

INCREASING STUDENTS' READING INTEREST THROUGH GLENN DOMAN METHOD WITH THE ASSISTANCE OF MEDIA FLASHCARD

Ainun Safitri^{1*}, Rika Wulandari², Kusnaningsih³

^{1,2}, Elementary School Teacher Education, Faculty of education, Universitas
Trunojoyo Madura, East Java, Indonesia

³ Banyuajuh 2 Elementary School

correspondence e-mail: ainunsaf0710@gmail.com,
Rika.wulandari@trunojoyo.ac.id, Kunaningsih@gmail.com

ABSTRACT

The purpose of this study was to determine the increase in reading interest of class II students at Banyuajuh 2 Elementary School through the Glenn Doman method with the aid of flashcard media. This research is a class action research. The subjects of this study were teachers and students at Banyuajuh 2 Elementary School. Data collection techniques in this study used observation, interviews, questionnaires, and documentation. From the results of this research, in cycle I, the students' lack of interest in reading, the researcher decided to continue the research in cycle II. The results of the study showed an increase in students' interest in reading in each cycle. Evidenced by the results of teacher and student observations in the first cycle were 72% and 70%, respectively. This score increased in cycle II, namely 88% and 95% respectively. The results of this increase in reading interest can also be seen from the results of the student questionnaire which also increases in each cycle. In cycle I, the score from the student activity questionnaire showed a percentage of 63.92, then in cycle II it increased to 83.21. From the results of this study, it can be concluded that the use of the Glenn Doman Method assisted by flashcard media can increase students' reading interest in grade II Banyuajuh 2 Elementary School

ARTICLE INFO

Article History:

Received 02
July 2022

Revised 12 July
2022

Accepted 20
July 2022

Available online
25 July 2022

Keywords:

Interest in
Reading;
Glenn Doman
Method;
Flashcard.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

A. Introduction

Education is a conscious effort that aims to improve the standard of living of students so that they become more independent, moral, noble, master science and technology, art, and creativity (Rahmat, 2014). Education can also be interpreted as a process to provide humans with various kinds of situations that aim to empower themselves (Sholichah, 2018). Based on article 3 of Law no. 20 of 2003 concerning the National Education System that, "the aim of national education is to develop the potential of students to become human beings who believe and fear God Almighty. The potential development of students can be seen from how much knowledge they have.

The potential development of students can be developed through the knowledge gained through reading activities. Reading activity is a key to increase the knowledge of students in a learning activity. Through reading activities students will have new and extensive knowledge that comes from the books they read. Reading is important and cannot be separated in the learning process. Every student is not the same in his interest or interest in reading. According to (Siregar, 2001) interest in reading is a desire or a high tendency to read. Interest in reading grows from students themselves, so that to increase interest in reading requires the awareness of each individual. However, currently it is very difficult to increase students' interest in reading, especially elementary school students. This is caused by the lack of desire and willingness of the students themselves. With low reading interest from students it can be a barrier to the learning material being taught.

Based on initial observations or observations at SD Negeri Banyuajuh 2 with problems related to interest and reading ability in grade 2 students. There were 3 out of 7 students who could read fluently, 2 students read by spelling, and 2 students who could not yet read. The large number of students who have low reading ability is also caused by the low interest in reading students. Some of the things that cause students' low interest in reading include students who are less enthusiastic about participating in learning, student learning motivation is still low, and the use of methods and media used is less attractive, namely the teacher only writes letters of the alphabet on the board after which students write and read them.

One way that can be done to increase students' interest in reading is to carry out a learning process that uses interesting and fun learning methods. By applying interesting and fun learning methods, the motivation and enthusiasm of students to learn will increase so that students' interest in learning will increase. In the

implementation of education, there are various methods used by educators. Among them by using the method of learning while playing or playing while learning. In essence, these two methods support each other in the student learning process. In general, in the educational process in elementary schools, the emphasis is on the method of playing while learning. This method is good to apply because it is considered more suitable for the characteristics of children who tend to prefer to play. Through this learning while playing method students can hone their skills and abilities in a fun way. This method will be more effective in the child's brain memory for the development of knowledge because elementary school is a period of brain memory development. Through creative play, children can develop and integrate all of their abilities. One of the methods that can be applied to increase interest in reading is the Glen Domain method. The Glenn Doman method is a method of teaching children to read and recognize letters with a flash card so students will have the ability to be confident and imaginative (Yulianti et al., 2019). By using the glen domain method, students will feel excited about the learning process because they learn while playing.

Therefore, researchers want to apply this method in SD Negeri Banyuaju 2 so that students can improve their ability and interest in reading which has been an obstacle for students. From the description of the background above, the researcher drew conclusions to conduct research with the title "Increasing Students' Interest in Reading through the Glenn Doman Method Assisted by Media Flashcards at Banyuajuh 2 Elementary School".

B. Method

The type of research used is classroom action research (PTK). Classroom Action Research is research that aims to improve or enhance the quality of learning practices to make them more effective (Salim et al., 2015). With this research, educators can detect student deficiencies or weaknesses during learning and take action to overcome these deficiencies or weaknesses. Classroom action research is carried out in cycles, namely Cycle I and Cycle II by the observer as the subject who carries out the research process together with the class teacher. The class action research process was carried out from the stages of planning, implementing planning, observing and reflecting. The research was conducted at Banyuajuh 2 School with the main subjects being students and teachers of grade 2 elementary schools.

Data collection techniques in this study used observation, interviews, questionnaires and documentation. Observation is an activity of observing, analyzing, and concluding something based on facts and is objective. In this study, observations were focused on learning activities in class to measure students' affective and psychomotor aspects. The second technique is interviews, which are used to obtain direct data on various matters related to students' reading interest and reading fluency. The targets of this interview are students and educators. Interviews with students were conducted after learning to determine the impact of learning using the glain domain method to increase students' interest in reading and reading fluency at Banyuajuh 2 School. Furthermore, interviews with educators were conducted before the planning stage was carried out. This is done to find out the obstacles and deficiencies in reading interest and reading fluency of students at Banyuajuh 2 School. Next is documentation to collect evidence as research evidence data. Documentation is used in collecting data in the form of photos during research activities as evidence of research. The learning interest questionnaire was used to measure students' reading interest and reading fluency after learning using the glain domain method with flash card media. The research instruments used in this study were student activity observation sheets and teacher activity observation sheets, teacher interview guidelines and student questionnaire sheets. The focus of this study is to increase reading interest and reading fluency in Banyuaju 2 Elementary School students.

C. Result and Discussion

This classroom action research was carried out on October 25 2022 and November 3 2022. This research was carried out at Banyuajuh 2 Public Elementary School with the research subjects being 7 grade 2 students. This classroom action research was carried out in stages in cycles, namely cycle I and cycle II. Following are the results of the data obtained from each cycle:

1. Cycle I

At the planning stage in cycle I, the researcher taught using a reading simulation method with Glenn Doman and demonstrations. This simulation uses the original method from Glenn Doman which has not been integrated into the interactive multimedia method. The teacher only shows a few flash cards and students learn to read from the flash cards. In this first cycle the researcher observed student activities and obtained the following data results:

Table 1. Observation Value of Student Activity Cycle I

Total Score	14
Percentage	70%

Based on the results of observations related to student activities in learning in cycle I in this study, it obtained 70%, it can be seen from the observed aspects that there were 5 items. These aspects include students being able to participate in learning activities well, students paying attention to material explanations from the teacher, students being able to understand the material taught by the teacher, students' enthusiasm in participating in learning, and increasing students' interest in reading and reading fluency. Furthermore, observations were also made of the teacher's activities.

Table 2. Observation Value of Cycle I Teacher Activities

Total Score	49
Percentage	72%

Based on the results of observations related to teacher activities in learning designed by researchers in cycle I, it was 72%. In this study the researchers have prepared appropriate learning designs to increase students' interest in learning and reading fluency. Furthermore, the results obtained regarding the increase in reading interest and reading fluency of students by using a questionnaire after the first cycle of the study were carried out.

Table 3. Results of Cycle I Student Activity Questionnaire

No	Pertanyaan	SS	S	TS	STS
1.	I like learning to use card media	1	6	-	-
2.	I easily understand the learning material using card media	-	2	2	3
3.	I can spell words after learning	-	3	4	-
4.	I can easily understand words using card media	-	4	3	-
5.	I follow the lesson well	-	6	1	-
6.	It is easier for me to learn to read using cards	2	-	4	1
7.	I get bored easily during lessons	1	3	4	-
8.	I am enthusiastic in participating in learning	1	3	4	-
9.	I can understand the material about knowing body parts	-	3	4	-
10.	I can read fluently do the learning	-	3	4	-
Amount		5	33	30	4

Tabel 4. Nilai Angket Kegiatan Siswa Siklus I

Student's Name	Percentage
Alfika	60 %
Asa	62,5%
Arin	52,5%
Naila	77,5%
Atsila	52,5%
Nazwa	77,5%
Adnan	65%

Average	63,92%
----------------	--------

Based on the results of a questionnaire related to student activities in learning in cycle I in this study obtained results from students Alfika 60%, Asa 62.5%, Arin 52.5%, Naila 77.5%, Atsila 52.5%, Nazwa 77.5 %, and Adnan 65% with an average of the seven children is 63.92. This score is based on the results of a student questionnaire from 10 aspects that have been observed. These aspects include I like learning using card media, I easily understand learning material using card media, I can spell words after learning, I easily understand words using card media, I follow the lesson well, I learn more easily to read using card media, I get bored easily when attending lessons, I am enthusiastic in participating in learning, I can understand material about body parts, and I can read fluently while doing lessons.

2. Cycle II

In cycle II the stages are the same as in cycle I, what distinguishes cycle I from cycle II is that there are several improvements from the stages in cycle I. In cycle I there are still many deficiencies and these deficiencies can be increased in cycle II. This is indicated by an increase in students' interest in reading with the help of flashcard media. In addition, the ability of students to participate in learning, understand and spell words well in the material to know body parts. In addition, students feel enthusiastic and do not feel bored when learning takes place with the help of flashcard media. In the aspect of understanding the material students can understand and read fluently after using flashcard media assistance. In cycle II, the researcher made observations of students and obtained the following data:

Table 5. Observation Value of Student Activity Cycle II

Total Score	20
Percentage	95%

Based on the results of observations regarding student activities in learning in cycle II in this study obtained 95%, it can be seen from the observed aspects there are 5 aspects. These aspects include students being able to participate in learning activities well, students paying attention to material explanations from the teacher, students being able to understand the material taught by the teacher, students' enthusiasm in participating in learning, and increasing students' interest in reading and reading fluency. Furthermore, observations were also made of the teacher's activities.

Table 6. Observation Value of Teacher Activity Cycle II

Total Score	68
Percentage	88%

In cycle II, observer results were 88%, 16% greater than the results of observations in cycle I. In cycle II, researchers as educators increased interactions with students in conveying material such as when explaining about parts of the body using flashcards, questions would be given in the form of pictures of parts of the human body students must be able to write and read according to the pictures given by the teacher. Based on this, students become more active and enthusiastic in learning. Then presented the results of student learning in cycle II.

Table 7. Results of Cycle II Student Activity Questionnaire

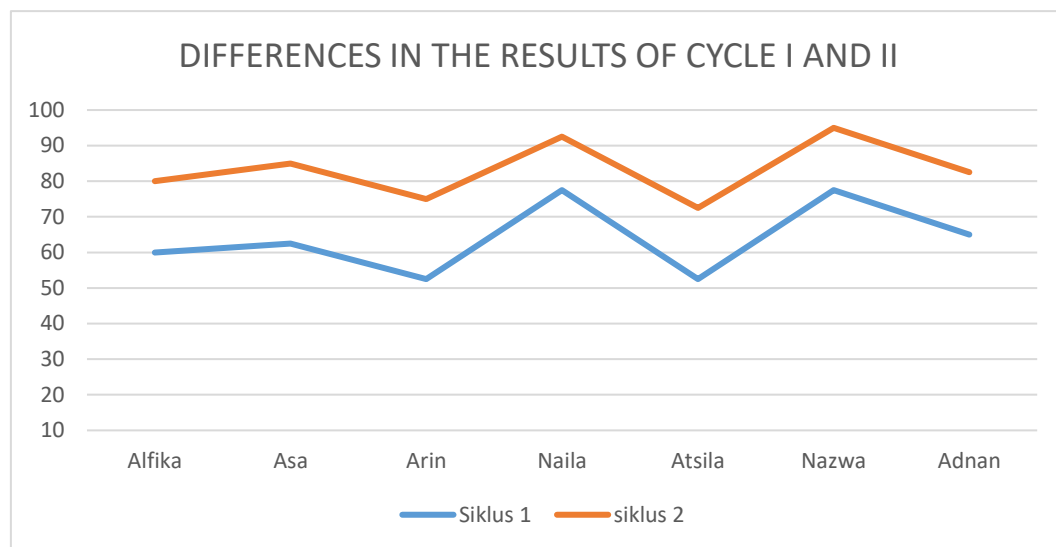
No	Pertanyaan	SS	S	TS	STS
1.	I like learning to use card media	7	1	-	-
2.	I easily understand the learning material using card media	3	4	-	-
3.	I can spell words after learning	2	5	1	-
4.	I can easily understand words using card media	3	4	-	-
5.	I follow the lesson well	5	2	-	-
6.	It is easier for me to learn to read using cards	2	5	-	-
7.	I get bored easily during lessons	-	-	2	5
8.	I am enthusiastic in participating in learning	3	4	-	-
9.	I can understand the material about knowing body parts	4	3	-	-
10.	I can read fluently do the learning	5	2	-	-
Jumlah		34	30	3	5

Table 8. Nilai Angket Kegiatan Siswa Siklus II

Student's Name	Percentage
Alfika	80 %
Asa	85%
Arin	75%
Naila	92,5%
Atsila	72,5%
Nazwa	95%
Adnan	82,5%
Average	83,21

Berdasarkan hasil angket terkait kegiatan siswa dalam pembelajaran di siklus II dalam penelitian ini memperoleh hasil dari siswa Alfika 80%, Asa 85%, Arin 75%, Naila 92,5%, Atsila 72,5%, Nazwa 95%, dan Adnan 82,5%, dengan rata-rata tujuh anak tersebut adalah 83,21. Skor ini berdasarkan hasil angket siswa dari 10 aspek yang telah diamati. Di dalam hasil dari angket tersebut terdapat peningkatan dari siklus I. Aspek tersebut meliputi saya menyukai belajar menggunakan media kartu, saya mudah memahami materi belajar menggunakan media kartu, Saya dapat mengeja kata setelah melakukan pembelajaran, saya mudah memahami kata menggunakan media kartu, saya mengikuti pembelajaran

dengan baik, saya lebih mudah belajar membaca menggunakan media kartu, saya mudah bosan saat mengikuti pelajaran, saya antusias dalam mengikuti pembelajaran, saya dapat memahami materi mengenal anggota tubuh, dan saya dapat membaca dengan lancar melakukan pembelajaran. Untuk dapat melihat perbandingan hasil angket siswa lebih jelas, dapat memperhatikan grafik berikut:



Graph 1. Differences in the Results of Student Activity Questionnaires Cycles I and II

Based on the implementation of classroom action research to increase students' interest in reading through flashcard learning media carried out in cycle I and cycle II, it showed that there was an increase in the score for reading interest in each cycle. Based on the data in Table I, the results of the student questionnaire in cycle I showed that students' interest in reading was still low. This is indicated by the fact that there are still many students who choose to disagree and strongly disagree in the interest in reading students participate in learning. This can be seen from the observational data that was carried out in cycle I. At the beginning of the activity students were taught to recognize body parts by showing body parts. First the students were very enthusiastic but by following the teacher's movements pointing to body parts such as the eyes, nose, mouth and so on. However, when students were given flashcards the students were less enthusiastic because some did not listen, some played alone, some came out and carried out activities that disrupted learning activities. This is because some students cannot read or have low interest in reading, so if they are given flashcards they can only guess from the pictures on the flashcards but cannot spell the words on the flashcards. In accordance with the diagram above, it can be seen that in the first cycle students

asked to read only around 50 – 78%. The results obtained in cycle I were assessed by researchers as having not reached the target of success. Therefore, the researcher decided to repeat the action in cycle II. This is in accordance with what was conveyed by (Mulyatiningsih, 2015), that researchers in classroom action research can repeat actions in the next cycle if there are several things that have not been maximally done or the results obtained have not reached the target of success.

Based on the results of research in cycle II there was an increase in interest in reading compared to cycle I by using the Glenn Doman method as said by suggesting that through creative play children can develop and integrate all their abilities very rapidly. One of the methods that can be applied to increase interest in reading is the Glenn method. Domain. The Glenn Doman method is a method of teaching children to read and recognize letters with a flash card so students will have the ability to be confident and imaginative (Yulianti et al., 2019). By using the glen domain method, students will feel excited about the learning process because they learn while playing. This can be seen from the results of the comparison diagram of student questionnaire results in cycle I and cycle II. As in cycle I there were 10 aspects, these aspects included I liked learning using card media, I easily understood the learning material using card media, I could spell words after learning, I easily understood words using card media, I followed the learning well, I find it easier to learn to read using card media, I get bored easily when attending lessons, I am enthusiastic in participating in learning, I can understand material about body parts, and I can read fluently while doing lessons. In this aspect students already want to follow the learning well. In addition, students are able to spell and understand words about the material about body parts with enthusiasm.

Based on the results of cycle I and cycle II, it can be seen that the results of research in cycle II showed an increase in students' interest in reading. This increase can be seen in the comparison diagram of student questionnaire results in cycle I and cycle II. In cycle I, students' interest in reading was very low due to the lack of attention from the surrounding environment of students. In cycle II, it was found that interest in reading increased due to the help of flashcard and power point learning media. This is evident from the enthusiasm of students to see the learning media presented by researchers. Students' interest in reading in cycle I can be said to be still low, this can be seen from the achievement of the results of the student questionnaire comparison diagram. The results of subsequent

observations in cycle II were able to spell and understand words in the material about body parts

D. Conclusion

There was an increase in students' interest in reading in each cycle. This is evidenced by the results of teacher and student observations in cycle I, respectively, 72% and 70%. This score increased in cycle II. In cycle II the results of teacher and student observations in cycle I were 88% and 95% respectively. The results of this increase in reading interest can also be seen from the results of the student questionnaire which also increases in each cycle. In the first cycle, the score of the results of the student activity questionnaire showed a percentage of 63.92, then in the second cycle, the questionnaire score increased to 83.21. The increase in the results of teacher and student observations as well as the results of student questionnaires shows that the use of the Glenn Doman Method assisted by flashcard media can increase students' reading interest in grade II Banyuajuh 2 Elementary School.

References

- Ahmadi, Farid. (2010). Meningkatkan Minat Membaca Siswa Sekolah Dasar Dengan Metode Glenn doman Berbasis Multimedia. *Jurnal Penelitian Pendidikan*. Vol. 27, Hal 6567.
- Kamulyan, Mulyadi Sri dan Risminawati. 2012. Model Model Pembelajaran Inovatif di Sekolah Dasar. Surakarta: UMS
- Kartikasari, Apri. (2014). Peningkatan Minat Baca Karya Sastra Cerpen Melalui Pendekatan Sinektetik Siswa Kelas VI. *Jurnal Premiere Educandum*. Vol.4, Hal 49-64.
- Mulyatiningsih, E. (2015). Metode Penelitian Tindakan Kelas. In *Modul Pelatihan Pendidikan Profesi Guru: Fakultas Teknik, Universitas Negeri Yogyakarta*. Universitas Negeri Yogyakarta.
- Rahmat, A. (2014). *Pengantar Pendidikan: Teori, konsep, dan Aplikasi*. ideas publishing.
- Sholichah, A. S. (2018). Teori-Teori Pendidikan dalam Al-Quran. *EDUKASI ISLAMI: Jurnal Pendidikan Islam*, 7(1), 23–46.
- Yulianti, D., Hafidah, R., & Dewi, N. K. (2019). Pengaruh Metode Membaca Glenn Doman terhadap Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun. *Jurnal Kumara Cendekia*, 7(4), 403–415.
- Rubianto, Rubino. 2009. Metode Penelitian Pendidikan. Surakarta: UMS
- Tryanasari, dewi., Aprillia, Septi., Ayu Cahya, Winda. (2017). Pembelajaran Literasi di SDN Rejosari 1 Kecamatan Kawedanan Kabupaten Magetan. *Jurnal Pendidikan Dasar dan Pembelajaran*. Vol. 7, Hal 173-179.