

Efforts To Improve Reading Skills Using The Picture And Picture Method By Utilizing Word Card Media In Indonesian Language LearningAgustina¹, Herman², Agung Riadin³^{1,2,3} Faculty of Teacher Training and Education, Universitas Muhammadiyah Palangkaraya, Central Kalimantan, Indonesia.**Research Article****Citation Information:**

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ABSTRACT

Background: Reading is a means for students to learn something that is not yet known and can expand knowledge, and students can recognize written messages contained in reading. Beginning reading is done in early grade so students can read simple words and sentences fluently and precisely. *Aim:* Picture and Picture learning method is a form of learning method that uses picture cards paired/sorted into a logical sequence is one of the media that can help students to improve reading skills. *Method:* This research was conducted to improve reading skills through the picture and picture method by utilizing word card media in Indonesian class I subjects at Elementary School 2 Kapuas Tengah in the 2021/2022 academic year. This research is classroom action research. The subjects of this study were first-grade students at Elementary School 2 Kapuas Tengah. Data collection techniques using tests. The data analysis technique used was descriptive quantitative. *Result and discussion:* The results showed that the test results in the first cycle were only 20 (50%) students who achieved individual mastery. If you look at the classical completeness in this cycle, it is also incomplete because 20 students (50%) have not finished. In the second cycle, 35 students (87.5%) have completed while five (12.5%) have not completed their studies.

Keyword: Reading Skills, Picture, Picture Method

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Email: agungriadin@umpr.ac.id**INTRODUCTION**

Education is a field that must be prioritized because students have various potentials in themselves. There is a tendency today to return to the idea that students will learn better if the environment is created naturally. Learning will be more meaningful if students experience what they learn, not know it. Learning oriented to mastery of the material has proven successful in short-term memory competitions. Still, it fails to equip children to solve problems in long-term life, and we must be able to take various approaches to everything (Amri and Ahmadi, 2014). Education is needed for the survival and welfare of one's life, even for the welfare of a nation. With education, a person will avoid ignorance and poverty because, with the capital of knowledge and skills obtained through the educational process, students can overcome various life problems.

Education is a planned effort to create a learning atmosphere and learning process so that students actively develop their potential so they can attend to any changes that occur due to the development of science and technology. Quality education is needed to support the creation of intelligent humans able to compete in the era of globalization. Education has an important role in shaping a child's character, scientific and mental development, who will later grow into an adult human who will interact with and do many things to his environment. In facing developments in the fields of science, technology, and art and preparing quality human resources, the government strives to educate the life of the Indonesian nation through education.

Education follows the objectives in Law Number 20 of 2003 concerning the National Education system. To achieve these educational goals, the government tries its best to fix various things, both in terms of quality and quantity in the field of education, which is the main problem. Therefore, it is necessary to evaluate or change learning in schools. There

are often problems that cause the achievement of educational goals. The problem is the difficulty of some teachers in delivering material to students during learning. Learning activities are very important in the educational process; in learning activities, teachers and students are involved in an interaction where students are more active, not teachers. Students' activeness includes all physical and mental activities, individually or in groups. Therefore, it is said to be maximum between teachers and all students, between students and teachers, and between students and themselves, but still to achieve goals set together, namely optimal learning outcomes.

Elementary school, as one of the educational institutions in Indonesia, teaches students to communicate well through Indonesian learning, which includes writing, speaking, listening, and reading skills. Education in the Elementary School is the initial education stage at the national level. Elementary school is where the initial concepts of knowledge will be built. Culturing this concept should be done correctly and correctly so that it can become a strong basis for later development at a higher level of education. One of the lessons taught in elementary school (SD) is Indonesian. Language is wrong; one of the most important human abilities that allow him to excel over other creatures on Earth.

Indonesian language learning in elementary schools aims to develop the ability, skills, and attitudes of language that concern its function as a means of communication and reasoning, not just providing reading skills and writing can develop students' thinking skills. The function of teaching Indonesian in elementary schools is Based on observations made in grade I of Elementary School 2 Kapuas Tengah; during the learning process, researchers found that there were still problems with students whose reading skills were not fluent. Learning outcomes Indonesian students are still relatively low, and this is shown by the acquisition of factors causing low student scores due to: (1) their reading ability is still lacking, (2) lack of interest, taste, Confidence, and attention of students in reading, (3) low level of mastery of students over the subject matter that has been given, (4) still lack methods used by teachers in learning. Therefore, a teacher must choose the right teaching method according to the characteristics of students and following the subject matter studied. Reading is a means for students to learn something Reading is one of the most important language skills in addition to other language skills because reading is a means to learn Another world that is desired so that humans can expand their knowledge, have fun, and explore written messages just by reading. However, reading is not an easy job. Reading is a process that can be developed using approaches, techniques, strategies, and methods as a place to develop the ability of students to use language following the function of the language, especially as a communication tool. Understanding a teaching material can be done by reading. The ability to read is one of the keys to a student's success in achieving progress because, with the ability to read, students will be easier digging information from various written sources.

The factual condition shows the test value Indonesian is still below the KKM, which is 75. Students who achieved the minimum completeness criteria daily test scores of students in Indonesian subjects were nine people, and students who did not reach the minimum completeness criteria as many as 31. To achieve maximum learning outcomes, improving students' reading skills is necessary. Reading is "a process carried out and used by readers to obtain messages, which are to be conveyed by the author through the medium of words or discuss a writing" (Tarigan, 2014: 7). Beginning reading carried out in early grades aims to enable students to read simple words and sentences fluently and precisely. Students can play a role and sing in learning situations; teachers as designers, motivators, observers, and developers; on the other hand, students are encouraged to provide individual responses and actively carry out various activities to provide direct experience and appreciation.

Cause student learning difficulties to originate from within the students themselves and outside the students, for example, the way of presenting the subject matter or the learning atmosphere. In this case, one of the Picture and Picture learning methods is a learning method that uses images and is paired/sorted into a logical sequence. This learning method relies on images as a medium in the learning process. These images become a major factor in the learning process. So that before the learning process begins, the teacher has prepared an image that will be displayed in the form of a card or cardboard in the size of a large number. Therefore, researchers believe that learning pictures and pictures using word card media will cause a lack of reading ability. Students generally have fluency in reading, but the pronunciation of letters cannot be understood well. Even though they already know all the letters but still can't string them together into syllables and words. When reading, students only recite the letters in the words they read one by one. Pronunciation and intonation, and reading are not correct. For example, students have difficulty reading simple words, such as bu-ku/ in reading /be-u-ka-u/, the word /lu-pa/, and participants' reading interest.

Education and also guidance from teachers and families are still lacking. They motivate learners. The learning method used by teachers is still conventional. At the beginning of learning to read, students are still enthusiastic about

participating in learning. Still, after 30 minutes, students have not paid attention to the teacher or talked to their friends; some are running inside and outside the classroom. Likewise, the learning media for initial reading used is less varied and appropriate. The difficulty of learning from outside the learners is that the learning method used by the teacher is less pleasant and monotonous. According to Hidayat (2017), the Picture and Picture learning method is a learning method that uses image media. This method is good for developing children's imagination abilities, from imagination poured into writing. From the image media, students understand faster because there are several processes from seeing, at this moment seeing, when seeing students think. The method shows that image media is very useful for the learning process.

The Picture and Picture type cooperative learning method is spelled out as a solution to overcoming the problem of less active students in the learning process because this method has advantages that can train students to think logically and systematically. This method begins with the teacher explaining the learning material. Then students are asked to sort the pieces of pictures the teacher gave correctly and follow the material that has been explained.

METHOD

This study uses a type of classroom action research. The action research model used is Kemis Mc Taggart's. in line with Arikunto's opinion (2016), which explains that classroom action research is conducted to improve class conditions and activities to get maximum results. The subject of this research is elementary school students 2 Kapuas Tengah. The instruments used in this study were test instruments and observation instruments for teacher activities and student activities. Data analysis used in this research is qualitative analysis and quantitative analysis.

RESULTS AND DISCUSSION

This research is a Classroom Action research carried out in 2 cycles which aims to determine the completeness of student learning and to determine teacher performance in managing learning in class, especially distribution using the picture and picture method with the use of

Teacher Activities in Managing Learning

Learning activities carried out by teachers in cycle I and cycle II have increased. Learning activities can be seen from the score obtained in cycle I, 2.5 (less category), and cycle II, 4.0 in the good category. Thus the data show that the activity of teachers.

Student Activities During the Learning Process

Based on the results of observations, student activities during learning have increased, namely 2.3 (less category) in cycle I and cycle II, which is a 3.7 very good category. Thus, it can be concluded that student activities in grade I of Elementary School 2 Kapuas Tengah for the 2021/2022 academic year during learning through. Word card media. In addition, this action research is also to determine student activities in teaching and learning activities. Based on the data collected in this study, the things that need to be analyzed are as follows: In managing to learn using the Picture and Picture method with word cards, media is in a very good category. Teacher activities in learning in the initial, core, and final activities have been carried out per the plans prepared in RPP I and RPP II. The use of the Picture and Picture method with the use of word card media goes well and follows the expected criteria. Thus, it can be concluded that student learning activities are good when applying the picture and picture method by utilizing word card media in grade I Indonesian subjects at Elementary School 2 Kapuas Tengah for the 2021/2022 academic year.

Student Learning Outcomes

The minimum completeness criteria at Elementary School 2 Kapuas Tengah in reading skills in Indonesian subjects is 75. Each student is said to have completed their learning (individual completeness) if the learning outcomes reach 75 or exceed the predetermined KKM. A test is carried out to determine whether students have achieved complete learning outcomes. From the test results in the first cycle, only 20 (50%) students achieved individual completeness. If you look at the classical completeness in this cycle, it is also incomplete because 20 students (50%) are incomplete. In cycle II, 35 (87.5%) students completed their studies, while five (12.5%) had not. This value means that in this cycle, the learning process has reached completion with very good categories, both individually and classically. Thus, it can be concluded that the completeness of learning in grade I students of Elementary School 2 Kapuas Tengah for the 2021/2022 academic year on reading skills using the picture and picture method with word card media is complete. Therefore, what needs

to be considered is to improve the learning process, in this case, the learning activities of students and teachers; a learning medium is needed that can be used to anticipate low reading skills in students. Learning media in teaching and learning activities is the most important thing in improving the quality of learning because, with these media, teachers can create better and more pleasant learning conditions for students and support the achievement of learning objectives.

With the Picture and Picture learning method, students become active because the learning is not boring. The atmosphere in the classroom becomes pleasant; many students want to do assignments on the blackboard, and there is, who want to go forward twice. Still, the teacher gives opportunities to students who have not advanced first so that all students can do all the questions. Teachers also provide examples through pictures or stories that have been explained to make students happy to learn Indonesian using the Picture and Picture learning method.

According to Wulandari (2015), one innovative, active, creative, and fun learning method is the picture method. The Picture method is where teachers use tools or image media to explain the material and embed the message in the material. When using tools or image media, it is expected to be able to follow lessons with good focus and in pleasant conditions. Therefore, whatever message is conveyed can be well received and able to sink into the heart and be remembered again by students. Thus, it can be concluded that there is an increase in reading skills in students' Indonesian subjects when applying the picture and picture method using class I card media at Elementary School 2 Kapuas Tengah for the 2021/2022 academic year.

CONCLUSION

Based on the purpose of data analysis and discussion of research results on improving skills Reading in subjects Indonesian students when applying the Picture and Picture method with the use of class I card media Elementary School 2 Kapuas Tengah academic year 2021/2022. The following conclusions can be drawn: The results of teacher activity with a score obtained in the first cycle of 2.5 (less category) and a score in the second cycle of 4 (very good category). Thus the data shows that teacher activities in managing learning using the picture and picture method with word card media are in the very good category. The results of student activity during learning have increased, namely 2.3 (less category) in cycle I and cycle II, with a score of 3.7 Category (excellent). Thus, it can be concluded that student activities in grade I of Elementary School 2 Kapuas Tengah for the 2021/2022 academic year during learning with use have achieved maximum results. The test results in the first cycle are only 20 (50%) students who achieve individual completeness. If you look at the classical completeness in this cycle, it is also incomplete because 20 students (50%) have not completed it. In cycle II, students completed as many as 35 (87.5%), while five (12.5%) had not completed their studies.

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