

IMPROVING READING ABILITY OF ELEMENTARY SCHOOL STUDENTS IN LEARNING LANGUAGE ABILITIES THROUGH IMAGE MEDIA

Tati Nurhayati¹, Wikanengsih²,

^{1,2}IKIP Siliwangi

¹ tnurhayati250@gmail.com, ² wikanengsih@ikipsiliwangi.ac.id

ABSTRACT

This study aims to explain about learning to read beginners using picture media classically and in groups and the process of increasing students' reading skills. Achieve this goal, classroom action research was conducted, with assistance of classroom teachers and 30 students of SDN TIPAR. Research data obtained by qualitative methods, observation and assisted by a recording aid in form of a camera. This research was conducted with two cycles of action. First cycle tends to increase participation and reading ability in word card and picture matching games. and the second cycle on reading improvement. Each cycle consists of stages: preparation, action, action, observation, analysis and reflection. The results of this study indicate that learning to read beginning with picture media classically students who lack courage tend to be passive so that when teacher assigns students to match word cards with pictures the students do not want to and the attention of some students is less focused in this learning and their reading ability is still dominated by active students. Learning the ability to read using picture media in groups, students are invited to play a game of matching word cards with pictures and their own friends and teacher acts as a facilitator and motivator. Student creativity, student shyness can be overcome and students' reading ability can be improved and the learning atmosphere is more attractive.

Keywords: language skills learning, image media.

ABSTRAK

Penelitian ini bertujuan menjelaskan tentang pembelajaran membaca pemula dengan media gambar secara klasikal maupun secara kelompok dan proses terjadinya peningkatan kemampuan membaca siswa. Untuk mencapai tujuan ini, dilakukan penelitian tindakan kelas, peneliti dibantu guru kelas dan 30 siswa SDN TIPAR. Data penelitian ini diperoleh dengan metode kualitatif, observasi dan dibantu alat bantu perekam berupa kamera. Penelitian ini dilakukan dengan dua siklus tindakan. Siklus pertama cenderung pada peningkatan partisipasi dan kemampuan membaca dalam permainan mencocokkan kartu kata juga gambar. dan siklus kedua pada peningkatan membaca. Setiap siklus terdiri atas tahapan: persiapan, tindakan, pelaksanaan tindakan, observasi, analisis dan refleksi. Hasil penelitian ini menunjukkan bahwa pembelajaran membaca permulaan dengan media gambar secara klasikal siswa yang kurang memiliki keberanian cenderung pasif sehingga ketika guru memberi tugas siswa untuk mencocokkan kartu kata dengan gambar siswa tidak mau dan perhatian sebagian siswa kurang terfokus dalam pembelajaran ini dan kemampuan membacanya masih didominasi oleh siswa-siswa yang aktif. Dengan pembelajaran kemampuan membaca dengan media gambar secara kelompok siswa diajak untuk melakukan permainan mencocokkan kartu kata dengan gambar dan teman sendiri serta guru bertindak sebagai fasilitator dan motivator. Kreativitas siswa, rasa malu siswa dapat diatasi dan kemampuan membaca siswa lebih meningkat serta suasana pembelajaran lebih menarik.

Kata Kunci: pembelajaran kemampuan berbahasa, media gambar.

INTRODUCTION

Elementary school education is a level of education where students first store knowledge in the form of basic knowledge. Main task of elementary school is to prepare students to introduce basic lessons and has main responsibility in guiding students' academic

abilities such as reading and writing skills. Task of guiding academic ability must also be responsibility of elementary school education.

This line of thought is not always in line and realized implementation of elementary school education in Indonesia. Shift in responsibility for the development of scholastic capacity from elementary school was happening everywhere, both openly and covertly. Many Primary Schools often apply for “reading and writing” requirements or tests. Elementary schools like these are often seen as “quality and bona fide” educational institutions. Educational events like that spur schools and parents to compete to teach academic skills in reading as well as writing by adopting learning methods in elementary schools. As a result, it is not uncommon for students to no longer apply the play-while-learning or learning-while-playing system, so that the school is no longer a beautiful park, a place to play and make many friends, but instead becomes a “school” in the sense of sending children to school early. The signs can be seen in the achievement of academic abilities in reading and writing so that they can enroll their children in well-known elementary schools.

Teaching reading and writing in schools can be implemented within the boundaries of school development rules and based on the basic principles of primary school education as a socialization as well as the development of various abilities. Observing the conditions of reading and writing learning activities in elementary schools that are taking place as described above, it is necessary to carry out reflective research in carrying out certain actions that are planned, implemented and evaluated. With a series of actions that are expected to change the way of learning towards learning that is more directing students to be actively and pleasantly involved. This can be achieved through learning using image media.

Image media is a two-dimensional visual presentation made based on the elements and principles of image design, which contains elements of everyday life about human objects, animals, events, places and so on (Rachmat, 1994). Images are widely used by teachers as a medium in the teaching and learning process, because they are easily obtained, inexpensive and effective, and increase enthusiasm in student learning motivation. At Kindergarten age (4–6 years), the development of children's language skills is characterized by the following abilities:

1. Able to use my pronouns in communication.
2. Has a variety of vocabulary for verbs, adjectives, state words, interrogative words.
3. Shows understanding and understanding of something.
4. Able to express thoughts, feelings, and actions using simple sentences.

5. Able to read and express something through a picture. The development capacity appears marked by various symptoms such as being happy to ask questions and provide information about various things, talking alone, with or without using tools such as (dolls, toy cars, etc.) Scribble on a book or wall and tell something fantastic. These symptoms are a sign of the emergence of various types of hidden potential to become actual potential. This condition indicates the function and development of nerve cells in the brain (Depdiknas, 2000: 6).

In particular, the development of reading skills in children takes place in the following stages:

1. Fantasy stage (magical stage). At this stage children begin to learn to use books, begin to think that books are important, look at or flip through books and sometimes children bring their favorite books. In the first stage, the teacher can provide or show models / examples need to read, read something to children, talk about books to children.

2. Self concept stage. Children see themselves as readers, also begin to involve themselves in reading activities, pretend to read books, give meaning to pictures and previous experiences with books, use book language even though they do not match the writing. Second stage, parent or teacher provides stimulation by reading something to the child. Teachers should provide access to books that are known to children. Parents or teachers should also involve children reading books.

3. Bridging reading stage. At this stage the child becomes aware of visible prints and can find familiar words, can express words that have meaning with him, can repeat written stories, can recognize word prints from familiar poems or songs and are familiar with the alphabet. Third stage, teacher reads something to children, presents various vocabulary words in song as well as poetry, giving opportunities as often as possible.

4. Take-off reader stage. Child begins to use three signaling systems (fraphoponic, semantic and syntactic) together. Children are interested in reading, begin to recall prints on context, try to recognize signs in environment and read signs such as toothpaste, or billboards. Fourth stage, teacher still has to read something to the children so that it encourages children to read in a variety of situations. Parents and teachers should not force children to read letters perfectly.

5. Stage reading fluently (independent reader stage)

At this stage child can read different types of books freely. Compile meaning of signs, experiences and signs that are known, can make estimates of reading materials. Materials that are directly related to children's experiences are easier to read (Depdiknas, 2000: 7). To provide positive stimulation for the emergence of the various linguistic potentials of children above,

games and their various tools play an important role. Environment (including roles of parents and teachers) should create a variety of simple play activities that provide direction and guidance so that various potentials appear to grow and develop optimally.

METHODS

Approach this research is a qualitative approach, this research begins with problems from the field, then analyzed based on supporting theories, then carried out actions in the field. Conclusions obtained cannot be generalized to a wider scope, because for different conditions and situations results can be different. Research can be used as a model to provide recommendations for other situations (Imron, 1990: 4). Research used to understand meaning of events from the interactions that occur during the study.

This research is a classroom action research conducted at SD Negeri TIPAR. At beginning of the implementation on February 3, for Cycle I was carried out on March 20, 2018 and Cycle II was carried out on April 25, 2018. This research was carried out in accordance with the stages in action research which included planning, implementing actions, observing, analyzing and reflecting on results of observations from results analysis and reflection at end of each activity are carried out corrective actions in next cycle based on the results of analysis and reflection made previously.

Learning model used in this study was learning reading skills through application of image media. This action research was carried out in two cycles of activity, namely cycle 1 and cycle 2. Each cycle consisted of 4 activity stages, namely:

1. Develop a plan of action
2. Carry out the action
3. Make observations
4. Make an analysis followed by reflection. In this study, teaching activities are carried out by Class II teachers together with fellow teachers as well as observers.

CYCLE I

a) Preparation of an action plan 1 At this stage researcher compiles a learning plan based on the subject and theme to be taught, namely ability to read including formulating learning objectives, compiling learning steps, planning what props (media) are in accordance with subject matter to be taught from how to use it, as well as compiling an evaluation tool that fits purpose.

b) Giving action 1

Teacher carries out teaching using picture media in accordance with planning that has been compiled. Early learning activities teacher shares and asks questions and questions about objects around child, students are three groups consisting of 7-8 children, students, each group is given task to observe and see pictures of objects that are provided, then child is asked to connect the words (words) with pictures of symbolic objects. Giving assignments, it is hoped that students will get an understanding of concept of early reading skills using media pictures and word cards that have been provided.

c) Making observations At time learning activity took place, researcher made observations and recorded events during learning activities which later could be useful for making decisions whether teacher can use sentences appropriately or needs to be held. Whether the assignments and questions posed by teacher reflect learning language skills.

d) Making analysis and reflection From results of observations carried out analysis on action 1 then continued with reflection. Based on results of the analysis and reflection carried out together, improvements are planned by taking action 2 on the remaining problems. To find out whether teacher can compile a learning plan that reflects learning of language skills (pre-reading) it can be seen and components contained in learning plan that has been compiled.

CYCLE II

a) Preparation of action plans 2 Action plans 2 are prepared based on results of analysis and reflection during cycle 1.

b) Learning action 2 Action 2 is carried out on problems that still exist in cycle 1. It is expected that at end of action 2, problems of teachers and students in learning language skills (pre reading) can be resolved.

c) Implementation of observations At end of action 2 an analysis and reflection on activities that have been carried out will be carried out. Results of this analysis and reflection compiled conclusions and suggestions from all activities in cycle 2. Taking into account types of data collected, data technique used in this study is qualitative analysis. Qualitative analysis was carried out on qualitative data obtained from observations of students and other things that appeared during study. Student activity and enthusiasm in learning were also based on number of indicators that appeared. Furthermore, from the results of the notes in study completed with results of observations, interviews and documentation, a qualitative analysis was carried out.

RESULTS AND DISCUSSION

Results

Judging from problems contained in learning language skills before this research was carried out, it is not uncommon as an elementary school teacher in this lesson to be less interesting and pleasing to students. Ordinary teachers teach reading skills by means of spelling, which is the old way parents often use to teach reading, by introducing letters one by one first and then memorizing sounds. Next step is to memorize sound of a series into a syllable. In this way elementary school students have difficulty churning out sound of letters to one another, even learning like this sometimes makes students afraid of going to school. To solve this problem, a lesson was made using image media using classroom action research which consisted of 2 learning cycles.

CYCLE I

1. Preparation for Action Before learning, researcher (teacher) makes a lesson plan (design for learning language skills using image media and carries out classroom observations to get to know character of students better before implementing teaching of language skills with indicators connecting and mentioning simple writing with symbols that propel it up (language). 16) as well as customized with theme of assignments given to students can be in form of individual or group assignments.

2. Implementation of the Implementation Actions carried out in a classification and group manner:

- a. early learning activities, teacher asks one student to tell incident or events he saw on way from school house through sharing activities as well as asking questions. From this story teacher asks students what they can get from the story.
- b. teacher invites students to observe objects around class and then teacher asks about objects child needs at school.
- c. teacher teaches reading with picture media, word cards with a game of connecting or matching word cards with pictures, teacher asks children to read word cards.
- d. Each student is given a task to match picture with the word card that teacher shows and is asked to read word card.

3. Observations in Cycle I

- a. When students tell stories about events they saw on their way from home to school, all students seem to pay attention, occasionally mentioning same things that were told by their friends.

b. When teacher asks what needs are needed at school, students can mention bags, books, pencils, crayons, drinking containers, clothes, pants, hats, shoes. When students are asked to read word card, some students can read it correctly.

c. For task of linking pictures with word cards, students could match words correctly and read word cards correctly, but there were some students who did not want to play game.

4. Analysis and Reflection of Cycle I

a. When sharing activities, asking questions, telling stories about events around children, is a useful experience for children to convey something in their own language.

b. When teacher asks to read a word card with a picture, there are several students reading it correctly, teacher gives praise to the students.

c. Because the media of pictures and word cards were available obediently, all students seemed enthusiastic about this activity.

d. After students take turns connecting word cards with pictures in front of the class, there are some children who don't want to come to the front of the class to carry out the task, teacher approaches and invites the child to connect the word cards with the pictures provided.

CYCLE II

Activity in second cycle is a follow-up to the activities in first cycle in this activity, teacher reminds students about activities that have been carried out in previous meeting, namely game of matching word cards with pictures. Activity continued to provide opportunities for students to play games in groups, this opportunity got a good response from students.

This can be seen from the children's interest in playing this game in groups as well as students and easily matching word cards with pictures and fluently reading word cards. Results of action in this second cycle obtained a change, it turned out that students had an increase in their ability to read word cards in this group game.

Discussion

Based on results of observations during learning activities of language skills at SDN TIPAR using picture media and word cards, it was seen that learning experience by playing, students were motivated to develop and be creative. Students tend to be more enthusiastic about learning to read through games using word card pictures.

Reading games are carried out using help of pictures to introduce letters or words, for example accompanied by pictures of chickens or apples. Introducing word book accompanied by a picture of book. Description results of observations student activities above shows that

students or children have more ability to read using pictures. Teachers are expected creatively and innovatively to develop their own various forms of pre-reading games to attract and delight children.

CONCLUSION

Based on results of research conducted in learning reading skills using image media, it can be concluded that:

1. Learning using image media further improves the quality of reading development learning.
2. Using of image media makes learning activities more enjoyable, students are actively involved.
3. Students' mastery of learning to read this beginning after the second cycle > 80%, this can be proven from activities that students do in matching word cards as well as pictures provided.

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