

Improving Students' Reading Skills Using Image Media At Class I Of SDN 007 Simandolak Riau Province

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Abstract

This study aims to (1) improve students' initial reading skills, (2) find appropriate learning steps based on the application of media images as learning media, and (3) find out students' responses to the application of media images as learning media. This research was made in the form of classroom action research using two cycles. The subjects of this study were 17 class I students at SDN 007 Simandolak, Benai District, Kuantan Singingi Regency. Data collection was carried out using observation methods and action tests using reading ability test instruments with predetermined indicators. The data obtained were analyzed by descriptive qualitative. The results showed: the average reading ability of students in the first cycle was 65.85 and the level of mastery percentage reached 55% with a moderate level of ability. In cycle II, the average reading ability of students increased to 76 and the level of proficiency was already relatively high with a completeness level of 85% according to the target set by the researcher, namely 80%. Based on the results of data analysis, it can be concluded that the application of media images in learning can improve students' reading skills in class I SDN 007 Simandolak.

Keywords: Reading Skills, Image Media.

INTRODUCTION

Communication is Wrong One means learning Language. Study Language very important For increase ability speak. Competence speak This own 4 aspect, i.e. skills listening, speak, read And write. Read is something activity or process Where Lots Skills applied For process text reading so that can understand content reading (Dalman, 2013: 1). Read is activity catch

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information Which be delivered by author in form Language write. By Because That, reader must understand text Which be read Good in a manner literal nor critical And creative.

Still Lots problem in world education, Wrong only one eye lesson Language Indonesia in Class I elementary school 007 Simandolak. Where Still There is student Which difficulty differentiate letter kind, like m And n, b And d, student Also difficulty recite letter vocals And consonant, pronunciation say Still helped by Teacher, Then problem Also originate from Teacher, Which No used Teacher in process learning. process , tool display Which stimulate interest read student. In matter This, student difficult follow process learning Which Already need Skills read. Based on matter the, writer feel interested For deepen problem This more in through use media picture Which expected can increase ability read student during Study.

THEORITICAL REVIEW

Study This use study action class. Whereas according to Wardan I , IG. AK. et al (2019:1.4) Study class act is study Which done by a Teacher in class Alone through reflection self, with objective For increase performance as a Teacher with method increase results Study student. Study action in class Also is study, Which with itself own rule And step Which different For followed.

Study This done on student school base. We Also need know characteristics student school base This. According to Rahayu (2021), characteristic general child SD/MI is Like play, Like move, Like Work in group And feel/do it in a manner direct. By Because That, Teacher should develop learning Which covers element game, possible student move And Work or Study in group, as well as offer chance For participate direct in learning.

Anita (2021: 2) Also put forward that student school base is individual Which unique with characteristic features certain Which typical And special. On basically every student is individual Which currently develop. Development student is aspect Which must noticed in process Study teach. Development student school base age 6-12 year Which is part from phase development medium show stages development Which unique Which explain problems important for student.

Learning read in class One And two is lesson beginning in read. Ability read child class One And class two become base learning read in classes furthermore. Supryadi put forward in publication (Sulistryani, Diana 2007) that Skills read Which obtained on beginning read very influential to ability read advanced as base Skills furthermore. By Because That, Skills read base very need calculation from Teacher, Because If the foundation No strong so child stage read advanced will difficulty obtain Skills read Which adequate.



Learning Language play role central in development intellectual, social And emotional student And support success in all field studies. For fulfil role the, learning Language aim For help student Study about self they Alone, about culture they Alone And culture person other, For disclose thought And feeling, For participate in public Which use Language That And For find And use analysis And imaginative Which There is. skill . In inside. (Aini OK Halimatuz Zuhrotul. 2019: 66)

Study Language Indonesia according to Zulela (2012:4) argue that learning Language Indonesia in school base aim For increase ability student in communicate with Good Good in a manner oral nor writing. Besides That, learning Language Indonesia expected can increase appreciation student to work literature Indonesia. Condition qualification learning Language Indonesia in school base is condition minimum for student Which describe proficiency in Skills speak And attitude positive to Language And literature Indonesia. For increase ability read student class lower, media picture is Wrong One choice Which can used For overcome problem the. Media visual is all something Which looked in a manner visual in form two dimensions as Genre or thinking in various form, like painting, portrait, slides, film, cassette, projector blur (Hamalik, 1994: 95).Whereas according to Sadiman (1996:29) that media visual is media Which most often used, that is conversation general Which can understood And enjoyed in where just. Soelarak (1980:3) Also put forward his opinion: "Media visual is imitation object And landscape in form, appearance, And size in relation with the environment."

There is a number of criteria election picture Which fulfil condition For objective education. In matter This, Teacher must determine method use picture Which relatively appropriate And choose Which best For objective learning. From facet This There is two type aspect, First from facet pedagogical And second from facet artistic. There is five criteria For choose Photo For objective teaching, that is. H. they must Enough For teaching, quality artistic, clarity And size Which adequate, validity And interest.

RESEARCH METHODS

This research was conducted in Class I SDN 007 Simandolak with research subjects namely 17 students, 7 (seven) of them were boys and 10 (ten) girls. With varying student abilities, namely students with less, medium and high abilities.

According to Wardani (2021) classroom action research is self-reflection-based research conducted by a teacher in his own class to improve his performance as a teacher and improve student learning outcomes. Meanwhile, according to Mills in Wardani et al (2020) suggests that CAR is a process in which teachers or other people in the learning environment conduct

systematic research in order to obtain information about how teachers teach as well as students learn and make improvements to learning to perfect it.

In conducting this research, researchers used observation techniques, documentation, and guidelines for reading skills tests. PTK is designed using two cycles, in each cycle there are four stages to be passed, namely: 1). **Planning**, before carrying out learning improvement the researcher makes plans such as: making lesson improvement lesson plans for 2 cycles, preparing teacher observation sheets for reading skills tests, preparing APKG 1 and APKG 2 observation sheets to assess the implementation of the learning process and the lesson plans that have been made. 2). **Implementation**, everything that has been planned will be carried out at each meeting. Researchers will practice what has been planned before in accordance with the stages of applying media images from the beginning of learning to the end of learning. 3) **Observation**, each meeting of learning improvement practices will be observed by supervisor 2 to witness how the learning process is in the classroom, using teacher observation sheets and student observations. From these observations the researcher and supervisor 2 conducted follow-up discussions. 4) **Reflection**, at this stage researchers and supervisors 2 reflect and recall the learning process that has been carried out to find out what deficiencies still occur, the goal is to improve the learning process that will be carried out next.

Analysis data done with use analysis data qualitative And quantitative. steps analysis data qualitative are: **1) reduction data**. reduction data is part from analysis Which designed For sharpen, categorize, direct, And organize data so that can pulled conclusion. **2). Presentation information**. Presentation data done in a manner simple with compile data the in tables so that can pulled conclusion. **3). Conclusion/Review**. Conclusion is something process presentation essence something presentation in form sentence or information Which short And clear. Analyze data quantitative in class This, study action consists from subtraction activity student during learning. Analysis done with analysis percentile, indicator very Good get score 4, Good 3, currently 2 And not enough from 1. Criteria level success activity is as following (Arikunto, 1993:98) :

In the analysis of quantitative data in this classroom action research is by reducing the level of student activity during learning activities take place. The analysis was carried out using percentage score analysis, very good indicators were given a score of 4, good was given a score of 3, moderate was given a score of 2, and less was given a score of 1. The criteria for the level of success of the action were as follows (Arikunto, 1993: 98):

Table 1 Criteria level of success

Score	Criteria
$90\% \leq NR \leq 100\%$	Very good
$70\% \leq NR \leq 89\%$	Good
$40\% \leq NR \leq 69\%$	Enough
$0\% \leq NR \leq 39\%$	Not enough

It is used as an indicator of success Indicators success used in study This if indicator quantitative show Power absorb classic as big 70% And completeness Study classic as big 70%. Results observation Teacher And student is at on category "very Good" ($70\% < NR \leq 100\%$).

RESULTS AND DISCUSSION

Class action research (CAR) This held in Class I elementary school 007 Simandolak material Living and non-living things in our environment. In this discussion section, the researcher discusses the results of the students' reading skill tests that have been carried out in cycles 1I and II. Learning outcomes will be discussed with the results of test 1 and test 2.

PRE-CLASS LEARNING OUTCOMES

Based on the results of initial observations, it was concluded that learning had not run optimally and students' reading skills were still relatively low because the teacher did not use instructional media that attracted students' interest in reading which caused students to be sleepy and not enthusiastic about learning. As for the students' reading test scores for pre-cycle animate and non-living material , the reading skills of grade I students at SDN 007 Simandolak are still very low. So it can be concluded that the level of students' reading skills regarding animate and non-living material in general is still categorized as very low and it can be seen in each of the results the percentage obtained for each aspect is very low, the initial reading acquisition results with a classical learning mastery percentage of 17.6% and classical absorption only reached 55.8% with an average of 55. For this reason, researchers felt that it was necessary to improve further learning actions by using media images.

1. Learning Outcomes and Discussion of Cycle I

To measure students' reading skills after applying media images in learning, at the end of each cycle a post test is carried out with a reading skills test instrument. There were only 8 students out of 17 students who were categorized as complete. With the classical absorption



achieved in students' initial reading ability, 66.2% was obtained. Based on the results of observations made during the process of implementing the action, only 8 students had started to show improvement. The eight students have begun to be able to distinguish similar letter shapes and can distinguish between vowels and consonants. Based on observations during the learning process, students had not actively paid attention to what the teacher was saying and had not been able to answer the questions posed by the teacher. Students' ability to distinguish similar letter shapes in cycle I did not show significant changes, because the class average score only reached 66.2%, but students who scored above KKM were 8 students out of 17 students in grade 1.

2. Learning Outcomes and Discussion of Cycle II

Based on results observation liveliness student is known an increase from cycle I. In process Study teach found that will student For follow process Study teach Already Good, attention student when Teacher return explain objective learning to student Already Good, And test oral has done by teacher can read . kindly whole, understanding student Already increase, although Still there is error pronunciation letter. interestingly, student brave ask to Teacher If There is Which No understandable. So that in matter This Teacher must explain it a number of time, so that explanation Which given truly understood with Good.

So, nope There is student Which considered No complete, but all student considered passed. Matter This because student own Skills And understanding Which Specific Good in test performance nor test read oral. kindly whole, results This show that media picture increase understanding read student. From results activity on Cycle II can concluded that learning on Cycle II going on such shape so that student understand material Which related with read.

QUALITATIVE DISCUSSION

It can be said that learning Indonesian with the help of vocabulary reading materials has been successful. This is reflected in the value of students' reading skills in the implementation of Cycle I and Cycle II. Acquisition of value continues to develop after action is taken, namely teaching with the help of media images. In Cycle I there were 11 students whose grades had not yet reached the KKM. This happens because of factors caused by the students themselves. These students are lazy by nature, their parents have no motivation, no one wants to guide their studies at home, and when attending class they always play alone. Every time the teacher gives advice, students are silent but do not pay attention. The student continues to play without responding to the lesson because he is lazy to study.





Based on results operational cycle First, researcher continue to study cycle second. Implementation action cycle II The same with implementation action cycle I, However researcher more notice lack Which become reason main ability read student class I elementary school 007 Simandolak Province Riau. Situation the based on acquisition point Which reach KKM. Study This Also go beyond objective Which can achieved, i.e. 75% student Which succeed read loud through media picture. Use media picture make it easy student in memorize form letter, pronunciation letter, spelling ethnic group say And read say, so that student more motivated And interested For start class read. Results implementation action Cycle I And Cycle II show exists enhancement knowledge on learning read media picture. Can concluded that use media picture can increase ability read student Class I elementary school 007 Simandolak Province Riau.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that: The use of media images can improve the reading skills of class I students at SDN 007 Simandolak, Riau Province. The results of the research on pre-repair were 56%, cycle I obtained an average value of 66.2% . The research results in cycle II obtained an average value of 80.6%. From the discussion and conclusions, the researcher suggests that media images can improve students' reading skills. Then in an effort to improve the quality of the teaching and learning process that is carried out at school or at home, teachers at school must be creative in conveying learning to students, especially teaching in lower grades. The teacher must make learning play while learning so that students don't get bored easily. And for parents at home, establish good relations with teachers at school and help these teachers guide our students to be able to learn to read at home.

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