

# The Application of Global Method with Picture Word Board Media to Improve The Beginning Reading Skills of Grade I Elementary School Students

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## Abstract

Reading skills are basic skills for students that they must master in order to follow all activities in the education and learning process. Beginning reading is the initial reading given to children in grade I (one). The purpose of this study is to improve the beginning reading skills of grade 1 students as a basis for understanding further lessons. The method used is the PTK model developed by Kurt Lewin. Data analysis techniques are quantitative and qualitative. The obstacles faced include the fact that students' reading skills at the elementary school level tend to be low. This can be seen from the data on student learning outcomes in Indonesian language content in grade 1 SDN 2 Samudra Kulon. It is expected that "Through the Global Method with Picture Word Board Media" can attract students' interest and attention, so that they want to learn with their own desire without feeling forced to do so. This is a great potential to improve beginning reading skills in grade 1 students at SDN 2 Samudra Kulon.

**Keywords:** Beginning Reading Skills; Global Method; Picture Word Board Media.

## 1. Introduction

Language has a central role in the intellectual, social, and emotional development of learners. Language is also one of the aspects that support the success of students in all fields of study. Through language learning, it is expected that learners can get to know themselves, their culture, the culture of others, express ideas and feelings, participate in a society that uses the language, and discover and use the analytical and imaginative abilities within themselves. Indonesian language learning in schools is expected to improve students' ability to communicate with the Indonesian language properly and correctly, both orally and in writing.

The Indonesian curriculum teaches reading, writing, speaking, and listening as language skills. One of the basic skills that students need to acquire starting in elementary school is reading. If students are unable to master reading skills, they will have difficulty following learning in all subjects. In addition, reading difficulties will also hinder students in receiving and understanding information from various sources, such as textbooks and other learning materials. As a result, students who experience reading difficulties tend to get lower learning outcomes than students who do not experience difficulties. Therefore, reading ability is very influential on students' success in learning. Anggraeni & Alpien (2019) explained that reading learning in elementary schools is divided into two stages, namely beginning reading and advanced reading. Beginning reading takes place in grades 1 and 2, while

advanced reading starts from grade 3 onwards. Beginning reading plays a very important role because this skill will have a major impact on reading ability at a later stage. As a basic skill that is the foundation for subsequent reading skills, beginning reading requires special attention from teachers. This is in line with the opinion of Rofi'i & Susilo (2022) which states that early reading has a crucial role as the foundation for success in the learning process.

Reading skills in primary schools, especially in the lower grades, are prioritized higher than other skills because they are the main foundation in mastering various subjects such as social studies, mathematics, science, and others (Puspitasari, 2021). The ability to read is needed to gain knowledge and knowledge. With good reading skills, students are able to speak precisely and effectively. Given the importance of Indonesian language lessons in improving language skills, Indonesian language learning, especially in grade I, must be done optimally. Through Indonesian language learning at school, it is expected to be able to improve the ability of students to communicate with Indonesian language properly and correctly, both orally and in writing. Grade I is an important early stage for students to build knowledge. Therefore, teachers must apply the right learning methods, especially in teaching the basics of reading, so that students have strong skills from an early age.

Based on these opinions, it can be concluded that early reading skills are very important in elementary school education, because these skills become the main foundation for students to learn in various subjects. If students do not master reading skills from the beginning, they will face difficulties in receiving information and following the learning process.

This is also experienced at SD Negeri 2 Samudra Kulon in implementing Indonesian language learning. The problem faced is the low skills of students in beginning reading, so that student learning achievement is also still low. Based on my observations, it is known that some students have difficulty in beginning reading. One form of difficulty is in recognizing letters. Some students only recognize some letters, need guidance in stringing letters into words, and still have difficulty recognizing the letters A-Z. They also had difficulty in distinguishing similar letters, such as b and d, p and q, m and n, u and v, and v and w. To overcome these problems, the author applied a global method and learning media Picture Word Board. this approach allows students to see words in a broader context, so they can more easily understand the relationship between letters and meaning. By teaching words as a whole, students can more quickly recognize patterns and context, which is very beneficial in the early stages of learning to read.

Meanwhile, image media is a learning tool in the form of a flat surface with two dimensions, which can be developed with various combinations of words and images to attract students' attention (Suparman et al., 2020). With the presence of attractive image media during the learning process, students can increase concentration, thus making them more interested in the subject matter being taught (Oktavianti et al., 2022). In addition, image media also provides real experience, thus helping students in learning beginning reading skills more easily and quickly.

In this study the authors used Picture Word Board learning media. Picture Board media provides an interesting visualization for students, which can increase their interest and attention. Word boards equipped with pictures help students associate letters and words with real objects, making it easier for them to recognize and remember the letters. The combination of these two media is expected to improve the beginning reading skills of grade 1 students effectively, while making the learning process more fun and interactive.

This explanation is corroborated by research conducted by Lestari et al., (2021) entitled "Analysis of Factors that Impede Learning Beginning Reading in Elementary School Students". The results showed that the forms of difficulties faced by Grade I students of SDN Sawohan 1 Buduran Sidoarjo which have the potential to hinder learning to read beginning are as follows: 1) students have difficulty reading the alphabet with the right pronunciation, students have difficulty showing and mentioning vowels, students have difficulty showing and mentioning consonant letters, students have difficulty mentioning some combined sounds of vowels and consonants, students have difficulty spelling the syllables instructed, 2) factors that hinder Students in Early Reading Difficulties in Grade I students of SDN Sawohan 1 Buduran Sidoarjo are intellectual factors, physiological factors, environmental factors including parents, and psychological factors.

Research conducted by Hasanah & Lena, 2021 entitled "Analysis of Beginning Reading Ability and Difficulties Faced by Elementary School Students" The results showed that the results of this study indicate that the cause of the large number of students experiencing this difficulty is due to the lack of parental attention and guidance in improving students' reading skills at home; lack of student interest in learning; not maximally fulfilling students' learning needs due to the pandemic; the small duration of low grade students' learning hours at school; and the lack of focus of the applicable curriculum on students' reading skills.

Based on the background of the problems that have been described, the formulation of this research problem is: "Can the application of the Global method with Picture Word Board media improve the beginning reading skills of grade 1 students of SDN 2 Samudra Kulon?"

In general, the objectives to be achieved through this research are to improve the quality of learning Indonesian content in class I SDN 2 Samudra Kulon, Banyumas Regency by using the Global Method and Picture Word Board learning media. Increase student activeness in learning Indonesian language content in grade 1 SDN

2 Samudra Kulon. Improve reading skills students in learning Indonesian language content in grade 1 SDN 2 Samudra Kulon.

## 2. Research Methods

The design set in this research is class action research. In this study, the classroom action research model that will be used is the PTK model developed by Kurt Lewin as described in the following scheme (in Arikunto 2008: 16).



The data collection techniques used in this study were using test techniques, non-test techniques and documentation. Data analysis techniques are quantitative and qualitative. Quantitative data in the form of cognitive learning outcomes, analyzed using descriptive analysis techniques. Qualitative data in the form of observation data of students' beginning reading skills in learning Indonesian content using the Global method with picture word board media was analyzed using qualitative descriptive analysis.

Score Range of Data on Students' Beginning Reading Skills

Rating scale	Assessment category
$65 \leq \text{score} \leq 80$	Very good
$50 \leq \text{score} < 65$	Good
$35 \leq \text{score} < 50$	Simply
$20 \leq \text{score} < 35$	Less

## 3. Results and Discussion

Based on observational data and other document data that have been analyzed, there are problems that indicate that Indonesian language learning, especially in the subject of beginning reading in grade I at SDN 2 Samudra Kulon, is still not optimal. The causes of this suboptimal learning include: (1) reading activities carried out during learning are still not effective, because they do not go through systematic steps; (2) the learning approaches and methods used by teachers in learning to read are not appropriate; (3) student activity in carrying out beginning reading activities during learning is still low; (4) teachers have not used the right learning media, so students are less enthusiastic in learning.

The factors that caused the problem resulted in the learning of Indonesian language content, especially in the learning objectives of beginning reading in grade I at SDN 2 Samudra Kulon, being less than optimal. This has an impact on students' beginning reading skills and low learning outcomes. This of course has an impact on the less than optimal quality of students' beginning reading learning. The results of the analysis of student learning outcomes on the learning objectives (TP) of students of class before the action can be seen in the table below:

Data on Prasiklus Learning Outcomes of First Grade Students of SDN 2 Samudra Kulon

No.	Achievements	Results
1.	Lowest score	35
2.	Highest score	75
3.	Number of students completed	6
4.	Number of incomplete	10

5.	Percentage of completeness	37,5%
6.	Percentage of unsuccessful	62,5%
7.	Average	59,69

From the data of the pre-cycle value, it is known that the value of the achievement of the Learning Objectives of the students' learning outcomes in learning to read the beginning is still less than optimal, where most students still cannot achieve the value of the achievement of the learning objectives (KKTP) that have been determined. A total of 10 students out of 16 students (62.5%) have not reached the value (KKTP). The class average obtained by students is also still low, which is only 59.69.

From the problems that arose, the researcher and collaborator team conducted research by applying the Global method and Picture Word Board media in class I SDN 2 Samudra Kulon, Banyumas Regency to solve these problems.

This research was carried out in two cycles, where each cycle consisted of one meeting each. At each meeting, an evaluation was held at the end of the learning activities, to determine the success of the beginning reading learning that had been carried out, as well as to measure the level of learning outcomes that had been determined.

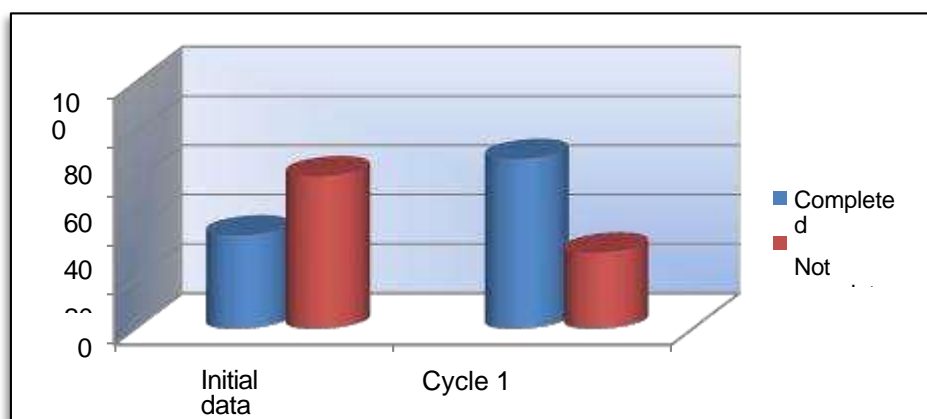
The implementation of cycle 1 action was carried out on September 23, 2023. The implementation of action in cycle 1 was carried out by applying the Global method and Picture Word Board media to learning beginning reading in class I with vocabulary reading material that begins with the letters "h and c".

Student Learning Outcomes Pre-Cycle and Cycle 1

No.	Achievements	Initial Data	Cycle 1 Data
1.	Lowest score	35	30
2.	Highest score	75	90
3.	Number of students completed	6	11
4.	Number of incomplete	10	5
5.	Percentage of completeness	37,5%	68,75%
6.	Percentage of unsuccessful	62,5%	31,25%
7.	Average	59,69	65,63

To clarify the comparison of the percentage of student learning completeness at the beginning before the implementation of cycle I with the percentage of student learning completeness in cycle 1 can be seen in the following diagram.

Diagram of Initial Data and Cycle 1 Learning Outcomes



Data on students' beginning reading skills scores were obtained from the results of analyzing the beginning reading scores from the observation sheet instrument for beginning reading skills. Broadly speaking, the results of the acquisition score of students' beginning reading skills in cycle I can be explained through the following table:

Recap of Cycle 1 Students' Beginning Reading Skills Score

No.	Predicate	Number of Students	Percentage	Description
1.	Very good	4	25%	Completed
2.	Good	6	37,5%	Completed
3.	Good enough	6	37,5%	Not Completed
4.	Not so good	-	-	Not Completed

The table above is the result of the analysis of the observation sheet of students' beginning reading skills in cycle 1.

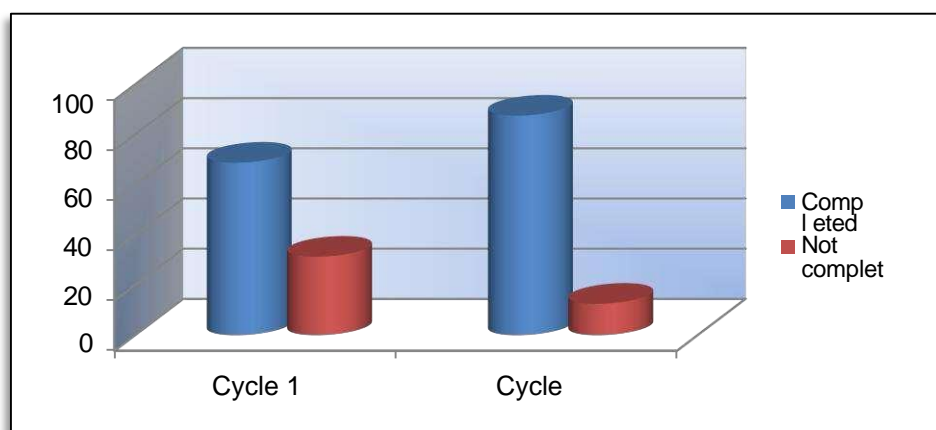
The implementation of actions in cycle 2 was carried out by applying the Global method and picture word board media to learning beginning reading in class I which was refined by fixing all the shortcomings based on the results of reflection and revision from cycle I.

Student Learning Outcomes Cycle 1 and Cycle 2

No.	Achievements	Cycle 1 Data	Cycle 2 Data
1.	Lowest score	30	50
2.	Highest score	90	100
3.	Number of students completed	11	14
4.	Number of incomplete	5	2
5.	Percentage of completeness	68,75%	87,5%
6.	Percentage of unsuccessful	31,25%	12,5%
7.	Average	65,63	76,56

To clarify the comparison of the percentage of student learning completeness at the beginning before the implementation of cycle I with the percentage of student learning completeness in cycle I and cycle II can be seen in the following diagram.

Diagram of Student Learning Outcomes Cycle 2



Data on the score of students' beginning reading skills were obtained from the results of analyzing the scores of students' beginning reading skills instruments. Broadly speaking, the results of the acquisition score of students' beginning reading skills in cycle II can be explained through the following table:

Recap of Cycle 2 Students' Beginning Reading Skills Score

No.	Predicate	Number of Students	Percentage	Description
1.	Very good	6	37,5%	Completed
2.	Good	7	43,8%	Completed
3.	Good enough	3	18,75%	Not Completed
4.	Less Good	-	-	Not Completed

The research on the application of the Global method with Picture Word Board media that has been carried out shows an increase in both aspects of student learning outcomes and students' beginning reading skills. This

can prove that the Global method is suitable to be applied in learning beginning reading in elementary schools because this method can make reading activities more effective, systematic, and meaningful through the steps of the Global Method.

Through the Global method, students' beginning reading skills can improve, which will have implications for improving student learning outcomes. Meanwhile, the use of picture word board media combined with appropriate teaching methods is also proven to increase students' motivation and interest in participating in learning to read at the beginning.

#### **4. Conclusion**

Based on the results of research on the application of the Global Method with Picture Word Board media to improve the beginning reading skills of grade I students of SDN 2 Samudra Kulon, Banyumas Regency, the researcher can conclude that the application of the Global Method with Picture Word Board media can improve the beginning reading skills of grade I students of SDN 2 Samudra Kulon, Banyumas Regency. This can be seen from the increase obtained from the results of data analysis of students' beginning reading skills Where at the end of the first cycle as many as 62.5% of students were able to master beginning reading skills with at least good criteria. And at the end of the second cycle the percentage of students who were able to master the skills of beginning reading increased to 81.3%. The Global Method with Picture Word Board media can improve student learning outcomes in learning Indonesian content with the aim of beginning reading. This is shown from the student learning outcomes in learning. At the end of cycle I, the average score of students' learning outcomes reached 65.63 with a percentage of classical completeness of 68.75%.

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