Application of Picture-Word Inductive Model to Improve Reading Skills of Class II Students SDN 119 Sarira

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Abstract

The purpose of this study is to describe the application of the Picture-Word Inductive Model to improve the reading skills of grade II students of SDN 119 Sarira. This research is a Classroom Action Research that takes place in 2 cycles. Each cycle consists of 2 meetings. The data collection procedure is carried out by observation, interview, test, and documentation techniques. The stages of activities carried out are planning, implementation, observation, and reflection. Data on improving students' reading skills are obtained from the test activities at the end of each cycle I and II. The presentation of the results of the observation of teacher teaching activities in the first cycle was 82%, and experienced an increase in cycle II to 96.75%. The presentation of student learning activities in cycle I was 78% and in cycle II it became 90.87%. The results of the student's reading skills test in the first cycle were 69.15% and in the second cycle of 85.35% belonged to the very good category. Based on the results of the study, it was concluded that the application of the Picture-Word Inductive Model model can improve the reading skills of grade II students of SDN 119 Sarira'

I. Introduction

Language plays an important role in human life because language is a communication tool. There are four aspects of language skills, namely listening, speaking, reading and writing skills,(Mulyati, 2007). Language maintenance is cumpolsory responsibility of the users of the language (Ramlan, 2018). The four language skills are interrelated with each other, so to learn one language skill, several other language skills will also be involved. Reading skill is one of the skills that must be mastered by Grade II elementary school students.

This research is based on the results of previous studiesthat from 20 students in grade II, there are still 12 students who are not fluent in reading. So we need a learning model that can improve the reading skills of second grade elementary school students in accordance with the developmental characteristics of elementary school-aged children. The results of the study (Triwahyuni et al, 2020), that the Picture-Word Inductive Model has a significant influence on the early reading ability of elementary school students.

Based on this background, the researcher chose the Picture-Word Inductive Model learning model. The purpose of this study was to improve the reading skills of Class II students at SDN 119 Sarira. The benefit of this research is to provide input for elementary

school teachers that the Picture-Word Inductive Model learning model can be used to improve students' reading skills.

Picture-Word Inductive Modelis a teaching model that deals with development efforts, which include how to store words and how to transfer those words into long-term memory. The basis of this model is not only based on research in the field of literacy in general how students develop literacy skills (especially how they learn to read and write), it is also based on literacy materials in all areas of the curriculum, as well as cognitive development. Picture Word Inductive Model is a reading and writing learning model that uses students' inductive thinking to connect words with pictures (Joyce, 2011). The syntax of the Picture-Word Inductive Model consists of ten stages. Starting from: 1) Selecting the image, 2) Identifying the image, 3) Marking the part of the image that has been identified,

Aspects that need to be considered in beginning reading include: 1) the accuracy of voicing the writing, 2) the reasonableness of pronunciation, 3) fluency, 4) the reasonableness of intonation, and 5) the clarity of the voice. These aspects must be considered when reading the beginning so that students can read correctly (Darmiyati Zuchdi and Budiasih, 1997).

Table 1. Description of Reading Skills

No	Indicator	Description	Score	Criteria
1	Accuracy of voice writing	Precise in pronouncing simple words and sentences	4	Very good
		Improper pronouncing simple words and sentences	3	Well
		It is quite precise to say simple words and sentences	2	Enough
		It's not appropriate to say simple words and sentences	1	Not enough
2	Pronunciation	Fair, not made up and does not show regional characteristics	4	Very good
		Less reasonable, not contrived and not showing regional characteristics	3	Well
		Fair enough, contrived, and shows regional characteristics	2	Enough
		Unnatural, contrived and showing regional characteristics	1	Not enough
3	Smoothness	Fluent in reading simple sentences	4	Very good
		Fluent but not yet precise in reading simple sentences	3	Well
		Quite fluent in reading simple sentences	2	Enough
		Not fluent in reading simple sentences	1	Not enough
4	intonation fairness	Correct in the use of intonation	4	Very good
		Good in the use of intonation	3	Well
		Enough in the use of intonation	2	Enough
		Lack of intonation	1	Not enough
5	Voice clarity	The sound is clear and not stuttering	4	Very good
		The sound is clear but not precise and not stuttering.	3	Well
		The sound is less clear and not stuttering.	2	Enough
		Voice is not clear and stuttering.	1	Not enough

II. Research Method

The type of research is Classroom Action Research by applying the learning modelPicture-Word Inductive Modelin learning. The research approach used is a qualitative approach. The research procedure uses the Classroom Action Research cycle developed by Arikunto.

The research was carried out in two cycles. Each cycle consists of two meetings with four stages, namely:

1) Planning. At the planning stage, which is carried out, namely preparing a Learning Implementation Plan, making observation sheets for teacher and student activities, compiling tests and teaching materials.

2) Action. At the action stage, the activities carried out in it are making observations, carrying out learning according to the lesson plan, distributing student worksheets and conducting research according to the schedule.

3) Observation. At the observation stage, observations were made on teacher teaching activities and student learning activities, as well as assessments to see achievements in carrying out activities.

4) Reflection. At the reflection stage, the results of the observations and reading skills test results were reflected in each cycle. The results of the reflection are taken into consideration for the next meeting.

Data collection techniques with observations / observations, tests, interviews, and documentation. Observations were made on the activities of students and teachers in learning to see the suitability of the Learning Implementation Plan with teacher teaching activities and student learning activities in the classroom. The test is carried out at the end of each cycle based on the indicators of reading skills to determine the improvement of students' reading skills. Interviews were conducted on teachers and students to find out the responses of teachers and students to the application of the Picture-Word Inductive Model learning model. Documentation is done to collect documents related to research. Data analysis was carried out by: 1) Examining the data. Studying the data begins during the implementation of the teaching and learning process. The collected data are grouped according to the research problem. 2) Reducing data. This activity is carried out comprehensively related to the Picture-Word Inductive Model learning model through the stages of planning, implementing, observing, and reflecting, the data is analyzed and then selected, the data that is relevant to the planning is separated and then a follow-up is made. 3) Data presentation. Data that has been reduced in an event is related to the research problem. 4) Draw conclusions from the results of the action through the application of the Picture-Word Inductive Model learning model to improve students' reading skills in class II SDN 119 Sarira. Data that is relevant to the plan is separated and then a follow-up is made. 3) Data presentation. Data that has been reduced in an event is related to the research problem. 4) Draw conclusions from the results of the action through the application of the Picture-Word Inductive Model learning model to improve students' reading skills in class II SDN 119 Sarira. Data that is relevant to the plan is separated and then a follow-up is made. 3) Data presentation. Data that has been reduced in an event is related to the research problem. 4) Draw conclusions from the results of the action through the application of the Picture-Word Inductive Model learning model to improve students' reading skills in class II SDN 119 Sarira.

The research subjects were all Class II students of SDN 119 Sarira who were active in the Even Semester of the 2021/2022 Academic Year, with a total number of 20 students, consisting of 10 boys and 10 girls.

III. Results and Discussion

3.1 Results

Activities carried out in each cycle include: action planning, implementation, observation, and reflection. The action in each cycle was carried out in 2 meetings. At the planning stage, the researcher prepared a Learning Implementation Plan for two meetings, pictorial words according to the sub-themes, teacher teaching activity observation sheets and student learning activity observation sheets, formative test sheets, teacher and student interview guidelines, observers and documentation.

The implementation of the action is carried out by carrying out learning activities through the application of the Picture-Word Inductive Model learning model. Learning activities consist of initial activities, core activities, and final activities. Observation activities are carried out during the learning process, to observe the teaching activities of teachers and students during the learning process by referring to the teacher's observation guidelines and student learning activities. Reflection activities are carried out at the end of the cycle to record things that occur during the learning process as a guide for improvement in the next cycle. Data from observations of teacher teaching activities are presented in Table 2.

Table 2. Teacher Teaching Activities

Category	Cycle I		Cycle II	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Very good (SB)	6	37, 5%	14	87.5%
Good (B)	8	50%	2	12.5%
Enough (C)	2	`12.5%	0	`0%
Less (K)	0	0%	0	0%
Very less (SK)	0	0%	0	0%

In table 2, it can be seen that there was an increase in teacher teaching activities from cycle I to cycle II. The average percentage of teacher teaching activities in the first cycle was 82.62% and in the second cycle the average teacher teaching activity was 96.75%.

Table 3. Student Learning Activities

Category	Cycle I		Cycle II	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Very good (SB)	6	37.5%	10	62, 5%
Good (B)	6	37.5%	6	37.5%
Enough (C)	4	`25%	0	`250%
Less (K)	0	0%	0	0%
Very less (SK)	0	0%	0	0%

In table 3, it can be seen that there was an increase in student learning activities from cycle I to cycle II. The average percentage of student learning activities in the first cycle is 78% and in the second cycle the average student learning activity is 90.87%.

The results of observations of teacher teaching activities in cycle I showed the weaknesses made by the teacher, namely: 1) the teacher did not assist students in identifying the picture, 2) only a few students were asked to reread the words that had been pasted on the picture, 3) only two groups given the opportunity to read the words that have been formed, and 4) the teacher does not accompany students to compose a sentence or paragraph related to the word picture.

The Observation result of student learning activities in cycle I showed that the weaknesses made by students were: 1) only a few students observed the pictorial words, 2) only a few students imitated reading the text according to the example, 3) not all students were involved in the game of arranging letters into words, 4) not all group members conclude the title from the words that have been compiled, and 5) only a few students read the sentences in the book.

Table 4. Student Reading Skills Test Results

Category	Cycle I		Cycle II	
	Frequency	Percentage	Frequency	Percentage
Very good (SB)	2	10%	7	35%
Good (B)	10	50%	11	55%
Enough (C)	4	20%	2	10%
Less (K)	4	20%	0	0%
Very less (SK)	0	0%	0	0%

Table 4 shows that there was an increase in students' reading skills in cycle II. In the first cycle of the 20 students who were the research subjects, there were 2 students who were classified as very good, with a percentage of 10%, 10 people in the good category with a percentage of 50%, 4 people in the moderate category with a percentage of 20%, and 4 people in the poor category with a percentage of 20. %. In the second cycle, there were 7 students who were categorized as very good, with a percentage of 35%, 11 students in the good category with a percentage of 55%, and 2 students in the category with a percentage of 10%.

3.2 Discussion

Learning activities are carried out in accordance withthe syntax of the Picture-Word Inductive Model, namely: 1) Selecting pictures, 2) Identifying pictures, 3) Marking the parts of the picture that have been identified, 4) Reading/reviewing picture word charts, 5) Asking students to classify words into various types of groups. , 6) Reading/reviewing pictorial word charts by pronouncing, spelling and pronouncing, 7) Adding vocabulary, 8) Making titles for pictorial word charts, 9) Composing sentences/paragraphs from pictorial word charts, 10) Reading/reviewing sentences sentence or paragraph.

In the first stage of selecting an image, The teacher shows the word picture and the students are asked to observe the picture. After students observe the pictures, the teacher asks students to identify what they see from the pictures.

In the second stage the teacher asks several questions related to the picture, and students take turns answering questions from the teacher.

Third phaseof the learning model is to mark the part of the image that has been identified. At this stage the teacher asks students to mark the picture according to the next picture. Students mark the picture with the card provided after seeing the previous picture, the card contains writing.

Fourth stagenamely: reading/reviewing pictorial word charts. At this stage, the teacher asks students to reread the words that have been pasted on the picture. If there are errors when reading the words, students are asked to reread the words. Students take turns imitating reading the text according to the example.

The fifth stage of the modellearning is asking students to classify words into various types of groups. At this stage, students play a game of arranging letters into names consisting of 4 letters with the guidance of the teacher. Next, students are divided into 4 groups, and the

teacher distributes letter cards to each group. After that, each group was asked to read out the words they had formed by pasting their work on the prepared paper.

Sixth stage mRead/review pictorial word charts by pronouncing, spelling and pronouncing. At this stage, each group is asked to read the words they have formed. To make the game more exciting, the teacher makes it a competition between groups. The student who finishes the game first, then the group wins the game. After that, students practice grouping their friends by gender. After the game is over, the teacher asks the students to practice bolding the letters in the student's book, then repeat reading aloud.

The seventh stage adds vocabulary. The teacher adds words to the picture word section and to the word bank. Students then look for other names and write them in their notebooks with the help of the teacher.

The eighth step is to create a title for the pictorial word chart. The teacher asks students to think about the title for the picture word part. Students together with their group mates conclude the title from the words they have compiled before.

The ninth stage is compiling sentences/paragraphs from the pictorial word chart. At this stage, the teacher asks students to compose a sentence or a paragraph directly related to the picture word. Students with their group mates compose simple sentences about their playmates with the help of the teacher.

The tenth stage is reading/reviewing sentences or paragraphs. At this stage the teacher reads a simple text. With the help of the teacher, students read the sentences in the student book.

Assessment of students' reading skills is assessed at the end of each cycle by paying attention to several aspects according to opinion(Darmiyati Zuchdi and Budiasih, 1997) are: 1) the accuracy of voicing the writing, 2) the reasonableness of pronunciation, 3) fluency, 4) the reasonableness of intonation, and 5) the clarity of the voice.

The average value of students' reading skills in the first cycle was 69.15%, and in the second cycle it increased to 85.35%. This shows that the learning model*Picture-Word Inductive Model* can improve students' reading skillsClass II SDN 119 Sarira.

Observations of teacher teaching activities increased in the second cycle by 14.12%. In the first cycle the average teacher teaching activity was 82% and in the second cycle it was 96.75%. Likewise, in student learning activities, there was an increase of 12.87%. In the first cycle the average student learning activity was 78% and in the second cycle it was 90.87%. The percentage of observations of teacher teaching activities and student learning activities in cycle II has increased and has reached a predetermined value, namely the Very Good category.

The reflection result from the implementation of learning shows that when teaching and learning activities take place from the beginning of the lesson to the end of the lesson there is already seriousness / sincerity in learning, this happens because of weaknesses / deficiencies that occur in cycle I which are corrected in cycle II. In the second cycle has increased, this can be seen in the average value which has reached 85.35, while in the first cycle it only reached 69.15.

Based on the indicators of the success of this classroom action research, the research is said to be successful if 75% of students achieve mastery in reading skills. Based on the results of the students' reading skills test after the application of the Picture-Word Inductive Model learning model, it was 85.35%. This shows that the Picture-Word Inductive Model learning model can improve students' reading skills.

The teacher's response expressed through interviews, that the application of the Picture-Word Inductive Model learning model makes it easier for students to read, because this learning model uses reading accompanied by interesting pictures that students really like, so it can improve students' reading skills.

The response of class II students with the application of the Picture-Word Inductive Model learning model used makes it easier for students to learn to read because it uses interesting pictures.

The success of the action from cycle I to cycle II is because the teacher can implement the learning design properly according to the syntax of the Picture-Word Inductive Model learning model. After applying the Picture-Word Inductive learning model, students' reading skills improved because learning activities were focused on learning to read where students were trained to store words and move them into long-term memory, in accordance with the opinion (Joyce, 2011) that the Picture-Word Inductive learning model The model is a teaching model that deals with development efforts, which include how to store words and how to transfer these words into long-term memory.

IV. Conclusion

Based on the results of data analysis and discussion, the results of the study concluded that the Picture-Word Inductive Model learning model could improve the reading skills of second grade students at SDN 119 Sarira. It can be seen in the results of the students' reading skills test which is carried out at the end of each cycle. The results of the students' reading skills test in the second cycle which has increased this can be seen in the average value of 85.35 while in the first cycle it is only 69.15. When viewed from the number of students who completed the first cycle as many as 12 people, and the number of students who completed the second cycle as many as 18 students.

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