the texts they had read. Furthermore, the previous learning process relied primarily on conventional instruction and had not utilized learning media capable of attracting students' attention or presenting story content in a more concrete and meaningful manner.

These findings are closely related to the characteristics of *slow learner* students, who generally require more time to receive, process, retain, and understand information than their peers. Consequently, the instructional approach selected by the teacher plays a crucial role in supporting their learning process and optimizing learning outcomes (Khoirun, 2025). The limited use of learning media adapted to the cognitive characteristics of *slow learner* students may therefore have contributed to the low reading comprehension performance observed during the pre-action stage.

The findings of this study indicate that the use of illustrated video story media contributed to a noticeable improvement in students' reading comprehension. This improvement can be explained by several pedagogical aspects of the media. First, the combination of visual illustrations, narration, and animation enabled students to process information through multiple modalities, making abstract story content more concrete and easier to understand. Second, visual representations helped students maintain attention, recognize characters and story sequences, and organize information more systematically. Third, the synchronization of verbal explanations with visual elements reduced students' cognitive demands when processing written information, allowing them to focus more effectively on understanding the meaning of the text. For *slow learner* students, who often experience limitations in working memory and information processing, these characteristics provide meaningful learning support throughout the reading process.

The improvement observed in this study was reflected not only in students' learning outcomes but also in changes in their classroom learning behavior. During the implementation of the classroom action, students became

more attentive to the learning activities, participated more actively in classroom discussions, demonstrated greater confidence when answering questions, and showed increased enthusiasm during reading activities. These behavioral changes suggest that illustrated video story media created a more engaging and supportive learning environment, which encouraged students to participate more actively in the learning process.

The increase in the average score in Cycle II, where all participating *slow learner* students achieved the predetermined mastery criterion, indicates a considerable descriptive improvement in reading comprehension after the implementation of the intervention. However, this finding should be interpreted cautiously because the study employed Classroom Action Research with descriptive data analysis rather than inferential statistical testing. Therefore, the results demonstrate an observable improvement within the context of the classroom rather than statistical significance.

The findings are consistent with Ratnarti (2022), who argues that illustrated stories facilitate students' understanding by clarifying textual information and increasing learning motivation. However, the present study extends previous findings by demonstrating that the integration of illustrations into video-based storytelling provides additional learning support for *slow learner* students. Unlike conventional illustrated reading materials, illustrated video stories simultaneously present narration, visual sequences, character expressions, and contextual situations, enabling students to construct meaning more easily from the reading content. This suggests that the effectiveness of the media lies not only in the presence of illustrations but also in the integration of multiple learning modalities that accommodate the cognitive characteristics of *slow learner* students.

The findings are also consistent with previous studies conducted by Anabila Zahra et al. (2025), who reported that animated videos positively influence students' reading skills, and Fitria Indar Nurkhofifah (2022), who found that technology-based learning media effectively improve reading comprehension. Similarly, Nugroho (2023) reported that students learning through visual media achieved better learning outcomes than those receiving conventional instruction. Nevertheless, the present study differs from these previous studies because it specifically focuses on Grade II *slow learner* students in an elementary school setting. Consequently, this study provides contextual evidence that illustrated video story media can serve as an adaptive instructional strategy for students who require greater visual support, repeated exposure to learning materials, and more structured guidance during reading activities.

Despite these positive findings, the results should be interpreted within the context of this study. The research involved only seven *slow learner* students in a single classroom; therefore, the findings cannot be generalized to all *slow learner* students or other educational settings. Instead, they should be viewed as contextual evidence demonstrating that illustrated video story media can effectively support reading comprehension when implemented through reflective classroom action tailored to the characteristics and learning needs of students.

CONCLUSION

The implementation of illustrated video story media in Cycle I demonstrated an improvement in the reading comprehension skills of grade II students at SDN 003 Karanganyar. In terms of the learning process, students began to show better interest and participation in activities compared to their initial condition. Nevertheless, several *slow learner* students still required teacher guidance and were not yet fully active in participating in the learning process. Regarding the outcomes, the students' average score increased from 61.58 in the pre-test stage to 71.05 in Cycle I. This improvement indicates that the illustrated video story media started to exert a positive influence on students' ability to understand reading content.

During Cycle II, the use of illustrated video story media became increasingly effective in improving students' reading comprehension skills. From a process perspective, students appeared more focused, enthusiastic, and active throughout the learning session. They were more capable of listening to the video content, answering questions, participating in discussions, and properly recounting the story content. In terms of results, the students' average score

increased significantly from 71.05 in Cycle I to 91.43 in Cycle II. These results demonstrate that students' reading comprehension skills experienced optimal development, particularly in identifying characters, understanding the plot, and retelling the reading content. Therefore, the use of illustrated video story media proved effective in improving the reading comprehension skills of grade II slow learner students at SDN 003 Karang, successfully achieving the research success indicators in Cycle II.

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