

## IMPROVING READING ABILITY THROUGH THE COMPETITIVE GAME ENGINEERING TECHNIQUES STORY FOR CLASS II STUDENTS OF BASIC SCHOOL

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### ABSTRAK

This research is motivated by the low reading ability of class II students at SDS 440 Ganesha. Through observation, it is known that the students' reading ability is low because students have low reminders so that students are less active in participating in learning. From the observations that have been made show that 63.6% (7 students) active in learning activities of all 11 students. Looking at the situation in the field, the researchers are interested in doing research with language play techniques complement the story, because language game techniques complement the story emphasizing real things students experience in everyday life. Reading skills through language game techniques completes the story is expected to trigger activity and creativity of students in the process of learning to read so that the teaching and learning process is not only dominated by the teacher. This classroom action research was carried out in two cycles, each cycle consisting of two meetings. In the first cycle the percentage of student learning completeness reached 63.6% (7 students), but was considered not to reach the target to be achieved, namely 90%. In the second cycle students' understanding has increased with student learning completeness reaching 90%.

Keywords: Reading ability, Language game, Creativity.

### INTRODUCTION

Early reading is a stage in the process of reading learning for elementary school students in the early grades. Students learn to gain skills and master the techniques of reading and capturing the contents of the reading well. Therefore, teachers need to design reading learning well so as to foster reading habits as a fun. Learning atmosphere must be created through language play activities in reading learning. This is in accordance with the characteristics of children who are still happy to play. The game has an important role in

children's cognitive and social development. Reading is one of the language skills taught in Indonesian language courses in elementary schools.

Early reading learning is given in class I and II. The goal is so that students have the ability to understand and voice writing with reasonable intonation, as a basis for further reading. Early reading learning is the level of the reading learning process to master the writing system as a visual representation of language. This level is often referred to as learning to read. Indonesian Language Learning is directed to improve students' ability to communicate verbally and in writing. The ability to communicate well and correctly is in accordance with the context of time, purpose and atmosphere when communication takes place.

Reading skills as one of the receptive written language skills need to be possessed by elementary students to be able to communicate in writing. Therefore, the role of Indonesian language teaching, especially teaching reading in elementary school becomes very important. Indonesian Language Teaching in Elementary Schools which is based on the basic skills of reading and writing also needs to be directed towards achieving the end of planning. Reading and writing skills, especially reading skills must be immediately mastered by students in elementary school because these skills are directly related to the entire learning process of students in elementary school. The success of student learning in following the process of teaching and learning activities in schools is largely determined by their mastery of reading skills.

Students who are not able to read well will have difficulty participating in learning activities for all subjects. Students will experience difficulties in capturing and understanding the information presented in various textbooks, supporting material books and other written learning resources. As a result, the progress of learning is also slow when compared to friends who have no difficulty in reading.

Reading learning at elementary school is carried out according to the differentiation of early classes and high classes. Reading and writing lessons in the early classes are called preliminary reading and writing lessons, while in high classes are called advanced reading and writing lessons. The preliminary reading in low grade elementary school was carried out in two stages, namely reading the period without books and reading using books. Learning to

read without books is done by teaching using media or teaching aids other than books such as drawing cards, letter cards, word cards and sentence cards, while reading with books is a reading activity using books as learning material.

Reality in the field, especially in class II SDS 440 GANESHA there are still students who have less reading ability. This is evident from the learning outcomes of students in reading ability reaching only 70%, while KKM Indonesian language lessons in class II SDS 440 GANESHA by 30%. The causative factor of students' reading ability is still lacking, including fluency in fluency in reading, pronunciation, and intonation in reading. In addition, other factors such as students' reading interest are lacking, family guidance is still lacking, the motivation given to students both from teachers and families is still lacking, and learning techniques are used conventionally.

Physically, playing provides opportunities for children to develop their motor skills. Games like in sports develop muscle flexibility, strength and endurance in children. Playing with words (saying words) is an activity of exercising the muscles of the talking organ so that the pronunciation of words will be better. children also learn to interact socially, practice to share with others, improve social tolerance, and learn to play an active role to make social contributions to their groups.

Indonesian Language and Literature Teacher Class II SDS 440 Ganesha in the city of Bandung realizes that students are less interested in reading, so the teacher strives to improve students' reading skills through language play techniques in completing stories that emphasize the giving of games to increase students' interest in reading. Understanding improving reading skills through language game techniques completes the story So that students can understand reading through language game techniques complete the story. Reading as a skill can be divided into three types, namely the ability to recognize words, understanding skills, and learning skills. Word recognition skills are learned in the early elementary school classes. In essence, this skill is in the form of basic words reading skills, impact words reading skills, compound words reading skills, group word reading skills.

Through play, children also have the opportunity to develop their reasoning abilities, because through games and game tools children learn to understand and understand certain symptoms. This activity itself is a dynamic process in which a child obtains information and

knowledge that will later become the basis of his knowledge base in the next learning process later on. The Classroom Action Research (PTK) objectives are as follows: To find out the implementation plan of learning in improving students' reading ability through language game techniques complete the story for grade II students of SDS 440 Ganesha.

Based on the problems that have been identified and described above, the formulation of the problem in this study is, How can the improvement of students' reading ability through language game techniques complete the story in Class II SDS 440 Ganesha? And Is the process of implementing learning in improving student reading through language game techniques complete the story in Class II SDS 440 Ganesha.

Learning that improves early reading is a skill and cognitive process. The skill process refers to the recognition and mastery of phoneme symbols, while the cognitive process refers to the use of phoneme symbols that are known to understand the meaning of a word or sentence. Playing for children has values and characteristics that are important in the progress of the development of everyday life. At the beginning of every experience playing has a risk. There is a risk for children to learn such as riding a bicycle on their own, learning to jump. Another element is repetition. Children consolidate their skills that must be realized in various games with different nuances. In this way the child gains additional experience to do other activities. Through the game, children can express their needs without being punished or reprimanded, for example playing a doll is considered as a real sister.

Language learning includes aspects of listening, speaking, reading and writing with a portion of the delivery and emphasis on balanced weighting. These four aspects are presented in the components of language, understanding and use. Linguistic learning materials in paragraphs and discourses on developing ideas through relationships between words in sentences, between sentences in paragraphs and between paragraphs into a complete discourse (Depdikbud, 1993: 1920).

Learning to Speak in Primary Schools Outlines of Primary School Teaching Programs implied several types of speaking that are used and taught for elementary school students. There are 7 kinds of language teaching.

- a. Tell stories
- b. Talk

- c. Discussion
- d. Interview
- e. Phone
- f. Asked answer
- g. Speech

Teaching reading in elementary schools is emphasized in its ability to express opinions and responses regarding the content of reading (GBPP, 1993: 23). Improving reading skills in elementary schools as above is the ultimate goal of reading skills for students in elementary school. Supriyadi (1993: 127) says that teaching reading in elementary schools is divided into two major groups, namely reading the beginning and reading further.

- a. Read the Beginning
- b. Read more

Reading comprehension in practice, reading comprehension is hardly different from reading silently, because these two types of reading focus on this understanding in a relatively short time (this type of reading is used as research study material).

Matters that need to be considered in reading comprehension. Reading activity is the ability to master reading material in a complete, broad and comprehensive manner. Understanding is the ability to know important detailed ideas and all understanding of understanding.

Aspects related to the game method include: observation, interpreting, applying, and communicating learning with the game. According to Sudjana (1997), the characteristics of the game method are as follows:

1. More activating students.
2. Many use media / props, both original and other media.
3. Requires teacher creativity.
4. Requires a long time.
5. Can motivate students in learning.

Can create students 'understanding and students' memory will not be easily lost. The game can be a force that provides context for early childhood learning and development. For this reason, it is necessary to pay attention to the structure and content of the curriculum

so that the teacher can build a pedagogical framework for the game. According to Wood (1996), the curriculum structure consists of:

1. Planning which includes setting goals and objectives.
2. Organizing, taking into account the space, resources, time and role of adults.
3. Implementation, which includes activities and planning, desired learning.
4. Assessment and evaluation which includes feedback flow on planning.

The use of game forms in learning will provide a pleasant climate in the learning process, so students will learn as if the student learning process is carried out without compulsion, but instead learns with a sense of harmony. In addition, by playing students can do rather relaxed. In a relaxed way, the brain cells of students can develop eventually students can absorb information, and get a deep impression of the subject matter. Study material can be kept in long-term memory.

The teacher can use a reading game strategy, for example matching a card, say the word, find the word, say a contest, find the sentence, read and do and so on. Word cards and sentences are used as media in greeting contest games. Students are invited to play by saying or reciting the words written on the word card. The pronunciation of these words can be expanded in the form of pronunciation of Indonesian sentences. What is important in this exercise is to train students to speak the sounds of language (vowels, consonants, dialogues, and clusters) according to the area of articulation.

Based on the problem described in the background of the problem and the problem solving plan, the action hypothesis is generally formulated as follows: "If the teacher can plan, implement, and evaluate learning effectively using language play techniques complete the story on learning to read Indonesian subjects, then student reading ability can increase".

## RESEARCH METHODS

This research was carried out in class IV SDS 440 Ganesha Bandung Jalan Moch Toha No. 84 Bandung. While the subject of the study, the fourth grade students consisted of 12 students consisting of 7 male students and 5 female students.

The method used in this study is Classroom Action Research (CAR) which refers to the teacher's actions as an effort to improve the process of learning outcomes. This classroom

action research refers to the main concept of Kurt Lewin's model of action research consisting of four components, namely planning, acting, observing, and reflecting. This class action research in 2 cycles. Each cycle is a flow of activity processes which include planning, implementing actions, observing and reflecting.

This research uses qualitative and quantitative approaches that require researchers as the main instrument as well as data collectors. In this study there is collaboration between researchers and students. According to Tarigan (1999: 10-11), "Reading skills include three components, namely: (1) recognition of characters and punctuation, (2) the correlation of characters and signs read with formal linguistic elements, and (3) further relationships from (1) and (2) with meaning or meaning.

The results of the expected intervention action in this class action research is after students experience learning through language play techniques with stories, students can improve learning outcomes, both from the cognitive, affective, and psychomotor domains. Reading as a skill can be divided into three types, namely the ability to recognize words, understanding skills, and learning skills. Word recognition skills are learned in the early elementary school classes. In essence, this skill is in the form of basic words reading skills, impact words reading skills, compound words reading skills, group word reading skills.

The type of research used in this study is Classroom Action Research (CAR) which is also known as Classroom Action Research (CAR) which is conducted with the aim of improving the quality of the learning process in the classroom. In classroom action research, the researcher or teacher can see for himself the practice of learning or with other teachers he can do research on students in terms of aspects of their interaction in the learning process. Classroom Action Research (PTK) is "an observation of learning activities as an action, which is deliberately raised and occurs in a class together."

Classroom Action Research (CAR) in this study uses a spiral flow model according to Kemmis & Mc Taggart. This model is a development of the basic concepts introduced by Kurt Lewin, the first person to introduce action research.

Broadly speaking, the steps to complete the story according to Neni (in his thesis, 2008) are as follows:

- a. Teachers inform students about how to play word cards and set game times.

- b. Teachers distribute word cards to students in groups.
- c. Students in groups try to sort the cards in the right order, the teacher supervises, motivates, and directs student activities.
- d. Representatively, students paste the results of the word card on the board.
- e. Conduct class discussions to determine the answer to the right word card and the winner of the game

In this study researchers will make improvements in simple learning that will be carried out in two cycles, each cycle consisting of three meetings. The action steps are as follows:

- a. Planning
- b. Acting
- c. Observation (observing)
- d. Reflecting

In this class action research the types of data taken and analyzed are qualitative data and quantitative data. Of all the data obtained in the field, it is processed and analyzed, then the authors make conclusions about the ability of students to understand reading skills through language game techniques to complete the story for class II students with a realistic approach, individual completeness and students' responses to reading with a realistic approach.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Cycle**

The initial research activity was observing the process of reading ability in class II. Based on the results of observations that have been made, when viewed from the results of the students' pre-test scores most students get scores under the Minimum Completeness Criteria (KKM = 74).

Pre Test is a test conducted before the learning process. This test aims to find out how far the material to be taught can be mastered by students. The first cycle consists of three



meetings, with four stages, namely planning, implementing, observing and reflecting as follows:

### 1. Planning

In the first cycle carried out by the researcher

- a. Preparing learning scenarios in the form of RPP
- b. Prepare observation sheets for teachers and students
- c. Prepare an evaluation
- d. Preparing Student Worksheets
- e. Preparing learning media
- f. Implementation of learning
- g. Meeting 1
- h. Meeting 2

From the results of the implementation of learning cycle 1, the improvement of reading skills through language play techniques complement the criteria for students of the second grade of elementary school. When viewed from the value of student evaluation, it has increased, but has not reached the criteria that increasing reading ability is achieved if students who complete the learning reach 95%.

### Class 1 Action Analysis

Following is the recapitulation of the results of the evaluation in the first cycle:

**Table 1.** Analysis and Recapitulation of Completeness of Evaluation Results of Cycle I Class II students Increased reading skills

Nilai	Frekuensi	Ketuntasan	Persentase
< 74	4	Tidak tuntas	36,4%
≥ 74	7	Tuntas	63,6%
<b>Jumlah</b>	11		100%
<b>Rata-rata</b>	69,1		

Ket: KKM = 74

Students who have evaluation value  $\geq 74$  (KKM) are 7 students (63.6%), while those who have not fulfilled the KKM are 4 students (36.4%), with an average grade completeness grade 69.1.

The results of observations on the activities of teachers in the first cycle obtained an average score of 3.9 while the results of observations on student activities Before carrying out the actions in the second cycle, researchers prepared everything to get an average score of 3.53. So that the activities carried out by the teacher and students in the first cycle have not reached the target, namely the score  $\geq 4$ .

### Cycle 2

The second cycle consists of two actions, each action consists of four stages, namely planning, implementing, observing, and reflecting.

#### 1. Planning phase

In this stage the same activities are carried out as done in cycle I by making a learning plan that applies reading skills with language play techniques to complete the story then proceed with making observation sheets and compiling learning evaluations to determine whether there is an increase in student learning outcomes through the application of reading skills with language game techniques complete the story.

#### 2. Stage of Action

In this stage, the implementation of the actions taken is to complete or add learning activities in cycle I, namely to present the material by applying reading skills through language play techniques to complete the story. In presenting the lesson material, every step of the action can be directed to the core of the problem starting from the simple one. At this stage it is expected to cover or correct the deficiencies that existed in the previous cycle.

#### 3. Observation Phase

Basically, the observation phase in this cycle is the same as the first stage of implementation, the object being observed is the student's learning activities and the learning process presented by the teacher. Observations are made when teaching and learning takes place. The things that are noted are the delivery of learning material by the teacher to students according to the basic competencies to be achieved, several groups formed by the teacher, tests / quizzes given to students individually, the teacher facilitates students to draw conclusions, awards groups based on acquisition value of improving learning outcomes.

#### 4. Reflection Stage

In the reflection phase in the second cycle is carried out to correct weaknesses and shortcomings contained in cycle I by including learning weaknesses and shortcomings in cycle II.

From the results of the implementation of learning cycle II, improving reading skills through language game techniques completes the story for grade II students of elementary school, can be seen from the evaluation values of students who have increased. The following is a summary recapitulation of the results of evaluation in cycle II.

**Table 2.** Analysis and Recapitulation of Completeness of Cycle II Evaluation Results  
Class II students Reading skills through language play techniques complete the story

Nilai	Frekuensi	Ketuntasan	Persentase
< 73	1	Tidak tuntas	9,1%
≥ 73	10	Tuntas	90,9%
<b>Jumlah</b>	11		100%
<b>Rata-rata</b>	77,3		

Ket: KKM = 74

Students who have an evaluation value of  $\geq 73$  (KKM) are 10 students (90.9%), while those who have not met the KKM are 1 student (9.1%), with an average grade of 77.3. The overall results of observations on the activities of teachers in cycle II obtained an average of 4.1. Means that in this second cycle the activities carried out by the teacher have not fulfilled the benchmark value, namely  $\geq 4$ . Based on the results obtained by filling out the questionnaire by students, it shows that students' responses to reading learning with improved reading skills through language play techniques complement the story showing a positive attitude. To find out how much student interest in learning, after conducting research in the implementation of learning by using the application of a realistic approach, the researcher gave a questionnaire which was then filled by all students.

Questionnaires distributed to students during the reading learning process on improving reading skills through language game techniques complement the story for students of class II in Ganesha can be seen in Table 4.4 below:

**Table 3.** Questionnaire on Student Response to Reading Ability through language game techniques completes the story for grade II students of elementary school

No.	Pernyataan	Respon siswa	
		Ya	Tidak
1	Cara belajar membaca yang baru saja berlangsung sangat menarik.	8	3
2	Cara belajar seperti ini mendorong saya menjadi lebih aktif.	10	1
3	Kesempatan berdiskusi dalam pembelajaran realistik ini, membuat saya lebih berani mengemukakan pendapat.	10	1
4	Dengan cara belajar seperti ini, membuat saya lebih menghargai pendapat orang lain.	7	4
5	Saya lebih mudah memahami huruf huruf alpabet	7	4
6	Saya ingin topik lain diajarkan seperti ini.	11	0
7	Saya lebih suka belajar kelompok dari pada belajar sendiri-sendiri	11	0
8	Saya senang ketika disuruh mempresentasikan jawaban soal di depan kelas	4	7
9	Cara belajar seperti ini, menjadikan saya senang membaca	11	0
10	Cara belajar seperti ini, membuat saya berani mengajukan pertanyaan pada guru.	9	2
11	Belajar kelompok membuat saya lebih cepat mengerjakan soal	10	1
12	Soal–soal yang diberikan pada lembar kerja siswa, menurut saya sangat menarik	11	0
13	Cara belajar membaca seperti ini, menumbuhkan sikap kreatif dan kerja sama.	11	0
14	Cara belajar seperti ini, pemahaman saya semakin meningkat.	11	0
	<b>Jumlah</b>	131	23

From the table, it can be calculated the percentage of the overall student response questionnaire that is multiplying the item in the questionnaire by 14 with the total number of student respondents that is 11, then the results are 154. After the results are obtained, then the number of student respondents who answered "Yes" is as much as 131.

## Reflection

Based on the observation and analysis of the evaluation results in cycle II there were 7 students who were complete and 4 students who had not yet finished learning. From the results of the implementation of learning, it is known that as long as the teacher carries out the learning process in cycle II students are already active in learning activities. There has been an increase in student learning completeness from the initial conditions (the results of the pre test) with an average value of 55.5 to 64.6 (the average value of the first cycle evaluation), then to 73.3 (the average value of cycle II). When viewed based on learning completeness criteria that  $\geq 95\%$  are understood, in cycle II shows that students can already be understood because students who have reached KKM ( $\geq 74$ ) are 95%.

## Discussion

From observations, researchers found various problems and signs of students' conceptual misunderstanding, especially in memorizing alphabets. In connection with this, the researcher tries to improve reading skills through language game techniques to complete the story for grade II students of elementary school. This aims to help students in the learning process in the classroom whose implications are expected to improve students' reading ability. Students during the learning related to reading skills can be seen from the observations or observations made by observers / researchers. Student learning outcomes during learning can be presented in the table below:

**Table 4.** Comparison of Student Learning Completeness  
Pre Cycle, Students Cycle I, Cycle II

Aspek Pengamatan	Siklus					
	Pra Siklus		Siklus I		Siklus II	
	Banyak Siswa	Presentase	Banyak Siswa	Presentase	Banyak Siswa	Presentase
Ketuntasan dalam belajar	5	45,5 %	7	63,6 %	10	90,9%

The results of observations or observations presented in Table 4.4 above can be described that the achievement of student learning outcomes increases and can be concluded

with an increase in student learning outcomes so that the understanding of students' concepts during learning increases as well.

## CONCLUSION

Based on the results of the research and the discussion that has been carried out, it can be concluded that the ability to read through language play techniques includes stories for grade II students of elementary schools can improve the reading ability of grade II students in elementary schools in SDS 440 Animal Protection Groups in Athens. In the process, improvement can be seen from the increased activity and enthusiasm of students in participating in learning. Student learning activities are more communicative and fun so the classroom atmosphere is more alive. In the product, increasing reading ability through language game techniques completes the story can be seen based on data analysis increasing the value of reading ability. The results of the average reading ability in pre-action were 45.5%. In the first cycle increased to 63.6% and in the second cycle increased to 90.9%.

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