LITERATURE ABILITY TO READ STUDENTS THROUGH THE MEDIA OF PICTURED CATCHERS IN ELEMENTARY SCHOOL

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ABSTRACT

The problem statement of this research is whether or not the application of pictorial caterpillar as a learning medium can improve the class of I students' reading literation ability at SDN 9 Kabila of Bone Bolango District. It aims at improving students' reading literation ability through Pictorial Caterpillar Medium at class of I, SDN 9 Kabila of Bone Bolango District. The reseacrh method is classsroom action research.

Finding reveal that in the pre-observastion, only 3 out of 15 students (20%) are categorized able. However, in cycle I, it improves to be 5 students (33%) who are able, while there are still 10 students (67%) still categorized not able. Then, it improves more in cyle II in which there are 13 students (87%) categorized able although 2 students (13) are still not able. Hence, it can be concluded that the application of picrorial caterpillar medium can improve the students' reading literation ability at class of I, SDN 9 Kabila of Bone Bolango District.

Keywords: Reading Literacy, Pictorial Word Caterpillar Media.

PRELIMINARY

Literacy is basically a person's ability to read and write skills. This is in accordance with the understanding of school literacy according to the ministry of education and culture is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and/or speaking (Kemendikbud, 2016: 2). This understanding explains that, with students doing minimal reading and writing activities, it means that students have also carried out literacy activities. This understanding explains that, with students doing minimal reading and writing activities, it means that students have also carried out literacy activities.

Although literacy is a skillful form of reading and writing, it does not mean that all ages must understand what they read. Because basically, every age range has different abilities. A concrete example is that grade 1 students are certainly different in their reading comprehension and writing skills with 6th grade students. This does not mean that as students get older, they can automatically improve their language skills, such as reading and writing. Because language skills are not natural. Language skills must be learned to be mastered by means of practice and practice that is carried out continuously.

This is evidenced by the findings in research conducted by Zulela, that even high-grade students have not been able to express the ideas that are in their minds coherently in good sentences verbally and have not been able to develop the story completely (Zuleha, 2013:7) . Because students' literacy skills do not appear by themselves as they grow older, students' literacy skills need to be fostered and developed. For students, school literacy is a necessity. With good literacy skills, students are able to understand the knowledge conveyed and also received by themselves, both in oral, written, and visual forms. Without good literacy skills, students cannot receive knowledge optimally. Knowledge is not possible only given by the teacher continuously. Therefore, students are required to be able to explore and seek knowledge and information from various sources as knowledge enhancers. With good literacy, students are able to seek, process and understand knowledge well so as to make the nation's generation as quality human beings who are able to face the demands of the times.

Early childhood or elementary school age is a sensitive period during which early stimulation of brain centers involved in language leads to the development and maintenance of neural connections essential for language function. Reading environment at home, including the frequency between parents and children in getting used to reading along with the number of books available at home, provide important opportunities for language stimulation and verbal interaction that can promote language development in vulnerable children. Therefore, from an early age, children have been accustomed or trained to have reading skills both at school, at home or anywhere.

Having adequate reading skills is a prerequisite for understanding texts and for success in school, at work and in everyday life (Lonigan & Shanahan, 2009). The development of reading skills, as a prerequisite for becoming literate, is one of the most significant academic tasks that children undertake during their primary school year. When children engage in learning assignments at school, they develop an awareness of their own performance (i.e., self-concept of readers) and comparisons with classmates begin (Ames, 1992). After this evaluative process is carried out, failure to complete reading assignments can jeopardize the development of a sense of competence (Bente, Frijters, Solheim, 2015).

To overcome these problems, a suitable media or props are needed. The use of learning media will help the effectiveness of learning and delivery of messages or learning content, making students more active and in a pleasant learning atmosphere. This is done so that students are able to achieve the expected learning objectives. One of the learning media that can be used to improve reading literacy skills is the illustrated word caterpillar media. Pictorial word caterpillar media is a learning media that uses rectangular printed banners. This pictorial word caterpillar media uses letter cards, word cards and pictures made of thick paper and is circular in shape.

The letter cards are marked with elements of the alphabet or certain letters, the card is used as a word finding game. This learning media relies on illustrated word caterpillars which are the main factors in the learning process. Pictorial word caterpillars can help teachers achieve instructional goals because apart from being the cheapest and easiest to obtain media, they can also increase student activity. This media is suitable for first grade students because it increases students' interest and interest in learning to read. In addition, to make it easier for students to recognize letters, string letters into syllables, syllables into words and words into sentences.

METHOD

The type of research chosen in conducting this research is in the form of Classroom Action Research (CAR). This classroom action research was conducted at SDN 9 Kabila, Bone Bolango Regency. The implementation of the research which covers all stages of PTL which begins with initial observation activities to the collection and analysis and reflection of data In conducting the research, the researcher involved the school in this case the classroom teacher as a partner in the learning process to facilitate the process of conducting research and collecting data. Continues until learning can be achieved or learning outcomes increase. The task of this partner teacher is to observe researchers in the learning process activities with the guidance of observation sheets, both teacher observation sheets and student observation sheets. The function of the teacher and student observation sheet is to see whether the selected learning media can improve student learning outcomes, according to the material and even see the suitability with student characteristics.

DISCUSSION

At the initial observation stage, it was carried out to find out the description of the research location, research subjects and get a glimpse of how reading literacy is in the lower class, especially in class I. Then Mrs. Endang directed the researcher to be able to directly meet the homeroom teacher of class I, Mrs. Nurhayati. Furthermore, the researcher conducted an interview with the homeroom teacher of class I, from the results of the interview it turned out that there were still many students who were not able to read.

Initial observations were carried out on Friday, January 24, 2020, the activity began with making observations and initial assessments to obtain data on reading literacy skills before taking class actions through the use of illustrated word caterpillar media. According to observations and the results of the initial assessment, student learning outcomes are still very low because many students have not been able to distinguish the shape of letters, assemble letters into syllables and words. In addition, in the learning process when the teacher asked the students, the students still could not answer or just kept quiet, and even often played when the teacher explained. So there are still many students who have not been able to achieve the value according to the minimum completeness criteria that have been set. This is also influenced by the absence of learning media that can attract students' attention so that many students still pay less attention to the teacher's explanation. Based on the results of observations and initial assessments, there were 15 first grade students at SDN 9 Kabila, Bone Bolango Regency, which can be described as follows.

From the observations before the class action was taken, it showed that of the 15 students, only 3 students or 20% were included in the capable category, besides that there were 12 students or 80% included in the poor category. For more details, can be seen through the following graph:
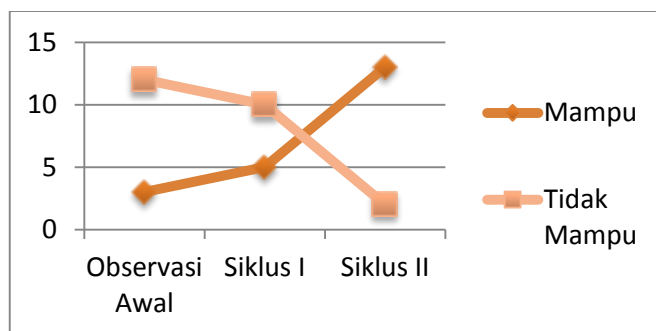
COMPARISON GRAPH

Figure 5. Comparison Graph of Reading Literacy Ability in Initial Observation, Cycle I, and Cycle I

In a study to improve students' reading literacy skills through the media of illustrated word caterpillars in class I SDN 9 Kabila, Bone Bolango Regency, each cycle has increased. The results of the study with the number of 15 students at the initial observation of students who could be categorized as capable as many as 3 students with a presentation of 20% and those who were unable as many as 12 students with a presentation of 80%, entering the first cycle increased to 5 students who were categorized as capable with a presentation of 33% and not able to amount to 10 students with a presentation of 67% and entering the second cycle increased again to 13 students with a presentation of 87% while those who were unable were 2 students with a presentation of 13%.

The results of data analysis showed that every action taken experienced a significant increase in the learning process through illustrated word caterpillar media in the reading literacy skills of students in class I SDN 9 Kabila, Bone Bolango Regency. According to Daryanto (2016:157) the illustrated word caterpillar media greatly facilitates the teacher in the process of teaching students to read. The advantages of this illustrated word caterpillar media are:

a) Image media has a concrete and realistic nature so that it is able to show the main problem compared to verbal media.
b) Images are easy to obtain, self-made and easy to use
c) The price is cheap and easy to obtain, and easy to use because it does not require special equipment.

CONCLUSION

Thus it can be concluded that the use of illustrated caterpillar media in elementary schools can improve reading literacy skills in elementary school children.

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