

Efforts to Increase Interest in Reading in Grade 1 Elementary School Students with Media Pictures at Jali Gayamharjo State Elementary School, Prambanan, Sleman Yogyakarta Academic Year 2022/2023

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Abstract

One of the skills that must be possessed by students is good and correct Indonesian language skills. This research was conducted at SD Negeri Jali, Gayamharjo Village, Prambanan District, Sleman Regency, Yogyakarta Province. The time for conducting the research is in semester 2 of the 2022/2023 academic year. The research design used in this study is the Kurt Lewin model, namely the implementation of actions from one cycle to the next. Each cycle includes planning (planning), implementation (action), observation (observation) and reflection (reflection). The conclusion shows that the use of media images can improve the reading skills of grade 1 students at SD Negeri Jali, Prambanan, Sleman, Yogyakarta for the 2022/2023 academic year. These results are displayed in pre-cycle values, cycle I, cycle II. This can be seen from the increase in reading, especially in the initial condition that students who completed (reached KKM 70) were 7 students with an average percentage (36%) of 59. Students who completed KKM in cycle 1 were 5 students with a percentage (60%) the average is 67.6 and the second cycle of students who pass the KKM is 8 students (80%) with an average of 73.6.

Keywords: Reading Interest, Elementary School, Image Media



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INTRODUCTION

Elementary school education can be interpreted as a process of mentoring, teaching and training students aged 7-12 years to provide basic skills in intellectual, social and personal aspects that are in accordance with their developmental characteristics so that they can continue their education in junior high school or equivalent. The purpose of education in elementary schools includes the formation of the basic personality of students as complete Indonesian people according to their level of development. Therefore, it is necessary to instill education at an elementary age as a provision for continuing further education, so that later students are able to develop their abilities according to their age.

In the 2013 curriculum, Indonesian language subjects generally aim to enable students to be able to listen, read, watch, speak, and write. Language, literature, and thinking skills are the foundation of literacy skills. All fields of study, areas of life and social purposes use literacy skills. Literacy is a very important ability that is used for lifelong work and learning. Thus, learning Indonesian is literacy learning for various communication purposes in the Indonesian socio-cultural context. Literacy skills are developed into learning to listen, read and watch, write, speak and present for various purposes, based on genres related to the use of language in life. Such is the importance of this, then one of the skills that must be possessed by students is good and correct Indonesian language skills.

The functions of mastering good and correct Indonesian are: (1) as a tool for carrying out administration, which can be seen in official letters, decrees, laws and regulations, official meetings; (2) as a unifying tool for various ethnic groups with different cultural and linguistic

backgrounds; (3) as a container for culture. Given the importance of the functions of the Indonesian language above, it is necessary to hold good and correct Indonesian language development, and the Indonesian language development lies in formal education, one of which is in elementary school education. There are four aspects of Indonesian language skills, namely reading, writing, speaking and listening. These four aspects are inseparable and interrelated. When the teacher introduces writing, students will certainly read their writing, as well as when the teacher speaks, the students also listen.

Reading is a language skill that has a very important role in life. Reading has an important role in giving birth to the next generation who are smart, creative, and critical. By reading someone can get information, gain knowledge and knowledge as well as new experiences. All that is obtained through reading materials will enable the person to be able to enhance his thinking power, sharpen his views, and broaden his horizons. Thus, reading is an activity that is needed by anyone who wants to progress and improve themselves. Therefore, learning to read at school has an important role, especially for first grade students at SD Negeri Jali, Prambanan, Sleman, Yogyakarta. This initial reading ability will greatly affect the ability to read at the next level. As the ability that underlies the next ability, the ability to recognize early reading really needs attention and guidance from the teacher because if at this beginning the child is unable to read, then the child will then experience difficulties at the next reading stage.

Based on the results of observations that researchers conducted at SD Negeri Jali, Gayamharjo, Prambanan, Sleman, Yogyakarta, in the 2022/2023 Academic Year there were problems experienced by students, including: 10 students who entered SD Negeri Jali could not read. Reading the letters is also not memorized. Various efforts to condition learning have been taken, for example procuring reading books that attract students' attention with a reading corner in class, having a mobile library car from the province that attends once a month, learning to read every day using different media and teaching methods, practice reading together at the beginning of learning and during daily learning and personal training for students after school for 15 minutes, providing individual reading exercises so that students are more trained in reading in the form of assignments at home and motivating students to love reading and keep learning to read every day.

But at the end of the semester there were still students who were not fluent in reading. Still spelling out the syllables in the reading. This makes it aware that the learning process is not only carried out at school but also at home accompanied by parents. This was also reinforced when the researcher accompanied students who could not read fluently due to lack of reading practice so that students did not understand the material explained by the teacher. Students lack confidence or are afraid when asked to read, because they lack reading practice. This can be seen from the lack of fluency when students get reading assignments. The results of research by Eti, 2020 state that the teacher's solution in overcoming students' learning difficulties in reading is to increase students' interest in reading. Whereas by Jumiyati regarding the results of learning to read beginning with picture media, namely letter cards with an average value of 78.67 with a student percentage of 92%.

Media in learning plays an important role in achieving student learning outcomes, for this reason expertise is needed to utilize media in realizing broader student learning outcomes. To build students' interest in learning, media can be in the form of media images. Image media is a visual media that can only be seen, but does not have audio or sound elements. According to Sadiman Arief S. (2003:21) image media is an image related to subject matter that is useful for conveying messages from teachers to students. This picture media can help students to express the information contained in the problem so that the relationship between components in the problem can be seen more clearly. While the definition of picture series media is a sequence of

pictures that follow a conversation in terms of presenting or introducing the meaning in the picture. Called a picture series, because one picture with another picture has a relationship or is interrelated. The goal is that the image media can assist in presenting chronological events or events by presenting people, objects, and also backgrounds.

In general, the function of media images is as a tool in learning activities that provide visual experiences for children to encourage learning motivation and make complex and abstract concepts simpler, more concrete, and easier to understand. Picture or visual media provide a context for understanding the text and help students who are weak in reading to organize information in the text and recall it. In other words, picture media serves to accommodate students who are slow and weak in understanding or accepting lesson content that is presented in text or presented verbally. Visual media or images can facilitate the attainment of goals in understanding and remembering the information or messages contained in images.

Based on the description above, the researcher feels the need to continue research related to fostering interest in reading, and the author takes the research title, namely Efforts to Increase Interest in Reading Class I Students with Media Images at SD Negeri Jali, Gayamharjo, Prambanan, Sleman, Yogyakarta. Based on the background above, several problems can be identified as follows: (a) There are students who cannot read when they enter elementary school; (b) Students have difficulty distinguishing letters that are similar; (c) Students have difficulty assembling symbols from letters into a word; (d) Students have not memorized the letters of the alphabet; (e) There are still students who lack confidence or are afraid when asked to read. What efforts can increase the reading interest of class I students at SD Negeri Jali?

RESEARCH METHODS

This research was conducted at SD Negeri Jali, Gayamharjo Village, Prambanan District, Sleman Regency, Yogyakarta Province. The time for conducting the research is in semester 2 of the 2022/2023 academic year. The research design used in this study is the Kurt Lewin model, namely the implementation of actions from one cycle to the next. Each cycle includes planning (planning), implementation (action), observation (observation) and reflection (reflection). Subjects in Classroom Action Research were grade 1 students at SD Negeri Jali, Prambanan, Sleman, Yogyakarta for the 2022/2023 academic year. The students totaled 10 students consisting of 4 male students and 6 female students. The data in this study are the results of observing the learning process, the results of students' reading skills, the results of students' enthusiasm for media images. In the form of data to improve learning outcomes of the subject matter theme 3 material obtained from the initial condition test, cycle I and cycle II. The data sources for this study were students' reading skills, teacher activities, and student activities. Data collection techniques used are tests and observations. The form of this test is a type of multiple choice test to measure the extent of students' reading skills. This test was carried out in the pre-cycle, cycle I and cycle II by providing multiple choice tests in the learning process in class. Observation is useful for observing the development of student learning before the implementation of the action, during the implementation of the action and at the end of the implementation of the action. Observations were made during the pre-cycle, cycle I and cycle II.

RESEARCH RESULTS AND DISCUSSION

Based on pre-survey interviews conducted at SD Negeri Jali, Sleman, Yogyakarta, there were obstacles in learning to read in grade 1. In learning, the media used did not attract students' attention. This results in low student activity in learning. These results were found in the aspects of reading skills of the 10 students, 7 of whom received low or incomplete scores.

This research will be conducted in 2 cycles, each cycle consisting of two meetings. Aims to improve students' reading comprehension skills by using picture media. This affects learning outcomes so that student scores are still low under the KKM. The highest value is 85, the lowest value is 40 and the average value is 59%.

Based on the results of the tests carried out before the first cycle was implemented, it showed that there was a problem with low reading skills. This is because the media used is less attractive. Therefore, researchers plan learning by using visual aids in the form of pictures so that students are more interested and active during learning. The following is the data on student skills test results in the table below:

Table 1. Results of the Cycle I Reading Skills Test

| | Cycle I | |
|---------------|---------|----------|
| | Pretest | Posttest |
| Average | 58,2 | 67,6 |
| Highest score | 80 | 95 |
| Lowest score | 30 | 30 |
| Completeness | 44% | 48% |

From the table, it was obtained that there were 3 students who scored > 70 with a percentage of 30%. Students who scored <70 were 7 people as much as 70%. This result has not reached the specified target, because the percentage of reading skills is still far from the target. But in this implementation it has increased from the initial condition of only 36% to 44%. Based on the actions of this cycle there are still deficiencies, it is necessary to re-do the actions of the next cycle so that the results achieved by students reach the target. In the second cycle of action, the test was repeated as in the previous cycle. This is to measure students' understanding of using letter card media.

Pretest and Posttest Results of Reading Skills Cycle II

Students' reading skills depend on students' skills in solving pretest and posttest questions that have been given by the teacher to grade 1 students. The following data on the results of students' reading skills can be seen in the table below:

Table 2. Results of Reading Skills Cycle II

| Information | Cycle II | |
|---------------|----------|----------|
| | Pretest | Posttest |
| Average | 72 | 73,6 |
| Highest score | 90 | 95 |
| Lowest score | 40 | 40 |
| Completeness | 76% | 80% |

From these data it can be seen that there is an increase in student test results, this is shown in the completeness of students who have reached the specified target of 80%. In this action, there were 8 students who achieved the complete KKM score with a percentage of 80%. You can see the comparison in the table below:

Table 3. Results of Reading Skills Test Cycle I and Cycle II

| Information | Cycle I | | Cycle 2 | |
|---------------|---------|----------|---------|---------|
| | Pretest | Posttest | Pretest | Posttes |
| Average | 58,2 | 67,6 | 72 | 73,6 |
| Highest score | 80 | 95 | 90 | 95 |
| Lowest score | 30 | 30 | 40 | 40 |
| Completeness | 44% | 48% | 76% | 80% |

From the results of this study it was known that in the actions of cycle I and cycle II there was an increase. Completeness in cycle 1 was 48% and in the next cycle was 80%. And from the average value in each cycle also increased. So the level of completeness of students' reading skills from cycle I and cycle II increased by 32%, then the desired target has been achieved for the mastery of students' reading skills, because at the end of the cycle it has reached the target set, namely 80%. From the results of the analysis of the first and second meetings in cycle I and cycle II, it can be stated that media images can improve reading skills in class 1 Indonesian language content at SD Negeri Jali, Prambanan, Sleman, Yogyakarta for the 2022/2023 school year.

CONCLUSION

After the research, it can be concluded that the use of media images can improve the reading skills of grade 1 students at SD Negeri Jali, Prambanan, Sleman, Yogyakarta for the 2022/2023 academic year. These results are displayed in pre-cycle values, cycle I, cycle II. This can be seen from the increase in reading, especially in the initial condition that students who completed (reached KKM 70) were 7 students with an average percentage (36%) of 59. Students who completed KKM in cycle 1 were 5 students with a percentage (60%) the average is 67.6 and the second cycle of students who pass the KKM is 8 students (80%) an average of 73.6.

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