

IMPROVING READING SKILLS THROUGH READING CAMP ACTIVITIES IN GRADE III STUDENTS OF SDK MANUMUTI

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Abstract

This research aims to improve reading skills through Reading Camp activities in third grade students of SDK Manumuti. This research uses the Classroom Action Research (PTK) method which is carried out in two cycles, with each cycle including the stages of planning, implementation of actions, observation, and reflection. The research subjects were 17 students in grade III SDK Manumuti. The data collection techniques used are tests, observations, and documentation. Data were analyzed using quantitative and qualitative descriptive analysis. The results of the study showed that students' reading skills improved with each cycle. The average score of students increased from 63.65 in the pre-action stage to 68 in the first cycle and increased again to 71.94 in the second cycle. The percentage of learning completeness also increased from 17.65% in pre-action to 52.94% in cycle I and reached 88.24% in cycle II. Thus, Reading Camp activities have proven to be effective in improving the reading skills of third grade students of SDK Manumuti.

Keywords: Reading Camp, reading skills, elementary school.

INTRODUCTION

Education is one of the important means of improving the quality of human resources. Through education, students gain the knowledge, skills, and attitudes necessary to face the development of science and technology. At the elementary school level, the mastery of basic skills such as reading, writing, and arithmetic is the main foundation for students' success in following the learning process. Of these three abilities, reading has a very important role because it is the basis for students to understand various information and subject matter.

Reading is a process of obtaining information and understanding the meaning contained in a reading. According to Tarigan (2008), reading is a process carried out by readers to obtain the message that the writer wants to convey through written language media. Good reading skills allow students to understand the content of reading, obtain information, and develop critical and creative thinking skills. Therefore, reading skills need to be developed from an early age so that students have adequate literacy skills.

However, the reality on the ground shows that the reading ability of elementary school students still needs attention. Low reading skills can have an impact on students' learning outcomes because almost all subjects require reading skills as a means of understanding learning materials. Students who have reading difficulties tend to experience obstacles in understanding instructions, completing assignments, and answering evaluation questions, which affects their overall learning achievement.

Based on the results of initial observations conducted at SDK Manumuti, it was found that some grade III students still had difficulty reading. These difficulties are shown by the fact that there are still students who read stammerically, lack understanding of the content of the reading, and lack confidence when asked to read in front of the class. This condition causes the learning process to be less optimal and has an impact on low student learning outcomes. The results of the initial test showed that of the 17 students who participated in the learning, only 3 students achieved learning completeness with a completion percentage of 17.65%, while the other 14 students did not achieve completeness. The average grade point average obtained by students of 63.65 is still below the completeness criteria set by the school.

One of the efforts that can be made to improve students' reading skills is to implement Reading Camp activities. *Reading Camp* is a learning activity designed to create a pleasant reading atmosphere through various literacy activities that actively involve students. This activity not

only focuses on technical reading skills, but also aims to increase reading interest, learning motivation, reading comprehension, and students' confidence in reading.

The implementation of *Reading Camp* is in line with the concept of active learning that emphasizes student involvement in the learning process. According to Silberman (2013), active learning allows students to participate directly in learning activities so that the learning experience becomes more meaningful. Through reading together, reading in pairs, group reading, literacy games, discussion of reading content, and retelling activities, students have the opportunity to practice reading repeatedly in an interesting and fun atmosphere.

Several previous studies have shown that *Reading Camp* activities have a positive impact on students' reading skills. Nurhayati's research (2021) shows that *Reading Camp* is able to improve students' reading comprehension skills because it provides opportunities for students to actively read and discuss the content of reading. In addition, research by Lole (2023) also found that Reading Camp is effective in increasing the interest and fluency of reading in elementary school students through interactive and fun reading activities.

Based on these problems, efforts are needed to improve learning that are able to improve the reading skills of grade III students of SDK Manumuti. Therefore, this research was conducted with the aim of improving reading skills through *Reading Camp* activities in third grade students of SDK Manumuti. The results of this study are expected to contribute to improving the quality of reading learning in elementary schools and become an alternative learning strategy that is effective in developing students' literacy skills.

RESEARCH METHODS

This study uses the Classroom Action Research (PTK) method. Classroom Action Research is a research conducted by teachers in the classroom with the aim of improving and improving the quality of the learning process in an ongoing manner. According to Arikunto (2010), PTK is a research that is carried out through certain actions to improve learning practices so that student learning outcomes can be improved. This study uses the PTK model developed by Kemmis and McTaggart which consists of four stages, namely planning, implementation of actions, observation, and reflection.

This research was carried out at SDK Manumuti, Malacca Regency, East Nusa Tenggara. The subjects of the study were all grade III students of SDK Manumuti which amounted to 17 people, consisting of male and female students. The selection of research subjects was based

on the results of initial observations which showed that most students still had difficulties in reading, both in terms of reading fluency and understanding of reading content.

The research was carried out in two cycles. Each cycle consists of the stages of planning, implementation of actions, observation, and reflection. In the planning stage, the researcher compiles teaching modules, prepares reading materials, observation sheets, and reading skill test instruments. At the implementation stage, the researcher implemented *Reading Camp activities* through various reading activities designed to improve students' reading skills. The observation stage is carried out to observe the activities of teachers and students during the learning process. Furthermore, the reflection stage is carried out to evaluate the results of the actions that have been implemented and determine improvements in the next cycle.

The *Reading Camp activities* applied in this study include reading together, reading in pairs, group reading, literacy games, discussion of reading content, and activities to retell the content of the reading that has been read. These activities are designed to create a fun learning atmosphere so that students are more active, motivated, and confident in participating in reading learning.

The data collection techniques used in this study include tests, observations, and documentation. The test is used to measure students' reading skills in each research cycle. Observation is used to observe the activities of students and teachers during the implementation of *Reading Camp activities*. Documentation is used to obtain supporting data in the form of photos of activities, student grade lists, and other documents related to research.

The data obtained was analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative analysis is used to calculate the average score and percentage of student learning completeness. The average value is calculated using the formula:

$$\bar{X} = \Sigma X / N$$

Description:

$\bar{X}$ = Average student score

ΣX = The sum of the students' total grades

N = Number of students

The percentage of learning completeness is calculated using the formula:

$$P = (f/N) \times 100\%$$

Description:

P = Percentage of learning completeness

F = Number of students completed

N = Total number of students

Meanwhile, qualitative analysis is used to describe the activities of students and teachers during the implementation of actions based on the results of observations made in each cycle. The indicator of research success is determined if the percentage of student learning completeness reaches at least 85% of the total number of students with a score of reaching the Minimum Completeness Criteria (KKM) set by the school.

RESULTS AND DISCUSSION

Initial Conditions of Students' Reading Skills (Pre-Action)

Before the implementation of the action, the researcher conducted an initial test to determine the reading skills of grade III students of SDK Manumuti. The results of the initial test showed that students' reading ability was still relatively low. Some students still have difficulty reading fluently, understanding the content of reading, and lack confidence when asked to read in front of the class.

Table 1. Pre-Action Test Results

Stages	N	T	ID	PT	PTT	$\bar{X}$
Pre-S	17	3	14	17,65%	82,35%	63,65

Based on Table 1, it is known that of the 17 students who took the initial test, only 3 students (17.65%) achieved learning completion, while 14 students (82.35%) have not achieved completion. The average class score of 63.65 is still below the Minimum Completeness Criteria (KKM) set by the school. These results show that students' reading skills still need to be improved through more effective learning actions.

Results of Cycle I

The implementation of actions in the first cycle is carried out through *Reading Camp* activities which include reading together, reading in pairs, reading alternately, and retelling the content

of the reading. The activity aims to provide students with the opportunity to practice reading actively in a fun atmosphere.

Table 2. Cycle I Test Results

Stages	N	T	ID	PT	PTT	$\bar{X}$
S-I	17	9	8	52,94%	47,06%	68

Based on Table 2, it can be seen that there is an improvement in students' reading skills after the *implementation of Reading Camp activities*. The number of students who achieved completeness increased to 9 students (52.94%), while the number of students who did not complete decreased to 8 students (47.06%). The average grade of the class also increased from 63.65 in the pre-action to 68 in the first cycle.

The increase shows that *Reading Camp* activities are starting to have a positive impact on students' reading skills. Through reading together and reading in pairs, students get the opportunity to practice reading more intensively. However, the results obtained have not reached the classical completeness target set, so improvements need to be made in the next cycle.

The results of reflection in cycle I show that some students still have difficulty in reading fluently and understanding the content of reading. Therefore, in cycle II, various improvements were made, such as the use of more interesting reading materials, group reading activities, literacy games, and the provision of more intensive guidance to students who have reading difficulties.

Results of Cycle II

In cycle II, Reading Camp activities were carried out with various improvements based on the results of reflection in cycle I. Activities carried out included group reading, literacy games, discussion of reading content, composing sentences, and retelling the content of reading that had been read.

Table 3. Cycle II Test Results

Stages	N	T	ID	PT	PTT	$\bar{X}$
S-II	17	15	2	88,24%	11,76%	71,94

Based on Table 3, students' reading skills have improved significantly compared to the previous cycle. The number of students who have achieved completeness has increased to 15 students (88.24%), while students who have not achieved completeness are only 2 students (11.76%). The average grade of the class increased to 71.94.

These results show that the classical completeness target has been achieved. In addition, the results of observations show that students become more active, more confident, and more enthusiastic in participating in reading activities. Most students have been able to read more fluently and understand the content of reading better than in the initial condition.

Recapitulation of Improving Students' Reading Skills

To see the overall development of students' reading skills, the test results at each stage of the research are presented in Table 4 below.

Table 4. Recapitulation of Improving Students' Reading Skills

Stages	N	T	ID	PT	PTT	$\bar{X}$
Pre-S	17	3	14	17,65%	82,35%	63,6
S-I	17	9	8	52,94%	47,06%	68
S-II	17	15	2	88,24%	11,76%	71,94

Based on Table 4, it can be seen that students' reading skills have gradually improved with each cycle. The average score of students increased from 63.65 in the pre-action to 68 in the first cycle and increased again to 71.94 in the second cycle. The percentage of learning completeness also increased from 17.65% in pre-action to 52.94% in cycle I and reached 88.24% in cycle II.

The increase shows that the Reading Camp activities are effective in improving the reading skills of third grade students of SDK Manumuti. The results of this study are in line with the opinion of Tarigan (2008) who stated that reading skills can be developed through repeated and continuous practice. Through *Reading Camp activities*, students get the opportunity to practice reading actively in a fun atmosphere so that their reading skills gradually improve.

The results of this study are in line with the opinion of Tarigan (2008) who stated that reading skills can be developed through repeated and continuous practice. Through *Reading Camp activities*, students get the opportunity to practice reading actively in a fun atmosphere so that their reading skills gradually improve. In addition, the results of this study also support the

opinion of Rahim (2011) who states that reading is a process that involves the ability to recognize language symbols, understand meaning, and connect the information obtained with the experience that the reader has. The improvement in learning outcomes that occurred in each cycle showed that *Reading Camp activities* were able to help students develop reading skills, both in the aspect of reading fluency, both in the aspect of fluency in reading and understanding the content of reading.

Thus, the implementation of *Reading Camp activities* has proven to be effective in improving the reading skills of third grade students of SDK Manumuti, both in terms of reading fluency, understanding of reading content, and students' confidence in reading activities.

CONCLUSION

Based on the results of the classroom action research carried out in two cycles, it can be concluded that the implementation of *Reading Camp activities* is effective in improving the reading skills of third grade students of SDK Manumuti. This increase can be seen from the results of students' reading skills tests in each cycle. The average score of students increased from 63.65 in the pre-action stage to 68 in the first cycle and increased again to 71.94 in the second cycle. In addition, the percentage of student learning completeness also experienced a significant increase, from 17.65% in pre-action to 52.94% in cycle I and reached 88.24% in cycle II.

The improvement of students' reading skills occurs because *Reading Camp* activities provide opportunities for students to practice reading actively through various activities, such as reading together, reading in pairs, reading in groups, literacy games, discussion of reading content, and activities to retell the content of reading. These activities are able to create a pleasant learning atmosphere so as to increase reading interest, reading fluency, reading comprehension, and students' confidence in reading.

Thus, *Reading Camp* activities can be used as an alternative effective learning strategy to improve the reading skills of elementary school students, especially in grade III students of SDK Manumuti.

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