



## **Improving Student Initial Reading and Reading Comprehension Skills Using Picture Card Media at 7<sup>th</sup> Grade SMP Bina Insan Mandiri Bogor**

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### **ABSTRACT**

*Improving Student Reading Loud and Reading Comprehension Skills Using Picture Card Media at SMP Bina Insan Mandiri Bogor. The aim of this study was to improve beginning reading skills using picture cards for 7th-grade students at SMP Bina Insan Mandiri Bogor. This type of research is Classroom Action Research (PTK) which is conducted in two cycles. The research design uses the Kemmis Mc model. Teggart with the subjects in this study were grade 7<sup>th</sup> with a total of 35 students. Techniques for collecting data used 1) oral reading tests and written reading comprehension tests, 2) observation, and 3) documentation. The data analysis technique uses descriptive statistical analysis, namely by finding the average. Indicators of student success must be achieved with a class average of 70 and a completeness of 80%. The results of the study show that learning about early reading using picture cards in English subjects can improve the reading skills of grade 7<sup>th</sup> at SMP Bina Insan Mandiri Bogor. 2. Pre-cycle reading ability was 65 and 54% completeness, in cycle I there was an increase to 68 and 66% completeness, in cycle II 74.14 with 88% completeness. In this study, the reading ability of class 7<sup>th</sup> SMP Bina Insan Mandiri Bogor with pronunciation, intonation, and reading comprehension increased until they reached the minimum mastery criteria (KKM) that had been set, namely 70 and 80% completeness in class. In cycle I use picture cards with a size of 13x6cm and with attractive colours. In cycle II use a bigger card, size 18x6 to facilitate learning for students in understanding reading.*

**Keywords:** *Initial Reading; Reading skills; Picture card.*

### **INTRODUCTION**

Learn and learning are interrelated concepts and cannot be separated in the context of education (Suardi, 2018). Learning can be interpreted as a change in behavior that occurs when individuals interact with their environment. Behavior changes that occur through learning are continuous, functional, positive, active, and directed. The process of changing this behavior can occur under various conditions, according to the explanations from educational and psychology

experts (Darman, 2020). Learning is an activity that involves the stages of design, implementation, and evaluation. Learning can also be considered as an effort to facilitate the learning process in students. In addition, learning can also be interpreted as an interaction between students, educators, and learning resources in a learning environment. (DR. Cucu Sutianah, 2021) Thus, learning activities in the learning process are determined by the interaction of the three components.

Reading is an activity to get information, knowledge, and new experiences (Dr. Elvie Susanti, 2022). Reading consists of two aspects, namely reading as a process and reading as a result. Reading as a process refers to the physical and mental activities involved. Meanwhile, reading as a result refers to the results or consequences of the reading activity itself (Harianto, 2020). Reading activity is a unique thing, so one cannot do it without studying it, especially for Junior High School students who learn new letters or words in English. One of the common challenges faced by young students in reading is when they are taught to read, teachers are often faced with young students who experience difficulties, both in the relationship of letters, syllables, words, and simple sentences and in understanding the contents of the reading.

Learning at the Junior High School level is adapted to the differences between low and high grades. Learning material in low grades is generally known as early reading learning, while in high grades it is called advanced reading learning.

The use of learning models and media is very important in teaching early reading skills to 7<sup>th</sup> in Junior High School. At the age of eleven, children are generally in the concrete thinking stage, where they more easily recognize and understand real things. In addition, the use of various assistive devices by the teacher can arouse students' interest in following the lesson. One of the media that is often used by teachers in teaching early reading is through picture cards (Intan Nurma Pertiwi, 2019).

Judging from the number of students in grade 7<sup>th</sup> at SMP Bina Insan Mandiri Bogor, namely 35 students, 16 students are not able to read English texts.

Learning to read at SMP Bina Insan Mandiri Bogor is still not optimal in guiding students in reading. The author still uses conventional methods involving story books and writing on the blackboard, while learning tends to be teacher-centered. The teacher's lack of understanding in guiding students in grade 7<sup>th</sup> beginning reading has resulted in low students' understanding of beginning reading. The use of letters and words media can be an effective means of guiding

students who are still not able in beginning reading. The author hopes that the use of word card media can improve students' initial reading skills.

The aim of this classroom action research was to improve student initial reading and reading comprehensions skills using picture card media at 7th grade Bina Insan Mandiri Junior High School Bogor.

## **RESEARCH METHODS**

This classroom action research was conducted at SMP Bina Insan Mandiri Bogor, which is located in the city of Bogor. This place is also a place where researchers carry out teaching assignments. The reasons for choosing this place are as follows: 1) the location is close to the researcher's house so it is easy to reach. 2) The current researcher is one of the teachers at the school, thus facilitating the implementation of this classroom action research.

Research Subjects: 1). Class VIII A of SMP Bina Insan Mandiri Bogor in the 2022/2023 academic year. The researcher acts as a researcher at SMP Bina Insan Mandiri Bogor.

The work procedure in this study consisted of 2 cycles. In the first cycle, the action is given based on the results of the initial reflection (pre-cycle). Based on these initial reflections, a class action research (PTK) was conducted which involved the stages of planning, action implementation, observation, evaluation, and reflection in each cycle 1.

Cycle I: Cycle 1 consists of: a. Planning; 1). Conditional documentation which includes a list of values and observation sheets. 2). Identification of the problem, namely the lack of optimal student learning outcomes in this study. 3). Create learning scenarios. 4). Make an observation sheet to monitor the learning process in class. 5). Prepare lesson plans. 6). Create an evaluation tool to measure students' understanding of the learning material. b. Action Implementation; First of all, an "introducing each other" activity (the first hour) is carried out by introducing yourself aloud by stating your full name, origin, and age. Next, students are given the task of writing self-introductions in related books. Then, tests were carried out in cycle 1 to measure student progress. c. Observation: a. Prepare observation sheets to observe student activities during the learning process. b. Collect data regarding student learning outcomes, including pre-cycle data, exercises, and cycle 1 test results. d. Reflection: Based on the results of the research above, an analysis was carried out involving measurements both quantitatively and qualitatively.

Cycle II: Based on the reflections from cycle 1 and the lack of improvement in expected learning

outcomes, the second cycle was carried out with the following steps: a. Planning: 1. Identify remaining problems. 2. Plan action. The planned action is through independent practice as an effort to improve learning outcomes. b. Implementation:

1. Prepare a lesson plan for the next cycle. 2. Evaluate student learning outcomes through cycle II tests. c. Observation: 1. Review the observation results from cycle 1.
2. Make careful observations to re-data of observations from cycle I. d. Reflection: After conducting research on cycle I and cycle II, an analysis of accurate data was obtained. From the results of the research, teachers can reflect on whether the independent training method can be applied in learning to students.

### **Data and Data Collection Methods**

#### **Research Data Source:**

The data source for this research came from 7A grade students at Bina Insan Mandiri Junior High School.

#### **Data Type:**

The data collected consists of quantitative and qualitative data, which includes:

- a. The results of independent practice on the subject of circles.
- b. The results of cycle I and cycle II tests were used to assess the increase in student learning outcomes.
- c. The results of observations on the implementation of learning.

#### **Data Retrieval Method:**

- a. The results of the exercise were obtained through research on the exercises carried out by students.
- b. Learning achievement is measured through grades or test scores performed.
- c. The learning situation when implementing the action was taken through observations made by researchers.

#### **Success Indicators:**

The benchmark for the success of implementing this classroom action research is if the overall ability of students to master the material "Introducing Yourself and Each Other" reaches a class average of  $\geq 70$ .

## RESULTS AND DISCUSSION

This research was conducted on class VIII A students at Bina Insan Mandiri Junior High School Bogor during the 2022/2023 academic year. Action research was conducted in two cycles. From cycle I to cycle II, indicators of success have been achieved. The indicator of success in this study is if the average test result reaches a score of  $\geq 70$ . Before taking the action, a pretest is carried out first to assess the extent to which students are able to master the material "Introducing Yourself and Each Other".

**Table 3.10 Reading assessment guidelines**

No.	Aspect that evaluated	Score
1	Speech fairness	3
2	Intonation fairness	3
3.	Fluency	2
4.	Sound clarity	2
Score		10

Source: primary data processed (2024)

**Table 3.12. Reading Mastery Criteria**

Criteria	score	Information
1. Very good	90-100	complete
2. Good	78-89	complete
3. Enough	70-77	complete
4. Poor	60-69	not complete
5. Very poor	<60	not complete

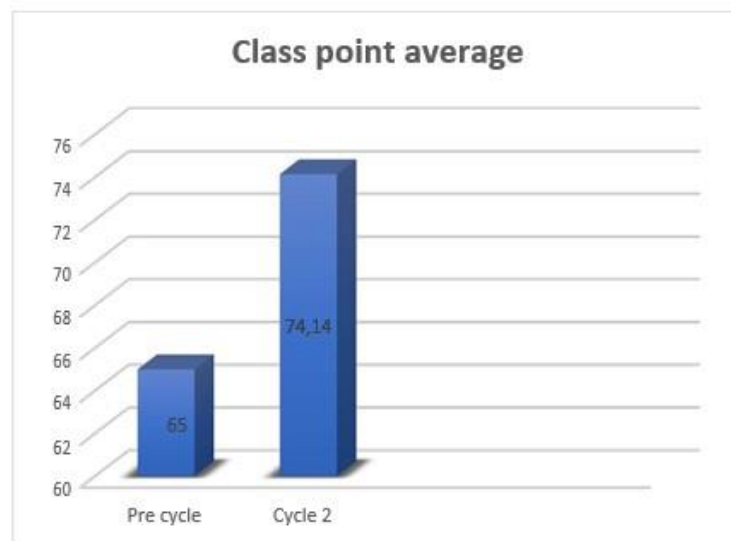
Source: primary data processed (2024)

**Table 4.7 Results action of Cycle 1**

Class 7 SMP Bina Insan Mandiri	Pre cycle	Cycle 1
1. Class point average	65	68
2. Students who complete	19	23
3. Percentage of completeness class	54%	66%

Source: primary data processed (2024)

From the results of the table above it can be seen that learning to read beginning using word card media can improve students' reading skills, from the average student pre-action 65 it increases to 68 and student completeness also increases from the initial condition of 19 students to 23 students, for more details see chart below.



Source: primary data processed (2024)

The increase in reading skills in cycle I was 68 (the initial condition of 65 increased to 68).

### **Reflection action Cycle 1**

Learning to read at the beginning of Indonesian lessons is still experiencing difficulties including, there are still children who cannot distinguish t from e, for example the words night becomes nite, bear becomes bare, it is still difficult to read letters, the most difficult thing is there are still children who do not know letters only know only a few letters.

**Table 4.13. Results of the 2<sup>nd</sup> cycle actions**

Class 7 SMP Bina Insan Mandiri	Pre cycle	Cycle II
1. Grade point average	65	74.14
2. Complete students	19	31
3. Completeness percentage	54%	88%

Source: primary data processed (2024)

From the table above it can be seen that the students' reading skills have increased, judging from the class average value from the initial condition of 65 increasing to 74.14. For more details, it can be shown in the following graph.

### Comparison of the average pre-cycle and cycle 2



**Graph 4.8**

### Comparison of the average pre-cycle and cycle 2

Source: primary data processed (2024)

Learning to read with word card media in cycle II the class average value increased by 9 (from the initial condition of 65 it increased to 74.14, In the second cycle the students' classical completeness increased by 34% (12 students) from the initial condition of 54% (19 students) increased to 88% (31 students).

#### **Action Reflection cycle II**

Learning to read at the beginning using word card media with the theme of transportation, there are some students who are still experiencing difficulties. Some of the difficulties experienced by students include:

- 1) 1 student does not know the letters,
- 2) 3 students still have difficulty combining letters correctly.

Thus, learning to read using word card media is able to improve the ability to learn to read early in children. From the pre-cycle and two cycles that have been carried out, it can be drawn the results of comparisons between the pre-action, student activities and the results of the actions of cycle I and cycle II. For more details, see the following table and diagram.

**Table 4.14 Comparison of pre-cycle student activity, 1<sup>st</sup> cycle 1, 2<sup>nd</sup> cycle**

Class 7 SMP Bina Insan Mandiri	Pre cycle	Cycle 1		Cycle II	
		1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting	1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting
1. Active	10	16	21	26	32
2. Not Active	25	19	14	9	3

Source: primary data processed (2024)

Based on the table above, it can be seen from each cycle that there has been an increase in student activity in participating in learning, from 10 students who were active, 16, 21, 26, and in cycle 2 meeting 2 there were 32 students who were active.

## CONCLUSION

Based on the discussion and description above, the writer can conclude that the ability to learn reading comprehension in the beginning of English for the 7th grade at SMP Bina Insan Mandiri Bogor using word card media can be increased.

The research was conducted in 7th grade of SMP Bina Insan Mandiri Bogor, with the problem "The low ability of students' initial reading comprehension in English subjects starting from Pre-Cycle, Cycle 1 to Cycle II, it can be concluded:

1. Student learning activities have increased starting from the Pre-Cycle, students are still lacking in active learning, cycle 1 begins to change, it is better, some students are active in learning, and cycle II is even better. Most and almost all students are active in learning.
2. The increase in the class average score on students' initial reading skills by 9 from the initial condition of 65 increased to 74.14). The number of grade 1 students who achieved the minimum mastery criteria increased by 34% or 12 students (the initial condition of 54% increased to 88%). These results can be said to meet the requirements of the specified success criteria, namely with an average class value of 70 and an average class completeness of 80%.



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