Improving Aloud Reading Skills Using Comic Media Assisted Cooperative Script Learning Model in Elementary Schools

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Abstract **.** *This study aims to improve reading aloud skills using the cooperative script learning model assisted by comic media in elementary schools. The method used is a class action research method with cycle I and cycle II. The research subjects were class III students at SDN 001 Simalinyang, which consisted of 20 students. Research begins with planning, action, observation, and reflection. Data collection techniques were carried out by tests, observations and documentation. The test is given based on indicators of accuracy of pronunciation (punctuation) in reading, accuracy of pronunciation in reading writing, accuracy of intonation in reading writing, fluency in reading writing, and loudness of voice. The results of the analysis showed that the increase in pre-cycle reading aloud skills was 8 students (40%). After being given action in cycle I there was an increase in the number of students' completeness to 12 students (60%). After being given action in cycle II, there was another increase in the number of completeness to 20 students (100%). In conclusion, the use of the cooperative script learning model assisted by comic media can improve students' reading skills in elementary schools.*

Keywords : Reading Aloud, Cooperative Script Learning Model, and Comic Media

Introduction

Reading ability is a must. Reading is an activity carried out to obtain information, gain knowledge and new experiences (Aprinawati, 2017). Reading is the key to learning all the other talents. Reading is a very important skill, so it needs to be learned early. Students in grade 1 of primary school are the first to receive formal instruction in reading, but may have been given it earlier to prepare them for the challenges of learning to read early in primary education. Because early age is an ideal time to build a foundation for both physical and non-physical development, early life should not be wasted and development of language potential (including an interest in reading) must also start from an early age.

The ability to read is a basic skill that students need to have in order to be involved in all aspects of the teaching and learning process. Reading ability has a significant impact on student success in class. Reading aloud is one of the reading techniques that need to be mastered by students in the lower grades. Setiowati in (Arista, et.al, 2016) " *Reading aloud is reading aloud* ," the statement reads, what needs to be considered is the pronunciation of vowels and consonants, tone of voice or song, mastery of punctuation marks, grouping words or phrases into units of ideas , eye speed and expression. Elementary school students, especially in the lower grades, students must be able to read aloud. Tarigan (2013) Reading aloud teaches readers how to: 1) pronounce words correctly, 2) fail to pronounce them correctly, 3) adopt a coherent voice that makes messages clear, 5) read with emotion

and expression, and 6) the use of punctuation marks.

Reading aloud is reading with clear pronunciation and intonation as well as being or a tool used to increase students' interest in reading and assist students in developing reading skills (Febrianti., Marta & Aprinawati, 2022) . Reading aloud for students in lower grades includes several things, namely reading clearly and clearly, reading with feeling, expression and reading without stammering. The fact that researchers found when making observations or observations at one of the elementary schools, namely at SDN 001 Simalinyang on Monday 21 March 2022 in class 3, namely the problem of students' low aloud reading skills, there are still problems in class, such as students who are less cooperative and still seen working alone to complete the task, including participation in reading aloud is still low and students are not able to read properly or in accordance with the rules of reading when reading aloud .

The low ability of students to read aloud can be seen from the initial data on the results of students' aloud skills, that only 40% of students are complete in reading aloud. In reading aloud, students are not given the opportunity to demonstrate material directly, such as reading aloud with the correct pronunciation and intonation, which hinders students from developing their creativity and abilities. This resulted in low student understanding of the subject matter of reading aloud in Indonesian. Although a teacher's ability to provide experience and make a lasting impression on students is more important than the learning itself, students still need to have the opportunity to fully develop all of their skills.

Students become uninterested and often even bored when participating in learning to read when there is no use of media and there is no variation in teaching reading. This encourages children to occupy themselves and play instead of paying attention to the teacher's

explanation. Teachers cannot offer interesting learning materials when using traditional teaching methods. The teacher only presents the material; students just sit and listen. Lessons only go one way. This is what inspired the author to conduct research and seek answers to these problems.

Cooperative Script (CS) learning approach is intended to be used in this context. Students take turns vocally summarizing various parts of the information learned in this CS learning methodology (Heriawan, 2012) . The development of students' reading aloud skills will be influenced by the prospects for this learning model to increase student engagement. This learning approach fosters group collaboration to achieve common goals. Students will pair up with their friends and take turns talking and listening in the CS learning approach. CS learning systems, in general, provide specific instructions to teachers, students, and other students on how to work together and communicate with one another.

The use of teaching materials, especially comics, is another component that encourages learning. Students can benefit from using media such as mental stimulation, increased focus and memory, psychomotor development, increased emotional intelligence, and more. In order for students' reading comprehension to increase as they study, which is predicted to improve learning outcomes. Unlike the lecture approach still used, where information is only conveyed verbally, learning or information is usually more difficult to retain, less entertaining, and easier to forget.

Comics are marketed as teaching materials in the form of graphic stories that can help students understand ideas and construct knowledge. Comic books and other forms of media can make reading easier for students and keep them interested in the process. With comics, students are motivated to read without feeling forced or needing to be convinced (Handy & Dwi,

N. 2019) . Developed countries have made extensive use of the benefits of reading comic books as a way to arouse children's interest in reading textbooks. Japan is one of the countries that incorporates comics into its education system as a means of support. Comic books are not an uncommon learning tool in our country. In Japan, some textbooks are actually available in comic book style. Because they feature attractive images and simple language, comics are actually very effective learning tools.

Teachers use certain methods or media to involve students in the learning process and make it fun for them. The learning process will seem simple to set up, content students. Teachers should start by demonstrating that reading is a fun activity rather than a tedious activity. One way is to offer comics that are appropriate to interesting educational topics, dispelling the myth that reading is difficult to understand. In addition, by developing the idea that books are windows to the world, students can find interesting and varied images through reading books in comic form.

Teachers must work to generate students' interest and enthusiasm for learning to read as they function as teacher motivators and facilitators. Thinking through models and productive media is very important to be able to shape the desired learning environment. To complement the cooperative script learning methodology and help children develop their reading skills, use comic books and other media (Ramadhanti & Budiharto, 2021) .

The views and experiences of researchers with learning to read aloud suggest that greater effort is needed to progress. This may also be the case because most Indonesian language teachers have not used comic books and the *cooperative script learning technique* itself. Based on the background of the problems above, the researcher in carrying out classroom action research activities proposed the title "Improving Aloud Reading Ability Using the *Cooperative Script Learning Model* Assisted by Comic Media in Elementary Schools".

Method

This study used the Classroom Action Research (CAR) method. Research is carried out by designing, implementing and reflecting on collaborative and participatory actions that aim to improve the learning process in the classroom through an action in a cycle (Fadhilaturrahmi, 2017) . (Marta, 2017) also explained that PTK is practical research that aims to correct deficiencies in classroom learning by taking certain actions in order to improve or improve classroom learning practices in a more professional manner. Furthermore (Marta, 2018) also explained that this classroom action research is collaborative, meaning that in this study researchers collaborated with colleagues. The subjects of this study were class III students at SDN 001 Simalinyang, totaling 20 people consisting of 11 male students and 8 female students.

Kurt Lewin in (Surya, 2018) explains CAR is a series of action steps consisting of 2 cycles consisting of 2 meetings, the cycle consists of 4 parts consisting of the *planning* stage , the *acting* stage, the observation stage. *(observing)* , and the reflection stage *(reflecting)* .

This classroom action research was conducted in 2 cycles. Cycle I meeting I was held on Wednesday, 26 September 2022, while meeting II was held on Thursday, 27 September 2022. Cycle II meeting I was held on Thursday, 03 October 2022, while cycle II meeting II was held on Friday, 04 October 2022

Accurate and complete data is needed in a research process, so to obtain these data various data collection techniques are needed, therefore the data collection techniques used in this study are 3 data collection techniques used, namely tests, observation, and documentation. While the research instrument used was in the form of a syllabus, lesson plans, teacher activity observation sheets, student activity

observation sheets, and also a test of reading aloud skills.

The data analysis technique used is using qualitative analysis techniques and quantitative analysis techniques. Qualitative data in this study are used to describe teacher and student learning activities based on the learning process by applying the *cooperative script model* assisted by comic media . While the quantitative data in this study were used to measure the results of students' reading skills.

In determining the assessment criteria for research results, 4 assessment criteria were grouped, namely Very Good, Good, Adequate, and Insufficient . The criteria are as follows.

Table 1 . Criteria for Reading Aloud Skills

intervals	Criteria
80 – 100	Very good
66–79	Well
56–65	Enough
40 -55	Not enough

Source: Arikunto (2014)

To determine mastery of classical learning can be used the following formula

$$KK = \frac{\text{jumlah siswa yang tuntas}}{\text{jumlah seluruh siswa}} \times 100\%$$

A student is said to be complete in learning if the student scores more than the Minimum Completeness Criteria (KKM) score of 65. Meanwhile, knowing classical completeness is said to be achieved if more than 80% of all students understand the learning material that has been studied.

Results and Discussion

In this section, the findings from the research that has been carried out will be discussed. The following is the result of acquiring students' reading aloud skills using the *cooperative script model* assisted by comic media in cycle I can be seen in table 2 below.

Table 2 . Results of Implementation of Cycle I

Description	Frekuensi	Presentase
Complete	12	60%
Not Complete	8	40
Total Students	20	100%
Mean	70	
Category	Good	

Source: Data Processing Results of Reading Aloud Skills 2022

Based on table 2 above, it can be seen that the percentage of student completeness in cycle I was 60% with a total of 12 students completing. The incomplete percentage also reached 40% with the number of students who did not complete as many as 8 students. The average student learning outcomes is equal to 70. The category of student completeness is in the good category.

After the first cycle of action was completed, it was evident that students and teachers contributed to a number of outcomes. The process of learning to read aloud by utilizing the *Cooperative Script learning model* with the help of comic media becomes even more interesting after the first lesson, making students more eager to learn, especially when teaching reading aloud.

In the implementation of cycle I there were still some students who had difficulty reading. The problems experienced by students included: a) some students had difficulty reading words fluently, b) some students stopped reading in the middle of a sentence, c) some students missed or did not read the endings of basic words, d) some students did not stop when they reached punctuation marks (.) and immediately proceed to the next word, there were some students who had difficulty reading sentences, e) Some students said the wrong words, f) Some added words that were not in the reading text, g) Some omitted or did not read certain words in the reading text, h) There were those who read with inappropriate intonation or, in other words, did not pay

attention to punctuation, and i) Some students did not read aloud.

Even though student learning completeness increased after being given action in cycle I, in fact this learning mastery had not yielded the expected results, namely at least 80% of all students had finished studying or completed the KKM set by the school which was 65. In other words, these results made necessary to take action cycle II.

Based on these data, the researcher concluded that the implementation of learning in cycle I was still not successful. Therefore, researchers and observers carried out actions in the next cycle, namely cycle II. The results of the acquisition of students' reading aloud skills in cycle II can be seen in table 3 below.

Table 3 . Results of Implementation of Cycle II

Description	Frekuensi	Presentase
Complete	20	100%
Not Complete	0	0%
Total Students	20	100%
Mean	84	
Category	Very Good	

Source: Data Processing Results of 2022 Students' Reading Aloud Skills

Based on table 3 above, it can be seen that the percentage of student completeness in cycle II has increased to 100% with a total of 20 students completing. The incomplete percentage also reached 0% and there were no students who did not complete. The average student learning outcomes is equal to 84. The category of student completeness is in the very good category.

To clearly know the improvement of each action can be seen in Figure 1 below:
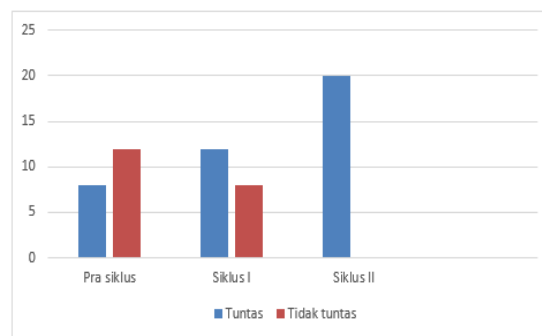
Figure 1. Graph of Students' Reading Aloud Skills in Each Cycle

Based on the data obtained, the researchers concluded that the implementation of learning in cycle II was said to be successful. Therefore the researcher finished the implementation of the action only up to cycle II. Overall, the use of the *cooperative script model* assisted by comic media to improve the reading skills of class III students at SDN 001 Simalin has reached a point of success.

Based on the results of the implementation in cycle I and cycle II, it can be concluded that students' reading skills through the application of the *cooperative script model* assisted by comic media can improve students' reading skills in class III SDNSDN 001 Simalinyang.

Conclusion

Based on the results of research carried out by researchers using the *cooperative script model* assisted by comic media to improve the reading skills of class III students at SDN 001 Simalinyang Elementary School . The results showed that the use of the cooperative script model could improve the reading skills of class III students at SDN 001 Simalinyang . This can be seen from the results of the data analysis showing that the increase in pre-cycle reading aloud skills was 8 students (40%). After being given action in cycle I there was an increase in the number of students' completeness to 12 students (60%). After being given action in cycle II, there was another increase in the number of completeness to 20 students (100%). In conclusion, the use of the cooperative script learning model assisted by comic media can

improve students' reading skills in elementary schools.

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Author Profile

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