

IMPROVING BEGINNING LITERACY THROUGH IMAGE MEDIA STUDENTS OF CLASS I SDN 8 KABILA BONE, BONE BOLANGO DISTRICT

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ABSTRACT

The problem in this research is "Can the reading literacy skills of first grade students at SDN 8 Kabila Bone through image media increase?" The goal to be achieved in this study is to increase initial reading literacy through the media of pictures of first grade students at SDN 8 Kabila Bone, Bone Bolango Regency. This type of research is classroom action research (CAR), which consists of 2 cycles. The results of the study showed that in the first cycle the first meeting was 10 students or 40% who were able to read initial literacy, cycle I the second meeting, namely 13 students or 52% who were able to read initial literacy, because in the first cycle they had not reached the predetermined performance indicators, they continued in cycle II. In cycle II the first meeting, namely 17 students or 68% who were able to read initial literacy and in cycle II the second meeting increased to 22 students or 88%. Students already understand and actively participate in the learning process through the media of images. Thus it can be concluded that through media images the initial reading literacy skills of grade I students at SDN 8 Kabila Bone, Bone Bolango Regency have increased.

Keyword : Beginning Reading Literacy, Image Media

INTRODUCTION

Beginning reading literacy will greatly affect advanced reading skills, as a capability that underlies subsequent abilities, initial reading literacy skills really require in-depth attention, initial reading literacy in grade I is the foundation for further teaching. As a foundation it must be strong and sturdy, therefore it must be served and carried out efficiently and seriously. Iteration is the ability to read and write. The development of literacy is very important to note, because literacy is the initial ability that must be owned by every individual to live life in the future. Literacy learning will get optimal results if it is given at an early age so it is called early literacy. This is because at an early age there is a golden age, namely the golden age of children where at that time children experience a very rapid development. Hurlock (Dewiyani, 2017:8) . Literacy in basic education, especially at the elementary school (SD) level, must be strengthened, because elementary school is the foundation for student education in formal institutions. Literacy is the gateway to mastering learning material. In the lower grades (I-II1) they are taught reading, writing, and arithmetic (CALISTUNG) which incidentally is basic literacy in the implementation of learning that takes place at school still facing various problems including the lack of students' reading literacy skills.

The difficulties faced by students in initial reading literacy can be seen from the lack of ability of students to pronounce punctuation and vocabulary mastery. teacher centered. Image media is one of

the media that is grouped in traditional media, namely visual-based media. Image media is a media that is often used by teachers in conveying subject matter. So image media is media that is used to visualize or transmit messages from sources to recipients (students). The use of this media is very beneficial in accelerating students' ability to initial reading literacy.

The Truth of Literacy

Literacy is understood as a set of abilities to process information that resides in individuals to understand and use school reading materials. The term literacy generally refers to reading and writing skills. A literate is a person who has mastered reading and writing skills in a language. however, in general, a person's mastery of reading skills is better than his writing skills, even other language skills precede these two skills from the point of view of ease and mastery, namely listening and speaking skills.

Definition of Literacy

Literacy in the Big Indonesian Dictionary means the ability or ability to write and read. Literacy according to (Teale and Sulzby) comes from the word literacy which means literacy or the ability to read and write and/or skills in reading and writing. The definition of literacy based on the context of its use according to Baynham is the integration of listening, speaking, writing, reading, and critical thinking skills. Meanwhile, James Gee defines literacy as a skill possessed by a person in the form of thinking, speaking, reading and writing activities.

According to Merriam (Kalida and Mursyid, 2015) literacy is an ability or quality of literacy in a person in which there is the ability to read, write and also recognize and understand ideas visually. Alberta explained that literacy is the ability to read and write, increase knowledge and skills, think critically in solving problems, the ability to communicate effectively which can develop potential and participate in community life.

Literacy Goals

The objectives of literacy according to (Kalida and Mursyid. 2015) are as follows: (1) Help increase public knowledge by reading various useful information, (2) Help increase one's level of understanding in drawing conclusions from the information read, (3) Increase one's ability to provide a critical assessment of a written work, (4) Help grow and develop good character in a person, (5) Increase the value of one's personality through reading and writing activities, (6) Grow and develop a culture of literacy in the midst of society at large , (7) Help improve the quality of one's use of time so that it is more useful.

Types of Literacy and the Benefits of Literacy

In the Master Design Book of the School Literacy Movement issued by the Ministry of Education and Culture, it is stated that there are at least 6 components of literacy, namely: "early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy." These literacy components are explained as follows:

- a. Early Literacy That is the ability to listen, understand spoken language, and communicate through pictures and speech which is shaped by his experience interacting with his social environment at

home. The experience of students in communicating in their mother tongue is the foundation for the development of basic literacy.

- b. **Basic Literacy** That is the ability to listen, speak, read, write, and count (count-ing) related to analytical skills to calculate (calculate), perceive information (perceiving), communicate, and describe information (drawing) based on understanding and personal conclusions.
- c. **Library Literacy** Provides an understanding of how to distinguish between fiction and non-fiction reading, utilizing reference and periodicals collections, understanding the Dewey Decimal System as a classification of knowledge that makes it easier to use the library, understanding the use of catalogs and indexing, to having knowledge in understanding information when completing a writing, research, work, or solving problems.
- d. **Media Literacy** That is the ability to know different forms of media, such as print media, electronic media (radio, television), digital media (internet media), and understand the purpose of their use.
- e. **Technology Literacy** That is the ability to understand the completeness that follows technology such as hardware (hard-ware), software (software), as well as ethics and etiquette in using technology. Next is the ability to understand technology for printing, presenting, and accessing the internet. In practice, understanding of using a computer (computer literacy) which includes turning on and turning off the computer, storing and managing data, and operating software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing the information needed by the community.
- f. **Visual Literacy** is an advanced level of understanding between media literacy and technology literacy, which develops learning abilities and needs by utilizing visual and audio-visual materials critically and with dignity. Interpretation of visual material that is unstoppable, whether in print, auditory, or digital form (the combination of the three is called multimodal text), needs to be managed properly. However, there is a lot of manipulation and entertainment in it that really needs to be filtered based on ethics and decency.

The benefits of literacy according to Dewayani Sofie (2017) are as follows:

1. Adding to someone's vocabulary
2. Optimizing brain performance because it is often used for reading and writing activities.
3. Gain new insights and information.
4. One's interpersonal skills will be better
5. The ability to understand the meaning of information will increase.
6. Improve one's verbal ability
7. Improve one's analytical thinking ability.
8. Helps improve one's focus and concentration ability.
9. Improving one's ability to compose meaningful words.

Literacy Principles

There are several important principles in developing literacy in an educational institution, according to Kyelene (in Dewayani Sofie, 2017), the following are some of the principles for developing school literacy, namely :

1. **Balanced** . Every student has different needs from one another, schools must apply this principle by applying strategies in reading and reading variations.

2. Spoken language is very important . Each student must be able to discuss information in an open discussion that allows differences of opinion to occur. It is hoped that students will be able to express their opinions and practice more critical thinking skills.
3. Takes place during the curriculum . The literacy program is applied to all students and does not depend on a particular curriculum, in other words literacy activities are mandatory for all teachers and fields of study.
4. The importance of diversity . Diversity is something that deserves to be shared and celebrated every day in school. This can be done by providing various books on the theme of the rich culture of Indonesia so that students are more familiar with the nation's culture and participate in preserving it.

The Essence of Beginning Reading

Saleh Abbas (2006: 102) explains that reading is essentially an activity to capture written and implied reading information in the form of literal, evaluative, and creative reading comprehension, by utilizing learning experiences. Anderson, et al. (via Sabarti Ak gift, 1992/1993: 23) says that there are five characteristics of reading. These characteristics are: (1) reading is a constructive process; (2) reading must be fluent; (3) reading must be done with the right strategy; (4) reading requires motivation; and (5) reading is a skill that must be developed on an ongoing basis. The goal at the basic education level is to form students who have basic skills and abilities in reading, writing and arithmetic. With reading skills, students can correctly understand various kinds of information contained in writing.

Definition of Beginning Reading

Beginning reading generally begins when students enter the first grade of elementary school, when they are around six years old. Even so, there are students who have learned to read earlier and there are also those who have just learned to read at the age of seven or eight years. There has long been a debate between researchers who emphasize symbol recognition and those who emphasize recognition or complete sentences. Reading is not only pronouncing written language or punctuation marks, but also responding to and understanding the contents of written language, thus reading is essentially a form of written communication. Teaching reading and beginning is given in grade 1 in accordance with the abilities and development of students, teaching reading and writing beginning in grade 1 aims to make students skilled at reading and writing. Beginning reading without books is given with the consideration that students who have just entered school are not immediately burdened with problems that incriminate them. Therefore students are only involved in activities such as: a. Listening to the teacher's story b. Question and answer with the teacher c. Pay attention to the pictures shown by the teacher d. Talking about pictures.

According to Abbas Salleh (2006) learning to read in elementary schools is classified into two, namely: a) initial teaching for grades I and II, and b) advanced reading teaching for advanced classes, namely grades III, IV, and VI. Reading at this level is a learning activity to recognize written language. It is through writing that students are required to be able to voice the punctuation of the sound of the language, in order to acquire the ability to read three requirements are needed, namely the ability to sound: (a) punctuation and writing, (b) mastery of vocabulary to give meaning, and (c) incorporate meaning into language proficiency. . Beginning reading is a skill and cognitive process. The skill process

refers to the recognition and mastery of phonemic punctuation, while the cognitive process refers to familiar phoneme punctuation to understand the meaning of a word or sentence. Beginning reading.

Beginning Reading Objectives

Ahmad Rofi'udin and Darmiyati Zuchdi (1996/ 1997: 47) say that education in elementary schools aims to provide basic literacy skills, knowledge, and basic skills that are beneficial to students according to their level of development and prepare them for further education. carry on. When someone reads, of course they have a purpose. Various kinds of reading purposes depending on the reader. The purpose of reading is also adjusted to the type of reading and reading material. The purpose of reading can be grouped as follows. a. Filling spare time or looking for entertainment, b. Interests of study (academic), c. Seek information, increase knowledge, and d. Enrich the vocabulary treasury, and others (Supriyadi, 1992: 117). According to Supriyadi, et al (1992, p.117), the purpose of early reading in grades I and II is to teach students from not being able to become good at reading. This opinion implies that the purpose of reading for students in grades I and II requires students to be able to recognize punctuation marks, written into meaningful sounds or sounds, and demands that students read fluently and correctly in their pronunciation.

Beginning Reading Steps

Beginning reading in grade 1 is mainly directed at helping students voice syllables and words, pronounce simple sentences with the right pronunciation and intonation. To teach students to pronounce simple sentences with the correct pronunciation and intonation, for example, the following steps can be taken: a. Invite students to understand the context of simple sentences that will be spoken b. Express the words that build the sentence with the correct pronunciation c. Expressing simple sentences with examples given by the teacher d. Repeat simple sentences with correct pronunciation and intonation e. Students say the simple sentences themselves with the correct pronunciation and intonation.

Beginning Reading Learning

In Usaid Prioritas (2015: 32) the reading program in the early grades requires intensive assistance by the teacher. The teacher begins to introduce letters, syllables, vocabulary and sentences. The aim of this program is to familiarize students with active reading. Reading habits will develop into a reading culture if supported by various factors, such as student conditions, learning environment, availability of reading materials, and parental support. Likewise, Hartati, et al (2006: 137) stated that the main goal of grade I SD students is to have the ability to read and write at the basic level. This basic ability will become the basis for other skills, both in academic life at school and in everyday life in society. Beginning reading learning in elementary school should be done in a concrete and gradual manner, starting from the simple to the complex. One of the methods most often used by teachers in carrying out early reading learning in elementary school is the spell method and the sound method. Both of these methods have the same learning technique, namely reciting loose letters which are then strung together into syllables and then into words. The only difference lies in the pronunciation of the letters. The spelling method, pronouncing the consonants is the same as the pronunciation in general, while the

pronunciation of the consonants in the sound method is pronounced using e 'pepet' in the pronunciation. Example [b] is pronounced as [eb], as well as the pronunciation of other consonants.

The Nature of Image Media

Image media is anything that is manifested visually in a 2-dimensional form as an outpouring or various thoughts such as paintings, portraits, slides, films, strips, projectors. Meanwhile, according to Sadiman, image media is the most commonly used media, which is a general discussion that can be understood and enjoyed anywhere. It is different from what Soelarko said that the media image is the imitation of objects and landscapes in terms of shape, appearance and size of the environment. Based on the definition of image media, according to some experts, it can be concluded that image media is media that is manifested visually in 2-dimensional form which is an imitation of objects and scenery through a combination of expressing words and ideas that are clear and strong.

Definition of Image Media

The word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction (in Arief S, Sadiman et al, 2010: 6). Gagne stated that the media are various types of components in the student's environment that can stimulate him to learn. According to Briggs media are all physical devices that can present messages and stimulate students to learn (Arief S, Sadiman, et al, 2010: 6). The word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction (in Arief S, Sadiman et al, 2010: 6). Gagne stated that the media are various types of components in the student's environment that can stimulate him to learn. According to Briggs media are all physical devices that can present messages and stimulate students to learn (Arief S, Sadiman, et al, 2010: 6).

Advantages and Disadvantages of Image Media

There are several advantages in using image media, namely: a) concrete in nature, b) images can overcome the limitations of space and time constraints, c) images can overcome limitations of observation, d) can clarify a problem, and e) cheap, easy to obtain, easy to use, without the need for special equipment. In addition to these advantages, pictures or photos have several weaknesses, namely: (a) pictures or photos only emphasize sensory perception, (b) pictures or photos of objects that are too complex are less effective for learning activities, and (c) the size is very limited for groups. big.

Steps to Use Image Media

According to Kosasih (2007: 17) the steps for using media images are as follows: (1) The teacher uses pictures according to the growth and development of students, (2) The teacher shows pictures to students in front of the class, (3) The teacher explains lessons using pictures, (4) The teacher conveys mathematical material about number lines using picture media, (5) The teacher directs students' attention to an image while asking questions to students one by one, (6) The teacher gives students the opportunity to submit questions according to the material presented. taught, (7) The teacher gives assignments to students, (8) Together with the students the teacher concludes the subject matter. Before using media images in the learning process, a teacher must pay attention to the steps to use them, so that learning using media can run well.

The Use of Image Media in Beginning Reading Literacy

In the learning process using image media in the form of images printed on paper, in this image there is material about animate and inanimate objects which will be shown to see how the students respond. Can the media that we use affect understanding or learning outcomes that students will get or not in learning literacy reading beginning which will be carried out in semester II or even semester using theme 7 "Objects, Animals and Plants around me" sub-theme 1 "Living Objects" and not alive" In learning early reading literacy students are required to be able to determine vocabulary and understand the explanations that have been given by the teacher.

The following are steps for using image media to improve initial reading literacy. The teacher prepares himself, the teacher appreciates by exploring students' knowledge of the initial reading literacy they have heard, the teacher conveys the learning objectives to be achieved, the teacher explains material related to animate and inanimate objects, and the teacher and students conduct questions and answers about examples. Examples of living and non-living objects in the school environment. Then the teacher awakens student readiness, the teacher prepares media images that are used for the learning process, and the teacher conditions students to pay attention to the media images that are distributed by the teacher. Students listen to the material read by the teacher. Students are asked to provide responses or comments on the text of the image. and with the teacher's guidance students take turns reading texts of animate and inanimate objects. After that students group objects based on their characteristics. The teacher gives students the opportunity to observe various pictures of objects and then cut and paste them into the available places. Following up on the program, the teacher guides students in concluding the learning that has been done. The teacher and students reflect on the learning that has been done. The teacher provides feedback on the learning process. The teacher provides follow-up in the form of homework. Based on the theoretical studies above, the indicators to be assessed in this study are as follows: 1) Mentioning punctuation marks, 2) Vocabulary mastery, 3) Fluency and clarity of voice, and 4) Accuracy of pronunciation and intonation.

RESEARCH METHODS

This research uses a type of classroom action research (CAR) which aims to improve the quality of classroom learning which is carried out in cycles.

Research variable

The variables in this study are input variables, process variables, and output variables.

1. Input Variables

The input variables in this study consisted of grade 1 students at SDN 8 Kabila Bone Kab. Bone Bolango which was used as the object of research, class teachers taught in class 1 books as a guide to be used as teaching materials, as well as procedures for using media images to support reading skills.

2. Process Variables

The process variable is transporting the action process or teaching and learning activities to class action and improving students' reading skills in grade 1 SDN 8 Kabila Bone Kab. Bone Bolango through image media on reading literacy skills. The steps for using picture media in learning are as follows: (1) The teacher uses pictures according to the growth and development of students, (2) The teacher shows pictures to students in front of the class, (3) The teacher explains lessons using pictures, (4)). taught,

(7) The teacher gives assignments to students to measure student understanding, (8) Together with the students the teacher concludes the learning material.

3. Output Variable

The output variable is increasing the ability to read beginning through the media of pictures of the first grade students at SDN 8 Kabila Bone, Bone Bolango Regency with the following indicators: a. Students are able to read the beginning by mentioning punctuation marks, b. Students are able to read the beginning by showing mastery of vocabulary, c. Students are able to read the beginning fluently and sound clarity, d. students are able to read the beginning with proper pronunciation and intonation.

DATA COLLECTION TECHNIQUE

Data collection techniques carried out in this study are as follows.

1. test . To obtain the desired data, the researcher uses a tool in the form of a test. According to Sugiyono (2017: 146), a test is a set of stimuli that is given to someone with the intention of getting an answer that can be used as the basis for applying a score. The tools used are simple sentences that are used to measure reading ability.
2. Observation . According to Sugiyono (2017: 120) observation is a complex process, a process composed of various biological and psychological processes. Observation is an activity carried out to obtain data or descriptions directly in the field and focuses on the object to be studied by the researcher. Observations in this study were in the form of complementary observation sheets from tests by knowing students' abilities, seriousness and activeness.
3. Documentation . Sugiyono (2017: 329) explains that documentation is a record of past events. Documentation can be in the form of writing, pictures or monumental works of a person. In this study, documentation techniques were used to document all research data and to document research activities held at SDN 8 Kabila Bone, Bone Bolango Regency.

DATA ANALYSIS TECHNIQUE

In analyzing students' reading ability through the media of images, it is carried out in stages at the end of each lesson. The data analyzed are the results of student observations and observations of teacher activities. To calculate the following reading ability percentage. (Sugiyono, 2017). students use the following formula, (Sugiyono, 2017).

$$p = \frac{f}{n} \times 100\%$$

Information :

- P = Percentage
F = Number of Students who Can Read
N = Number of Students
100% = Fixed Number

RESULTS AND DISCUSSION

The implementation of classroom action research on improving initial reading literacy skills through media images in class I SDN 8 Kabila Bone, Bone Bolango Regency started from the initial observation activities which served as the basis for carrying out class action research cycles I and II, in each action

there was an increase. As for the results of the evaluation of initial reading literacy skills through media images in cycle I, students still look confused because the media is being used for the first time and is known to students. Moreover, many students are just silent and are only used to reading using ordinary things. The aspect of mentioning punctuation marks out of 25 students included 4 students who were able criteria with a percentage of 16%, 13 students who obtained the criteria of being incapacitated with a percentage of 52%, and 4 students who obtained the criteria of being unable with a percentage of 32%. In terms of vocabulary mastery, of the 25 students, there were 4 students with the criteria of being able with a percentage of 16%, 14 students getting the criteria of being incapacitated with a percentage of 56%, and 7 students getting the criteria of being unable with a percentage of 28%. In the aspect of fluency and clarity of voice of 25 students, there were 7 students with criteria of being able with a percentage of 28%, 10 students getting criteria of being incapacitated with a percentage of 40%, and 8 students getting criteria of being unable with a percentage of 32%. In the aspect of accuracy of pronunciation and intonation of 25 students, there are 4 students with criteria of being able with a percentage of 16%, 14 students getting criteria of being incapacitated with a percentage of 56%, and 7 students getting criteria of being unable with a percentage of 28%.

Cycle II already clearly knows the image media, so there are not many obstacles encountered. This can be seen in the results of data analysis which has increased from the previous cycle. The aspect of mentioning punctuation marks out of 25 students included 17 students with criteria of being able with a percentage of 68%, 8 students getting criteria of being incapacitated with a percentage of 32%, and students getting criteria of not being able to no longer exist or 0%. In the aspect of vocabulary mastery of 25 students, there were 17 students with criteria of being able with a percentage of 68%, 8 students getting criteria of being incapacitated with a percentage of 32%, and students getting criteria of not being able to no longer exist or 0%. In the aspect of fluency and clarity of voice of 25 students, there were 16 students with criteria of being able with a percentage of 64%, 9 students getting criteria of being less able with a percentage of 36%, and students getting criteria of not being able to no longer exist or 0%, aspects of the accuracy of pronunciation and intonation of 25 students there are 17 students with criteria of being able with a percentage of 68%, 8 students getting criteria of being less able with a percentage of 32%, and students getting criteria of not being able to exist or 0%. With the results of observations on students' ability in reading literacy at the beginning of SDN 8 Kabila Bone, Bone Bolango Regency, the learning process has increased and obtained maximum results so that it is no longer continued in the next cycle.

Based on the description of the data described above, it is clear that the increase in initial reading literacy skills in cycle I to the implementation of cycle II appears that there has been an increase in students' abilities so that it is proven after going through classroom action research, initial reading literacy skills through picture media in class I students at SDN 8 Kabila Bone, Bone Bolango Regency increased.

CONCLUSIONS

Based on the results of the study it was concluded that through media pictures the literacy skills of beginning reading in grade I students at SDN 8 Kabila Bone, Bone Bolango Regency increased. In cycle I the first meeting, 10 students or 40% were able to read initial literacy, cycle I in the second meeting, namely 13 students or 52% were able to read initial literacy, cycle II the first meeting was 17 students

or 68% who were able to read initial literacy and at cycle II the second meeting increased to 22 students or 88% Students already understand and actively participate in the learning process through media images .

Suggestion

Based on the results of the research above, the researcher can provide the following suggestions. students are advised to be more active in the learning process , teachers should also avoid teacher-centered learning models and hopefully , apply this picture media to improve the quality and quality of learning to read. schools as a reference for the use of media images in the teaching and learning process is very necessary. researchers should continue to strive to develop knowledge related to developing children's early reading skills in using media images with other learning activities.

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