


Improving Students' Learning Outcomes To Read And Write With Early Bird Media In English Learning At State 3 Ropoh Elementary School

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Abstract

EARLY BIRD is a medium that is used in Elementary School (SD) Negeri 3 Ropoh to teach English to students. This medium is used to teach and assess the reading skills of elementary school children (SD) in Negeri 3 Ropoh in understanding English language and the teachers' inventiveness. English instructors who are members of the English Teacher Working Group (SD) Negeri 3 Ropoh have been introduced to this material. Based on the Early Bird operating principle, this media can assist English teachers in developing alternative learning media. Early Bird isn't just a learning tool; it's also a way of life. However, it may motivate instructors to design alternative English learning material as part of the English teaching and learning process at (SD) Negeri 3 Ropoh.

Keywords: *Early Bird; Alternative Media; English Learning*

1. Introduction

English is widely used to communicate by people all around the world. Many people benefit from English because it allows them to expand their knowledge and abilities in a variety of disciplines, including education, tourism, religion, technology, and the global economy. As a result, as a growing country, Indonesia establishes English as the first foreign language and as one of the disciplines necessary in official institutions from elementary to university. Because of the importance of English in today's world, students must master all aspects of spoken and written English communication. The four main language skills are listening, speaking, reading, and writing. Reading and writing, of all the language abilities, appear to be the most challenging for pupils since they involve a high level of ability to express ideas, emotions, feelings, and generate written texts.

Reading and writing abilities are crucial in everyday life. These reading and writing skills can be developed through formal education, such as kindergarten, elementary school, and higher education. Reading and writing skills in English at the elementary school level necessitate good and maximal learning. Because elementary school is the first formal educational institution in the world of education, it can serve as the base or foundation for determining a person's ability to go to higher levels of education.

Reading and writing are two aspects of education that are emphasized in primary schools. Reading is a task that pupils perform in order to determine information in the form of key sentences and to comprehend the reading content. According to the KBBI,

reading entails seeing and comprehending the contents of what is written (by speaking or only by heart). While writing is an activity in which characters are used to write a note or information on a media. The majority of writing is done on paper with pens and pencils.

Because English is not the first language (mother tongue) or the national language that is spoken on a daily basis, learning English can be tedious and challenging. The poor level of student knowledge of English learning materials reflects this state.

There are numerous methods for training students who are not accustomed to using English in their daily lives to be interested in learning English. Early Bird Media is one of various types of media that can be used to learn English. This Early Bird media can assist English teachers in developing alternative media that utilizes the Early Bird process. This means that Early Bird can be utilized not just as a medium, but also as an inspiration for instructors to produce alternative media in the classroom.

The media used does not place undue strain on both teachers and pupils. Teachers might recommend media that is easy to deliver and inexpensive when it comes to selecting media. You don't have to spend money on fresh media if you can create it yourself. Early Bird is a collection of learning media that is new to Indonesia. This product was tested in numerous Kanisius schools and is imported from Finken Verlag Company in Germany. A whole set costs between Rp. 500,000.00 and Rp. 500,000.00. (Kanisius, 1994). The purpose of this medium is to help pupils in elementary school (SD) expand their English vocabulary.

The portion of the material contained in Early Bird is patterned as follows:

- class 4: 60% pictures, 40% materials,
- grade 5: 50% pictures, 50% materials,
- grade 6: 40% pictures, 40% materials.

Early Bird media can be the primary choice when it comes to English learning media because of the above-mentioned segmentation of teaching portions. The content of Early Bird is organized into three primary sections: thematic pictures/posters, dolls, and logic boards. While the following are the themes chosen for Early Bird:

1. All about Animals
2. That's Me
3. Me and My Family
4. My Home
5. At School
6. My Town
7. Fruits and Vegetables
8. Seasons and Festivals and
9. Magic and Fairy Tales.

These elements are ideal for teaching English in elementary schools, particularly for teaching English vocabulary.

2. Discussion

The participants in this study were given information about the English curriculum in elementary school, as well as an introduction to a learning tool called Early Bird. Participants are also given the option to play media based on the skills and themes of the curriculum lesson. In addition, participants in groups practice and compete in using innovative learning medium inspired by Early Bird. In addition, the application of teaching media derived from the Training Group's Work Creation after attending the Early Bird Game Tool Application Training for Enrichment of English Vocabulary Teaching for Elementary School Children. The procedure of choosing the class is done by adjusting the theme of the teaching material provided for each class with the English subject matter. Because the theme of the developed instructional material is trees, the best class to employ as a monitoring class is class 4, which has a total of 25 pupils. The team conducts this monitoring activity by visiting the school. The team took part in teaching and learning activities that used the material that they had developed. When teachers taught English using selected media, the team observed circumstances that occurred in the classroom, as well as exchanges between students and students, as well as teacher-student interactions.

The teacher first discusses the content, which is about Trees, using the existing media in teaching and learning activities with this media. The teacher accurately pronounces each part of the tree in English before asking the kids to do the same. To demonstrate students the parts of the tree, the teacher employs media that is posted on the blackboard. After pupils have comprehended the teacher's explanation, the teacher requests students to come to the front of the class and repeat the subject matter that has been provided. Teachers might assess their students' comprehension of the subject delivered in one of two methods. First, the teacher mentions one section of the tree and instructs pupils to choose a photo that corresponds to the component described by the teacher and place it in the appropriate location in the tree picture. Second, the teacher indicates to a specific component of the tree and asks students to name it and paste it in the appropriate location.

When children acquire vocabulary in English and teachers do not use media, a number of challenges occur. Some of these impediments are as follows: Writing spelling words in English and pronouncing words in English are tough for students.

Some of the issues that arise with teaching English vocabulary can be solved by:

- a. Inspire students
- b. Having students regurgitate the vocabulary that has been taught, and c.

Using an entertaining technique to teach English.

The following are some of the benefits of using media to teach vocabulary:

- a. When students are learning, they will be more engaged and driven.
- b. When students participate in the teaching and learning process, they will be more engaged.

Researchers also undertake meticulous preparations so that they can effectively teach and coach students in using the Early Bird approach to learn reading comprehension. They all contributed to Cycle II's ability to meet the research goal. In the first cycle, the results of the reading comprehension test revealed that only 20 students out of a total of 25 students (about 66.87 percent) received a reading comprehension test score of 75. In the second cycle, the number of students who received a reading comprehension test increased by 27.7%, resulting in a large increase

in the number of students who earned a reading comprehension test comprehension score 75, which increased to 15 persons, or around 83.33 percent.

As a result, the Early Bird approach can be claimed to have improved reading comprehension. This growth indicates that the identification and discovery of problems that occur in each cycle have been solved, and the results are optimal.

3. Conclusion

Following are some conclusions that can be drawn from the previous explanation:

1. One of the most ideal learning mediums for teaching English vocabulary to elementary pupils is Early Bird.
2. The usage of media will make the teacher's job easier when it comes to teaching.
3. Reading comprehension is an interactive process in which the reader, the reading, and the context all play a role.
4. One of the main goals of elementary school education is to teach reading and writing.
5. Reading is the process of converting written symbols (letters) into spoken words. It comprises word recognition, literal understanding, interpretation, critical reading, and creative understanding as a thinking process. Reading words from a dictionary and recognizing them can be a fun hobby.
6. Students are more passionate about studying English because they can do so while playing with Early Bird's application media.

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