# IMPROVING STUDENTS LEARNING OUTCOMES THROUGH READING SKILLS USING PICTURE MEDIA FOR ELEMENTARY SCHOOL STUDENTS

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| ABSTRACT | ARTICLE INFO |
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| _The background of this research is the lack of reading skills in grade I students of SDN Jatiwates 2. This research is a type of classroom action research using the Kurt Lewin model which consists of four stages, namely planning, implementation, observation, and reflection. The methods used to collect data are tests, observations, and documentation. The collected data was then analyzed through qualitative and quantitative descriptive approaches. The results obtained in this study are learning by using image media as learning media is welcomed by students. Students at SDN Jatiwates 2 experienced an increase in learning related to reading skills in this way of learning from the pre-cycle stage to the second cycle. Based on the results of the research above, it can be concluded that learning using image media using the SAS method can be used as an alternative in reading skills and can be applied in elementary schools._ | |

## A. Introduction

Learning is a process of interaction between students and learning resources in a learning environment (Pane & Dasopang, 2017). So that learning is the assistance provided by educators so that the process of acquiring knowledge and knowledge as well as the formation of attitudes and beliefs in students, in other words learning is a process to help students learn well. A good learning process is where the knowledge given by educators to students and reciprocity occurs from students to educators.

Learning media is a component that helps teachers convey messages (materials) to students to achieve the learning objectives that have been formulated (Mahmun, 2012). Creative use of media will increase the possibility for students to learn more, instill meaning in what they learn. If the learning process only provides theory without any help to instill learning concepts in students, then students will find it difficult to capture the learning given.

Learning achievement is a series of results or achievements that have been made or obtained by students from a learning process, concerning the cognitive, affective, and psychomotor domains that have been stated in the final results / report cards (Syafii et al., 2018). Learning achievement is the result of learning that has been achieved from what has been done or done. Learning achievement / learning outcomes must meet three aspects, namely cognitive, affective and psychomotor. Being an educator must strive to always observe student learning outcomes and must always evaluate yourself if it is felt that the results obtained by students do not meet the standards. Of course, learning outcomes are influenced by the daily learning process. As an educator, you must consider that everything given will be meaningful for students and will affect learning outcomes later.

Reading problems are problems found in low grades such as in grade 1 at UPTD SD Negeri Jatiwates 2, Tembelang District, but the impact of this lack of reading ability will have an impact on learning activities. Learning becomes less meaningful for students, especially for students who cannot read. If the teacher only races on books and is not adjusted to the students' abilities, only students who can read will understand it but for students who cannot read it will be difficult to understand the lessons given. Then it will have an impact on student learning outcomes.

From these problems, researchers provide solutions to improve learning outcomes, so learning should not only be adapted to books, but also to students'

abilities. Using interesting media will also help students understand what the teacher is teaching. such as media images accompanied by writing. For students who cannot read, of course, the teacher will help them introduce the letters according to the picture and then help students learn to spell letter by letter and become a word. Attractive pictures will also attract the attention of students to learn, so that the focus of students will be centered on learning.

After analyzing the problem and the solution, the researcher can formulate the title of Classroom Action Research, namely "Efforts to Improve Student Learning Outcomes Through Reading Skills Using Picture Media in Grade 1 Students at UPTD SD Negeri Jatiwates 2, Tembelang District".

## B. Method

This research is included in classroom action research which in this case seeks to apply a technique or strategy in a learning activity using effective and efficient learning media (Farhana et al., 2019). Broadly speaking, according to Kurt Lewis, there are four stages that must be passed to conduct research using the classroom action research method, namely, (1) planning, (2) implementation, (3) observation, and (4) reflection. The four stages are an element in forming a cycle, namely with one round of successive activities then returning to the first stage. Methods of data collection in this study using the technique of testing, observation, and documentation. The collected data was then analyzed using a quantitative qualitative descriptive method.

## C. Result and Discussion

Classroom Action Research (CAR) is a research conducted to improve student learning outcomes through reading skills using picture media in grade 1, which is carried out in learning Indonesian. Researchers found several things that were considered to be considered to be included in the concrete findings found by researchers in the form of strengths or weaknesses during the simulation. These findings include the use of image media and the methods used in the implementation of simulations to improve student learning outcomes through the reading skills of grade I students.

In the first cycle, learning is done by using image media about night and day events without using the right method. Reading skills were made by the researcher by inviting students to read the words in the picture together and asking students

to discuss in groups. The result is that the learning attracts students' attention because the pictures presented by the researcher are cartoons that children of their age like so that children understand what they are doing. However, there are still weaknesses in this learning, namely the lack of maximum students in reading skills because students are only invited to write letters together. This method is less effective and does not know the difference between students who can read and students who cannot read.

Based on observations and assessments of students' reading abilities, in general they read stories about objects that have been observed based on pictures as learning media in terms of the strengths and weaknesses of these objects. Students observe the objects written in the picture. They (students) actually observe the words written in the pictures. After being observed, students are still lacking in pronunciation, the arrangement of words is not good, for example, the volume of the voice is not clear and uses words that are not properly pronounced. Based on the observations that have been made, when students read words, students express words from the intonation of students when reading with picture media is quite good, but there are still some students whose intonation is not right when reading in front of the class. This seems to need attention in the next course of action.

Based on the analysis of the results obtained in action I, it turns out that there are still deficiencies or problems, the deficiencies or problems in question are students who are less active in asking. Teachers need to provide guidance to students and motivate students to improve pronunciation of vowels, consonants, voice volume, and the ability to arrange letters to become words. This action is not enough to be carried out in one meeting, but carried out in two meetings. The first meeting, students were not able to express their ideas orally. With praise, then they want to read (the story) without being appointed. But at the next meeting, without being appointed they immediately raised their hands to read (the story).

Cycle II is an improvement from cycle I (Mulyatiningsih, 2015). In cycle II the researcher improved his teaching method by continuing to use image media and using the Analytical Structure Synthesis (SAS) method. The learning still attracts students' attention because it uses animated cartoon images about day and night, then students' reading skills are trained using the SAS method. One by one the students were asked to read using the media provided by the researcher, so that the researcher could find out which students could read and those who could not.

In this second cycle, the completeness of learning achieved by the total number of students. The order of obtaining scores is a score of 80, obtained by one person, a score of 77, obtained by one person, a score of 76 obtained by two people, a score of 75 obtained by two people, a score of 74 obtained by three people, a score of 73 obtained by three people, a score of 72 obtained by two people, a score of 70 five people were obtained, a score of 69 was obtained by one person, a score of 68 was obtained by one person, a score of 67 was obtained by one person, and a score of 63 was obtained by one person. The highest score was obtained by one person with a score of 80 and the lowest score with a value of 63 was obtained by one person. The results of the evaluation in cycle II showed an increase in the score. The average score in the first cycle which only reached 69.5, in the second cycle it increased to 72.2. in the second cycle classical completeness increased from 73.91% in the first cycle to 82.60% in the second cycle. Based on the results of the analysis conducted in cycle II, it can be concluded that there is a significant increase in student learning outcomes and students' reading skills. The use of image media with the SAS method in improving reading skills is considered effective to use.

## E. Conclusion

Pembelajaran dengan menggunakan media gambar sebagai media pembelajaran disambut gembira oleh siswa. Siswa di SDN Jatiwates 2 mengalami peningkatan belajar terkait keterampilan membaca dengan cara pembelajaran seperti itu dari mulai tahap prasiklus hingga siklus II. Berdasarkan hasil penelitian diatas dapat disimpulkan, pembelajaran menggunakan media gambar dengan menggunakan metode SAS dapat dijadikan salah satu alternatif dalam keterampilan membaca dan dapat diterapkan di Sekolah Dasar

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