Kamilah, A.S., Asri, S.A., Ayuningum, S.
Improvin ability To Read Aloud Using picture Stories...
DOI 10.37640/ice.02.566
In Proceeding of International Conference on Education-02, pages 245-249
ISSN 2964-7479
Copyright © 2023 Ayu Sofiyani Kamilah, Sri Awan Asri, Syamzah Ayuningrum

IMPROVING ABILITY TO READ ALOUD USING PICTURE STORIES

Ayu Sofiyani Kamilah*, Sri Awan Asri, Syamzah Ayuningrum
Elementary School Teacher Education, STKIP Kusuma Negara Jakarta, Indonesia
*AyuSofiyani@stkipkusumanegara.ac.id

Abstract

Education is currently growing. The learning system is no longer teacher-centered, with this students are required to be active in the learning process. In carrying out learning, teachers often experience many obstacles, especially in Indonesian language subjects. Indonesian language lessons train students how to read aloud. To determine the progress of knowledge of Indonesian language subjects by knowing students' reading aloud abilities. Learning model using picture story media that conditions students to be able to learn to read aloud and can improve students' ability to read aloud in Indonesian language lessons. This research uses classroom action research that follows the Kemmis and Taggart model. This research includes 2 cycles where each cycle includes 4 stages, namely planning, implementation, observation and reflection. The solution that researchers provide uses picture story media. It is at this stage that it will be determined and will determine the success of subsequent reading aloud. Reading aloud is the foundation for further teaching. For this reason, the activity of reading aloud must be served and carried out seriously and sincerely.

Keywords: Picture Stories, Media, Reading aloud.

1 INTRODUCTION

Reading aloud is an activity or activity for teachers, students or other people to capture and understand information, thoughts and feelings of a person (Marantika, C., 2019). It is a fact that humans use language as a tool to communicate with others orally and in writing, so that language plays an important role in the learning process.

The reading skills acquired at the reading aloud stage will greatly influence the ability to read aloud further. The ability to read aloud must be strong and sturdy (Kustina, R., & Nasution, W., 2022).

Based on the results of researchers' observations that had been carried out from April to May 2023 in class III at SDN Cisalak 3 with a total of 28 students, namely, 11 male students and 17 female students, it was found that the problems being faced were in the learning process. Students do not pay attention to the teacher when the teacher explains the material, students actively talk to their friends and also do their own activities such as playing writing instruments. At the time of the interview with the class teacher, there were 13 students who were able to read aloud and 15 students who were not able to read aloud, so it was said that not all students were able to read aloud in Indonesian subjects.

One of the efforts that will be developed by researchers to improve reading aloud skills in Indonesian language class III at SDN Cisalak 3 is by applying learning media using illustrated story media in this lesson which is expected to improve students' reading skills. By increasing student activity, it is hoped that the ability to read aloud will also increase because the learning process is fun with learning media using picture stories.

Picture story media is a simple medium with the advantage of being able to increase student activity. Picture story media is an interesting learning media, which is implemented with individuals.

2 RESEARCH METHODS

The research that will be carried out is classroom action research (CAR) which will be carried out in class III. Classroom Action Research can be interpreted as the process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing any changes in the treatment (Sanjaya, 2021). In line with the above, Classroom Action Research is how a group of PTK teachers organize their learning practice conditions and learn from their own experiences (Wiriaatmadja, 2010). they can try out an idea for improvement in learning practices and see the real impact of that effort. So it can be concluded that this type of PTK research is research that is carried out directly in the classroom to find out how to improve the learning process by using these actions.

3 RESULT AND DISCUSSION

The ability to read aloud can be explained by understanding the words that make it up. Muslimah, et al. (2023) The definition of ability is the skill or potential of a person to master expertise in performing or carrying out various tasks in a job or an assessment of one's actions. Dalman (2014) in reading skills, states that reading aloud is an activity or activity which is a tool for teachers, students or readers together with other people or listeners to capture or understand information, thoughts and feelings of an author. Gina, et al, (2019: 179) says that reading aloud is a reading activity by voicing the writing that is read with the right speech and intonation so that listeners and readers can capture the information conveyed by the author, whether in the form of thoughts, feelings, attitudes or experiences of the author.

Dalma (2014) in reading skills, states the purpose of reading aloud itself is as follows: (1) Can satisfy and fulfill various goals and develop a number of skills and interests, (2) Can convey important information to listeners, (3) Read clearly and without stammering, pronunciation and intonation.

Anggraeni, N. D. (2012) The ability to read aloud can be identified through several indicators. These indicators are visible when learning is carried out. In this problem, the authors see several indicators of reading aloud, including: (1) Accuracy in voicing writing, (2) Proper pronunciation in reading writing, (3) Accuracy of intonation in reading writing, (4) Mastering punctuation marks, (4) Loudness voice.

Kasihani Suyatno (2009) Storytelling media in concrete form can help to develop language skills in children. While reading or listening to stories, children also see pictures made in color that are large enough to make their use more communicative and easy for children to see. Tambunan, W. E., & Tambunan, W. E. B. (2023) Illustrated story media for the purpose of introducing grammar and vocabulary can be packaged in the form of stories, certain sentence patterns in the story should be repeated so that students become accustomed to hearing them.

3.1 Prasiklus

This classroom action research was conducted at SDN Cisalak 3, Depok, West Java. Researchers took class III as the subject of this study. The research was conducted in the odd semester of the 2022/2023 school year, namely from April to May 2023. Before taking action, to find out the initial conditions the researcher made observations during the Indonesian language learning process.

Researchers made observations in February 2023. Observations were made during the Indonesian language learning process. This observation aims to determine the ability to read aloud to class III students at SDN Cisalak 3. Based on the results of the observations, most of the students seemed to be engrossed in themselves when the teacher explained

the lesson material. Some students were engrossed in playing with their stationery, while others were paying attention to the teacher explaining the material. Less aloud reading ability can have a negative impact on aloud reading ability. Therefore, effective steps are needed to overcome this problem. In addition to observation, the researcher also gave oral tests to students. the aim is to get a score of students' reading aloud ability. Furthermore, the researcher conducted direct interviews with students and teachers of class III.

This pre-action interview was conducted to determine the extent of students' reading aloud ability. From the results of the pre-action survey conducted, only 13 students in class III at SDN Cisalak 3 were able to read aloud.

3.2 Siklus 1

Based on the results of research observations carried out from February to May 2023 in class III of SDN Cisalak 3 Depok with a total of 28 students, namely 11 male students and 17 female students, it was found that the problem being faced in the learning process was the lack of ability to read aloud. class III students at SDN Cisalak 3. This happened because during the learning process the teacher was still not precise in using learning media. With this, students pay less attention to the teacher and actively play on their own. It is appropriate that in this era interesting learning media is needed. Picture Story Media: Students can understand and learn well about reading aloud.

The initial steps taken by researchers before conducting classroom action research are initial observations or conducting pre-research in the form of initial pre-action to determine the initial state of students' ability to read aloud in class III Indonesian language subjects. Next, the researcher entered research cycle 1.

Cycle 1 Planning Stage (Planning) In this stage the plans made include: (1) Preparing a learning implementation plan (RPP) according to the material that will be presented in the Indonesian language lesson, material for reading aloud using picture story media, (2) Preparing learning media, (3) Prepare observation sheets (4) Prepare test sheets.

Implementation Phase (Action), The action phase will begin with realizing the Learning Implementation Plan (RPP) that was created previously. Activities start from preparing the class, conditioning students, providing appreciation, providing learning objectives and using picture story media to convey reading aloud material with the following stages; 1st meeting The teacher explains what reading aloud through picture story media is: (1) The teacher presents reading aloud material using picture story media, (2) Students take turns practicing reading aloud in front of the class, (3) After practicing reading aloud in front of the class, students asked to listen to the teacher reading aloud and to differentiate between when the teacher was reading aloud and when they were reading aloud.

Observation / Observation Stage (Observation), At this observation stage it will be carried out simultaneously with the implementation stage. In this stage the teacher as a researcher observes the course of student activities during the learning process, then records and documents them. This data collection was carried out using an assessment format that had been prepared, the data collected was in the form of qualitative and quantitative data.

Qualitative data can be in the form of descriptions of students' activeness in the learning process and quantitative data in the form of values from the results of practice. This can be used as a reflection in subsequent actions with collaborators or fellow teachers.

At this stage, an observation process will be carried out regarding the implementation of actions in the following ways: (1) The researcher pays attention to the gaps between things that occur at the beginning to the end of the learning activity, (2) Observes student activity during the learning process based on the format that has been prepared, (3)) Researchers pay attention to the extent of students' abilities in practicing reading aloud using picture story media. Reflection Stage (Reflecting), In the reflection stage the teacher will be able to interpret and evaluate the process that has been carried out so that if problems are encountered they can be corrected in the next cycle. This problem can be seen in students who look less active and are still chatting with their friends.

The reflection stage is carried out to examine the abilities and shortcomings encountered during the process of learning Indonesian reading aloud material using picture story media in cycle 1 so that it becomes a consideration or input in learning Indonesian reading aloud material in the next cycle.

3.3 Siklus 2

Based on the observation sheet by colleagues as observers, the ability to read aloud in cycle 2 has increased, where the ability to read aloud to students is 89.3% or as many as 25 students are able to read aloud and there are 3 students who are not yet able to read aloud or 10.7%. . With the change in learning media using picture story media, there has been quite a good increase in terms of interest where students' enthusiasm continues to increase as well as their ability to read aloud.

From these data it is known that the results of the practice in cycle 2 of the ability to read aloud in Indonesian language lessons with an average ability of 8.28 with the number of students who were not able was 3 students (10.7%) and students who were able were 25 students (89 .3%). This data shows that 89.3% (25 students) can read aloud.

From the results of research to improve the ability to read aloud in Indonesian language lessons through picture story media, it can improve as expected.

The achievement of the ability to read aloud from pre-cycle, cycle 1 and cycle 2 can be presented in the following graph:

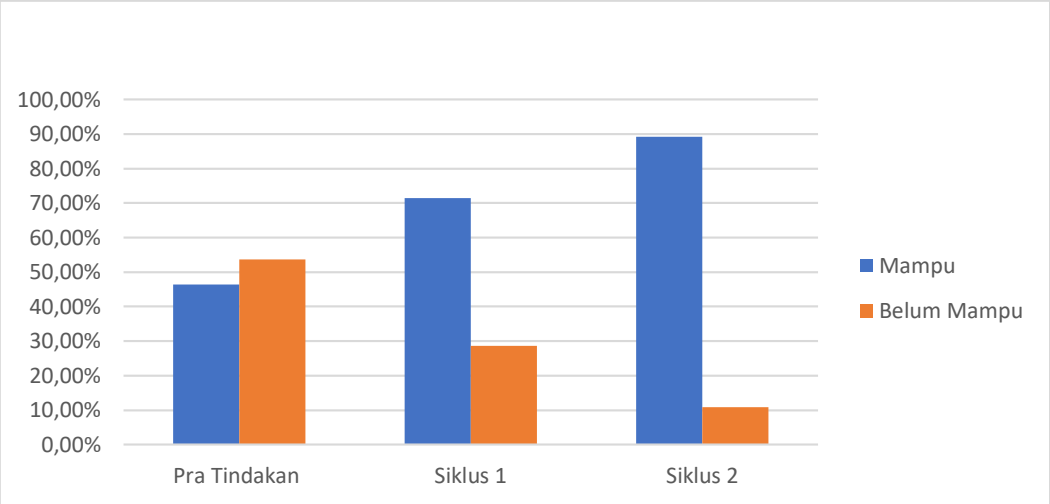


Figure 1. Graph of Students' Achievement of Reading Aloud Ability in Pre-Action, Cycle 1 and Cycle 2

4 CONCLUSION

Based on the research results, data analysis and discussion of the results of Classroom Action Research conducted by researchers at SDN Cisalak 3 Depok, namely to determine the increase in reading aloud skills in class III Indonesian language lessons through picture story media, it can be concluded:

The application of picture story media in class III at SDN Cisalak 3 Depok can improve students' ability to read aloud. These results can be seen in the practice results in each cycle where the ability results at the beginning of learning (pre-cycle) were 46.5%,

increasing in cycle 1 by 71.5% and then continuing to increase in cycle 2 by 89.3% with an average ability of 75

Increasing the ability to read aloud is also influenced by students' interest in learning, which occurs because they use interesting learning methods and appropriate learning media. By using the application of picture story media in class III at SDN Cisalak 3 Depok. Can increase student activity in learning. Hani because the interesting learning design makes learning meaningful for students.

5 REFERENCES

Anggraeni, N. D. (2012). *Peningkatan Keterampilan Membaca Nyaring Dengan Menggunakan Media Bergambar Pada Siswa Kelas Iv Sd Negeri Trobayan Kalijambe Sragen Tahun Ajaran 2012*.

Dalman (2014). Keterampilan Membaca. jakarta: PT Raja Grafindo Persada.

Kustina, R., & Nasution, W. (2022). peningkatan kemampuan membaca permulaan dengan menggunakan media macromedia flash 8.0 pada siswa sekolah dasar. Bahas, 33(4).

Marantika, C. (2019). Pengaruh buku cerita bergambar terhadap keterampilan membaca nyaring peserta didik kelas III MIN 7 Bandar Lampung (Doctoral dissertation, UIN Raden Intan Lampung).

Muslimah, M., Ulfa, M., & Junaedi, S. (2023). "upaya meningkatkan kemampuan penulisan karya tulis ilmiah mahasiswa melalui pendekatan saintifik pada fakultas bahasa dan budaya universtas 17 agustus 1945 semarang". Bangun Rekaprima: Majalah Ilmiah Pengembangan Rekayasa, Sosial dan Humaniora, 9 (1, April), h. 19-23.

Purwati Gina, Lyesmaya Dyah, Nurasiah Iis (2019). Peningkatan Keterampilan Membaca Nyaring melalui media cerita bergambar di kelas rendah*. Jurnal Perseda*, 2(3).

Tambunan, W. E., & Tambunan, W. E. B. (2023). Peningkatan kemampuan membacaa nyaring menggunakan media cerita bergambar pada mata pelajaran bahasa indonesia tema 7 sub tema pokok bahasan kebersamaan di sekolah untuk siswa kelas II sd negeri 040537 rawang tahun ajaran 2022/2023 (doctoral dissertation, universita quality

Sanjaya, Wina (2021). Penelitian Tindakan Kelas. Jakarta: Prenanda Media.

Suyatno, Kasihan (2009). *English For Young Learners Melejejitkan Potensi Anak Melalui English Class Yang Fun, Asyik dan Menarik.* Jakarta: PT Bumi Aksara.

Wiriaatmadja, Rochiati (2010). *Metode Penelitian Tindakan Kelas.* Bandung: Remaja Rosdakarya, 2010.