

Improved Reading and Writing Skills through the Random Method of Words on the Lesson Language in Elementary School

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Abstract

Research with the Title "Improving Reading and Writing Skills through Random Word Methods in Language Learning in Elementary Schools". The main and fundamental problem in this study is the low reading and writing skills in the Language lessons of elementary school students, especially in the material that complements the story. The problem that often arises in the learning process is that students using standard language still often have difficulty communicating with teachers. A very apparent problem faced is when constructing sentences to be said. The low reading and writing skills of students are caused because this arises because of the background of students who still use regional languages as their daily language. This research aims to improve reading and writing skills in various student skills improvement in Language lessons in elementary schools. This research is Classroom Action Research. The subjects and locations of the study were 18 students with a composition of 10 male students and 8 female students. The instrument for collecting research data is to provide tests at the end of each cycle, and observation during the teaching and learning process. The results of the assessment show that the use of the Random Word method is very effective and fun in improving skills, reading, and writing. In pre-action 100% of students' reading and writing skills have not been completed. The effectiveness of the use of the method can be seen from the first cycle of reading skills of students (83%) still in the category of less, cycle II increases (72%) of students are in the category of excellent. Writing skills in the first cycle (16.16%) students were already skilled, (83.34%) students were not skilled. Meanwhile, in the second cycle of writing skills (100%) students are already skilled with an average score of 89. Some positive changes that occur in students. Especially on the change in reading skills, and writing students in following Language learning.

Keywords

reading; writing; language learning; random word method



I. Introduction

The learning process is a series of activities that occur in the student's nervous center that occur abstractly, since it occurs mentally and cannot be observed. Therefore, the learning process can only be observed if there is a change in the behavior of a person that is different from before. Such alterations can be in terms of cognitive, affective and psychomotoric (Bhatti et al., 2021).

Communication in writing has now become a necessity of life. Therefore, everyone needs to have the ability to read and write down their ideas well. The ability to express ideas through writing that is easy for others to understand and makes the reader feel

valued, needs to be developed to students (Sasaki et al., 2010). Conveying ideas, be it orally or in writing, also requires courage (Wells & Boyd, 2019). Such courage is influenced a lot by self-confidence in the aspect of self-awareness. Therefore, the combination of self-confidence and the ability to communicate will be a valuable capital for a person to communicate with others. Writing down ideas and conveying ideas orally, not solely the task of language subjects (Lee et al., 2012)

One of the subjects that students must master according to the curriculum is the language subject. Language Learning mainly consists of four important subjects, which are referred to as human abilities, the four abilities are listening, speaking, reading and writing (Edwards & Mackenzie, 2008).

The problem that often arises in the learning process is that students using standard language still often have difficulty communicating with teachers. A very apparent problem faced is when constructing sentences to be said. On the subject matter, students make sentences very difficult to solve the questions asked. This arises because of the background of students who still use regional languages as their colloquial language (Pitt et al., 2019).

The focus of this research is grade IV elementary school students after seeing the reality in observation activities, especially in Indonesian subjects, students' reading and writing skills are still low. The quality and success of student learning is greatly influenced by the teacher's ability and skill in choosing and using teaching methods. Learning is more emphasized on a model that is widely colored by lectures so that students just sit still and listen to the teacher's commands to write notes, memorize or work on children's worksheets. This results in students being less involved in learning activities. Thus, it can be said that the involvement of students in learning is still low. The learning atmosphere is also unpleasant and students feel saturated.

Based on the results of observations made on Tuesday, February 17, 2019, when viewed in terms of learning in the classroom, it is known that in learning activities usually teachers only ask students to alternately read readings from package books. One of the students reads and the other listens. Such less varied learning activities make students who are not fluent in reading become saturated and less excited in reading activities.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

This is the limit for students to improve their quality in education in elementary school. Reading and writing skills are activities that cannot be separated from teaching and learning activities for students in schools. Writing activities become active students in learning activities and stimulate students' skills in stringing words. However, in its application, many students have difficulty getting students used to writing. The cause is that there is an error in terms of teaching that is too rigid to give the impression that writing is difficult so that the effect is that students are not fluent in reading. Not many teachers have been able to deliver the subject matter in an appropriate and interesting way. Therefore, it is natural that students end up being unable and do not like writing lessons so

that students tend not to like reading. Students' skills in reading and writing are basically they must know the letters of the alphabet correctly, then the ability to string the language or compose so that students can read fluently and write correctly.

Skills that is the ability to get things done. In this case, the proficiency in question is a person's ability to use language in writing and reading. By arranging a word into a sentence or word with a random technique of words. Random words are a method used in teaching sentence building. Students will compose a scrambled word to become a sentence with a clear meaning (Anthonysamy et al., 2020).

The most important problem of language learning is the lack of application of active student learning. A method is needed in the teaching and learning process. Some teachers, especially teachers, discuss a more use the lecture method to be used as a means of conveying information or information about the material in the hope that students will get information about the material. Learning with this method does not provide opportunities for students to further develop the potential that exists in them. Students who have good memory will continue to be able to follow their teacher's lessons, while students who do not have the ability to remember well will continue to lag behind their peers in understanding the material, so that students will be lazy and bored to follow the next lesson. So the success of learning by method will have a very good impact on students.

II. Research Method

The approach used in this study is qualitative. Because in taking action to the research subject, the priority in this study is to reveal the meaning of the learning process as an effort to improve skills through the actions carried out

The type of research chosen by the researcher is Classroom Action Research (PTK), which is research used to improve and improve the quality of education in schools, both from the way teachers teach, manage classes and teaching and learning methods and is more directed at sharpening analytical power in the classroom.

In this study, the subjects of the study were class IV students of Sekolah Dasar with a total of 18 students. 10 male students and the rest were female students, namely 8 female students.

This class action research design follows a design consisting of four cycles consisting of four main activities, namely 1. Plan 2. Action 3. Observation 4. Reflection. These cycles can be explained based on the research design, the stages of research are as follows:

Description in each cycle:

- a. Plan.
- b. Action
- c. Observation
- d. Reflections

III. Results and Discussion

Before this study was carried out, the researcher first carried out certain stages in collecting data as a start to obtain data that was used as material in conducting research with the type of Class Action Research (PTK). As an initial stage, researchers made observations to find problems related to the research to be carried out in grade IV elementary schools and researchers found that grade IV students were still low in reading and writing skills in Language learning.

4.1 Exposure of Pre-Action Reading Skills Result Data

From the results of the pre-action reading skills carried out by the researchers, there were 18 unskilled students and 0 students who were skilled in reading skills.

4.2 Data Exposure of Pre-Action Writing Skills Results

In the pre-action activity, researchers distributed question sheets containing material about completing stories whose answers had been randomized by researchers who acted as teachers. This material has been taught several meetings before.

4.3 Cycle I

After the pretest, 100% of students were not skilled in reading. Furthermore, actions are taken on student learning in cycle I. Activities carried out in the implementation of cycle I include planning, implementing actions, observing (observing) the implementation of actions, and reflection. Observation (observation) of the implementation of the first cycle of actions includes observation of student activities.

The implementation of language learning in the first cycle is revealed through test data. The results of the reading test on the material to complete the story in cycle I are the initial data after learning actions are carried out through the random word method. The assessment criteria in cycle I include five assessment indicators, namely:

1. Smooth
2. Accuracy
3. Intonation
4. Expression
5. Voice

In general, the results of the reading skills test on the first cycle action can be known how much the student's reading skill score is obtained through the word random method. The results of the study in cycle I can be seen in the table as follows:

Table 1. Percentage of Students' Reading Skills at Cycle I

No	Value Interval	F	%	Information
1	80-100	0	-	Excellent
2	70-79	0	-	Good
3	60-69	3	17	Enough
4	50-59	15	83	Less
Total			100	

Based on the explanation of the table above, it can be seen that students who obtained excellent and good scores of 0 students, there were 3 students (17%) who fell into the sufficient category. There were 15 students in the category who entered the category (83%).

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Table 2. Percentage of Writing Skills Results of Cycle I Students

No	KKM	F	%	Information	
				T	TT
1	< 70	14	77,78	-	TT
2	> 70	4	22,22	T	-
Total			100%		

In the implementation of the written test in the first cycle, the results were (22.22%) skilled or passed the test, while there were still (77.78%) unskilled students, then the implementation of cycle II would be carried out.

4.4 CYCLE II

After conducting an evaluation and reflection on cycle I, it turns out that there is still a need for improvement. The improvement was made through the same rounds and random methods of words as in cycle I. Assessment criteria in cycle II still remain the same as in cycle I.

4.5 Reading Skills Research Results of Cycle II Students

Cycle II students who entered the excellent category were 13 students with a percentage (72.22%) of students who entered the good category, there were 3 students with percentage gains (16.67%), students who fell into the category of less only 2 students with percentage gains (11.11%), and students who entered the category of less than 0 students.

Table 3. Percentage of Students' Reading Skills at the time of Cycle II

No	Value Interval	F	%	Information
1	80-100	13	72,22	Excellent
2	70-79	3	16,67	Good
3	60-69	2	11,11	Enough
4	50-59	-	-	Less
Total			100	

4.6 Research Results of Writing Skills of Cycle II Students

After conducting research on students' writing skills in cycle I, the researchers tested students' writing skills to make improvements in cycle II by holding a written test.

Table 4. Percentage of Students' Reading Skills at the time of Cycle I

No	KKM	F	%	Ket	
				T	TT
1	< 70	0	-	-	TT
2	> 70	18	100	T	-
Total			100%		

The results of the percentage of student completion in cycle II are very good, namely 100% of students can pass the KKM score set by the school of 70.

IV. Conclusion

Based on the results of this study, it can be implied that the application of the random word method can improve the reading and writing skills of grade IV elementary school students. The increase can be seen from the results of this study, namely in the first cycle of reading skills students are not skilled in reading activities, there are still most students who fall into the less category with a percentage (83%), (17%) are in the sufficient category, 0% of students are in the good and excellent category. The average score of students from the observation results was 2.5. The increase that occurred can be seen in cycle II of students' reading skills increased from before, namely (0%) students were in the less category, (11%) students were in the sufficient category, (17%) students were in the good category, (72%) students were already in the excellent category.

Meanwhile, the results of students' writing skills in the first cycle were found to be the results (22.22%) who were already skilled, (77.78%) students were not skilled. Meanwhile, in cycle II, students' writing skills have reached the expected score, which is to achieve an average score of 89.17 with a percentage of 100% of students have been skilled and reached the KKM score set in elementary school. In the first cycle stage, the percentage of teacher activity is 83% (good category). Then in cycle II it increases to 95% (excellent category). The average score of students judging from the observation results of students' reading skills increased to 3.8, which is in the excellent category.

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