



Improving Reading Skills Using Media Compic (Computer Picture) in Elementary Schools

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Abstract. Research aims to provide additional resources for teachers in elementary schools in selecting Indonesia language learning media, and their learning Indonesian is still a pragmatic and functional, the existing problems in the field, found learning the Indonesian language less use of instructional media as learning resources, the learning process is very dependent on student and teacher textbooks only. The lack of use of media and assistive devices or teaching aids during learning and the absence of teacher efforts to develop Indonesian language material and do not pay attention to the needs of students, especially reading material, reading is a basic foundation for children because it supports the learning process for all material in elementary school. The use of media *Compic* (Computer picture) in accordance with the concept of learning to learn from the easy to the more difficult, expected researchers to teachers Indonesia language become a reference media in the learning process, especially for the improvement of reading in elementary school. In this research the authors used the library method. Data analysis techniques used is content analysis, which be obtained results that by using the Media learning *Compic* (Computer Picture) in learning the language Indonesia especially reading material, reading skills of students in elementary schools, especially in low grade can be improved.

Keywords: Comprehensive Media, Reading, Literature Study

INTRODUCTION ~ The development of the times in the field of science and technology which is increasingly rapidly demanding that every person in every country is able to master the technology and use it in positive terms, the use of technology has now entered into the world of education, we can see many teachers who have used technology in delivering learning materials, the times that are able to find and create the latest tools must be useful for human survival, especially for education. Because Education is a very important thing in the process of growth and development of the human being, as a result of individual interaction with the environment so unlucky, last a lifetime since humans are born. (Henderson in Sadulloh, 2015: 5).

The use of technology in learning today has indeed been widely used in schools

that have complete and supportive facilities to be used in the learning process because students are easy to digest if the learning process is assisted by the media, both visual and audio media. actually good learning is meaningful (*meaning full*) for students. In accordance with *Piaget's* theory, which states that children will easily understand something when presented with specific or concrete objects *Sanrock*, (2012: 28). Meaningful learning by Tilaar (2017, page 28) have characteristics: a) the learning associated with a variety of objects that are in around (real world); and b) students are able to develop broader scholarship based on concepts taught by the teacher. Then Mar'at (2015: 44) says that a child will catch or pay attention to the things that are important in a word or sentence, if it refers (*make reference to*) concrete



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objects or relationships and events experienced in everyday life.

According Rusyan (2012: 11) , if the education desire output results are good and the quality factors that must be considered is factor teachers, curriculum , facilities and infrastructure. One of the important points in creating quality and meaningful education is to improve facilities and infrastructure so that the learning process is effective. However, the facilities and infrastructure in education in Indonesia at this time are not really evenly distributed , it is very worrying. The lack of facilities and infrastructure to support the learning process, especially media learning in transferring knowledge in some subjects are the factors that cause has not been able to understand the students the material submitted, one of them in the process of Indonesia language learning. As we know Indonesian language learning in elementary school becomes an integrated subject with other lessons because the initial foundation of learning lies in Indonesian subjects, namely listening, speaking, reading and writing.

READ

Reading is a basic ability that must be possessed by every individual, by reading our insights will increase and will make us successful people. Reading for students in elementary schools must be accustomed so that the next generation can think visionary to build this nation. According to Anderson et al (in Sabarati Akhadiyah, 1992) defining reading is a process of

interpreting a form of writing. This explains how important the teacher's knowledge and understanding is in teaching reading to a child.

Reading is a basic foundation for children to know what is around them, and what is not around them. From reading students we can find out what happened today, yesterday, and the past(history). According to Rahman (2018 a , p 1) says that reading is the basis for progress and success in the all of subjects, especially in the school grounds. This indicates that the ability to read is a complex. Then according to Mualimah (2018, p 2)said, by reading students can understand the contents of science and follow the development of science. Of course by reading someone can know everything and will be able to give birth to creative ideas.

Based on the results of a survey conducted by the Program for International Students Assessment (PISA) of the literacy abilities (mathematics, science, and language) of students from various worlds in a row in 2003, 2006, 2009 and 2012. Specifically for language literacy, in 2003 Indonesian students' literacy reading achievement ranked 39th out of 40 countries, in 2006 ranked 48th out of 56 countries, in 2009 ranked 57th out of 65 countries, and in 2012 ranked 64th out of 65 countries.

Further research is research conducted by the *Progress in International Reading Literacy Study (PIRLS)* in 2006. PIRLS conducted a study of 45 developed and



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developing countries in the field of reading in fourth grade elementary school children throughout the world under the coordination of *The International Association for The Evaluation of Educational Achievement (IEA)* and the results that put Indonesia ranked 41st (Kharizmi, 2015) .

From the above data we can conclude in general that the level of language literacy in Indonesia is low when compared to other countries. Reading is the basis for all people to carry out activities in the world of education, reading also determines one's success in learning at every level of education. The meaning of reading in the Big Indonesian Dictionary is to see and understand the contents of what is written and to spell or recite what is written (Depdikbud, 1994: 72). An advanced society can be supported by a culture of reading and all knowledge gained is not possible without reading, therefore reading culture needs to be developed early (Nindya, 2017).

This low language literacy ability can certainly weaken the competitiveness of the Indonesian human resources in global competition. The low culture of literacy reading in Indonesia is influenced by many factors such as the education system, the failure of the school library program, facilities and sources of learning in schools, school culture, community and family environment.

One of the factors that directly touch with students is the existence of learning

resources and learning media used by teachers. Learning resources are resources that support learning, including support systems, materials, and learning environments (Seels and Richey, 1994, p. 12). There are still many learning resources that are used by teachers, especially in elementary schools, which do not suit students' needs. There are learning resources that the teaching material packaging by the teacher is not yet suitable according to students' needs or the material is too high in comprehension power , and is less attractive to students when explaining , so students have difficulty in understanding the lesson. In addition to learning resources, another factor that influences children's reading ability is learning media .

Media becomes important because the learning process carried out using appropriate learning media can certainly attract attention and make it easier for students to understand the lesson. Rahman (2018 b , p. 1) said that learning media concretizes abstract concepts so that students can more easily understand the material.

MEDIA COMPIC

Compic "means: *Computer-picture, Computer Pictographs for Communications , Computerized Pictograph* (*Compic Development Association , 1994*), in the country of Australia . As the country of origin of media *Compic* created has long been used as a medium for language learning, good



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weeks to toddlers, exceptional child (ABK), children in kindergartens and elementary even for strangers (adults) who learn English as a second language (ESL) (Hartati, T, 2006). Compic media usage not only for children and adults who have difficulty in communicating, but the images Compic can also be used by children at Kindergarten to introduce vocabulary with commands / instructions.

Compic drawings are simple and easily understood by students, it is expected to be an effective learning medium in learning to read in elementary schools. Compic used in learning as a conductor to indicate a material content, whether that be driving, want no such command tells about something, and can be used as an evaluation by the teacher. The stages of introducing Compic: Can recognize an object; Can match objects with objects; Can match objects with photos; Can match objects with pictures; Can match objects with Compic; Ready to use Compic;; (Mulyasari, et al. 2009, p. 3). Compic Media when viewed from its form is a simple picture, because it can be adjusted to the needs, simple media such as Compic are indeed suitable for use by teachers in learning, making time-saving media, of course, become one of the factors in choosing learning media.

WRITING METHOD

The method used in the making of this article is a literature review method for researchers collect various sources of information and data from several books

and journals. According to *Jhon Creswell* Literature review is a written summary of various journal articles, books and other documents that describe the previous information situation, (2015, p. 170). Assumptions *Creswell* reinforced by *Zed*, says that the study of literature is limited in his research only on the materials library collections both journals and books alone, without requiring field research (2008, p 2).

DISCUSSION

Based on its development, humans from birth always have a need, since from a baby a human needs milk from his mother as a drink, food and vitamins for the process of growing into an adult. Reading is like breast milk and development is like knowledge or insight, if we want to see the development of a child who is healthy, fat and tall, then give ASI since childhood. Likewise, if a child wants to have broad knowledge and insight then make it a habit to read early on. Because the acquisition of knowledge must be taught early on to children.

According to *Bruner* (1966, pp. 10-11) there are three levels of acquisition of learning outcomes, namely direct experience (*enactive*), pictorial / picture (*iconic*) experience, and abstract (*symbolic*) experience. Direct experience is to work, for example the meaning of the word 'mountain' is understood by directly drawing the second level 'mountain' namely the *iconic* (picture) word 'mountain' is learned from drawings, paintings, photographs or films. Although



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students have never seen a 'mountain' students can learn and understand it from drawings, paintings, photographs or films. Next, at the third level, which is the symbol, students read (or hear) the word 'mountain' in the drawing and then match it to the page drawing directly 'mountain'.

True reading learning in elementary school can not only be done in the classroom, but can be done in the school garden, under a shady tree, or by inviting Field Trip students to a place that can indeed support the learning process of reading.

In the learning process in elementary schools in the 21st century today, teachers are required to not only be skilled in teaching but can direct children to be active, creative, and able to apply all the material taught. In line with this, according to Andriani (2010, page 4) facing a greater challenge than the previous era in educating children, every teacher needs an effective development in the learning process, both in terms of learning methods, media and learning evaluation. The development of technology is very rapid indeed it easy for everyone to access the info rm with ease.

The acceleration and growth in increasing knowledge is supported by the application of media and digital technology called *information super highway* (Gates , 1996) in Wijaya et al (2016, p. 2). Positive thing is felt can be used by teachers to explore her abilities chiefly a to improve and increase insight in learning the language, especially improving reading skills.

The use of media images or symbols in learning to read is very helpful to students in gaining knowledge, skills and attitudes. Arsyad said that in general learning media are indeed only as intermediaries in developing a framework for the processing of knowledge both visually and verbally(2007, p 3). However, there are some things that must be considered by the teacher in making learning media, both in terms of shape, size, and student development.

According to Hamalik, (1994, p. 6), what teachers must pay attention to in making learning media are; a) media as a communication tool in order to further streamline the learning process, b) the function of the media in order to achieve the goals of education, c) the relationship between teaching methods and educational media, d) the value or benefit of media pe n upbringing in teaching, e) the selection and use educational media, f) various types of media tools and education media techniques, g) the medium of education in every subject, h) business or innovation in educational media. It can be concluded that the media is a very important part in the learning process so that it cannot be separated in order to achieve the learning objectives desired by the teacher.

Learning media tools does have to have the benefits of a good and proper in helping deliver the materials of learning, in order to achieve the learning objectives, benefits of learning media according



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Sudjana & Rival (1992, p 2) , namely; a) motivate students for learning more interesting , b) the material will quickly understand student learning so that goals of learning is achieved , c) the learning process is not boring because of teaching methods vary , d) students make use of is not only one of the five senses.

The above is in accordance with the Compic learning media criteria which presents visual images that can be adjusted to the learning content deemed capable of overcoming the problem of learning to read in elementary school. According to Nazala , *Compic* is part of a communication system that is applied in the form of images resulting from computer creations, then associated through a word or phrase that serves as a learning aid in reading skills, memorizing sentences or objects, concentration of attention and speaking ability , (2013 , p. 16). Agreeing with this, Dale suggested that audio-visual materials can provide many benefits provided the teacher plays an active role in the learning process (1969: 180).

Media Compic when seen from the shape is a medium that is simple , the excellence of media Compic according to Sutadi, et al in (Nazala, 2013, p 17) says that the media Compic easily made and are available in various sizes, the text can be changed according to the language of the Latin (AZ), a variety of uses, can help develop vocabulary and language skills, plans can be made repeatedly . because

it can be adjusted to the needs, simple media such as Compic are indeed suitable for use by teachers in learning to read especially for improving children's reading skills, because they can save time in making, but are efficient in delivering learning content.

According to Restio, (2019, p. 47) explains that *Compic* drawing media is a simple and easily understood media by students, so this picture can be a suitable learning media in elementary schools, for example to introduce reading to students in grades I and II for beginning reading at school. From this explanation , learning using Compic media is in accordance with the concept of child learning , which explains that learning starts from a very simple concept and then continues to the concept that is more difficult or complicated. Thus the use of computer media is considered to be a visual aid or communication medium and an effective role to improve reading skills in students.

This time education in the country of Indonesia maupu n other countries are in a period of knowledge (*knowledge age*) , which means the acceleration and growth in a remarkable increase in knowledge. With easy access to information that can currently be obtained under any circumstances and anywhere , hopefully it can be used positively and well by everyone. This is a reference so that language learning can be further improved in terms of materials, processes and media in learning.



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CONCLUSION

Based on the results of the analysis conducted by researchers, it can be concluded that learning by using *Compic* media makes learning to read in elementary school more enjoyable and makes creative teachers look for pictures on the computer or in other media, the use of *Compic (Computer picture)* media in appropriate learning. With the concept of learning, it is expected that the writers for Indonesian teachers become interesting references and alternative media to be presented in the learning process, especially for improving reading skills in elementary schools.

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