

READ ALOUD METHOD TO IMPROVE THE READING SKILLS OF MI AL-ISLAM PRAMPELAN STUDENTS

Masrur Afandi*¹

¹Manajemen Pendidikan Islam STAI Syubbanul Wathon

*e-mail: afandimasrur2707@gmail.com

Abstract

Reading is an activity used to increase knowledge and experience to increase intelligence. Lack of reading skills makes students find it difficult to understand the content of the writing they read. Based on the background, the aim of the read aloud learning program carried out by the author is to improve students' reading skills, so that they can more easily understand and capture the results well from the writing they read. In implementing this service activity, the ABCD (Asset Based Community Development) approach is used. This community service program was carried out in class 3 at MI Al-Islam Prampelan, Adipuro, Kaliangkrik, Magelang, using picture story media through digital books. The result of this service activity is that through the read aloud learning program using picture story media, students' ability to use punctuation, intonation, and comprehension ability in reading and understanding improves.

Keywords: Read aloud, Reading Skills, MI Al-Islam Prampelan

Abstrak

Membaca merupakan salah satu kegiatan yang digunakan untuk menambah ilmu pengetahuan serta pengalaman untuk meningkatkan kecerdasan. Kurangnya keterampilan dalam membaca menjadikan siswa merasa kesulitan dalam memahami isi dari tulisan yang dibaca. Berdasarkan latar belakang, maka tujuan dari program pembelajaran read aloud yang dilakukan oleh penulis adalah untuk meningkatkan keterampilan membaca para siswa, agar dapat lebih mudah dalam memahami serta menangkap hasil dengan baik dari tulisan yang dibaca. Dalam pelaksanaan kegiatan pengabdian ini menggunakan pendekatan ABCD (Aset Based Community Development). Program pengabdian masyarakat ini dilakukan di kelas 3 MI Al-Islam Prampelan, Adipuro, Kaliangkrik, Magelang, dengan menggunakan media cerita bergambar melalui buku digital. Hasil dari kegiatan pengabdian ini adalah melalui program pembelajaran read aloud dengan menggunakan media cerita bergambar, kemampuan penggunaan tanda baca, intonasi, serta daya tangkap siswa dalam membaca serta memahami menjadi meningkat.

Kata kunci: Read aloud, Kemampuan Membaca, MI Al-Islam Prampelan

1. INTRODUCTION

Language is essential for a person to have in society. Language is needed by someone to communicate and interact with other people. With language, it would be easier for people to connect with the people around them, possibly even (Mailani et

al., 2022). Therefore, everyone needs to have language skills, which must be developed early so that someone can communicate and interact well in society (Donatus et al., 2015). One type of written language ability is reading. Reading activities are needed by anyone who wants to improve and advance themselves (Shofiani, 2019). Everything gained from reading activities allows people to broaden their horizons, sharpen their views, and improve their thinking power (Jamila, 2014).

Reading is a skill that must be mastered early, namely at elementary school age (Rovigo, 2019). Reading learning in the early grades is essential and becomes the basis for students to learn in the next grade. In a learning process, there are spiritual and physical activities. Students will think when they do activities, and without actions, students will not think. Therefore, in learning, students must be allowed to develop all aspects of their personality (Arianti, 2023). One method that can be used to practice reading skills is the read-aloud method, also known as the read-aloud method. Read aloud is a reading activity by sounding out what is being read using a loud voice, as well as using appropriate intonation and punctuation so that readers and listeners can capture what is conveyed by the author, whether in the form of attitudes, feelings, or thoughts (Purwati et al., 2019). Reading aloud by teachers can provide students with examples of the optimistic reading process, and students also get new information and enrich their vocabulary (Kamila & Nanggala, 2023). Apart from that, the read-aloud method can contribute to a child's overall development through various means, such as providing oral communication practice for readers and listening skills for listeners (Ustianingsih & Riwayanti, 2016).

Based on observations made by the author at MI Al-Islam Prampelan, many children still need better reading skills. Their difficulty in understanding the writing they read will affect student learning outcomes. Therefore, as a form of effort to help students understand reading and improve their reading skills, it is necessary to provide reading learning assistance for students. The author provided read-aloud learning assistance in class 3 at MI Al-Islam Prampelan. The author chose to use picture story media in implementing read-aloud learning because picture stories are a very effective medium to use in read-aloud. Using picture story media can make it easier for students to read aloud and help them lay a factual basis for their thinking.

2. METHOD

In its implementation, this service uses the ABCD (Asset Based Community Development) approach, which is a community service approach to give birth to people who have power by seeing and understanding the strength of their assets. Therefore, this approach prioritizes the use of assets and strengths around and owned by the community (Abadi et al., 2022). Owned capital and the existence of a sustainable program are some of the leading forces for making changes to improve

the quality of education. Moreover, this community service activity is an encouragement to realize this change.

The locations for this community service activity are MI Al-Islam Prampelan, Adipuro, Kaliangkrik, and Magelang. The number of students at MI Al-Islam Prampelan from grade 1 to grade 6 is 184. Moreover, this is a precious asset, especially in education. Children will learn many things and concepts at this level, such as mathematics, reading/writing, and language, which will be very useful for learning at the next level.

The ABCD method has five main steps in the implementation process, including:

a. Stages of Inculturation

This Stage is the Stage of introducing and understanding the potential in society.

b. Discovery Stages

At this stage, people are invited to discover their best potential.

c. Design Stages

This Stage is the Stage of setting up the change plan. The procedures or processes that will be followed to achieve a change must be prepared carefully and systematically (Maulana, 2019).

d. Define Stage

The define stage is implementing a program designed at the design stage.

e. Reflection Stages

The reflection stage is the final Stage of implementing activities. It contains an evaluation of the stages that have been carried out to find out whether the activities that have been carried out have achieved success (Abadi et al., 2022).

3. RESULTS AND DISCUSSION

Following the method used by the author in implementing the community service program at MI Al-Islam Prampelan, there are several stages carried out, including:

Stages of Inculturation

The service team started the activity by visiting the MI Al-Islam Prampelan school to meet with the principal and teachers and convey the aims and objectives of implementing community service activities at MI Al-Islam Prampelan. The results obtained from this stage are that the author obtained permission and trust from the school to carry out this activity. At this stage, the author also tries to observe the potential at the location by observing teaching and learning activities directly.

Discovery Stages

At this stage, the development team identifies the data obtained and analyzes it to see the right strategy based on the existing problems. During this visit, the author obtained data that at MI Al-Islam Prampelan, there were 184 students, with 32 students in class 3, 15 male students, and 17 female students. Apart from that, the school also has facilities and infrastructure. Which supports and can be used in implementing read-aloud learning.

Design Stages

The activity carried out here is to create a plan for activities that will be carried out with related parties. Based on the data obtained, the author plans a program to hone students' reading skills using effective media. As well as determining who the target will be for carrying out read-aloud learning. After going through various considerations, the author conducted community service activities in class 3 of MI Al-Islam Prampelan, using picture story media through digital books. The author carefully and systematically designed this program. The author also creates a way so that in its implementation, students do not just read books but also receive learning to improve their reading skills, such as providing question and answer sessions and delivering material.

Define Stage

At this stage, the parties concerned work together to help the author implement the program. In implementing activities, this program will be carried out on Wednesday, 30 August 2023, with a duration of 1.5 hours. Several teachers assisted the author in making preparations. The author chose to carry out this activity in class 3 because students in class 3 can already read and are still in the early stages of reading. This is because picture story media will be difficult to use as a tool for reading aloud when presented to children who cannot yet read. Before carrying out the activity, the author asks students to read first using their abilities and skills. After that, the author conveys and describes a little about the read-aloud that will be carried out. The book read in this activity was Julia and Bola Pinang, adapted to the children's requests. After reading the book, the author repeats a little of what has been said about reading aloud so that students can more readily accept it. The author also provides a few questions and answers regarding the material or content of the story being read.

Reflection Stages

At the end of the activity, the author asked several students to read a book using the read-aloud method based on what they learned and captured during the activity. This is done so that the author can find out to what extent students can know and understand the learning that has been given.

When learning begins, students already feel that something is interesting, so they are very enthusiastic about participating in the learning process. Even though implementing read-aloud learning takes a short time, the material given to students has been adjusted to the time used. Moreover, at the time of implementation, only a large part of the material was delivered, taking into account the time and needs of the students.

Looking at the results of the activities carried out, there are differences in the reading skills possessed by the students. After the explanation was given, reading examples were given, questions and answers were given, and the explanation that had been given was repeated. Students experienced changes in their ability to read aloud. Starting from the reading intonation used, correct reading of punctuation marks, and understanding of what they read. Apart from that, children also become more confident to dare to speak in front of their friends. This follows the initial plan and the objectives to be achieved from this activity.

4. CONCLUSION

Based on the service activities conducted at MI Al-Islam Prampelan, several key conclusions emerge. Firstly, a prevalent reading challenge is the students' insufficient ability to comprehend the content they read, underscoring the necessity for enhanced reading skills among them. Secondly, employing picture story media in reading-aloud sessions has demonstrated its efficacy in fostering a transformative change, notably amplifying students' reading abilities. Lastly, these structured learning activities not only address but also refine and elevate the students' pre-existing reading competencies, highlighting the profound impact of targeted interventions in literacy development.

REFERENCES

- Abadi, S., Sulandjari, K., Nasution, N. S., Keguruan, F., Universitas, P., & Karawang, S. (2022). Jurnal Pengabdian Kepada Masyarakat J-Abdi Jurnal Pengabdian Kepada Masyarakat. *SWARNA: Jurnal Pengabdian Kepada Masyarakat*, 1(11), 3123–3132.
- Arianti. (2023). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Multidisiplin Indonesia*, 2(6), 1304–1309. <https://doi.org/10.58344/jmi.v2i6.284>
- Donatus, Maridjo, & Rosnita. (2015). Peningkatan Keterampilan Membaca Nyaring Menggunakan Media Gambar di Kelas II SD. *Jurnal UNTAN*, 4(12), 1–17.
- Jamila. (2014). Meningkatkan Kemampuan Membaca Nyaring dengan Lafal dan Intonasi yang Benar dalam Pembelajaran Bahasa Indonesia Menggunakan Metode Drill pada Siswa Kelas 1B SDN Tanggul Wetan 02 Jember. *Pancaran*, 3(2), 145–156.
- Kamila, J. T., & Nanggala, A. (2023). Penerapan Kegiatan Literasi dengan Metode Reading Aloud untuk Meningkatkan Keterampilan Membaca Permulaan Siswa

- Kelas Rendah (Studi Kasus pada Kelas I SDN Cinangka 03 Kabupaten Bandung). *Journal on Education*, 6(1), 1970–1978. <https://doi.org/10.31004/joe.v6i1.3181>
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Kampret Journal*, 1(1), 1–10. <https://doi.org/10.35335/kampret.v1i1.8>
- Maulana, M. (2019). Asset-Based Community Development: Strategi Pengembangan Masyarakat. *Empower: Jurnal Pengembangan Masyarakat Islam*, 4(2), 259–278. <https://doi.org/10.24235/empower.v4i2.4572>
- Purwati, G., Lyesmaya, D., & Nurasiah, I. (2019). Peningkatan Keterampilan Membaca Nyaring Melalui Media Cerita Bergambar Di Kelas Rendah. *Jurnal Perseda*, 2(3), 179–188.
- Rovigo, A. R. (2019). Pendekatan VAKT Terhadap Kemampuan Membaca Untuk Anak Kesulitan Belajar. *Jurnal Pendidikan Khusus*, 1(1), 1–13.
- Shofiani, N. (2019). Keefektifan Model Saintifik (Scientific) Terhadap Kemampuan Membaca Intensif. *Jurnal Ilmiah Sekolah Dasar*, 3(1), 57–62. <https://doi.org/10.23887/jisd.v3i1.17181>
- Ustianingsih, L., & Riwayanti, L. P. (2016). Pengaruh Metode Reading Aloud terhadap Kemampuan Membaca Pemahaman Mahasiswa Jurusan Bahasa Jepang. *Jurnal Ilmiah Bahasa Dan Sastra*, 3(2), 542–551.