

Efforts To Improve Reading Ability Through The Media Of Picture Card Games In Class 1st Students Of State Elementary School 004 Kepenuhan

Nursyaadah

SD Negeri 004 Kepenuhan
Email: nursyaadah004kep@gmail.com

Abstract, *This research was motivated by the low initial reading ability of grade 1 students at SD Negeri 004 Kepenuhan. One of the reasons is that teachers have not used the right media in learning. To overcome this problem, it is necessary to carry out classroom action research to improve the initial reading skills of grade 1 students at SD Negeri 004 Kepenuhan using picture card games as media. This research is Classroom Action Research (PTK) carried out in 2 cycles with 3 meetings per cycle with a total of 31 students. In pre-action, the percentage of student completion only reached 23%, after the action was implemented in cycle I, the percentage of student completion increased to 55%, in cycle II it increased to 77% so the researcher did not continue to cycle III.*

Keywords : Picture card games, reading skills, Indonesian

This is an open access article under the [CC BY-SA](#) license



I. INTRODUCTION

The birth of Law no. 20 of 2004 concerning the National Education System has had a positive impact on Indonesian language learning (U. RI, 2003). This reflects the adoption of reading, writing and arithmetic as basic language skills which are an early and continuous concern and activity in elementary schools or Madrasah Ibtidaiyah from grade I. In essence, learning a language is learning to communicate. With this communicative approach, students must be given the opportunity to communicate both orally and in writing. So

that students are able to communicate using Indonesian properly and correctly, students need to be trained as much as possible or given as many opportunities as possible to carry out communication activities. By considering the characteristics of children who pay more attention to things that attract their attention, arouse interest and motivation to learn and train children's imagination, the application of image media in Indonesian language learning, especially to improve children's storytelling abilities, can be done optimally.

Based on observations and recording of the learning process and learning outcomes, information was obtained as initial data that most of the students in class I were unable to understand/master the shapes of letters, so they still had difficulty distinguishing them and using them backwards. starting from the fact that there is implementing Indonesian language learning using image media to overcome difficulties in learning to read at the beginning of grade I students. One of the focuses of language learning in elementary schools which plays an important role is learning to read, without having adequate reading skills from an early age, children will experience learning difficulties in the future (Tarigan, 2006). The ability to read is the main basis not only for learning the language itself, but also for learning other subjects (Wallinomo, 1991). By reading, students will gain knowledge that is very beneficial for the growth and development of reasoning, social and emotional abilities.

The use of game methods will be more effective if supported by the presence of media as learning aids. The use of aids as learning media is expected to be able to help the learning process as stated by Hamalik (in Azhar, 2006), that the use of media in the learning process can arouse desire and interest, arouse motivation, provides stimulation for learning activities, and even

has a psychological influence on students. Media can attract children's interest in learning and concentration to understand lessons.

II. RESEARCH METHODS

This research uses classroom action research in collaboration with colleagues. (Suharsimi Arikunto, 2006) stated that the main aim of classroom action research is to solve real problems in the classroom, which not only aims to solve the problem, but also seeks answers to why it can be solved through the actions taken. This research was developed jointly by researchers and collaborators to determine policy and development. This research variable consists of two variables, namely the independent variable and the dependent variable. The independent variable of this research is the word card media technique and the dependent variable of this research is reading words (words). Classroom action research is a process of activities carried out in class. In cycle (one) cycle, which consists of planning, implementation and reflection or contemplation stages. Whether or not it continues to cycle II depends on the results of the reflection in cycle I.

The subjects in this study were 31 class I students who experienced slow learning. This research was carried out in Class I of SD Negeri 004 Kepenuhan, Riau

province which was carried out in the 2021/2022 academic year.

Data collected in this research includes primary data and secondary data. Primary data is data obtained directly from the field, such as from information sources/samples. Meanwhile, secondary data is research data obtained from reading materials, such as books, newspapers, documents and so on. Data collection was carried out using observation, interviews, documentation and field notes.

Data analysis used in this research was carried out qualitatively with data values obtained from the source. In determining the completeness of student learning, the criteria for complete and incomplete are used based on curriculum references as follows: (1) if a student has received a score of 65%, it means that the student has achieved individual completeness, (2) if the total number of students has achieved completeness, 85% , students and the population have finished learning. The formula used for completeness or absorption capacity is: individual absorption capacity is equal to the number of students obtained divided by the maximum score x 100%, classical absorption capacity is equal to the number of students who have completed divided by the maximum score x 100%.

III. RESULTS OF RESEARCH AND DISCUSSION

From this research, learning is said to be successful if student participation in learning increases. Apart from that, the results achieved by students through the final learning test reached an average class score of 74.73 and the percentage of students who obtained a score above the KKM was 55%. On the basis of these provisions and looking at the results obtained in each cycle, the initial reading learning using image media carried out in cycle 2 has been successful so there is no need to continue to the following cycle. Learning Indonesian with initial reading material can be said to be successful. This is proven by students' initial reading scores from before the action until the implementation of cycle 2 continues to increase, and the class average score also increases. Initially, before the action, the class average score for Indonesian with initial reading material was only 60.41.

After taking action, namely teaching using image media, in cycle 1 the average score rose to 74.73. In cycle 1 there were still 14 students whose scores had not reached the KKM, so the researchers continued research in cycle 2. In cycle 2, the class average score rose to 80.70. So, it was not continued to cycle 3 because 77% of students had succeeded. In cycle 3, the percentage of students who had

successfully learned to read at the beginning was 90.3% with an average score of 88.80. In this research, there were still 3 students whose scores had not reached the KKM. This happens because of factors from the students themselves. This student has a lazy nature, lacks motivation from his parents, no one wants to guide his studies at home, and when attending lessons he always plays alone. Every time the teacher advises him, the student is silent, but doesn't pay attention. The student continues to play without responding to the lesson, because he is lazy about studying. Teaching using image media can make it easier for students to remember letter shapes, how to pronounce letters, how to spell syllables, and how to read a word, so that students become more motivated and interested in beginning reading lessons.

The results of the research described above show that there is an increase in reading ability, especially in recognizing letters using picture card media. This picture card media has had a positive impact in efforts to increase student activity in participating in learning which has been less enjoyable. By using picture cards, students can easily and quickly find answers because they read by matching the picture cards provided by the teacher.

The use of picture card media can increase student activity in class, from

students who were previously quiet and shy to becoming braver because they can show how to solve problems using picture card media quickly and easily. This agrees with (Subarinah, 2006) who says that picture cards are tools used as information carriers and message givers to recipients of messages which are rectangular in shape made from pieces of paper measuring 4 cm x 6 cm (or other important congruent) and divided into several parts according to the image on each card. In the Big Indonesian Dictionary (D. RI, 2015) media is a tool or medium for carrying information from the sender of the message to the recipient of the message. Information here means subject matter, the sender of the message is the teacher and the recipient of the message is the student. Using picture card media for 2 cycles has shown an increase in learning outcomes in the reading ability of class I students at SDN 004 Kepenuhan. This is proven by the increase in reading ability in learning in cycle I and cycle II. Improving student learning outcomes is a process of developing teacher professional competence (Hartini, 2019). The results of this research prove that teachers' professional competence is through research (Supriyanto et al., 2019).

IV. CONCLUSION

Based on the results of this research, the use of image media in learning can overcome difficulties in learning to read at the beginning of grade I students at SD Negeri 004 Kepenuhan compared to learning before using image media. This can be seen from the average student learning achievement which is relatively higher if the learning process uses image media compared to the average score of students whose learning before using image media. The average score of students whose learning uses image media is 80.70, while the average score of students whose learning before using image media is 74.73. Thus, based on classroom action research using the 2 cycles mentioned above, it turns out that the hypothesis formulated has been proven to be true, meaning that it turns out that by implementing learning using image media, it can overcome the difficulties in learning to read at the beginning of class I students at SD Negeri 004 Kepenuhan. It can be concluded that learning Indonesian using image media can overcome difficulties in learning to read at the beginning of class I at SD Negeri 004 Kepenuhan.

BIBLIOGRAPHY

- Azhar, A. (2006). *Media Pembelajaran*. Rineka Cipta.
- Hartini, S. (2019). Kompetensi profesional guru dalam meningkatkan motif berprestasi peserta didik: Studi di SDN Karangpucung 04 dan SDN

Karangpucung 05 Kabupaten Cilacap. *Indonesian Journal of Education Management & Administration Review*, 3(1), 71–76.

RI, D. (2015). *Kamus Besar Bahasa Indonesia*.

RI, U. (2003). *Undang-undang RI Tahun 2003 Tentang Sistem Pendidikan Indonesia*.

Subarinah, S. (2006). *Inovasi Pembelajaran Matematika SD*. Depdiknas.

Suharsimi Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi VI*. Rineka Cipta.

Supriyanto, A., Hartini, S., Syamsudin, S., & Sutoyo, A. (2019). Indicators of professional competencies in research of Guidance and Counseling Teachers. *Cousellia: Jurnal Bimbingan Dan Konseling*, 9(1), 53–64.

Tarigan, D. (2006). *Pendidikan Bahasa dan Sastra Indonesia Di Kelas Rendah*. Universitas Terbuka.

Wallinomo, H. (1991). *Pengajaran Membaca dan Menulis Kelas I, II di SD*. Dekdikbud.