The Effectiveness Of Teaching Reading For Beginner Students Through Visual Media In Madrasah Ibtidaiyah Darul Hikmah Bone Regency

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Abstract—This study aims to describe the effectiveness of teaching reading for beginner through visual media in the Madrasah Ibtidaiyah Darul Hikmah Bone Regency. This is effected by the low ability reading in grade 1 Darul Hikmah. This type of research this is a class action Research (PTK) collaboration is done by two cycles. The design of this research using model Kemmis and Taggart. The subject of this research is the grade I MI Darul Hikmah that consisted of 15 male students and 13 female students. Method of data collection on this research uses: 1) tests, 2) observation, and 3) documentation. Analytical techniques descriptive data using quantitative and qualitative descriptive. The results showed that the use of visual media can enhance the process of learning to read for beginner can be seen from the attention of students increased and students seemed happy. This looks at the students pay attention seriously at a time when the teacher gives an example of how to read correctly. In addition, the enthusiastic students increased at the number of students who are eager to read in front of the classroom independently. The increase in the average value of the ability to read in the cycle 1 of the early conditions 5.47 the initial conditions 69.21 increased to 74.68 and cycle 2 increased by 11.97 the initial conditions of 69.21 to 81.18.

Index Terms—Grade I MI, reading for beginner, visual media

1 INTRODUCTION

BASED on the standard contents of the unit of elementary and secondary education to grade one in Indonesia language subjects in elementary schools that there are four aspects of language proficiency and poetry i.e. listening, speaking, reading, and writing. The four aforementioned aspects are closely interrelated so that it forms one inseparable Unity [1]. One of the demands to be able to master science and technology is to read. An effective learning process among other things done with reading. Reading is one of the dominant factors in creating a prosperous life with advances in science and technology. By reading the book, people can open the horizon of the world and absorb a lot of information. From reading that is the quality of human resources will increase. For the people that cultured academic, reading is a thirst that never ends. The more reading then it will increasingly encourage curiosity in him, so there is no wasted time in his life [2]. The facts above show that the people of developed countries are characterized by the development of a culture of reading [3]. Reading skills positions and leading role is in people’s lives. Reading became the bridge for students who would like to have interactive capabilities and integrated. In the process of teaching and learning, between teachers, students, and the book is a component which is inseparable. For the transfer of knowledge, the teacher should read. Reading skills is an ability that is critical for knowledge and as a communication tool for humans’ life. Children who love to read will have a high linguistic sense. Reading as an activity that can stimulate a child’s brain [4]. In addition, by reading the child will also gain academic excellence, developing excellent communication skills, as well as forming a child’s vocabulary is owned to communicate well [5]. Reading is crucial to the development of knowledge due to the percentage of the transfer of most science is done through reading [3]. If learning to read in the initial class is not robust, at the stage of reading or writing the next will be more troublesome students. Reading and writing skills, especially reading skills should be mastered by the SD/MI students because these skills directly related to the student’s learning process throughout the in SD/MI students who are not able to read well would have difficulty in following the activities of learning for all subjects. Students’ reading skill at the primary school level is still low or still lacking, although some schools have implemented the reading test before entering elementary school. As applied in the Madrasah Ibtidaiyah Darul Hikmah Bone Regency did the reading test to prospective students. After that, the student who passes the reading test will be classified based on the level of mastery of the students’ reading. They are divided into 3 classes, i.e. classes 1a, 1b, and 1 c with the utilization of the media in the process of teaching and learning progression, ranging from simply props up the carrier of information. However, currently the props have not placed as one of the components of the teaching system in school, so it has not been used optimally and that is one of the factors the causes of low achievement of student learning.

One of the learning media that can be used to improve the reading skills for beginner is visual media. Grindar stated that for every 30 students, 22 of which were capable of learning effectively during his teacher presents a form of teaching that combines between audiovisual [6]. Learning activities with an interesting visual media can provide stimulation on the students to develop the ability to read. The purpose of this Class Action Research in an effort to provide the teaching reading for beginner while the teachers get new knowledge in using the media effectively to improve the reading ability. Therefore, the title of this research is the "effectiveness of Teaching Reading for Beginner through Visual Media in Madrasah Ibtidaiyah Bone Regency".

2 RESEARCH METHODS

The research is the Research Action class (PTK) or Classroom Action Research (CAR). A Class action is a research in observing a learning activity against the actions, which accidentally appear and occur in a classroom [7]. The research was carried out in class 1 MI Darul Hikmah, Bone

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Regency. The subject of this research is the 28 students of the 1 grade consisting of 15 male students and 13 female students. The object of this research is the effectiveness of teaching reading for beginner through visual media in Madrasah Ibtidaiyyah Bone Regency. This study used a model developed by Stephen Kemmis and Robin Taggart [8]. In this study, each cycle consisting of: 1) planning (planning), 2) action (action) & observations (observation), and 3) Reflection (reflection). Methods of data collection on this research use: 1) tests, 2) observation, and 3) documentation. Analytical techniques descriptive data using quantitative and qualitative descriptive.

3 RESULTS AND DISCUSSION

3.1. Pre-action
The first step is done before researchers carry out actions, i.e. do the initial observations at the reading learning time to observe and interview the classroom teacher, to know the state of early learning, and to observe the beginner of grade 1 MI Darul Hikmah. Based on observations conducted on 27-28 July 2018 in class 1 MI Darul Hikmah, it shows that students reading skills are still visible in the low average value of students namely 69.21. There are students who still difficult in distinguishing letters, many students read by skipping the word which should be read in a sentence, many students have difficulty in reading using the intonation, many students get trouble reading the vocabulary, and many students are shy to read in front of the class. In addition, teachers are not using varied media in teaching, so that the learning process becomes less interesting and monotone.

Based on the value of the reading skills for beginner in pre-action, only 1 student or 3.57% who get excellent value criteria, 12 students get good or value of 42.8%, 13 students or about 46.42% who earn enough value, and there are 2 students or 7.14% who scored less. For more details, it can be seen in the table 1.

### TABLE 1
THE PERCENTAGE OF READING SKILLS MASTERY CRITERIA FOR THE COMMENCEMENT OF THE PRE-ACTION

<table>
<thead>
<tr>
<th>Value</th>
<th>Criteria</th>
<th>Total Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Excellent</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>66-79</td>
<td>Good</td>
<td>12</td>
<td>42.8%</td>
</tr>
<tr>
<td>56-65</td>
<td>Considerable</td>
<td>13</td>
<td>46.42%</td>
</tr>
<tr>
<td>40-55</td>
<td>Less</td>
<td>2</td>
<td>7.14%</td>
</tr>
</tbody>
</table>

Based on the results of observation conditions before action then the researchers draw up improvement in learning reading, reading skills at grade I MI Darul Hikmah can increase. The average value of students’ reading can achieve the average value that has been set up, namely in the amount of 75. In addition, a minimum of 75% of the total number of grade 1 students acquires in accordance with a set value i.e. ≥ 75. Therefore, in order that students can be motivated to follow learning reading using varied learning media. It is required to attract the students’ attention to read.

3.2. The Cycle 1
The implementation of cycle 1 was exercised as much as 3 times the meeting: on Monday 30th of July, Wednesday 1st of August, Friday 3rd of August 2018 using the theme of daily activities. The action of cycle 1 consists of four stages, namely: planning, action, observation, and reflection. Based on the test results of reading skills through visual media, it can improve reading skills in grade 1 MI Darul Hikmah. The average value of the reading ability in cycle 1 of the early conditions 5.47 69.21 increased to 74.68. More details can be seen in the table 2.

### TABLE 2
THE INCREASING VALUE OF THE AVERAGE READING FOR THE BEGINNER STUDENTS IN PRE-ACTION AND ACTION CYCLE 1

<table>
<thead>
<tr>
<th>Class</th>
<th>Average Value</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Pre-action</td>
</tr>
<tr>
<td>I</td>
<td>69,21</td>
</tr>
</tbody>
</table>

3.3. The Cycle 2
Cycle 2 action plan is similar to the planning of cycle 1. But the implementation of the action in cycle 2 is done by observing the results of a reflection on the cycle 1 strived to be anticipated. Based on the test results of reading skills through visual media, it can improve reading skills for beginner in grade 1 MI Darul Hikmah. The average value of the ability to read in cycle 2 increased with the initial conditions of 11.97 69.21 to 81.18. For more details, it can be seen in the following table 3.

### TABLE 3
THE INCREASING VALUE OF THE AVERAGE READING FOR THE BEGINNER STUDENTS IN PRE-ACTION, CYCLE I, CYCLE II

<table>
<thead>
<tr>
<th>Class</th>
<th>Average Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-action</td>
</tr>
<tr>
<td>I</td>
<td>69,21</td>
</tr>
</tbody>
</table>

Thus, an increase in the average value of pre-action, cycle 1 and cycle 2, actions can also be visualized in the Figure 1.

**Fig. 1.** The mean value of the pre-action diagram in cycle 1 and cycle 2

Based on the diagram above, the criteria of success reading through the visual media increased in each cycle. The details can be seen in the table 2 and 3.

4 CONCLUSION
Based on the results of research and discussion has been done, it can be concluded that the effectiveness of teaching reading for beginner through visual media in the Madrasah Ibtidaiyah Darul Hikmah is very good. The results of this study showed an increase in reading skills which can achieve the success criteria. The average value of the ability to read in cycle 1 of the early conditions 5.47 69.21 increased to 74.68 and cycle 2 increased by the initial conditions of 11.97 69.21 to 81.18.
REFERENCES


