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## Improving Reading Aloud Skills Using Komakas Media in Grade III Students of Nyama Christian Elementary School, Southwest Maluku Regency

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### Abstract

This study aims to improve reading aloud skills through the use of KOMAKAS media among third-grade students at SD Kristen Nyama, Maluku Barat Daya Regency. The research employed a classroom action research design, conducted in two cycles. The subjects of the study were 10 third-grade students. Each cycle consisted of planning, action, observation, and reflection stages. The results indicated an improvement in students' reading aloud abilities. In the first cycle, the average score was 65.3, which increased to 80.3 in the second cycle after improvements were made in the teaching process. Therefore, the use of KOMAKAS media proved effective in enhancing the reading aloud skills of third-grade students at SD Kristen Nyama.

**Keywords:** reading aloud skills, komakas media, Indonesian language learning.



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## INTRODUCTION

Reading ability is a fundamental competency that plays a crucial role in education, especially at the elementary school level. Reading is the window to the world, enabling students to acquire information, knowledge, and insight from various sources. According to Nurhadi (1989), reading is a constructive process in which the reader attempts to understand and interpret the meaning of written texts. Reading skills, especially reading aloud, are essential to be mastered from an early age so that students can develop their language abilities comprehensively.

Reading aloud refers to the practice of reading text audibly with correct pronunciation and appropriate intonation. Harianto (2020a), explains that reading aloud is a form of reading skill that involves phonetic aspects, articulation, intonation, and comprehension of the text. In reading aloud, students are not only required to

pronounce words correctly, but also to convey the meaning of the text to the listeners through appropriate expression (Soedarsono, 1993). This is in line with Harianto (2020a), who states that reading aloud can improve students' confidence and pronunciation, as well as help develop reading fluency.

However, the reality in the field shows that the reading aloud ability of elementary school students, especially in remote areas such as Southwest Maluku Regency, is still relatively low. Many students are still unable to read simple texts fluently and expressively (Tarigan, 1994). Students' low reading proficiency may be attributed to insufficient reading practice, monotonous instructional methods, and limited access to learning media. At SD Kristen Nyama, reading aloud is still conducted through conventional approaches, where students take turns reading without the support of engaging or interactive media.

In language instruction, the use of educational media plays a crucial role in facilitating the achievement of learning objectives. Instructional media assist teachers in presenting material more effectively, attractively, and in a manner that enhances students' comprehension (Sunanih, 2017). It also highlights that well-designed instructional media can significantly increase students' attention, interest, and motivation during the learning process. Hence, it is essential for teachers to develop media that are suited to the characteristics of elementary school learners (Syifa Faujiah, 2021).

One innovative approach to enhancing reading aloud abilities is the utilization of Komakas (Classroom Reading Box) media. Komakas consists of a box filled with illustrated reading cards specially designed to develop students' proficiency in reading aloud. Komakas is a visual-based instructional tool that effectively enhances students' reading interest and active participation. Through this medium, students are able to select reading cards based on their preferences, read aloud, and express the content in an enjoyable manner (Khaerawati et al., 2023).

The use of media such as Komakas aligns with the constructivist learning approach. The constructivist theory proposed by Piaget states that students construct knowledge through direct experiences and active interaction with their environment. Siswa membangun pengetahuan melalui pengalaman langsung dan interaksi aktif dengan lingkungannya. it adds that effective learning occurs in a social context through interactions with peers and teachers. Thus, reading aloud activities using Komakas media create a collaborative learning environment that enables students to learn from one another (Khaerawati et al., 2023).

Furthermore, learning with a contextual approach is also important in enhancing the effectiveness of reading instruction. According to Putri & Darmansyah (2022), the contextual approach (Contextual Teaching and Learning/CTL) connects learning material with students' real-life experiences so that they can find meaningfulness in what they learn. Komakas, with its reading materials designed to be close to students' lives, bridges the gap between the text and the students' real-world experiences. This enjoyable and participatory approach is also related to humanistic learning theory, which emphasizes the importance of students' feelings, motivation, and interest in the learning process. (Friskilia & Winata (2018) states that learning will be successful if students feel valued and are actively involved. In the context of reading aloud, students need to be given space to express themselves, choose their own reading materials, and receive constructive feedback from the teacher.

Reading aloud instruction also involves the development of prosodic skills, which include intonation, stress, and pauses during reading (Harefa, 2021). Good prosody indicates that students not only understand phonetic symbols but also comprehend the meaning of the text. This aligns with the opinion of Agatha Kristi Pramudika Sari and Shinta Shintiana (2023) who state that reading fluency is an important indicator in assessing students' reading skills.

(Harianto (2020b) found that the use of illustrated word cards significantly improves early reading skills among lower-grade students. These visual aids assist students in word recognition by linking words to images, thereby accelerating the recognition process. As an advancement of this medium, Komakas holds considerable potential to enhance reading aloud proficiency due to its interactive design tailored to children's experiences.

According to Bruner (1966), children learn better when provided with concrete media before moving on to symbolic forms. Media such as the reading cards in Komakas serve as concrete representations that help students better understand texts. Furthermore, a multisensory approach is highly recommended in early childhood reading instruction (Taseman et al., 2021).

Not only the visual aspect, Komakas also stimulates the auditory aspect through reading aloud activities. This aligns with Fleming's (2001) learning modalities theory, which states that students have different learning styles, and media that combine various modalities (visual, auditory, kinesthetic) are more effective.

From a cultural perspective, integrating local values into reading media also plays an important role. Learning based on local wisdom provides meaningful and relevant learning experiences for students (Martaulina, 2018). Komakas can be developed with local content, such as folklore or surrounding culture, so that students feel closer to the reading material and are more motivated to read.

According to Wati (2014), language learning must consider students' social, cultural, and emotional contexts. Reading aloud instruction using Komakas media enables students to build reading skills while developing cultural and social awareness. Students not only learn to read but also learn to appreciate culture and diversity through the stories they read.

In the context of the Merdeka Curriculum, a differentiated learning approach is also very important. Each student has different learning needs. Komakas provides

students the freedom to choose reading materials at difficulty levels that match their abilities. This supports student-centered learning (Suprihatin, 2021).

Based on the background above, this study aims to improve the reading aloud ability of third-grade students at SD Kristen Nyama, Southwest Maluku Regency, by using Komakas media. This research is expected to contribute to the development of creative and innovative learning media in reading instruction, as well as provide an alternative solution for teachers in overcoming students' difficulties in reading aloud.

## **METHOD**

Suroto (1990) states that in this study, the researcher uses the Classroom Action Research (CAR) type. Action research is conducted by teachers with the aim of improving the quality of their own classroom teaching practices through self-reflection. The goal is to enhance the teacher's performance so that the teaching and learning process runs smoothly and student learning outcomes improve. Classroom action research is carried out in a cyclical process consisting of four activities: planning, action, observation, and reflection.

## **RESULTS AND DISSCUSION**

This research was conducted at SD Kristen Nyama, located in Nyama hamlet, Southwest Maluku Regency. SD Kristen Nyama has a school building that is suitable for the teaching and learning process. The building consists of two main structures, each containing classrooms for every grade, and one office used as a teachers' meeting room and library. The school has a total of 96 students, consisting of 49 male and 47 female students. The teaching staff comprises 10 teachers, including 4 civil servant teachers and 6 contract (assistant) teachers. There is good cooperation between the teaching staff and students' parents, which jointly supports the progress of the school and student learning.

**Table 1.** Initial Test Results for Improving Reading Aloud Skills Using Komakas Media in Third Grade Students at SD Kristen Nyama, Southwest Maluku Regency

| No             | Student Initials | Assessment Aspect                            |  |   | Total Score  | Score Description |
|----------------|------------------|--|--|---|--------------|-------------------|
|                |                  | Ability to Read a Story Aloud Clearly (1–30) | Ability to Use Proper Pronunciation and Intonation When Reading a Story Aloud (1–30) | Ability to Comprehend the Content of the Fairy Tale Being Read (1–40) |              |                   |
| 1              | K.L              | 26   | 25   | 29  | 80           | Good              |
| 2              | D.L              | 24   | 23   | 27  | 74           | Good              |
| 3              | A.K              | 21   | 20   | 23  | 64           | Enough            |
| 4              | L.K              | 19   | 19   | 21  | 60           | Enough            |
| 5              | J.K              | 18   | 17   | 20  | 55           | Enough            |
| 6              | A.L              | 18   | 16   | 19  | 53           | Less              |
| 7              | J.D              | 16   | 16   | 17  | 49           | Less              |
| 8              | V.S              | 15   | 16   | 17  | 45           | Less              |
| 9              | A.K              | 14   | 12   | 13  | 39           | Less              |
| 10             | B.T              | 13   | 12   | 13  | 38           | Less              |
| <b>Total</b>   |                  | <b>184</b>                                   | <b>176</b>   | <b>199</b>  | <b>557</b>   | <b>Less</b>       |
| <b>Average</b> |                  |  |  |   | <b>55,7%</b> | <b>Less</b>       |

## Results of Cycle I

Based on the initial test results, the researcher conducted instruction aimed at improving the reading aloud ability of third-grade students at SD Kristen Nyama, Southwest Maluku Regency. The first cycle was carried out in two subsequent phases, and the results of the classroom action research were implemented accordingly.

**Table 2.** Results of Cycle I Test

| No | Student Initials | Assessment Aspect                            |  |   | Total Score | Score Description |
|----|------------------|--|--|---|-------------|-------------------|
|    |                  | Ability to Read a Story Aloud Clearly (1–30) | Ability to Use Proper Pronunciation and Intonation When Reading a Story Aloud (1–30) | Ability to Comprehend the Content of the Fairy Tale Being Read (1–40) |             |                   |
| 1  | K.L              | 27   | 27   | 31  | 85          | Excellent         |
| 2  | D.L              | 26   | 26   | 29  | 81          | Excellent         |
| 3  | A.K              | 25   | 20   | 30  | 75          | Good              |
| 4  | L.K              | 23   | 20   | 30  | 73          | Good              |
| 5  | J.K              | 22   | 21   | 22  | 66          | Enough            |

|                |     |            |            |            |            |               |
|----------------|-----|------------|------------|------------|------------|---------------|
| 6              | A.L | 21         | 19         | 22         | 62         | Enough        |
| 7              | J.D | 18         | 17         | 21         | 57         | Enough        |
| 8              | V.S | 18         | 16         | 21         | 54         | Less          |
| 9              | A.K | 17         | 16         | 20         | 53         | Enough        |
| 10             | B.T | 16         | 16         | 15         | 47         | Less          |
| <b>Total</b>   |     | <b>213</b> | <b>197</b> | <b>241</b> | <b>653</b> | <b>Enough</b> |
| <b>Average</b> |     |            |            |            |            | <b>Enough</b> |

Based on the reflection results from the previous cycle, the research was continued into the next cycle to achieve the desired outcomes. Cycle II actions were carried out to address the problems encountered in Cycle I and to improve students' listening skills in storytelling so that they could reach the Minimum Competency Criteria (KKM). The implementation of the listening to storytelling activities in Cycle II consisted of planning, action, observation, and reflection.

**Table 3.** Results of Cycle III Test

| N<br>o         | Student<br>Initials | Assessment Aspect                                     |  |  | Total<br>Score | Score<br>Description |
|----------------|---------------------|---|--|--|----------------|----------------------|
|                |                     | Ability to<br>Read a Story<br>Aloud Clearly<br>(1–30) | Ability to Use<br>Proper<br>Pronunciation<br>and Intonation<br>When Reading<br>a Story Aloud<br>(1–30) | Ability to<br>Comprehend<br>the Content<br>of the Fairy<br>Tale Being<br>Read (1–40) |                |                      |
| 1              | K.L                 | 30  | 29   | 36   | 95             | Excellent            |
| 2              | D.L                 | 28  | 28   | 34   | 90             | Excellent            |
| 3              | A.K                 | 27  | 27   | 33   | 87             | Excellent            |
| 4              | L.K                 | 27  | 27   | 30   | 84             | Good                 |
| 5              | J.K                 | 24  | 23   | 33   | 80             | Good                 |
| 6              | A.L                 | 25  | 26   | 30   | 81             | Good                 |
| 7              | J.D                 | 24  | 24   | 27   | 75             | Good                 |
| 8              | V.S                 | 23  | 24   | 25   | 72             | Good                 |
| 9              | A.K                 | 23  | 23   | 23   | 70             | Good                 |
| 10             | B.T                 | 22  | 23   | 24   | 69             | Enough               |
| <b>Total</b>   |                     | <b>253</b>  | <b>254</b>   | <b>297</b>   | <b>803</b>     | <b>Good</b>          |
| <b>Average</b> |                     |   |  |  |                | <b>Good</b>          |

This research is a classroom action research (CAR) conducted in two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. Each cycle was carried out to improve students' reading aloud skills. Before conducting the actions in Cycle 1, the researcher established communication with the

school principal and the class teacher to carry out research on reading aloud skills using the Komakas media with third-grade students at SD Kristen Nyama, Southwest Maluku Regency.

At the same time, the researcher conducted a preliminary test to determine the initial condition of the students' abilities. The initial test was conducted on August 25, 2023. The researcher administered the test by distributing student worksheets with a theme. Then, the teacher divided the students into five groups and gave each group 10 minutes to discuss the fable/story provided in the worksheet. After that, the teacher directed the students to read aloud, and the teacher assessed their reading based on the assessment criteria previously prepared to evaluate the reading of the text.

## CONCLUSION

Based on the results and discussion of this study, the following conclusions can be drawn. The ability to read aloud can be improved by using the KOMAKAS media for students at SD Kristen Nyama, Southwest Maluku Regency, in the academic year 2023/2024. The improvement in reading aloud skills was considered successful, with the initial test score of 50.57% increasing to 65.30% in Cycle I. This demonstrates a significant improvement from the initial test to Cycle I. Meanwhile, Cycle II showed an increase of 80.30%, thus meeting the Minimum Competency Criteria (KKM). Out of 10 students in Grade III, this improvement proves that the implementation of the Komakas media effectively enhanced the reading aloud skills of third-grade students at SD Kristen Nyama, Southwest Maluku Regency.

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