

**THE RESPONSE OF 2nd GRADE “SDN 3 SEKARBANYU” TOWARD CREATIVE
READING BOOK (CREBO) MEDIA TO ACHIEVE READING SKILLS FOR
LEARNING THEME 7 AND SUB THEMES 2**

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ABSTRACT

Based on research that has been conducted, researchers found that students in grade 2 at “SDN 3 Sekarbanyu” still not effective when the train reading skills due to lack of media support, the necessary media to attract the attention of students so that the students' reading skills more effectively. The purpose of this research are: (1) describes the development process Crebo media, (2) determine student's response to media Crebo. The method used in this research is qualitative and quantitative approach. This research was descriptive. The research procedure adapted from Borg and Gall in Sugiono (2013). The results of this research indicate Crebo media assessment of the material aspects of obtaining a mean score of 87.7% to the category of "It's Worth". While aspects of the media get a mean score of 87.8% to the category of "Very Decent" instructional simulation test with respondents 22 students got the results from the aspect of the attractiveness of 92.7% and from 87.2% retention of material aspects. The conclusion of this study is Crebo get a positive response from the respondent and Crebo fit for use as a medium of learning the skills of reading theme 7 and sub themes 2 in 2nd grade

Keywords: *Media, Literacy, Elementary School Students*

1. INTRODUCTION

Reading skills are very important possessed by elementary school students, because by having the reading skills of students can understand the material easily. As well as the deft skill, as according Soemarjadi, et al, 1991, when one can do anything right, but slow, also not sapat said to be skilled. In a learning process students must have good reading skills so that students can understand the material being studied. Reading skills referred to in this study is the literal reading skills. According to Yuli, 2012, reading comprehension reading text literals are read and understand the content of reading about what is mentioned explicitly in the text. While Burns and Roe (in Hairuddin, et all, 2007), found a literal understanding is a prerequisite for a higher understanding. Train the students' reading skills are also necessary to have appropriate learning media.

Media learning is very important to use when teaching and learning. The reason besides helping students 'understanding, the media can arouse students' interest and motivation when learning. As according Hamalik (in Arsyad, 2011) that the use of instructional media in teaching and learning can arouse desire and interest in the new stimulus to encourage motivation and learning activities, and even bring psychological effects on students. According to Winkel (in Susanto, 2012), learning media is media that covers everything that can help students and teachers to achieve the learning objectives. The right media would provide positive benefits to the learning process.

Based on observations that have been made in SD Negeri 3 Sekarbanyu precisely in Class II, instructional media associated with a literal reading skills of students still do

not. Media are available in school only in the form of books Student Worksheet “LKS” and textbooks alone, so less attracted the attention of students. The absence of library and media procurement costs and time constraints also become one of the factors supporting the unavailability of media literal reading skills of students. Treatment of the media is still lacking so much media that is damaged and abandoned.

The use of the media, which also impacted on students when learning takes place. Based on the observation that has been conducted by researchers in July 2019 showed that the students' response was less enthusiastic when learning to use textbooks and worksheets. The focus of the students is also reduced when learning takes place. Most students are less interested in the media textbooks and worksheets.

It needs a proper media selection in order to overcome these problems. Necessary media should certainly be interesting, educational, and is still associated with learning. Therefore, the researchers were motivated to develop a medium that can attract the attention of students, but it also can help students when learning. It is expected that with the media developed by researchers of students to be more active when learning, especially in the case of a literal reading.

Media that researchers choose to overcome these problems is Crebo media. Media Crebo a companion book that researchers have developed to stimulate the students' reading skills of grade II. Crebo a story book with the addition of pop-up elements, illustrations, color variations that have been adapted to the material theme 7 subthemes 2 and comes with practice questions. The reason is because the election Crebo Crebo media is a book of stories with interesting visualization that combines elements of funny pictures and colors are varied and stories tailored to the students' everyday life, in addition to the stories in the book are still concerns Crebo students are learning the material. When students have a good response to the media, then students can stimulate their literal reading skills with the stories in Crebo.

2. RESEARCH METHOD

The research approach used in this research that combines qualitative and quantitative approaches. The reason for this approach because in order to obtain the data in developing a product, which is an analysis carried out research (surveys or qualitative methods are used). Meanwhile, to test the effectiveness of a product, it is necessary to study the nature of testing (used experimental methods or quantitative). The study design used is descriptive. The reason is because the researchers wanted to describe the students' response to media Crebo. Instruments used in this study were questionnaires and interviews students' response to media Crebo.

3. RESULTS AND DISCUSSION

1. Media Development Crebo

Answering the first problem formulation, the media will develop is a media researcher Crebo. Media Crebo is shaped media A4-sized book with colorful visuals, additional illustrations, pop-up elements in some parts, as well as presenting the material in the form of variations of children's stories are funny and have a moral message. As according Anita (2011), the visual media is a medium that can be viewed through the sense of sight. The material contained on media development Crebo namely on the theme 7 subthemes 2. In the theme examines the concept of "Together in School"

and the message to always live in harmony. With Crebo media, students' reading skills are expected to be better and the quality of learning become more optimal. Crebo media development process carried out in stages from the start of observation, planning design,

Crebo media development may be feasible after the validation process. This process is performed twice to subject matter experts and media experts. The purpose of this process is to strengthen the response of the first formulation of the problem. Tables and charts the average percentage gain of the two validation has been carried out as follows:

Table 1.1 Results of the Validation

Results Validation	Average Percentage Validation Expert	
	Matter	Media
1	82.7%	81.1%
2	87.7%	87.8%

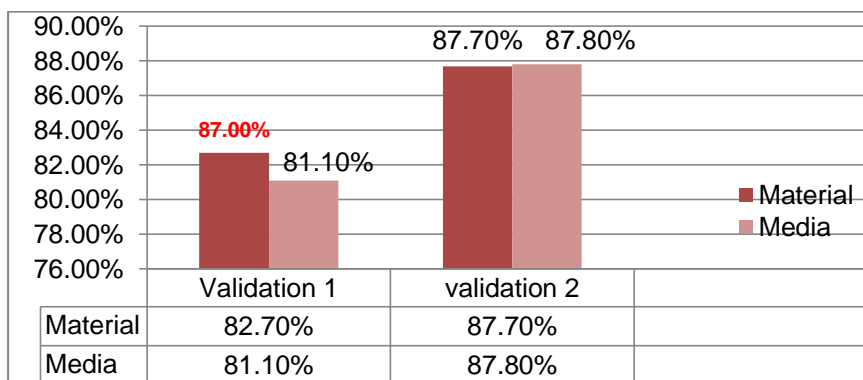


Figure 1.1 Diagram Validation Results

Based on the tables and diagrams above the results of the acquisition of validation 1 from material experts 82.7% and 81.1% of media experts. Acquisition of the second stage of the validation results there was an increase of 87.7% material experts and 87.8% media experts, of the two results of this validation Crebo media entered in a very decent qualification, do not need to be revised, the assessment source from the table Arikunto (2010). The validator comments that say Crebo media are visually appealing and the contents on Crebo media are also relevant to the material indicate Crebo media are suitable for use. This is also consistent with the theory put forward by Indriana (2011) which states that students will be increasingly stimulated and motivated to learn better if the media used supports the interests and desires of students and makes it easier for them to learn effectively and efficiently.

2. Student Response to Instructional Simulation Crebo Media

The next steps is to test the media to students and distribute questionnaire responses of learners to know how the response of learners to the instructional simulation Crebo media. This process aims to get a response from a second formulation of the problem. Here is a diagram of the results of the questionnaire learners:

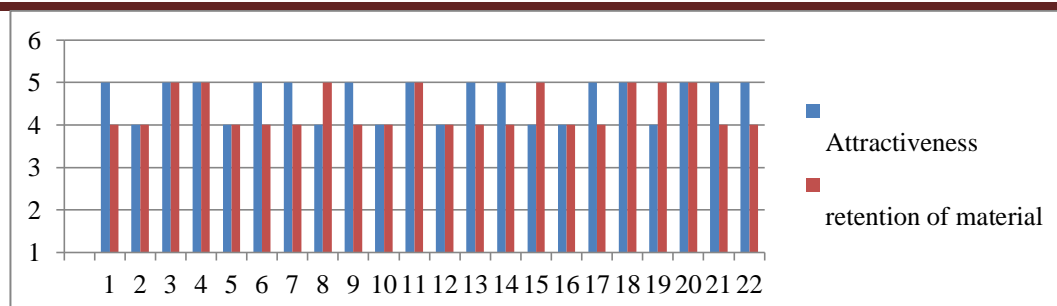


Figure 1.2 Diagram Student Response Results

Based on the diagram above the results of obtaining the response of students for answers from the level of attractiveness get a percentage of 92.7% and understanding of the material 87.2%. From these results it can be concluded that Crebo media instructional simulations get positive responses from students. In terms of attractiveness based on questionnaire questionnaires and student response interviews, it was concluded that the Crebo media were interesting in terms of visuals. Students give a positive response and say that the pictures in the Crebo media are funny, the colors are good and the pop-up element in the problem makes students interested in Crebo media. As opinion from Latuheru (1988), about the benefits of instructional media that is interesting learning media and enlarges the attention of the students to the teaching material presented, while for responses to understanding the material, the conclusions from the questionnaire questionnaire and interview state that the contents of the story on Crebo are funny and messages the moral of Crebo is easy to understand. Students easily understand because the contents of the story on Crebo are still related to students' daily lives. Students also say that the questions on Crebo are easy to understand and answer because they are in accordance with the reading. Students also said mathematical illustrations on Crebo media made them better understand the material.

4. CONCLUSION

Based on the foregoing discussion, it can be concluded that:

- 1) Crebo media development has been successfully implemented. Media Crebo is a collection of stories and books including visual media that combines elements of drawing, illustration, color and pop-up on the matter. Products Crebo also been declared valid by the validator and the feasibility study media Crebo from the aspect of media, visual aspects, and aspects of the material based on the results of expert assessment of materials and media experts, and student responses in a series of stages of development as a whole included in the category of "Very Decent" which means the media can be used in learning.
- 2) Crebo students' response to the media received a positive response. Judging from the attractiveness of the responses received 92.7% of the responses and understanding responses material that gets a response 87.2%. Moreover, the response of the interview also pointed out that the media Crebo make students more interested to read because it is through the visual appearance and inside stories concerning everyday life, as well as moral message easy to understand students.

5. SUGGESTION

- 1) This instructional media product can be used as a tool in the learning process in the classroom so that learning becomes active, creative, effective, and fun and can improve students' reading skills.
- 2) This Crebo instructional media should be given to students as a companion book when carrying out thematic learning, especially on the theme 7 and sub themes 2.
- 3) In future studies, we recommend testing the product more widely implemented to achieve a better learning media and can be widely used.

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