IMPROVING INDONESIAN LEARNING OUTCOMES ALOUD READING MATERIAL ON THEME 2 SUBTEMA 2 USING STORYTELLING METHOD WITH POP UP BOOK MEDIA IN CLASS III STUDENTS OF SEMESTER I MI MATHOLI'UL ULUM VILLAGE TERTEG DISTRICT PATI YEAR 2021/2022 ACADEMIC YEAR 2021/2022

Siti Nur Arifah, Mei Prabowo
PGMI Study Program, FTIK, Salatiga State Islamic University
Email : sitinurarifah095@gmail.com2meiprabowo@gmail.com

Abstract

This study aims to improve the ability to read aloud by using the Storytelling method and Pop Up Book media in third grade students in the first semester of MI Matholi'ul Ulum Terteg Village, Pati Regency, Academic Year 2021/2022. This research is a Classroom Action Research (CAR) which consists of two cycles, each cycle consisting of four stages, namely planning, implementation, observation and reflection. The subjects of this study were third grade students of MI Matholi'ul Ulum, Terteg Village, Pati Regency. The research instrument is in the form of observation sheets, test questions, and documentation. Data collection techniques used in the form of interviews, observations, documentation and test questions. The data were analyzed statistically using the percentage formula, if 85% of students were complete in learning, the cycle was stopped. The results showed that the application of the storytelling method and pop up book media was able to improve students' learning outcomes in Indonesian with reading aloud material on theme 2 sub-theme 2 of class III students in the first semester of MI Matholi'ul Ulum Terteg Village, Pati Regency, in the 2021/2022 academic year. This can be proven by an increase in each cycle. In the pre-cycle to the first cycle, there was an increase of 44%, from the first cycle to the second cycle, 28%. The following is the average value and percentage of students' completeness in each cycle, in the pre-cycle of 25 students only 5 students who have completed learning and 20 students are declared incomplete with an average value of 48 and with a percentage of completeness 20%, in the first cycle of 25 students, 16 students who have finished studying and 9 students are declared incomplete with an average value of 70, 4 and with a completeness percentage of 64%, in the second cycle, the number of students who have completed learning is 23 students and 2 students are not complete with an average score of 87.2 with a percentage of completeness 92%. Based on these results, the cycle was stopped, because it had fulfilled the classical completeness of 85%. The percentage of learning completeness classically reaches 92%, which is greater than 85%, thus classroom action research (CAR) is declared successful. Students who do not complete learning in cycle II will be given independent action in the form of enrichment and remedial which are monitored by the teacher so that all students are expected to be able to complete learning. because it has fulfilled the classical completeness of 85%. The percentage of learning completeness classically reaches 92%, which is greater than 85%, thus classroom action research (CAR) is declared successful. Students who do not complete learning in cycle II will be given independent action in the form of enrichment and remedial which are monitored by the teacher so that all students are expected to be able to complete learning. because it has fulfilled the classical completeness of 85%. The percentage of learning completeness classically reaches 92%, which is greater than 85%, thus classroom action research (CAR) is declared successful. Students who do not complete learning in cycle II will be given independent action in the form of enrichment and remedial which are monitored by the teacher so that all students are expected to be able to complete learning.

Keywords: *Indonesian Language Learning Outcomes, Reading Aloud, Storytelling Method, Pop Up Book Media.*

Background

Pelly, 1992 (in Zamzani, 1996: 75) states that reading and writing lessons, which were previously the main lessons and exercises, are now getting attention, both from students and teachers. According to the previous opinion, teaching reading is often neglected so that students' reading ability is low. Poor reading aloud is a problem faced by teachers. If these problems are not addressed immediately, students will have difficulty learning other aspects of the language, such as listening, speaking, and writing. In addition, students will also have difficulty understanding a reading.

Reading activity is an effort to understand the information conveyed through written symbols. (Nugiyantoro, 2010: 283). Reading is very important in all areas of life, especially in the learning process. Of course, in every learning process there must be reading activities. Someone with low reading ability will definitely have difficulty in understanding reading, while for learning Indonesian the most important thing is reading activities. Furthermore, other lessons will not be separated from reading activities. If this is allowed, students will find it difficult or even reluctant to learn. Students who have difficulty reading will affect other subjects. How students can learn if students can not understand a reading. Therefore, the ability to read aloud is very important for students.

Based on observations, documentation and interviews with third grade teachers at MI Matholi'ul Ulum in Terteg Village on Tuesday, January 20, 2022, there are student conditions that do not support learning to read aloud. These conditions include: first, students' lack of interest in reading activities, students are less interested in reading alone in class, if they are not instructed by the teacher then they do not want to read alone. Second: the lack of media or methods used by teachers, this will certainly make students bored quickly because there is no attraction from the learning delivered. Third: the lack of infrastructure in schools that students use to study. Fourth: the average score of students in reading aloud is to get a score of 48 while the KKM determined by the school is 75.

After conducting observations and interviews, it turns out that the main cause of the low ability to read aloud is the lack of use of media and models in learning by teachers. Arsyad (2009: 5) argues that "media is a component of learning resources or physical vehicles that contain didactic material in the student environment in order to inspire students to learn". In the teaching and learning process, the presence of the media has quite an important meaning, with the presence of the media it will not only make it easier for the teacher to convey the material but, it can also make students motivated to learn.

From the problems above, we can see that here the teacher must be able to utilize media and methods that are in accordance with the material to be taught, so as to improve the quality of education for students, deliver understandable material, and slowly change learning patterns that are fun and enjoyable in learning. .

Based on the description and explanation of the background above, it can be done Classroom Action Research to find and apply a media and learning method that can improve student learning outcomes in Indonesian subjects. In this case, the researcher conducted a study with the title "INCREASING INDONESIAN LEARNING OUTCOMES Aloud READING MATERIAL ON THEME 2 SUBTEMA 2 USING STORYTELLING METHOD WITH POP UP BOOK MEDIA IN CLASS III STUDENTS OF SEMESTER I MI MATHOLI'UL ULUM VILLAGE TERTEGAN PAJARAN 2021/2022 REGENCY ".

METHOD

The type of research used in this research is Classroom Action Research (CAR) or in English it is called Classroom Action Research (CAR) which means research conducted by teachers in their own classrooms by implementing, planning and reflecting on collaborative and participatory actions. with the aim of improving and improving their performance as a teacher so that student learning outcomes can increase. Researchers will be directly involved in learning to apply the Storytelling method and Pop Up Book media which are used in an effort to improve students' reading aloud. Researchers hope that by using the storytelling method and pop up book media, they can obtain data directly through observation and experience of the learning process

The study made a research design using classroom action research (CAR). Classroom action research is research conducted by teachers in their own classrooms by planning, implementing, and reflecting on collaborative and participatory actions with the aim of improving teacher performance, so that student learning outcomes can increase (Kusumah, 2010: 9). This research was conducted at MI Matholi'ul Ulum Terteg, which is located at the secretariat Jl. Terteg – Jaken km 07 Terteg village, Pucakwangi sub-district, Pati district, postal code 59183. In this study, the subjects of the research were third grade students of MI Matholi'ul Ulum in the 2021/2022 academic year with a total of 25 students consisting of 13 female students and 12 male students. This research was conducted at the beginning of semester 2 of the 2021/2022 academic year. Arikunto, (2006: 20) suggests that classroom action research consists of four stages including planning (planning), action (action), observation (observation) and reflection (reflection). To find out from the four stages are as follows:

Planning(Plan Stage)

Planning is the initial stage in the form of activities to determine the steps that will be taken by researchers to solve the problems that will be faced. A careful planning is needed so that the action can run according to the objectives. At this stage the things to do are to prepare facilities and infrastructure related to learning.

Action(Action)

Execution of action is the implementation or preparation of a plan. Action is a step taken by the teacher as an effort to improve. The actions taken in this study in general are carrying out teaching and learning activities to read aloud using the storytelling method and pop up book media including preliminary activities, core activities, and closing.

Observation

The observation target is the effectiveness of using storytelling methods and pop up book media to improve students' reading aloud skills. In this stage observing and recording all reactions or activities of teachers and students during the teaching and learning process. In order for the results of the research to be objective, in its implementation the researcher was also assisted by the observer teacher. In this stage the researcher can also find out the extent to which the level of success achieved in an effort to improve student learning outcomes.

Reflection

In this stage, everything obtained from the observations is collected and then analyzed and evaluated to find out whether the actions taken have achieved the expected goals or not. Based on these observations, the teacher can conduct a self-evaluation or reflection on the learning activities that have been carried out. In evaluation activities, teachers and researchers must also acknowledge what needs to be improved or not. So that it can be used as a basis for carrying out the next cycle of actions.

A. Discussion

1. Results Before CAR

Prior to the implementation of CAR, the results of daily student tests showed that student learning outcomes were unsatisfactory, because most of the students had not yet reached the KKM. There are 20 students who have not reached the KKM, about 80% of the 25 students. While the KKM value of MI Matholi'ul Ulum Terteg Pucakwangi for Indonesian subjects is 75. Only 5 students who achieve the KKM are around 20%. The following is a table of the number of students who have completed and have not completed the daily test of Indonesian subjects, including the following:

Table 3.9 Number of Students Who Completed and Unfinished Indonesian Daily Exams

Criteria	Amount	Percentage
Complete	5	20%
Not Completed	20	80%

Based on the results of observations at MI Matholi'ul Ulum Terteg Pucakwangi, several factors were found that affect student learning outcomes, including the lack of facilities in the learning process, learning that is too monotonous, very limited infrastructure facilities in schools, and lack of understanding and concentration of students in learning process. Therefore, the researcher conducted classroom action research on Indonesian language learning by using storytelling methods and pop up book media.

2. Cycle I . Research Results

Based on the results of the research in the first cycle, it can be said that the teaching and learning process was more improved than before using the storytelling method and pop up book media, but in the implementation of the first cycle the results were not satisfactory. Among them there are still many students who are less focused in the learning process and teachers are still unable to master the class or condition the class.

The average value of student learning outcomes in the first cycle was 70.4 with learning completeness reaching 64% or 16 students from 25 students who completed Indonesian language subjects. However, there are still 9 students who have not achieved the KKM score or have not completed. The following is data on students who have completed and students who have not completed learning Indonesian as follows:

Table 4.1 Total Student Scores in Cycle I

NO	Score	Total students
1.	40	3
2.	60	6
3.	80	16
Total		**25**

3. Cycle II Research Results

In this second cycle of research there was a very significant increase and change. Students are more active and enthusiastic in learning activities, especially when using this pop up book media. Students take turns going forward to read stories using the pop up book media that has been provided, this is certainly a very good change because it can sharpen children's mentality.

The average value of student learning outcomes in the second cycle is 87.2. Students who get a score above the KKM or have completed as many as 23 students or with a 92% completeness percentage, while students who have not completed or get a score below the KKM are 2 students with a percentage of 8%. The following are data on students who have completed and students who have not completed learning, including the following:

Table 4.2 Total Student Scores in Cycle II

| NO	Score	Total students
1.	60	2
2.	80	12
3.	100	11
Total		**25**

Based on the data obtained from the above grades of 25 students of class III MI Matholi'ul Ulum Terteg Pucakwangi, there are 2 students who have learning difficulties. These students' learning difficulties are caused by their very weak reading and writing skills and their inability to write, read and understand. In addition, students also lacked concentration in learning, when the teacher explained students often chatted with their friends and put their heads on the table and did not listen to the teacher's explanation.

At this research stage, there was an increase in learning outcomes that were very good from the previous cycle. Thus, thanks to the support of the storytelling method and pop up book media, Indonesian language learning material for reading aloud on theme 2 sub-theme 2 class III semester I Matholi'ul Ulum Terteg Village, Pucakwangi District, Pati Regency for the 2021/2022 academic year can be said to be successful and has increased learning outcomes. . Storytelling method and pop up book media have a positive influence on student learning outcomes in class III MI Matholi'ul Ulum Terteg Village, Pucakwangi District, Pati Regency. The following is an increase in student learning outcomes in all cycles, including the following:

Table 4.3 Total Scores of Students at MI Matholi'ul Ulum Terteg Pucakwangi

NO	Name	Pre Cycle	Cycle I	Cycle II
1.	AASP	70	80	100
2.	AAS	80	80	100
3.	AW	40	80	100
4.	AMY	50	60	80
5.	ANSA	80	80	100
6.	ARU	40	60	80
7.	BYPD	30	80	80
8.	DCY	50	60	80
9.	EZ	40	60	60
10.	FM	50	80	100
11.	FNA	30	80	80
12.	KN	80	80	100
13.	LO	50	40	80
14	MAS	40	80	100
15.	MS	30	40	80
16.	MSM	80	80	100
17.	RAA	30	80	80
18.	SHN	40	40	80
19.	SIM	30	80	80
20.	SNU	40	80	80
21.	YES	80	80	100
22.	ADTD	40	60	100
23.	AMH	30	60	60
24	MNSA	30	80	80
25.	SLNS	40	80	100
Amount		**1200**	**1760**	**2180**
Average		**48**	**70.4**	**87.2**

Diagram 5.4 Percentage of Completed and Uncompleted Student Scores Per Cycle
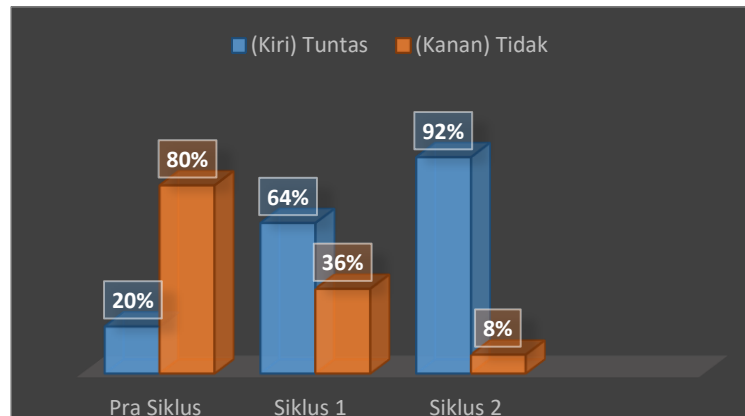
We can see from the table and diagram above that student learning outcomes have increased from cycle to cycle. From the data of students' daily test scores or pre-cycle the average score of students is 48 with a percentage of completeness 20%, the average value in the first cycle is 70.4 with a percentage of completeness 64%, and the average in the second cycle is 87.2 with a 92% completeness percentage.

Based on the determination of the success indicator, namely the student's learning mastery level reaches 85%, it can be said that learning Indonesian in the matter of reading aloud theme 2 sub-theme 2 by using the storytelling method with pop up book media in class III students in the first semester of MI Matholi'ul Ulum Terteg Village Pucakwangi Subdistrict, Pati Regency, for the 2021/2022 academic year is said to have been completed and successful, so classroom action research has been stopped until the second cycle.

CONCLUSION

The results showed that the application of the storytelling method and pop up book media was able to improve students' learning outcomes in Indonesian with reading aloud material on theme 2 sub-theme 2 of class III students in the first semester of MI Matholi'ul Ulum Terteg Village, Pati Regency, in the 2021/2022 academic year. This can be proven by an increase in each cycle. In the pre-cycle to the first cycle, there was an increase of 44%, from the first cycle to the second cycle, 28%. The following is the average value and percentage of students' completeness in each cycle, in the pre-cycle of 25 students only 5 students who have completed learning and 20 students are declared incomplete with an average value of 48 and with a percentage of completeness 20%, in the first cycle of 25 students, 16 students who have finished studying and 9 students are declared incomplete with an average value of 70, 4 and with a completeness percentage of 64%, in the second cycle, the number of students who have completed learning is 23 students and 2 students are not complete with an average score of 87.2 with a percentage of completeness 92%. Based on these results, the cycle was stopped, because it had fulfilled the classical completeness of 85%. The percentage of learning completeness classically reaches 92%, which is greater than 85%, thus classroom action research (CAR) is declared successful. Students who do not complete learning in cycle II will be given independent action in the form of enrichment and remedial which are monitored by the teacher so that all students are expected to be able to complete learning. because it has fulfilled the classical completeness of 85%. The percentage of learning completeness classically reaches 92%, which is greater than 85%, thus

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