

## IMPROVEMENT OF READING SKILLS THROUGH THE GAME'S CRAFTING TECHNIQUES ON GRADE 1 ELEMENTARY SCHOOL

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### ABSTRACT

This research aims to improve students reading skills through the application of the technique of composting words. This technique is a form of cooperative learning development that has characterized the developing activities thinking through discussion or group work. The subject of research is the grade 1 SDN 070 Pasirluyu, years 2017/2018 lesson. The research approach used is qualitative while the type of research that is class act (CAR). Data analysis techniques using interactive model analysis technique consist of three components, namely the reductions of data, data and cereal drawdown conclusion. Based on result of research that has been carried out can be concluded that through crafting game techniques can improve the ability to read grade 1 SDN 070 Pasirluyu. It can be seen from the increase in the number of studying thoughtfully in percentage of the initial conditions that only 54% increased to 71% in cycle 1 and reach 92% at the end of cycle 2. The total increase in the result of the study are of 46% yield close to average at this stage of pre cycle of 58 rose to 71 in cycle 1 and cycle 2 be 87 on. pre cycle.

**Keywords** : reading skills, cooperative learning, crafting game techniques

### INTRODUCTION

Learning to read is already given to children entering primary school from the beginning because of this ability is a pre requisite for learning various efforts in other areas of study. Learning to read the beginning of is a part of the material taught in the classroom learning the low elementary school.

In learning to read, students are not only required to mention symbols language but also it must be reconsideration of contents discourse read. It is the question that concern the content in the language of symbols, usually a simple discourse demanding the student to be able to put forward its absorbance back over the discourse that has been read.

Beginning reading skills are the basic for mastering advance reading. In reading commencement there were activities interpret the symbol language. In learning to read, students are also required to be reconsideration of contents discourse read. It is a questions that concern the content in the language of symbols, usually a simple discourse demanding the student to be able to put forward its absorbance that has been read.

Although learning to read has already been taught since elementary school grade 1 semester 1, but in the fact in the first two more than 50% of grade 1 student are not yet able to read fluently. As a result the value of reading student, still low even the most student haven't been able to reach a predetermined KKM i.e. amounting to 60.

In connection with the above issues, the the efforts improving the quality of teaching and learning is a very urgent needs to be done by by teachers in increasn student acheivement and motivation. One of the ways a theacer can do is to apply the learning model and markedly and one of the learning models that can be applied and can be extreme variable is by implementing cooperative learning model with game techniques crafting. This technique is packed in the form of the game that suits the soul children of elementary school age, so expect to be motivated to learn to read and learning activities will be theacing and learning more fun.

The method of learning the game in accordance with one of the characteristic of elementary school age children. Dayan (2009) states that there are four not pating characters or traits stand out form primary school age who at least understood. The character of elementary school student are happy to play. Character of this demanding primary school teachers to run educational activities-laden game, especially for low grade. In addition to impress attractive, not noticeably behind that activity certainly is no speck of knowledge that the adoption.

The second character that student love to execute and do something directly. In terms of cognitive, elementary school children have the concrete operational stage. Meaning of everything learned in schools, they sought to learn a new concept and the concept that they have received. Based on this experience, students formed the concept of numbers, the function of the agency, gender roles, and so on. For elementary school student, theacher explanation about the learning material will be better understood if they carry out their own.

The third character, elementary school student tend to prefer to move. Then it goes without wonder if viewed elementary school student that any break in the sweltering romp, always are hot trough. In our heart to say, what not to tired and should be more palatable if it simply by sitting around. Be advised that outside the classroom. In the class only if left just a little by his teacher, hectic market moved, with a tub of passing by the dizzying.

The character of the fourth elemtari school student is the students enjoyed working groups, from his intercourse with a group of peers, students learn the important aspects in the process of socialization. Students begin to learn to cooperate and foster a sense of responsibility towards others. This is where the importance of theacher forming study groups, groups, groups

of daily work, squad cook and others. Expected with the learning techniques and model students become more motivated to learn to read because the more interesting learning so that students do not feel bored..

Based on explanation above, the authors of driften research entitled : improved reading skills through the game of composting word at grade 1 elementary school SDN 070 Pasirluyu 2017/2018 lesson regol year sub.

In general, this research aims to describe the use of the technique of the game putting together words in learning to read. As for the specific purpose of this research was to determine whether the use of technique of crafting games can improve reading skills learners class 1 SDN Pasiruyu Regol Subdistrict 070 years lesson 2017/2018.

This research can be useful as a foundaion for ather researchers to conduct research on the learning tools of interest to learners in order to improve learning achievements of learners. For student, this research can motivate learners to increaseingly enterpricing learning to read so it automatically learning acheivement of student. The research is expected to encourage the school to motivate the morale of theacher to condust similar studies, so as to improve the performance of the theacher and school quality wil increase.

### **Reading Skills**

The ability is something that has been embedded in one's self, one's capabilities can be developed when the person is learning well. To be able to find out a person's ability to do the test. Sri (2009) the anility to read is a basic ability for student they should follow in order to tackle the whole activity in the process of education and learning. Readng requires a good understanding, because reading requires good ability to be able to understand the text reading and interpret the content of reading well.

According to nurbiana (2008) the ability of reading including complex activities and involving a range of skills. So, reading is a unified integrated activities that include some activities such as recognizing letters and words, connecting it with the sound, its meaning and draw conclusions abot the meaning of the reading. From the above it can be concluded that learning to read in school should be tailored to level of child development so tahts student can master reading skills with properly.

## Crafting Techniques

Semi (1993) stated that the technique is a typical way that operations that are used or undertaken in reaching the goals that have been set up and with hold on method. Therefore, techniques more concrete actions in the form of the efforts used to achieve the goal.

According to Suyatno (2004) game learn if exploited wisely can get rid of the seriousness of that block, relieve stress in a learning environment, engage people involved full, exchange learning, built creativity themselves, reach, grab the meaning of experience learning though experience, and focus your student as subject of study. Features of the game include. The existence of an explicit set of rules which must be observed by the players and the existence of the objective to be achieve or a task that must be done. The game can be individual or group.

Crafting game is a game that used specifically for reading skills. Their application i.e. the teacher read out the sentences, students have to compose words into the appropriate sentence is a sentence that read teacher. Of opinions can be drawn conclusions that crafting language game is a language game stacking words using words as reference in learning to read.

Procedure on crafting game techniques include : a) the teachers prepare a board with a nail stereofom- small nails to stick, b) Student are divided into several group, c) the teacher dispenses paper said to each student, each student received five word, d) Teacher gives time to discuss, e) Teachers recite one by one sentence, f) of each group complete to arrange the words on the board stereofom to form sentence that read teacher, g) Group of the fastest and most correct in putting together the word became the winner, h) students were given the task of to read the reading on the board stereofom.

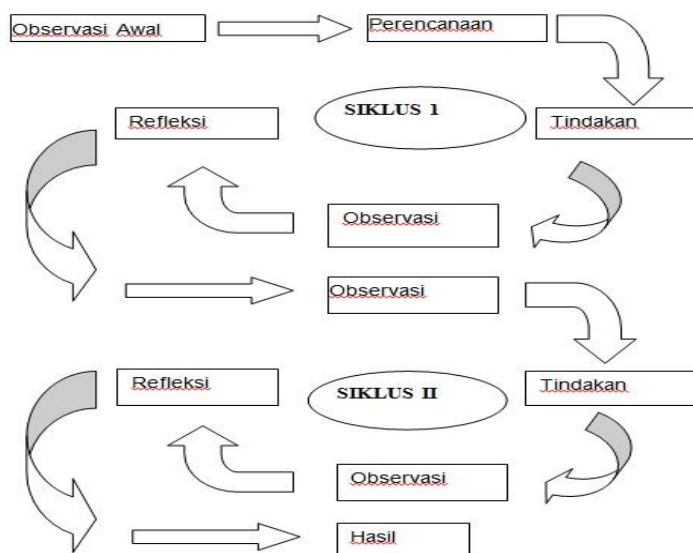
## METHOD

The method to be used in research is atype of class action research (CAR) model Kemmis and Mc.Taggart. considerations underlying the research method, because the step are simple enough research, so easily understood and implemented by researchers. In other words, models and techniques of CAR is not rigid, so that in accordance with the ability of researchers and the allocation of available time.

Kemmis and model Mc.Taggart in fact comprises four stages in each cycle, i.e. the planning actions in the form of studey and observation, analysis and reflection that can be repeated as a cycle. Reflection in order to solve the problem. Basically in conducting Research Action Class (CAR) conected dy the teacher must be prefaced it with a stage pre research

class action that includes : Problem identification, analysis of problems and the formulation of the hypothesis of action. The stage of the class action research is very essential to be carried out before a complete action plan drawn up.

The following Action Research model Class are described in this study as follows :



**Figure 1.** (Kemmis & MC Taggart Models)

## RESULT AND DISCUSSIONS

### Result

#### Pre Cycle

Before this research was carried out, learning to read is implemented by the conventional learning. Learning simply dominated by the teacher. The activity of reading done in classical and not directional. These conditions have an impact on student and the learning process that is less managed optimally. It can be seen from the result of Indonesian Language learning achievements in the material read at grade I SDN 070 Pasirluyu which is still far from expectations.

It can be seen from the large number of students who scored below the KKM assigned school i.e. 60. 24 student from the class I SDN 070 Pasirluyu on deuteronomy daily prior to the study, the highest grade of 80, the lowest value of 30, and an average grade of 58 or learners still scored thirteen KKM < participants learners or 54 % whereas the learners to acquire a total

of 11 KKM> value learners or 46% Based on those values , it can be seen low achievement learning Indonesian Language in learning to read. It looks at table 1

**Table 1.** Recap of the results of pre cycle

No	Description	value
1	Thoroughly	13 child
2	Not completely	11 child
3	Average	58
4	Max Value	80
5	Min Value	30

## Cycle I

The implementation of this class action is done in stages with stages 2 cycle. Each cycle consist of the planning phase, the implementation of the action, observation, and reflection. In the implementation of the action cycle I, the learning is done with the application of the technique of the game putting together words. The division of student in groups based on the adjacent seating.

Based on observation activities sheet learners and learners test result on the action cycle 1, then the retrieved data in the action cycle 1. Observation is used to find out when the learning process takes place. In cycle 1, there isi still a large portion of the students are still less concentration is not active in study groups, and often joked with his lover. It may be due to a friend in the group have become accustomed to the adjacent seating in her everyday.

On action cycle test result 1 obtained the highest value is 100, the lowest value is 40, the average class in the cycle 1 is 75. Learners who still earn value <KKM 7 learners or 29% versus learners acquire >KKM as much as 7 student or 71%. It can be seen from table 2 :

**Table 2.** Recap value cycle 1

No	Description	value
1	Thoroughly	17 child
2	Not completely	7 child
3	Average	75
4	Max Value	100
5	Min Value	40

## Cycle II

Break out group at the action cycle II based on learning achievements of learners on the Act II look very active. The liveliness of the learners can be viewed from enthusiastic learners

in answering questions as well as concentration in working tasks within the group. Learners tend to be clever and active will help learners who are less active, so the group will be able to show the liveliness as a whole. Other with one another. Students compete each other when asked to work on the task of composing words on the board stereofoam. Learners will feel more happy and motivated to compose words quickly and correctly so that it will win the game. Thus the learning process more fun and not boring.

On the test result the action cycle II obtained the highest value is 100, the lowest value is 50, the average class in cycle II is 87. The percentage of satisfaction of 92% study. It can be seen from table 3, as follows :

**Table 3.** Recap value cycle II

No	Description	Value
1	Thoroughly	22 child
2	Not completely	2 child
3	Average	87
4	Max Value	100
5	Min Value	50

It means of 24 students, there are 2 student who hadn't learned. Then can be obtained an increase in significant learning result with mastery of teaching criteria (KKM) to all learners. Although still there are 2 student who hadn't studied, but due to the significant increase in reading skills already then the research did not proceed to the next cycle. For participants who hadn't learned that students will be given special guidance.

## Discussion

On early learning or one pre cycle, teachers give lesson in classical method lectures. Initially student demonstrating good behavior. Follow learning but gradually, student begin is not directional, from chat, get out the class than just permission to a toilet or even a fight with her classmates because of fighting over little thing like pencil or eraser. Here the teacher looks cannot control classes fine. This is also evidence by the result of the study of students who have an average of only 58.

At the time of the start of this research, the author realized that the teacher when learning is not enough just by asking their students regarding the material presented. The teacher should try numerous attempts to dig up the curiosity of student to the attention of the student can be captured. One of the efforts to make student pay attentions to the material is by paying attention

to the ability to read it. As with reading skills, student can be more communicative with the material or text which will be discussed by the teacher. Student can also better understand the meaning contained within a sentence even says. After reading skills acquired, teacher expected more creative so that student want to play an active role when learning using a variety of learning methods. One method of composting words into sentences that coherently.

The game's crafting is one way that student are not subjected to saturation in learning. According to Suyatno (2004) game learn if exploited wisely can get rid of the seriousness of that block, relieve stress in a learning environment, engage people involved full, enhance learning, built creativity themselves, reach, grab the meaning of experience learning through experience, and focus your student as subjects of study. Characteristic traits game include : the existence of an explicit set of rules which must be observed by the players and the existence of the objective to be achieved or a task that must be done. The game can be individual or group.

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In cycle 1, Students progress in learning this is evidenced by the increase in the result of his studies. But there are still many students taht have a value under the KKM. After the note, analyzed, students who scored below the students because nof the KKM is always joking when leangning takes places due to the covering of the adjacent and accustomed to joking and fooling around in class.

In cycle II, student begin the lesson with a focus because the students are grouped according to the degree of his intelligence. Teachers always give a "clue" as the game progresses that make each group vying to finish and win the game. student more challenged by the existence of this game. the existance of the winners and get reward spurred students to follow the games diligently. Students are more interested and won't feel bored. Teachers also have to always pay attention to the students who begin to feel bored because just watching students competing to compose words. Enthusiasm and interest in making students reading skills and proficiency in answering questions in the formative tests given teacher. Even students who still have not been able to read, to be able to answer the question though the oral way. Any knowledge increases when students have a sense of curiosity towards learning that he had learned. Student learning outcome certainly increases from cycle 1.



The average student learning outcomes at the initial conditions 58. After a learning cycle that i apply the tecniques of the game devised by the number of words a group of 5-6 students, the average value of Deeuteronomy increased to 75. In cycle II, researchers went back to apply the techniques of the game putting together words with fix deficiency in cycle I, repair done is with the Division of the group based on the acheivment of learning and the liveliness of each student. The average daily value of Deuteronomy on the cycle II increased to 87. It can be seen from this table recap of the value of the entire cycle as follows :

**Table 4.** Recap the result of test on cycle I and II

No	Actions	Many of the participants Prosentase % (KKM)			
		<KKM	>KKM	>KKM	<KKM
1	Before Actions	11	11	46%	54%
2	Cycle I	7	17	71%	29%
3	Cycle II	2	22	92%	8%

The nubor of students who were able to rach the value of KKM who are assigned also experienced an increase. On the initial conditions, the number of student who thoroughly learned are 11 children (54%), on cycle I increase to 17 children (71%) abd cycle II again increased to 22 children (92%)

## CONCLUSION

Based on the above discussion, the study did have to be associated with a method that can attract the attention of student. One of them is the game’s crafting methods. This method proves that Indonesia language learning can be more fun and embedded in the hearts of students rather than rely solely on leraning method of lecturing in every delivery instruction.

Based on the result of the research action class that have been implemented in the two cycles can be inferred that the technique can improve the crafting game skills readng on grade 1 SDN 070 Pasirluyu years lesson 2018/2018 with the achievement of a level of mastery learning from 54% at the initial conditions be 92 % at the end of the condition.

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