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THE IMPROVEMENT OF READING SKILLS THROUGH PICTORIAL WORD CARDS IN SECOND GRADE STUDENTS OF SDN 36 SUNGAI AMBAWANG

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Abstract

Based on the fact that teachers feel the low reading skills of students because they feel bored and lack of interest in learning. It is because the teacher does not use media that made students interesting and used the method of spelling and is not supported by supporting books such as pictorial storybooks that make students interested in reading. For this reason, the teacher used pictorial word cards to improve students reading skills. The form of research is classroom action research, collaborative in nature, the subjects in this study were students of second-grade SDN (State Elementary School) 36 Sungai Ambawang, and researchers who also acted as teachers. The procedure in this study follows the main stages, namely planning, implementation, observation, and reflection. Research techniques are direct observation and measurement techniques, data collection tools used are observation sheets and tests. The results of the implementation of the act of learning to read using pictorial cards in each cycle always increases. In the first cycle, the success of students' reading skills achieved 55.55%, then in the second cycle increased to 100%. With an average value of 62.22 in the first cycle and the second cycle, the average value increased to 77.77. Based on the description above, it can generally be concluded that the use of pictorial word cards can improve the reading skills of grade 1 students of SDN 36 Sungai Ambawang. Thus the pictorial word card media can be used during the learning process of reading to improve students' reading skills.

Keywords: Skill Enhancement, Pictorial Word Card, Reading

Introduction

Indonesian as the language of instruction for Indonesian education in all types and levels of schools ranging from kindergartens to universities. Indonesian Subjects play an important role in the renewal and improvement of the quality of education. Therefore, Indonesian Language Subjects are important subjects for elementary school-age children because through these subjects students are taught language skills (listening, speaking, reading, and writing). Reading is one of the language skills that are interrelated and important to master to communicate optimally. Someone will gain a variety of new knowledge that can increase their insight so that they are better able to answer the challenges of life in the increasingly complex future. Complex societies depend on their reading and writing capacity every hour to make complex judgments and act on extensive information (Ahuja, P and Ahuja, G.C. 2010: 5).

The success of learning depends on the learning strategies, methods, or models used by a teacher. Teachers need to have the ability to make learning plans in the form of learning designs. The design designed by the teacher is directed so that students, so students as students

can reach the optimal level of learning that is marked by the achievement of student learning achievement, Sunaryo (in Titik Media, 2014). The existence of the media at this time is very necessary for the process of teaching and learning because students can easily receive not all messages conveyed by teachers without the help of teaching tools that can improve the quality of learning that leads to skills and increase the quality of student learning outcomes.

Based on the experience of researchers in the field of Indonesian language lessons on reading SDN 36 Sungai Ambawang, grade II students of Sungai Ambawang have not yet mastered reading skills, even though these skills are the basis for other skills, so students have difficulty mastering the material that is widely obtained through reading. From interviews with second-grade students stated that they sometimes do not like and are bored in learning to read because interesting media do not support it. Based on discussions with colleagues about reading in second grade SDN 36 Sungai Ambawang still using conventional learning methods dominated by teachers, not using the media and not supported by other supporting books such as pictorial storybooks which will certainly be enjoyable reading for student. In delivering the child to master the reading skills of the teacher using only the spelling method, the child must sit, be quiet, and concentrate, and must memorize 26 letters. It makes students less motivated to be active in learning activities. Students will feel bored and less interested in the learning process because in conventional learning methods learning is only centered on the teacher, students are less free to be active and creative in learning which ultimately can make student concentration less focused on learning. It makes students interested in learning activities low. The low reading skills can be seen from the reading tests of students in 2018, amounting to 11 people, there are only 6 students who are fluent in reading, of which 5 people are spelling when only 55% of students are fluent in reading. While the expected KKM is 75% of students must be able to read. But the fact that there are reading skills of students under KKM.

Low student reading skills is the teacher's job to improve the learning process. To be able to improve student reading skills, there needs to be a method or learning media that involves students directly in learning. The efforts made by the teacher in developing reading skills in Year II students are through pictorial word cards. It is used as a reinforcement of students' mastery of reading skills possessed. So, students should already have a basic introduction to letters and words, and students can already read a little but not fluently. This pictorial word card playing method should be used in the months after the middle of the first semester of the new school year because, in these months, most of the second-grade students usually have basic reading skills. A pictorial word card is a card that contains words and pictures. In order to make learning better and can improve students' reading skills, the researchers felt it was necessary to improve learning, one of which was to conduct classroom action research with the title of this research is "Improved reading skills through pictorial word cards in grade II students of SDN 36 Sungai Ambawang".

Research Method

The method used in this research is descriptive. Where in this research is useful for obtaining data information and facts about what was studied. "Descriptive research tells and interprets data relating to facts, circumstances, variables, and phenomena that occur when the research takes place and presents it as is." (M. Subana, and Sudrajat, 2005: 89).

In this research, a classroom action research method will be used. According to Sutrisno (2009: 221), "Classroom action research is an attempt to test ideas into learning practices to improve or change things to have a real impact on the situation. Classroom action research is a form of self-reflection research collectively conducted by researchers in social situations to improve the reasoning and fairness of their educational and social practices, as well as their understanding of this practice and the situation in which these practices are carried out".

The nature of research in this research is collaborative. The setting of the class action research was carried out in second grade SDN 36 Sungai Ambawang. The research subjects were grade I teachers and grade 1 students at SDN 36 Sungai Ambawang, which consisted of 4 girls and 7 boys. The selection of the subject is done to improve the learning process of children in learning to begin with so that after getting the treatment (treatment) that is sought, an increase in their ability to read.

Classroom action research to improve reading skills is planned in two cycles. In each cycle is designed based on stages, the stages of its application are planning, implementation, observation, and reflection. Data collection techniques through observation, tests, and documentation.

Data analysis techniques that were collected through various techniques and instruments used were analyzed descriptively by using percentage techniques to see trends that occur at the beginning of reading learning activities that are presented using the pictorial word card media.

Results and Discussion

Results

Based on the results of research conducted obtained student learning outcomes in the first cycle with an average value of 62.22, which is presented through the following table:

Table I Student Learning Outcomes in Cycles I

Cycle I	
Score	The number of students
100	-
90	-
80	2
75	2
70	1
60	-
55	-
50	4
40	2
0	-
Average score	62,22

While the learning outcomes of students in the second cycle were achieved by an average score of 77.77, which is presented in Table 2:

Table II Student Learning Outcomes in Cycles II

Cycle II	
Score	The number of students
100	-
90	2
80	4
75	2
70	2
60	-
55	-
50	-
40	-
0	-
Average score	77,77

Discussion

Based on observations during the learning activities of reading skills in grade II students of SDN 36 Sungai Ambawang through the use of pictorial media and word card games, it can be seen that the learning experience through games, students become motivated to develop and be creative. Students tend to be more eager to learn to read through games using pictorial word cards. It is in line with the synthesis method (montessoni). Reading games are carried out using the help of pictures in each card introducing letters or words, for example, accompanied by pictorials of chickens, or apples. Likewise introducing the word book accompanied by pictures of the book.

The description of the observations on the learning outcomes of students above shows that students have deeper abilities, the ability to read with the help of images. Teachers are expected to creatively and innovatively develop their forms of beginning reading games that are more interesting and enjoyable for children.

Conclusions

From the results of the study conducted learning the ability to read the beginning (pre-reading) using pictorial media specifically this study can be concluded as follows: the ability of teachers in preparing learning plans using word cards with pictures in second grade SDN 36 Sungai Ambawang can increase, media use pictorial word cards can improve the reading skills of grade II students of SDN 36 Sungai Ambawang more fun for students to be actively involved, creatively, and innovatively and can improve children's reading skills and learning outcomes achieved after the second cycle the average value of students 77.77. It can be proven from the activities carried out by students in matching word cards with available images that can improve learning outcomes.

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