

USE OF SERIAL IMAGE MEDIA TO IMPROVE THE READING SKILLS OF UPT SMKN 8 MAKASSAR

Arita Herawati

UPT SMKN 8 Makassar, Indonesia .

ABSTRACT

This research aims to improve the reading skills of Class XI students at UPT SMKN 8 Makassar for the 2023/2024 academic year. The research method used is classroom action research (PTK). The sample consists of 1 class totaling 21 people. Classroom action research carried out in cycle I and cycle II using serial image media was proven to have improved students' reading abilities. This can be seen from the results of the percentage of student learning completeness in the Pre-cycle stage of 38%, Cycle I of 62%, and an increase in cycle II of 81%. So, it can be concluded that the use of serial image media can improve the reading skills of class XI students at UPT SMKN 8 Makassar.

Keywords: Learning Media, Serial Images, Reading, CAR

INTRODUCTION

Reading skills in the subject are one of the basic language skills taught in school. Teaching reading must contain efforts that can bring a series of skills. These skills are closely related to the processes that underlie the mind. The more skilled a person is at language, the more intelligent and clear their thoughts are. Reading is a type of receptive written language ability. It is called receptive because by reading a person will gain information, knowledge, and new experiences. Readers must be able to manage each part of the text, because reading comprehension will be easily obtained if the reader is able to organize a text.

The problem of difficulty learning to read is most often encountered with a large proportion, where more than 50% of children are at risk of having difficulty learning to read, it is even estimated that students who have difficulty learning to read have the highest frequency of experiencing academic problems at 90%. Students who have difficulty learning to read rank high among other learning difficulties, the percentage of reading disorders covers 80% of the number of children who have learning difficulties, some even think that almost 90% of children who have learning difficulties have reading difficulties.

The ability to read at elementary school level is a basic ability that must be possessed along with counting (calistung). It is not an exaggeration to assume that the most important thing for elementary school students is being able to read, write and count. This is because these three abilities are the basis for continuing

education to the next level. Problems will arise if students' reading skills do not develop according to expectations, as is the case at UPT SMKN 8 Makassar.

Based on field observations, not all students have the same reading ability so that in class XI there are still students who have difficulty in reading, there are still students who stammer in reading and there are also students who still do not have accurate pronunciation in reading.

Based on these conditions, various efforts are needed to improve students' abilities, one of which is the use of serial image media. Media is really needed to help students in learning. Media is anything that can be used to convey messages from the communicator to the communicant so that students' thoughts, feelings, attention, and interests can be stimulated (Indraswati et al., 2020). The use of serial image media can be modified with various learning models. Research proves that the use of the *think talk write learning model* assisted by serial image media influences student learning outcomes.

METHODS

The approach used in this research is a descriptive qualitative approach, namely a research approach that seeks to describe a symptom, event, incident that is occurring now, where the researcher photographs the event and the event that occurs becomes the focus of his attention and then describes it as it really is. Qualitative research aims to obtain a complete picture of something according to the views of the people being studied. This research does not reduce numbers or graphs, but rather provides descriptions in sentence form. This classroom action research uses a PTK design with 2 cycles. Each cycle consists of four stages, namely action planning, action implementation, observation and evaluation. The subjects of this research were class XI students with a total of 21 students, consisting of 13 girls and 8 boys. Data collection techniques are the methods used by a researcher to collect the data needed in the research. There are three data collection techniques used in this research, namely observation, tests and documentation. To analyze the level of student success after each teaching and learning process, this is done by giving written test questions at the end of the lesson. Written test result data is analyzed by calculating *the mean* or average of all students in the class, namely by comparing the class average before and after an action is taken.

FINDINGS AND DISCUSSION

Findings

1. Pre Cycle Description

Based on the results of observations made at the pre-cycle stage of the Indonesian language learning process for class XI UPT SMKN 8 Makassar class XI-B, it is known that especially in reading material, teachers have not paid attention to student activity. It is the teacher who plays an active role in learning, while the students are only passive listeners. Students still seem passive as if they only accept the material explained by the teacher without giving much response.

TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 10 Number 3 December 2022

At this pre-cycle stage, students' learning abilities, especially in Indonesian language subjects, are still low. This can be seen from the table of students' learning abilities in Indonesian language subjects at the pre-cycle stage below:

Table 1
Data on Pre-Cycle Stage Students' Reading Ability Results

NO	Subject Name	KKM	Mark	Information	
				Complete (>70)	Incomplete (<70)
1.	A	70	75	✓	-
2.	A.J.S	70	50	-	✓
3.	AHG	70	70	✓	-
4.	AF	70	70	✓	-
5.	AL	70	45	-	✓
6.	APS	70	75	✓	-
7.	AFR	70	50	-	✓
8.	AK	70	70	✓	-
9.	ESB	70	60	-	✓
10.	HKA	70	60	-	✓
11.	I	70	70	✓	-
12.	NAT	70	60	-	✓
13.	NAR	70	50	-	✓
14.	MA	70	50	-	✓
15.	MAB	70	60	-	✓
16.	FOLDER	70	50	-	✓
17.	MD	70	65	-	✓
18.	RACE	70	70	✓	-
19.	LEGITIMATE	70	50	-	✓
20.	YES	70	60	-	✓
21.	ZKP	70	70	✓	-
Amount			1280		

Average	60.95
Mastery learning	38% 62%

Based on the learning results table above, the average value and percentage of student learning completeness before the action (pre-cycle). Based on the results of calculating the completeness of learning outcomes, it was found that the completeness of students' learning outcomes in the initial test was 38% and 62% were incomplete. The average score for completeness of learning outcomes is 60.95 and completeness of learning is 38%. Based on these calculations, in this initial condition, reading learning can be said to have not achieved the expected goals.

2. Cycle 1 Action Results

The initial activities of this cycle were carried out based on the results of observations or observations made at orientation which showed that students' reading abilities were still low. Therefore, an action is planned that emphasizes improving students' reading results by implementing serial image media with the aim of increasing students' learning activities and reading abilities.

a. Planning

Before carrying out the action, the researcher and teacher made preparations. At the planning stage, the planned action consists of 2 meetings with one evaluation. Researchers together with teachers prepare a Learning Implementation Plan (RPP), the media used and documentation tools before starting teaching and learning activities.

b. Implementation of Actions

In this stage, researchers and collaborators carry out reading learning using serial image media. This cycle can be described as follows:

- 1) Meeting 1 on September 28 2023 lasted for 70 minutes with the material "Knowing Feelings" consisting of initial activities, core activities and closing activities.
- 2) Meeting 2 on September 29 2023 lasted for 70 minutes with the material "Knowing Feelings" consisting of initial activities, core activities and closing activities.

c. Observation Data

Based on the actions that have been given, research data was obtained from cycle I in the form of data originating from observations and tests on student learning outcomes. Data originating from observations is the result of observing teacher and student activities during the learning process . The following is a table regarding the cycle I teacher observation sheet, namely:

Table 2
Cycle 1 Teacher Observation Sheet

No	Observed aspects	Information				
		1	2	3	4	5
1	The teacher checks the students' readiness			✓		

2	The teacher provides motivation	✓
3	The teacher conveys the learning objectives	✓
4	The teacher shows and shares picture story media	✓
5	The teacher gives a reading example	✓
6	The teacher shows pictures of types of feelings	✓
7	Teachers provide opportunities for students to see pictures and read texts classically	✓
8	The teacher asks students questions about the feelings in the picture	✓
9	The teacher evaluates students reading in turns in front of the class	✓
10	The teacher guides students in drawing conclusions	✓
Amount		21
Average		2.1

Based on the number of scores and the average value of the observations obtained from cycle I, there are 21 scores with an average value of 2.1 in the poor category. Based on the results of observing student activity observation sheets in cycle 1, student activity can be calculated, namely:

Table 3
Cycle 1 Student Observation Sheet

No	Observed aspects	Information				
		1	2	3	4	5
1	Listen to the teacher's explanation		✓			
2	Activeness in learning		✓			
3	Student mastery of the material		✓			
4	Students pay attention to the series of media images distributed by the teacher			✓		
5	Students look at pictures and read the text on the pictures			✓		
6	Students read in turns in front of the class	✓				
7	The teacher guides students in drawing conclusions		✓			
Amount				15		
Average				2.14		

Based on the number of scores and the average value of the observations obtained from cycle I, it is 14 scores with an average value of 2.14 in the poor category.

d. Final Test Results Data (*Post Test*) Cycle 1

After carrying out the first cycle instrument test on the learning process using serial image media, it was found that there was an increase in ability before the action was carried out. Learning outcomes in cycle I can be seen in the table below:

Table 4
Cycle 1 Reading Test Ability Results Data

NO	Subject Name	KKM	Mark	Information	
				Complete (>70)	Belum Tuntas (<70)
1.	A	70	80	✓	-
2.	AJS	70	75	✓	-

TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 10 Number 3 December 2022

3.	AHG	70	70	✓	-
4.	OF	70	70	✓	-
5.	EEL	70	50	-	✓
6.	APS	70	80	✓	-
7.	AFR	70	60	-	✓
8.	AK	70	75	✓	-
9.	ESB	70	65	-	✓
10.	HKA	70	60	-	✓
11.	I	70	70	✓	-
12.	NAT	70	65	-	✓
13.	NAR	70	70	✓	-
14.	MA	70	65	-	✓
15.	MAB	70	65	-	✓
16.	MAP	70	70	✓	-
17.	MD	70	70	✓	-
18.	RACE	70	75	✓	-
19.	LEGITIMATE	70	60	-	✓
20.	YES	70	70	✓	-
21.	ZKP	70	70	✓	-
Amount		1435			
Average		68.3			
Mastery learning				62%	38%

Based on the learning results table above, the average value and percentage of learning completeness for cycle I students can be calculated.

Based on the results of calculating the completeness of learning outcomes, it can be obtained and seen the completeness of students' learning outcomes in cycle I. Based on the calculation of the average value and completeness of learning outcomes, it is 68.3 and learning completeness is 62%. For more details, the percentage of completeness of learning outcomes in cycle I can be seen in the table below:

Table 5
Percentage of Learning Completeness Cycle 1

No	Mark	The number of students	Percentage of Learning Completeness	Learning Completeness Category
1	≥ 70	13	62%	Complete
2	≤ 70	8	38%	Not Completed

From the description above, it can be seen that the picture story media in improving the reading skills of cycle I students is still relatively good. There has been an increase in learning ability, but it is still below the desired target.

2. Cycle 2 Action Results

a. Planning

Before carrying out the action, the researcher and the teacher made preparations. At the planning stage, the planned action consists of 2 meetings with one evaluation. Researchers and teachers have also prepared a Learning Implementation Plan (RPP), the media used and documentation tools before starting teaching and learning activities (RPP is attached in the attachment).

b. Implementation of Actions

In this stage, researchers and collaborators carry out learning to read aloud using picture story media. This cycle can be described as follows:

- 1) Meeting 1 lasted 70 minutes conducted by researchers at the first meeting held on Tuesday 2 October 2023 which discussed material entitled "Knowing Feelings". With initial activities, core activities and closing activities.
- 2) Meeting 2 lasts 70 minutes conducted by researchers at the first meeting held on Tuesday 3 October 2023 which discussed material entitled "Knowing Feelings". With initial activities, core activities and closing activities.

c. Observation Data

Based on the actions that have been given, research data was obtained from cycle II in the form of data originating from observations and reading ability tests. Data originating from observations is the result of observing teacher and student activities during the learning process. Data from observations of teachers and students during the learning process in cycle II, researchers said that the learning process had been carried out well. This can be seen from the results of teacher and student observations which have been filled in by the observer, where the results are good and from student learning outcomes. The following is a table regarding the cycle II teacher observation sheet, namely:

Table 4.6
Cycle II Teacher Observation Sheet

No	Observed aspects	Information				
		1	2	3	4	5
1	The teacher checks the students' readiness				✓	
2	The teacher provides motivation				✓	

3	The teacher conveys the learning objectives	✓
4	The teacher shows and shares picture story media	✓
5	The teacher gives a reading example	✓
6	The teacher shows pictures of types of feelings	✓
7	Teachers provide opportunities for students to see pictures and read texts classically	✓
8	The teacher asks students questions about the feelings in the picture	✓
9	The teacher evaluates students reading in turns in front of the class	✓
10	The teacher guides students in drawing conclusions	✓
Amount		43
Average		4.3

Based on the number of scores and the average value of the observations obtained from cycle II, it is 43 scores with an average value of 3 in the Very Good category.

Table 7
Cycle II Student Observation Sheet

No	Observed aspects	Information				
		1	2	3	4	5
1	Listen to the teacher's explanation					✓
2	Activeness in learning				✓	
3	Student mastery of the material				✓	
4	Students pay attention to the series of media images distributed by the teacher					✓
5	Students look at pictures and read the text on the pictures					✓
6	Students read in turns in front of the class				✓	
7	The teacher guides students in drawing conclusions				✓	
Amount		31				
Average		4.43				

Based on the number of scores and the average value from the observations obtained from cycle II it is 31 with an average value of 4.43 in the good category.

The results of teacher and student observations during the learning process in cycle II, researchers said that the learning process had been carried out well. This can be seen from the results of teacher observations which are very good and the results of student observations filled in by observers where the results are good.

a. End of Cycle II Test Results Data

Evaluation carried out by researchers and class XI teachers, after testing the second cycle instrument on the learning process with reading ability, it was found that there was an increase in student learning outcomes in the material "Knowing Feelings". The ability to learn Indonesian in cycle II can be seen in the table below:

Table 8
Data on Reading Ability Test Results for Cycle 1I

NO	Subject Name	KKM	Mark	Information	
				Complete (>70)	Incomplete (<70)
a.	A	70	85	✓	-

TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 10 Number 3 December 2022

b.	A.J.S	70	75	✓	-
c.	AHG	70	75	✓	-
d.	AF	70	70	✓	-
e.	AL	70	75	✓	-
f.	APS	70	85	✓	-
g.	AFR	70	65	-	✓
h.	AK	70	75	✓	-
i.	ESB	70	70	✓	-
j.	HKA	70	65	-	✓
k.	I	70	75	✓	-
l.	NUT	70	65	-	✓
m.	NAR	70	70	✓	-
n.	MA	70	65	-	✓
o.	MAB	70	70	✓	-
p.	MAP	70	75	✓	-
q.	MD	70	70	✓	-
r.	RAS	70	80	✓	-
s.	SAH	70	70	✓	-
t.	YA	70	80	✓	-
u.	ZKP	70	85	✓	-
Amount		1610			
Average		76.7			
Mastery learning				81%	19%

Table 9
Percentage of Learning Completeness Cycle II

No	Mark	The number of students	Percentage of Learning Completeness	Learning Completeness Category
1	≥ 70	17	81%	Complete
2	≤ 70	4	19%	Not Completed

From the description above, reading ability can improve student learning outcomes in the material "Knowing Feelings" in cycle II, the desired target has been achieved, if done comparing the ability to learn Indonesian in cycle I to cycle II, it will be seen that there is an increase in student learning outcomes in Indonesian language subjects. The increase in reading ability in the first cycle instrument test reached 62% of students who were declared complete, while in cycle II there was an increase of 81% of students who were declared complete in the learning process.

c. Reflection

In implementing the action using series of image media in cycle II, it went well, because the learning process went well, student learning completeness was 70 and class completeness was 81%. By using serial image media, the learning outcomes have reached the desired target, namely 81% of the number of students, so there is no need for the next cycle. The successes obtained during cycle II are as follows:

- 1) The activities of teachers and students in the teaching and learning process have led to good learning and have experienced an increase from cycle I and cycle II, teacher observation results from a total score of 21 to 43, while student observation results increased from a total score of 15 to 31.

Student learning outcomes have increased from pre-cycle, cycle I and cycle II. From an average value of 60.95 to 68.3 and in cycle II it increased again to 76.7.

Discussion

Based on learning ability in Indonesian language subjects, using serial image media can improve students' reading abilities. This can be seen from the development of learning carried out from cycle I to cycle II as follows:

1. Cycle I Discussion

Cycle I was carried out with two meetings, namely on Tuesday 28 and 29 September 2023. The data obtained by the researcher was displayed in the cycle I table, from the results of the data analysis of cycle I the researcher calculated the total scores from the observation sheet and learning outcomes test students, whose data was obtained in cycle I, namely 21 total scores with an average value of 2.1 for the teacher's ability to use serial image media. So, it can be concluded that the teacher's ability to carry out actions is classified as lacking. Meanwhile, for student activity, 15 total scores were obtained with an average value of 2.14, so student activity in the learning process is still considered insufficient.

The student learning outcomes test was calculated using a percentage formula, from the data that the researchers calculated, the learning outcomes in cycle I were found to be 38%. This indicates that student learning outcomes are still considered to require follow-up to the next cycle, namely cycle II.

After carrying out the student's initial ability test, the results of the student's learning motivation before the serial image media were carried out, namely the lowest score was 45 and the highest score was 75. From the results obtained, the level of completion in the initial ability test was not yet available, the average

score of students still had not reached the KKM 70, based on the level of completion that students must obtain is 70. So, the results of the initial proficiency test in the Indonesian language subject are still low, so it is very necessary to carry out the next cycle.

2. Discussion of Cycle II Results

In cycle II activities, two meetings were held. Meetings in cycle \II with learning using serial image media so that students' motivation to take lessons in Indonesian language subjects increases. Based on the results of observations and tests, it is known that this stage begins with initial observation activities. The observations that have been carried out are to identify problems, based on these problems, improvement efforts are planned.

In this cycle the researcher made improvements to the indicators that were still lacking in cycle I. From the results of data analysis in cycle II the researcher calculated the total scores from observation sheets and student learning outcomes tests, from the data obtained in cycle II obtained 43 scores with The average score was 4.3 for the teacher's ability to use serial image media. This score was found, so it can be concluded that the teacher's ability to carry out learning actions is classified as very good. Meanwhile, for student activity, 31 scores were found with an average value of 4.43, so student activity in the learning process was classified as good. The students' learning ability test was calculated using a percentage formula, from the data that the researchers calculated, the multiplication learning ability in cycle II obtained a score of 81%. This indicates that the actions that have been taken are in accordance with the plans that have been prepared previously and have achieved the expected learning abilities. Due to the results achieved in cycle II, there is no need to hold cycle III.

CONCLUSION

Based on the results of research and data analysis, it can be concluded that using serial image media can improve students' reading skills and the learning process is characterized by increased teacher and student activity during the learning process. The learning media at UPT SMKN 8 Makassar has not been varied, it still uses the lecture method and is focused on the teacher's explanation, students seem to be inactive, so researchers use serial image media to apply it to the teaching and learning process which has never previously used serial image media. This can be seen from the pre-cycle, cycle I and cycle II respectively, which are 38%, 62% and 81%. Apart from that, researchers also saw from the results of observations of teachers and students who had experienced improvements. Where the score obtained from teacher observations in cycle I is 21 and cycle II is 43, while the student observation score in cycle I is 15 and in cycle II is 31. Thus the actions that have been carried out are in accordance with the plans that have been prepared previously and The use of serial image media can improve the expected reading skills of class XI students at UPT SMKN 8 Makassar.

REFERENCE

- Indraswati, D., Widodo, A., Rahmatih, AN, Maulyda, MA, & Erfan, M. (2020). Implementation of Child and Family Friendly Schools at SDN 2 Hegarsari, SDN Kaligintung, and SDN 1 Sangawana. *Journal of Family Wellbeing And Education* , 7(1), 51–62.
- INENGSIH, M., & SAMAD, A. (2013). The use of radiant image media to improve the ability to write class IV essays at SDN 16 Sendoreng. *Equatorial Education and Learning Journal (JPPK)*, 2 (4).
- Putri, SPO, and Mulyani. 2016. Utilization of Serial Image Media to Improve Elementary School Students' Essay Writing Skills, *Journal: JPGSD* , Volume 1 Number 2 of 2016, p. 3. Bakri, M. , Salamangi, YJ, & Pongpalilu, F. (2022) . Analysis of Learning Interest in Indonesian Language Subjects. *Al-Ishlah Journal of Education* , 14 (3) .
- Rieska, A. (2021). *Using serial image media to improve the reading skills of dyslexic students at MIN 11 Banda Aceh* (Doctoral dissertation, UIN Ar-Raniry).
- Rifky Khumairo Ulva and Nurul Hidayah, 2017. Development of Comic-Based Learning Media in Science Subjects, *Skilled Journal: Journal of Basic Education and Learning* , p- ISSN 2355-1925, e-ISSN 2580-8915 Volume 4 Number 1 June 2017, h . 35.
- Rizqi, MR 2018. "The Role of Serial Image Media in Increasing Motivation for the Ability to Write Arabic Essays", *ElIbtikar Journal* , Vol. 7 No. 2 (2018), p. 148-149.
- Sohibun, Filza Yuliana Ade, 2017. Development of Virtual Class Based Learning Media Assisted by Google Drive, *Tadris: Journal of Teacher Training and Tarbiyah Science* , p- ISSN 2301-7562 e-ISSN 2579-7964, Volume 2 Number 2 December 2017, p. 122 .
- Sugiarti, Ln. LPY, Putra, IKA, & Abadi, IGS (2014). The influence of the ttw (think talk write) learning model assisted by serial image media on the Indonesian language writing skills of fifth grade students at Gugus 1 Elementary School, Kediri District, 2013/2014 academic year . *E-Journal MIMBAR PGSD Ganesha University of Education* , 2(1), 1–10.
- Widodo, A., Hidayati, VR, Asri Fauzi, ME, & Indraswati, D. (2020). Use of Serial Image Media on Elementary School Students' Ability to Write Simple Sentences. *DIDIKA Journal: Scientific Forum for Basic Education*, 6 (1), 106-115.
- Zurriyati, Z., & Hayati, F. (2020). Improving Beginning Reading Ability Through Serial Image Media in Group A Children at Bungong Nanggroe Kindergarten, Padang Tiji District, Kab. Pidie. *Educational Student Scientific Journal* , 1(1).