

## **Use of Reading Books as a Source of Learning to Improve the Ability Reading State School Students No. 100811 Sugitonga**

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**Abstract :** *The problem of class II elementary school student number 100811 Sugitonga, Marancar sub-district, South Tapanuli regency, North Sumatra Province, is the ability to read less with a score of reading 3 words comprehension in one minute. This is also indicated by the fact that the existence of the book infrastructure is incomplete. The student handbook does not exist in its absolute possession but the book is only placed in the reading corner of the class. So, efforts to improve elementary school reading skills are carried out by applying tiered reading books as learning resources. The formulation of the problem in this study is whether tiered reading books can be used as a learning resource to improve the ability to read elementary school students. 100811 Sugitonga? Whereas the purpose of this study was to find out and describe the application of tiered reading books that were used as learning resources to improve the ability to study at Public Elementary Schools No. 100811 Sugitonga. This study uses Classroom Action Research (CAR) method. The sample in this study was the second grade students of SD Negeri No. 100811 Sugitonga totaling 35 students. This Classroom Action Research was carried out in 2 cycles, each cycle consisting of 2 findings. Based on the final results of the implementation of cycle I and cycle II in class II SD Negeri No. 100811 Sugitonga concluded that the application of tiered reading books can improve the quality of Indonesian language learning, especially reading comprehension skills. This can be seen in the skills of the first cycle teachers obtained an average of 69 including good categories. In cycle II, the average increased to 81, including the very good category. In addition to teacher skills, student activities have also increased. Padasiklus I averaged 2.87 with 72% in the good category, while in the second cycle an average of 3.09 with a percentage of 77% was in the good category. Along with teacher skills and student activities that have increased, the results of students' skills in reading comprehension and students' formative results also increased in cycle I to get 66 and cycle II to obtain 74.*

**Keywords:** *Improving, Ability, Reading Students*

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### **I. Introduction**

The basic capital in fostering students' reading interest is the availability of reading facilities which are interesting book books that can arouse students' interest in reading them. However, not all students are able to get the books needed and can inspire books that are able to arouse students' interest in reading. by low economic factors and the lack of awareness of parents to provide reading facilities, so that it can hamper efforts to develop children's reading interest.

Reading is a critical-creative reading process that is carried out with the aim of obtaining a comprehensive understanding of reading, and an assessment of the state, value of function, and impact of reading. Based on the results of the research Arnita et al, (2018: 571) states that Nearly 90% of low-grade students, especially first and second grade at SDN 066055 have not been able to read well and more than 50% of third grade students do not understand what they are reading. While the reading ability of students at SD IT Ulul Ilmi is better than SDN 066055, nearly 90% of first-grade students and both are able to read and more than 50% of their third-grade students understand what they are reading. But the teacher's strategy in teaching reading in both schools is still conventional. Teachers still teach reading by spelling, alphabetically, syllables without variation. The ability of students also varies, there are students who are able to read but do not understand what they are reading, there are even students who have not been able to read in the true meaning. The difference in the ability of these students results in the need for a different approach. The lack of teacher's knowledge of reading teaching techniques results in many students only being able to read in the sense that only sounds.

The problem of class II elementary school student number 100811 Sugitonga, Marancar sub-district, South Tapanuli regency, North Sumatra Province, is the ability to read less with a score of reading 3 words comprehension in one minute. This is also indicated by the fact that the existence of the book infrastructure is

incomplete. The student handbook does not exist in its absolute possession but the book is only placed in the reading corner of the class.

The students who were observed turned out to not dare to read because the elementary school teacher did not provide the opportunity for students to read individually. The independence of students to read in the reading corner of the class is limited. The courage of students to read is castrated because the profile of the Principal and the teachers in the Public Elementary School is less conducive to stimulating student reading enthusiasm. This gap is overcome by researchers so students have the courage to read independently. Sudarso (20 ..) stated that beginner level reading ability is reading words, reading phrases and sentences in grade 1 to grade 3 elementary school. But in grades 4 to 6 students are targeted to be able to understand reading texts in a measure that conforms to the conclusions of researchers Arnita et al. (2018: 571) states that almost 90% of low-grade students, especially first and second grade at SDN 066055 have not been able to read well and more than 50% of third grade students do not understand what they are reading. While the reading ability of students at SD IT Ulul Ilmi is better than SDN 066055, nearly 90% of first-grade students and both are able to read and more than 50% of their third-grade students understand what they are reading. But the teacher's strategy in teaching reading in both schools is still conventional. Where the teacher still teaches reading by spelling, alphabetically, syllables without variation. The ability of students also varies, there are students who are able to read but do not understand what they are reading. There are even students who have not been able to read in its true meaning. This difference in students' abilities results in the need for a different approach. The lack of teacher knowledge about reading teaching techniques results in many students only being able to read in the sense of only making sounds.

Esther R Manurung in Arnita (2018: 517) states that the reality is based on a survey conducted in 2013-2014 in 4800 grade 2 elementary school students in 400 elementary schools and MI, reading ability and understanding what students read in Indonesia is still very low. Even elementary school students are still found who have not been able to read well. The ability to read is the ability to speak words from writing and understand the meaning of these words as intended by the author. Based on data seen from UNESCO in 2012, the reading interest of the Indonesian people was 0.001. That is, the national average did not reach one book title that was read by one person per year. Strategic steps that must be done to create literacy (Literacy Community) is to improve the literacy of students' reading skills. In the Indonesian community construct students will occupy the middle class (Middle Class). Therefore, improving literacy skills, especially reading becomes very important. The tendency to increase reading ability includes the interests of students to develop their potential, as well as social interests to form the literacy society needed in global competition. So, efforts to improve elementary school reading skills are carried out by applying tiered reading books as learning resources. In other words, students are accustomed to reading books in the reading corner of the class because each class has a reading corner that collects tiered reading books from USAID Priorities (donated by UNESCO via the UN). The story books are also equipped which are brought by the Government of Education. Another supporting book is a series of reading books.

With the phenomenon of the existence of book facilities that have not been optimally used by the teachers of SD Negeri 100811 Sugitonga, the researchers strive optimally so that their reading skills are planned to increase in two cycles.

## **II. Method**

This type of research is Classroom Action Research. This research is carried out by researchers in the classroom through self-reflection in order to improve learning continuously as long as learning activities take place until the best results are obtained.

## **III. Result**

The skills of teachers in the first cycle on average 68 were in the good category and experienced in the second cycle, the average increased to 81, including the excellent category. The increase occurred in the second cycle because in the first cycle for the indicator to do the initial conditioning of the class, giving apperception to students, expressing the learning objectives to be achieved, explaining the learning material according to indicators, giving conclusions from the contents of the reading text that is read there are still many students who are less motivated in learning because the teacher does not develop the skills to open the lesson and in providing explanations of poorly understood students so that many students are less responsive about the lesson, therefore the skills to open the lesson and explain skills need to be developed in the teacher so as to create a pleasant learning atmosphere for students. Opening the lesson has a purpose in creating an atmosphere that is ready for learning so that students can pay attention to the explanation from the teacher. While the skill explains according to the Higher Education (Ministry of National Education 2008: 26-34), presents an information verbally arranged systematically to show the existence of one relationship to another . In this teacher must master the subject matter that will be delivered to students. In cycle II the teacher divides students into 2 groups,

1 group with members 5 to 7 students, and the others as independent reading groups and allows reading the text in the reading books there is no increase still getting the same score as cycle I, by providing an explanation with aspects of reading comprehension to students, students will understand and understand while paying attention to the text in the tiered reading books that have been distributed.

Guided Reading Activities provide information about the progress and development of students' reading skills. Guided Reading Activities have positive things like the following: 1) Providing instruction guidelines on reading strategies based on pronunciation, vocabulary reading, and reading comprehension 2) Creating class 3 based assessment standards ) Provide clear targets and benchmarks 4) Provide information that is specific to each student.

The teacher guides stories that are read in tiered reading books. The main purpose of guiding stories is to place students with stories that are considered to be appropriate for their abilities, namely at the level when they can read independently so that they will not be frustrated. For beginner readers, the text should have a very simple language with simple and short sentences. While for the reader the next level, the difficulty of the text should be improved and the text has more and longer sentences and paragraphs. Another element of the difficulty level of the text is content / content. Content must reflect the world of students and not concepts that are beyond their thinking. When the level of difficulty increases, content can become more abstract, ie readers need to use strategies to understand meaning. Therefore, simple stories that have been synchronized can function as a bridge to more complex and richer readings. When students can read simple stories, their self-confidence and reading interest develop. As students learn about the relationship between sounds and symbols, learning to read consonants / vowels and syllables, they can given the storyline, vocabulary and sentence structure are increasingly difficult and complex.

How to know the appropriate level for a student? Because not all students have the same level of reading ability, it is very important for teachers to provide books that are adjusted to their level of reading ability and level of understanding. If reading material is at a level that is appropriate for a student, the reading material will provide strong support for developing reading skills. When a student who is learning to read is given a short story with words consisting of the letters he has learned, students will be able to read the story. The information below shows the percentage of words that a student reads correctly to estimate the level or ability of a student to read.

1. Easy - 95% or more words can be read correctly
2. Instructional - 90-95% of words can be read correctly
3. Frustrational - less than 90% of words can be read correctly

Reading material that is not at the right level will cause readers to be frustrated, discouraged, or not concentrate on the reading.

Guided Reading Activities can be intended to help develop skills in pronunciation, fluency, and understanding.

1. Pronunciation: pronunciation is the relationship between sound and letters / syllables / words of a language. Guided Reading activities help students learn strategies for pronouncing difficult words. When students have difficulty pronouncing words, the teacher should encourage them to think of ways to guess their meaning. This approach encourages them to develop their independence as readers.
2. Smoothness: Smoothness is reading the words of a language with the appropriate speed, intonation and expression smoothly and precisely. Smoothness in pronunciation is very important so students can read well. Good reading ability will have an impact on reading comprehension. If a student jumps over a word or doesn't correctly pronounce it, the student will only have some information and what they read might not make sense. Less adept readers will understand the reading longer. Therefore, they are usually less able to remember longer readings. To improve reading fluency, a book should be re-read two or three times until proficient. When this happens, a student can start reading a new book.
3. Understanding: reading to understand the text and building new meaning on the text that is read with previous experience.

Understanding includes prediction, understanding vocabulary, understanding sentences read / reading and the ability to conclude. In Guided Reading Activities, each student in a small group has a copy of their own reading material. Some readings can be read silently or by reading aloud. The teacher guides students during the reading process. The teacher asks effective questions. Students then discuss and respond to reading, such as characters, settings, or story lines. The teacher guides the discussion about predictions (characters, story location, time, and story content), the vocabulary contained in the reading and helps students connect them to their lives, and understand the content of the reading. In order to help students understand vocabulary, the teacher can use the following three types of questions:

1. What words are suitable for reading?
2. What words might be appropriate when viewed from the existing grammar and sentence structure?

3. What sounds and letters does the word have?

**Example:**

See images to find clues to the meaning of the appropriate word; See the first letter of the unknown word and say it loudly; In an unknown word, specify the first letter sound, see picture, word prediction, and continue reading until the end of the sentence; At the end of the sentence, ask "Is it appropriate?"; Check whether the meaning makes sense by viewing the image and listening to the newly read word. If the answer is yes, continue reading. If the answer is "no", reread the sentence by using unknown sounds and letters, especially the first and last letters and make other predictions.

Guided Reading Activities also allows the teacher to be able to connect reading with other books, and the wider world. Reading Guided to the development of fluency, confidence, understanding of reading strategies early on, and independent reading

Grouping like this is done randomly and applied for the first semester. At this time, the teacher observes how students read and record it (if necessary make a reading journal) to be used as the basis for determining a new group in the next semester. each group of students with equal reading skills. For example, group 1 with HIGH category (CURRENT), group 2 & 3 MIDDLE category (GROWING), and group 4 LOW category (START)

Dikti (in the Ministry of National Education 2008: 26-34), by forming groups it will be easier for teachers to guide and train students to have confidence. To find out the reading ability of students in learning activities reading comprehension through guided reading, the teacher conducts evaluation one by one to students and if there are children who are not yet about reading skills in the form of punctuation, predicting vocabulary, understanding of the reading text in a reading book title tiered then it will continue in cycle II, for this activity there is no improvement still the same as cycle I. Therefore the teacher must evaluate student learning outcomes by improving the quality of learning to be more attractive so that students are motivated to learn so that student learning outcomes become better. According to Sardiman (2005: 144), that the role of the teacher as an evaluator has the authority to provide an assessment of student achievement according to the academic field being studied.

Many things that cause teacher skills to increase include the following: teachers are able to manage the class well, master the concepts / subject matter that must be mastered by students and prepare teaching aids and learning media so that students can be motivated to learn, teachers are active in guiding groups and providing training so that students can learn independently in learning.

The role of the teacher in learning Indonesian language by applying modeling is very heavy because it must provide an example in learning so students can imitate what is taught by the teacher. Therefore the teacher must increase his creativity in learning.

These criteria can be carried out by researchers in managing Indonesian language learning, especially reading comprehension guided reading through the application of Tiered Reading Books with an average of 81 including the criteria of effective teachers.

The increase in student activity in the first cycle obtained an average of 2.84 with a percentage of 71% included in the good category. In the second cycle, the average increased 3.13 with a percentage of 78% including the good category. The things that cause increased activity are the accuracy of students in the interaction with the teacher in learning, the presence of enthusiasm that is possessed by students in learning a material delivered by the teacher and the opportunity given by the teacher to ask if there is material that is unknown to students, collaboration in study groups. In accordance with Sardiman's opinion (2006: 97), learning activities require students to be active so that there will be interaction between students and teachers so that the classroom atmosphere is not passive but happy and learning can take place well.

Giving appreciation and motivation in students can increase effectiveness in learning activities because the rewards given for good behavior or actions can repeat or increase the behavior again. According to Dikti (in the Ministry of National Education 2008: 26-34), giving reinforcement can provide information or feedback for the recipient for the actions taken as an encouragement or correction.

The results of learning to read comprehension in Indonesian language learning through guided reading can improve students' reading skills both individually and classical. In cycle I, the average obtained by students is 67. It is known from the results of learning to read comprehension in cycle I, it is known that classical learning completeness has been achieved, but the research continued in cycle II. For cycle II, the results of learning to read comprehension in students experienced an increase. The average value obtained by students is 76. Through cycle II it can be known that students have fulfilled the defined KKM, which is 65.

The improvement of students' reading comprehension results is quite significant. This is influenced by an increase in teacher skills and student activities in applying Tiered Reading Books as appropriate learning resources in improving students' reading skills.

Based on the description above it can be concluded that the application of tiered reading books as a learning resource that can improve students' reading ability becomes an alternative in learning Indonesian

language, especially in class II SDNegeri No. 100811 Sugitonga Marancars District can also improve teacher skills and student activities in learning Indonesian.

#### **IV. Conclusion**

The application of tiered reading books during the implementation of reading comprehension learning activities can improve teacher skills and improve student reading skills. This can be seen in the results of observations of the first cycle teacher skills from the number of scores obtained by the observer's assessment of 30 with an average score of 68 including the good category and the second cycle obtained a score of 36 with an average of 81 including the excellent category. 2) The application of tiered reading books through balanced reading is a way that can improve students' reading ability in reading comprehension learning activities, this can be seen from the observations that show changes in student activity to be more active in reading comprehension learning in cycle I is obtained on average average 2.84 with a percentage of 71% and cycle II obtained an average of 3.13 with a percentage of 78%. 3) Balanced reading using tiered reading books is a way that can improve students' reading ability in reading comprehension learning activities. This can be seen in the learning outcomes in the form of student reading comprehension tests in cycle I, the average value obtained by 67 while in cycle II the average increased to 76 with KKM 65.

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