

## IMPROVING READING COMPREHENSION SKILLS USING THE DISCOVERY LEARNING METHOD ASSISTED BY COMIC STRIP MEDIA

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### *Abstract*

*This research was conducted as a classroom action research project with the aim of enhancing the reading comprehension skills of fourth-grade students at MI Hidayatussibyan in Krangseng District, Indramayu Regency. The research utilized the discovery learning method, supported by the use of comic strip media. The main objective of this study was to benefit various stakeholders involved in the learning process, particularly in the Indonesian language subject. These stakeholders included teachers, students, schools, communities, and the wider education community. The research followed a classroom action research approach, consisting of two cycles that encompassed planning, action, observation, and reflection stages. The study took place at MI Hidayatussibyan during the 2021/2022 academic year, with a sample of 28 fourth-grade students as the focus of the research. Data collection was carried out through observation and documentation. Therefore, this research not only contributed to the advancement of learning methods but also provided valuable insights for educational practitioners and individuals involved in the learning process at the school.*

**Keywords:** *Discovery Learning Method, Reading Comprehension, Comic Strip Media, Classroom Action Research*

### 1. INTRODUCTION

Education involves students making a conscious effort to prepare for their future, beginning with their family, school, and community. Learning in school is a crucial part of the educational journey, where students engage in various activities. These activities often involve group interactions, such as in Indonesian language lessons.

Learning Indonesian language or Bahasa Indonesia is crucial at all levels of education, from elementary school to college. It equips students with the ability to communicate effectively and accurately, enabling them to convey and receive information proficiently. Moreover, it enhances their vocabulary, enabling them to express themselves both in written and spoken forms. Additionally, Indonesian language lessons empower students to produce scholarly works that promote the use of Indonesian as a standardized language. Hence, it is imperative to learn Indonesian, which is why it has been incorporated into the curriculum from elementary school to college. This aligns with Gusnayetti's (2020) findings, where the Director General of the Indonesian National Education Ministry mandated the inclusion of Indonesian as a compulsory subject in all universities and departments. Furthermore, Indonesian has been taught since elementary, junior high, and high school levels, as it serves as a unifying language.

*Bahasa Indonesia* serves as the common language of the nation, enabling students to interact, access information, and communicate effectively with others, be it among peers or educators. The presence of Indonesian amidst diverse languages is not met with

negativity; rather, it aligns with Astawa's assertion in his journal that language is a national identity. The Indonesian language unites the entire population of Indonesia, acting as the mediator among the numerous languages spoken throughout the country.

Indonesian language learning is discussing four language skills including reading is one of the four important language skills besides the other three language skills. Reading is becoming increasingly important at a time when developments in various aspects of life are increasing day by day, reading culture can change a nation and reading is a reflection of the progress of a nation. This statement is in line with the statement Romadhon (2020) which states that the ability to read should be made a culture that is instilled in every member of society, especially to the younger generation as the successor to the struggle in advancing the nation. Reading is not only to simply pronounce the existing writing but will involve visual activities such as translating written symbols into spoken words, reading is also a process of thinking to recognize and understand the meaning of words, the statement is in line with Rahman & Haryanto (2014).

Reading goes beyond simply pronouncing words on a page. It involves a series of visual activities like decoding symbols into spoken language and engaging in the cognitive process of understanding the meaning behind those words. It's an interactive process that allows readers to not only grasp but also interpret the content of written material. As Somadayo (2011) pointed out, reading is a dynamic activity that enables individuals to comprehend the messages conveyed by authors through the use of words. For students, reading is a crucial skill that helps them discover their strengths, enhance their critical thinking abilities, sharpen their focus, and ultimately boost their academic performance.

According to Syahirah (2022), reading allows students to explore their abilities, enhance their reasoning power, and improve their academic performance. It also helps in developing thoughts, improving memory, and enhancing understanding. Lubis (2020) also supports this idea, stating that reading aids in developing thinking skills, increasing knowledge, and improving memory and understanding. By engaging in reading, students can reap all these benefits and gain valuable knowledge and information about the world. Therefore, reading is considered the cornerstone of education.

Reading is considered the core of education, as stated by Dalman (2014). It serves various purposes such as enjoyment, gaining knowledge, acting as a reference, providing guidance, enhancing insight, and aiding in work. Hidayati (2011) also supports this idea, emphasizing that reading is essential for enjoyment, knowledge acquisition, reference, instruction, insight, and work guidance. Additionally, reading enables individuals to access information, exchange news, and discuss various topics with others. Somadayo (2011) further highlights the importance of reading for obtaining information from newspapers and the internet, sharing news, engaging in puzzles, and comprehending texts. Ultimately, students must develop strong reading skills to succeed in their academic pursuits and acquire essential information across different disciplines.

Reading skills encompass more than just the act of reading; they require a set of essential abilities. These skills serve as a gateway to understanding punctuation, summarizing the content of a text, and grasping its meaning. As Dalman (2014) suggests, reading skills involve recognizing punctuation, summarizing the text, conveying the outcomes of reading, and comprehending its significance. These skills can be categorized into two main groups: foundational skills and comprehension skills. For the purpose of

this study, the researchers have chosen to concentrate on exploring reading comprehension skills.

Reading comprehension is a crucial skill for students as it involves various indicators. These indicators include understanding the content of a reading, summarizing or paraphrasing the text, answering questions related to the reading, and being able to retell what has been read. This aligns with the findings of Istiana et al (2015), who also emphasized the importance of these indicators in assessing reading comprehension skills.

It is crucial for elementary school students to have strong reading comprehension skills right from the start. This will greatly help them in understanding what they read, whether it's for gaining knowledge from books or participating in classroom activities. If students struggle with reading comprehension, it's important to consider various factors like their health, thinking ability, environment, and mental state. This aligns with Somadayo's (2011) view on the factors influencing reading comprehension.

The interviews conducted with fourth grade teachers at MI Hidayatussibyan revealed a number of challenges that emerged. It was observed that some students simply sat, wrote, and listened without actively participating in expressing their opinions or ideas. Additionally, many students struggled with reading without proper punctuation and faced difficulties in comprehending the content they were reading.

Discovery learning, on the other hand, is an approach that places emphasis on students taking charge of their own learning. Instead of relying solely on information provided by the teacher, students are encouraged to actively explore and discover knowledge on their own. This method not only enhances learning but also ensures that the acquired knowledge is retained in long-term memory.

Numerous studies have demonstrated the effectiveness of the discovery learning method. For instance, Wahyuni's research in 2017 showed that the implementation of the discovery learning model significantly improved students' reading comprehension skills in the Indonesian language. In the study, the average score for reading comprehension in class VB at SD Negeri 004 Bukti Datuk Kota Dumai increased from 70.54 to 81.35, with a corresponding rise in the percentage of students achieving classical completeness from 37.84% to 72.97%. In the second cycle of the research, the average score further improved to 87.30, with a remarkable 86.49% of students achieving classical completeness.

Based on research from Hermanto (2021), reading comprehension of report text using the discovery learning method, the average value of learning outcomes for reading comprehension of report text in the pre-cycle was 73.39 which increased to 77.29 in cycle I and 83.71 in cycle II. The number of complete students in the pre-cycle was 48.6% which increased to 71.4% in cycle I and increased again by 91.4% in cycle II.

Based on research from Rini (2021), the application of the method can improve the learning outcomes of reading comprehension skills in grade VI students of SDN Langgar Sluke Rembang in the 2020/2021 academic year. In cycle I, the learning outcomes of students who were complete in the reading ability learning process amounted to 26 students with a percentage of 74.28%, and the class average was 71.43%. Meanwhile, in cycle II, out of 35 students who were subjected to complete actions, 34 students with a percentage of 97.14%. Thus, this shows that there is an increase.

The aim of this study is to explore the variations between the forthcoming research and the aforementioned research, which primarily stem from differences in students, locations, and environments. However, the study aims to maintain similarity by

employing the same methodology, namely discovery learning. Drawing from insights garnered from prior studies, interviews, and observations, the researchers seek to enhance students' reading comprehension abilities in Indonesian language subjects at MI Hidayatussibyan through the implementation of class action research (PTK).

## **2. RESEARCH METHODS**

The research method is a scientific method used to obtain, produce or obtain data or truth based on objectives and also uses for certain things. This statement is in accordance with the statement Sugiono (2015) which states that the research method is a scientific way to produce data based on specific purposes and uses. The method in this research is classroom action research commonly known as Classroom Action Research (PTK). This research is conducted by teachers in the classroom using an action that focuses on students with the aim of improving student learning, and developing teacher skills.

Research design is a plan that is deliberately arranged with the aim of finding answers to each question. In this study, we chose to use the Kemmis and Mc. Taggart model. The population is all students of MI Hidayatussibyan Srengseng Village, Kerangkeng District, Indramayu Regency for the 2021/2022 school year, totaling 187 students. While the sample in this study is class IV, which has 28 students.

### **2.1. Data Collection Technique**

Data collection techniques are crucial in research as they determine the quality of obtained data. In this study, researchers utilized various methods:

a. Observation: This involves directly observing and recording processes to gather data in the form of writing, numbers, and images (Sugiyono, 2017). Different types of observation, such as participant and non-participant observation, were considered. The researchers employed direct observation to assess the learning process in fourth-grade classrooms, aiming to understand whether it supports the implementation of the discovery learning method to enhance reading comprehension skills.

b. Test: Students underwent testing in each cycle, and the results were analyzed to evaluate effectiveness, considering predefined success indicators.

c. Inquiry: A questionnaire gauged students' responses to the discovery learning method aided by comic strip media. The questionnaire used a scale ranging from "Strongly Agree" to "Strongly Disagree" and was assessed using a percentage value. Research instruments included observation sheets, tests, and questionnaires.

## **3. RESULTS AND DISCUSSION**

### **3.1. Research Results**

The data of this research is obtained from research conducted on fourth grade students of MI Hidayatussibyan, Krangkeng District, Indramayu Regency. Based on the data from the observations made related to teacher activities, there are 3 stages of learning consisting of introduction, core and closing which have been described in the lesson plan, the data is described in tabular form as follows:

**Table 1. Teacher Activity Observation Results**

No	Cycle	Total	Final Results
1.	Pre Cycle	16	81%
2.	Cycle I	19	83%
3.	Cycle II	20	86%

Based on the table above, the teacher activity observation activities are carried out well, this can be seen from the results of teacher observations that have been carried out, which each cycle has increased.

**a. Improved Reading Comprehension Skills**

Meanwhile, based on the results of the student learning test, there are two cycles, each of which has been described in the lesson plan, the data is described in tabular form as follows:

**Table 2. Cycle I and Cycle II Test Recap**

Cycle I	Percentage	Cycle II	Percentage	Description
16 learners	57%	24 learners	86%	Completed
12 learners	43%	4 learners	14%	Uncompleted

In this study there has been an increase in cycle I observation of improving reading comprehension skills using test instruments, in cycle I there were 16 students who were complete with a percentage of 57% and there were 12 students who were not complete with a percentage of 43%. In cycle II there were 24 students who were complete with a percentage of 86% and there were 4 students who were not complete with a percentage of 14%.

**b. Learner Response Questionnaire**

The students' response questionnaire was conducted to find out the responses of fourth grade students of MI Hidayatussibyaan, Krangkeng District, Indramayu Regency to the application of the discovery learning method assisted by comic strip media in class. Each grade IV student is given a response questionnaire which will be filled in at the end of the lesson. The following are the results of the responses of class IV students which have been described in tabular form below:

**Table 3. Student Response Results Cycle I**

Aspects	Average (%)	Category
Interests	70%	Good
Attitude	73%	Good

**Table 4. Results of Learner Response Cycle II**

Aspects	Average (%)	Category
Interests	81%	Good
Attitude	86,8%	Good

Based on the table above, it shows the comparison of scores in each aspect, it is known that the response of students has a good category, the interest aspect in cycle I has an average of 70% and the attitude aspect has an average of 73%, while the interest aspect in cycle II has an average of 81% and the attitude aspect is 86.8%.

### **3.2. Discussion**

#### **a. Observation of Teacher Activity**

This observation stage is carried out by the fourth grade teacher, an observer teacher (observer) in charge of overseeing what activities are carried out by researchers during learning by using the discovery learning method from beginning to end, besides that using the discovery learning method can provide an increase in reading comprehension skills in fourth grade students of MI Hidayatusibyan. Collecting data in this study researchers used teacher observation instruments, tests and student response questionnaires. The initial data that researchers consider as an initial guideline for conducting research is using pretest results. This pretest was conducted to determine the initial ability of students. The data will later be used as a benchmark before taking action.

#### **b. Application of Discovery Learning Method**

##### **a) Cycle 1**

##### **1) Initial Activity**

Activities in cycle I in the initial activities, there are still many students who have not focused on starting learning, it can be seen when the teacher starts opening the lesson and entering the learning material to be discussed, students see people who are showing their class from the window, and there are still some who joke with their classmates so that students do not capture the lesson well because they have not concentrated on the lesson. This statement is in line with Aviana & Hidayah (2015) which states that one of the factors that can affect the low understanding of students is concentration. The teacher should make students able to concentrate so that they can capture the lesson well, one of which is applying ice breaking when starting learning. So that in the observation of cycle I in the initial activity the researcher got point 4 3 times, point 3 1 time, and point 2 1 time.

##### **2) Core Activities**

In the core activities, there are still many students who have not dared to argue or ask questions, so that learning does not go well because students are only silent and listen, so that not a few students are confused when asked by the teacher, even though asking questions will make students better because those who did not know became aware because asking questions is key in the learning process because asking questions is one of the important things in the lesson, the statement is in line with the statement Coutinho & Almeida (2014) that asking questions is a key element in the learning process. Based on the above problems for cycle II, the teacher must fix the problems above, including by motivating students to dare to ask questions and giving prizes to students who dare to ask and argue. So that in the observation of cycle II in the core activities the researcher gets point 4 1 time, point 3 10 times.

3) Closing Activities

In the closing activity the teacher gives a conclusion, with the conclusion it can make it easier for students to capture the material, making it easier and more durable so it is very good to apply, in the closing activity the teacher does not provide space for students to ask questions and have opinions, so still in cycle II the teacher must improve it. So that based on these problems in the observation of cycle I in the closing activities the researcher has gotten point 4 2 times, point 3 2 times. In cycle I based on the initial, core and closing activities, researchers have gotten point 4 6 times, point 3 13 times, so that the application of the discovery learning method using teacher observation instruments in cycle I obtained a score of 63 with a percentage of 83%.

b) Cycle 2

a) Initial Activity

Cycle II in the initial activities there are still students who have not focused on starting learning, it can be seen when the teacher starts opening the lesson and entering the learning material there are students who are still busy joking with their friends so that students have not focused on learning, so that the teacher can condition the class and make students focus again, the teacher does ice breaking, and after applying ice breaking students are better than cycle I, because the teacher has used ice breaking to condition the class to be ready to start learning so that the class can be conditioned because students can already concentrate. This statement is in line with the statement Harianja & Sapri (2022) which states that ice breaking makes the learning atmosphere fun and conducive. So that in the observation of cycle II in the initial activities the researcher got point 4 3 times, point 3 2 times.

b) Core Activities

In the core activities, students have dared to ask questions and have opinions, so that learning goes well and students are accustomed to the method applied, namely the discovery learning method because it has been applied in cycle I, besides that the discovery learning method also requires students to be active so as to make passive students active, this statement is in line with the statement Hosnan (2014), discovery learning is a method to develop an active way of learning by self-discovering, self-investigating, then the results obtained will be loyal and long-lasting in memory. So that in the observation of cycle II in the core activities the researcher got point 4 4 times, point 3 7 times.

c) Closing Activities

The closing activity of the teacher gives a conclusion, with a conclusion or evaluation so that it can make it easier for students to capture material and be more durable, and researchers can see whether it is good or not regarding the application of the discovery learning method so that it is very good to apply. In cycle II closing activities, the researcher has gotten point 4 2 times, point 3 2 times. In cycle II based on the initial, core and closing activities, researchers have gotten point 4 9 times, point 3 11 times. So that the application of the discovery learning method using teacher observation instruments in cycle I obtained a score of 69 with a percentage of 86%. After the application of the discovery learning method in cycle I and cycle II, it can be seen that in

cycle I, the observation of the application of the discovery learning method using the teacher observation instrument in cycle I obtained a score of 63 with a percentage of 83%. In cycle II, the observation of the application of the discovery learning method using teacher observation instruments, in cycle I, a score of 69 was obtained with a percentage of 86%.

**Table 5. Observation Results of Teacher Activity Cycle I and Cycle II**

No.	Cycle	Total	Final Results
1.	Pre Cycle	16	81%
2.	Cycle I	19	83%
3.	Cycle II	20	86%

**c. Improvement of Reading Comprehension Skills**

**a) Cycle I**

The purpose of this study was to determine the improvement of reading comprehension skills using test instruments, cycle I learning has run smoothly, but the improvement of students is still in the medium category, so there are still many students who have not achieved the expected results due to students not understanding the contents of the comic strip properly. To get the desired results, students not only read but understand the contents of the reading Abidin (2012) reading comprehension can be interpreted as a serious process carried out by readers to obtain information, messages, and meanings contained in a reading. As stated above, students not only read but must understand the contents of the reading so that they can understand and get messages from what is read. In addition to participants not understanding the contents of the comic strip there are still students who are not careful when reading comprehension of comic strips so that they feel the problem is very difficult, careful reading is important in reading comprehension. This statement is in line with Lutvaidah & Hidayat (2019) which states that careful reading can be said to be a careful reading activity that aims to understand in detail the ideas contained in the reading text. In addition, there are some students who after reading comprehension feel confused which is caused by students who do not have writing skills so that it is difficult to express what students understand when reading.

Because reading comprehension skills and writing skills are interconnected. In addition, there are students who have not mastered the language in the question so that they are confused to answer the question on that number, the teacher should give information about the question with simpler language that students have mastered so that it is easier to answer the question. This statement is in line with the statement Marpaung & Cendana (2020) which states that skills are one of the basic skills in teaching that is important because explaining skills are like the heart of the lesson. After students filled out the test sheet distributed by the teacher in cycle I, there were 16 students who had completed it, namely with a percentage of 57% and there were 12 students who had not completed it with a percentage of 43%.

**b) Cycle II**

This study is to determine the improvement of reading comprehension skills of researchers using test instruments, cycle I learning has been running quite well, the improvement of students in cycle II is in a very good category seen from many students

who have achieved the expected results because, students have read while understanding the contents of the comic strip well. By reading while understanding students will get information from what is read. This statement is in line with the statement Somadayo (2011) which states that the main purpose in reading is to obtain information in newspapers, on the internet and in understanding text.

In addition, the increase in reading comprehension of students has increased, but there are students who do not have writing skills so that it is difficult to express their understanding of what they have read because reading comprehension skills and writing skills are interconnected, the statement is in line with the research of Rinawati, Agustin, Mirnawati, L, B and Fajar Setiawan which states that there is a positive or significant relationship between reading skills and writing skills. however, there are still a few students who are still not careful when reading, so it is difficult to answer the test so it is difficult to find answers even though all the answers are in the comic strip. This statement is in line with Lutvaidah & Hidayat (2019) which states that careful reading can be said to be a careful reading activity that aims to understand in detail the ideas contained in the reading text.

After students filled out the test sheet distributed by the teacher in cycle II, there were 24 students who had completed it, namely with a percentage of 86% and there were 4 students who had not completed it with a percentage of 14%. In this study there has been an increase in cycle I observation of improving reading comprehension skills using test instruments, in cycle I there were 16 students who were complete with a percentage of 57% and there were 12 students who were not complete with a percentage of 43%. In cycle II there were 24 students who were complete with a percentage of 86% and there were 4 students who were not complete with a percentage of 14%.

#### **4. CONCLUSION**

The implementation of the discovery learning approach in the teaching and learning process at MI Hidayatussiban Srengseng Village, Kerangkeng District, Indramayu Regency has proven to be effective in improving the teaching activities and student performance in the Indonesian language subject. This can be observed from the teacher observations, which showed a significant increase in reading comprehension skills in each cycle. In cycle I, the learning completeness rate was 57%, while in cycle II, it reached 86%. Based on these positive outcomes, it is recommended to continue applying the discovery learning method in the fourth-grade classes at MI Hidayatussibyan Srengseng Village, Kerangkeng District, Indramayu Regency.

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