
IMPROVEMENT OF READING SKILLS WITH IMAGES IN CLASS 2 SDN PEMAMPON 1 JOMBANG

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ABSTRACT

Media is a learning support component whose function is very crucial in making it easier for teachers to convey material to students, including Indonesian content. The content of the Indonesian language itself consists of several aspects of skills, one of which is reading skills. Skills are very important to master, because through these reading skills, students will be able to obtain information from reading sources that are read. This study aims to improve students' reading skills using pictures in grade 2 SDN Pengampon 1 Jombang. This type of research is classroom action research (CAR). The research subjects were 12 students of class 2 SDN Pengampon 1 Jombang. For data collection techniques, namely by observation, interviews and documentation. The results showed that in the pre-cycle only 25% of students completed, then there was an increase of 41.7% in the first cycle and in the second cycle it increased to 83.3%, meaning that learning through image media can be used as an effort or method in students' reading skills.

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A. Introduction

Education is a very important thing for human life, because it can affect the quality of life. The education obtained by students in school is not all well received by students because students have different thoughts and grasping powers of the material presented by the teacher. Therefore, teachers must be able to understand the characteristics and learning needs of students.

Currently in elementary school using thematic learning. Thematic learning is an integrated learning that combines several subjects including Indonesian, Mathematics, Civics, Social Sciences and Science. In thematic learning, students are required to understand the material because this learning is student-centered but in reality not all students can achieve it. This is because there are some students who are not yet skilled at reading. To be able to understand good learning material, students are required to read fluently. So students' reading skills must be trained and mastered from the beginning of elementary school. According to Tarigan (2008:7) Reading skills are a process carried out and carried out by someone to get the message to be conveyed through writing. Reading is one of the talents or language skills taught in Indonesian lessons in elementary schools.

The content of the Indonesian language lesson includes several aspects, namely listening, speaking, reading and writing. According to Saddhono (2014), the four skills are related to each other. Reading is one type of various kinds of receptive written communication skills. Called receptive because by reading someone will get a message in the form of a concept, idea, or information. The ability to read in elementary school is a capital for students to understand and read texts. In designing effective learning, teachers have an important role in the teaching and learning process. As a teacher, you must be smart and creative in attracting students' attention and making it easier for students to understand the material presented. There are several things that must be prepared by the teacher, one of which is the use of learning media as a learning support.

Media in the learning process is important in determining the success of the learning process. With the media can directly give the impression and experience to students. Therefore, the learning material delivered can use the media as an intermediary.

The word "media" which comes from the Latin plural form of the word medius which means mediator or introduction. Media is a mediator or introduction of a message from the sender to the recipient. Gagne and Briggs in Arsyad state

implicitly that learning media can be in the form of physical tools used to deliver teaching materials consisting of books, tape recorders, videos, films, pictures, graphics, television and computers. learning that contains instructional materials in the student learning environment. Based on several opinions from experts regarding the meaning of learning media, it can be concluded that the media is one of the important or crucial components in learning that is used by teachers in delivering material in class. By using the media, a teacher is expected to be easier and helped in delivering the material.

Based on the findings in the field, there are problems in the application of learning methods and the use of learning media that make students bored and bored so it is necessary to create fun and challenging learning that can make students active. Based on the background of the problem above, the researchers are interested in conducting research with the title "Efforts to Improve Reading Skills with Picture Media in Indonesian Language Content in Class 2 SDN Pengampon 1 Jombang"

B. Method

This type of research is Classroom Action Research which is carried out in two cycles. The action research design in this study was made with several cycles, in this CAR the model used was Kurt Lewin's (1946) model. Kurt Elwin said this action research consisted of four components in one cycle, namely: planning (planning), action (acting), observation (observing) and reflection (reflecting). The subjects of this research were 12 students of class 2 SDN Pengampon 1 Jombang consisting of 6 male students and 6 female students. Data collection techniques are the main step in a study, because the main purpose of research is to obtain data (Sugiyono, 2015:308). In this classroom action research (CAR), researchers use several data collection techniques including observation, interviews, and documentation. Observation is a data collection technique that is carried out by observing and then recording the state and behavior of the object of research. Interviews are data collection techniques through an oral question and answer process that takes place in one direction by two or more people, meaning that the questions come from the interviewing party and the answers are given by the resource person. In the process of collecting data in this study, the research used a structured interview method. The research uses the documentation method to collect written data so that it can provide the information needed by researchers. The documentation needed by the researcher is: documentation of the process of

using image media in class, teacher data, and student data. The data analysis technique uses descriptive data analysis methods, namely in the form of numbers using percentages. The researcher also uses the data analysis technique proposed by Miles and Huberman in Sugiono's book. The steps taken by researchers in analyzing field data using the Miles and Huberman model include data reduction, data presentation, and drawing conclusions.

C. Result and Discussion

In accordance with the research objectives that have been determined previously that this study aims to determine how to improve students' reading skills after using learning media during learning in class II SDN Pengampon I, Jombang Regency. In the pre-cycle, observations were made to identify problems in class 2 SDN Pengampon 1, Jombang Regency. Observations were made with interviews with the class 2 homeroom. Based on the results of interviews in the pre-cycle, it was necessary to make efforts to improve students' reading skills, this was due to the lack of variety in the learning carried out so that there were still some students who had difficulty and were lazy in reading. The learning carried out is still teacher-centered which makes students less active in learning and the lack of use of learning media that makes students bored and bored so it is necessary to create fun and challenging learning that is able to make students active. The results of the pre-cycle scores, namely student learning scores are still low. The number of students who succeeded was 3 people or 25% of the total number of students 12 people while the number of students who had not succeeded was 9 people or 75%. In addition, the average score obtained by students is also still low, namely 30. From here the researchers conducted classroom action research to improve learning and improve students' reading skills by using image media.

In the implementation of the first cycle, according to the planning that has been prepared, namely learning by using image media to improve students' reading skills. Observations were made by observing the activities of teachers and students. The results of teacher observations are that there are several aspects that the teacher does not go well, namely the teacher has not been able to condition the class well and the teacher has not been able to make students active in learning. while the results of student observations are aspects that have not been done by students, namely the courage of students in expressing opinions and timeliness in completing assignments.

The result of reflection I is the average score of students is still low and does not meet the Minimum Completeness Criteria (KKM). This can be seen from the low average of students obtained in cycle 1 which is 71.15 which means it is below the Minimum Completeness Criteria (KKM). The number of students who scored 75 was only 5 students or 41.7% of the total number of students while the number of students who had not succeeded were 7 students or 58.3% of the total number of students, meaning that there was an increase in cycle I when compared to the initial conditions. pre-cycle, but in the first cycle has not met the desired target, namely students who succeed as much as 75% of the total number of students.

In the implementation of the second cycle, it is arranged the same as in the first cycle, namely making lesson plans, making observation and assessment sheets by paying attention to the results of reflections in cycle I. The results of observing activities on teachers are aspects of learning carried out by teachers that have gone well and are able to condition the class. This makes students active in learning which can make an increase in student grades while the results of observations on student activities are aspects that students have done all activities during the learning process and pay close attention to the teacher.

The result of the second cycle reflection is the average score of students obtained in the second cycle, which is 77.08 which means it is above the Minimum Completeness Criteria (KKM). The number of students who scored 75 was only 10 students or 83.3% of the total number of students while the number of students who had not succeeded was only 2 students or 15.3% of the total number of students, meaning that there was an increase in cycle II when compared to cycle I. In the second cycle has met the desired target, namely students who succeeded as much as 83.3% of the total number of students.

From the data obtained, each cycle there is an increase. Starting from the pre-cycle to the first cycle, the improvement was seen classically but still did not reach the predetermined criteria. This means that in the first cycle there are deficiencies in the implementation of learning and the use of learning media. In the second cycle, the implementation stage was made as in the first cycle, only improvements were made to things that were deemed less than perfect found in the first cycle. The value obtained in the second cycle was 77.08, meaning that there was an increase and was completed because according to the Ministry of National Education (2006) that learning is said to be complete if classically students who score 7 and above reach 80%. This happened because of the improvement

in the planning stage in accordance with the reflection in cycle I. During learning in cycle II, students had high enthusiasm, motivation for learning given by the teacher and the use of learning media to the fullest.

D. Conclusion

Based on the description of the results of the study above, it can be concluded that the reading skills of grade 2 students at SDN Pengampon 1 Jombang can be increased by using image media. The results showed that in the pre-cycle only 25% of students completed, then there was an increase of 41.7% in the first cycle and in the second cycle it increased to 83.3%, meaning that learning through image media can be used as an effort or method in students' reading skills.

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