



Improving Reading Skill For Elementary Class at SD Melbourne School Binjai

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Abstrak. Community service is one of the obligation in higher education. Tridharma of Higher Education is education, research, and Community service . sometime that students of primary level is not important, but actually Community service for students of primary level is important in English because they are in critical period, its time for the to learn English or other language (according to Eric Lennenbeg). They need to learn, and do more practices. In reading comprehension students also learn new vocabulary, when they repeat the sentences they learn speaking. They learn English happily. Writer tried to teach reading comprehension with quiz exercise, the goal of this community services is to improve the competence for teachers and students specifically in reading comprehension. In learning reading comprehension students also improve their vocabulary as well as speaking



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Intoduction

English is crucial in today's globalised world, as improved technology and demanding employment necessitate proficiency in the language (Malau et al., 2023). The objectives of teaching and learning English at this level are to enhance the four English skills. Students must master both receptive (reading and listening) and productive (speaking and writing) skills within a specific word level, grammatical structures, and themes (Suprayetno, 2022),

However, teaching reading is not always easy, especially for students who have reading problems or lack interest in reading. Reading is an important subject, as one of the four skill in English that student should learn. Therefore, the right teaching strategy is very important to improve students' reading skills. Reading ability can have a significant influence on both the academic achievement and further personal development of students. (Chen et al., 2018) in this PkM writer will explain the techniques and the strategies of teaching reading.

According to Suyanto (in Susanto, 2012: 75), training children to learn language can be done by communicating through various settings, including:

1. Playing together, usually children automatically communicate with their friends while playing together.
2. Stories, both listening to stories and asking children to tell stories.
3. Role playing, such as playing sellers and buyers, teachers and students, or parents and children.
4. Play with puppets and hand puppets that can be played with your fingers (fingerplay), children

tell stories representing this doll.

5. Learn and play in groups (cooperative play and cooperative learning).

According to Syamsu Yusuf (2007:119) language development is closely related to the development of children's thinking. Mind development begins at the age of 1.6 – 2.0 years, that is when children can construct sentences of two or three words. It is further explained that in language children are required to complete or master the main tasks of language development. These tasks are:

1. Comprehension, namely the ability to understand the meaning of other people's words;
2. Development of vocabulary;
3. Arranging words into sentences; and
4. Speech. The ability to pronounce words is the result of learning through imitation of the sounds that children hear from other people.

Establish a regular daily reading routine. Increase the reading duration progressively after beginning with shorter materials. Start with 30 minutes and add 15 minutes every week until you can read for at least two to three hours without getting tired (Vaughn et al., 2022).

- 1) Reading a Variety of Materials: Read a variety of materials, including web articles, newspapers, books, and novels. Your vocabulary and comprehension of sentence structures will grow as a result of this exposure to various writing genres and styles.
- 2) Active Reading Methods: Get involved with the book by using active reading methods. Write down any unknown terms or phrases, underline or highlight them, and then look them up in a dictionary. Write down your comments, inquiries, and views regarding the material as well.
- 3) Reading Out Loud: Regularly practice reading out loud. This enhances general fluency, intonation, and pronunciation. To find areas for growth, you can also record yourself and listen to the recordings.
- 4) Join Reading Groups: Sign up for online forums or book clubs where you can talk to others about the readings. Participating in discussions will improve your understanding and provide you with the chance to learn about the subject from other angles
- 5) Set Achievable Reading Targets: Achievable reading objectives include completing a particular number of books or articles each month. Monitoring your progress will help you stay inspired and concentrated. In addition to books, think about including prominent non-fiction books, modern novels, and classic literature on your reading list.

Method

The Method Used in This Community Service Activity was Training Method with the Following Steps:

1) Planning Stage

On this stage the team Identify the target audience. The target audiences were Elementary students at SD Melbourne School Binjai. Establish communication with school administration to gain support and approval. And Determine the duration and schedule of the community service program. The team met and discussed with the headmaster on Monday, 12th February 2024 at Carverton Middle School

2) Preparation Stage:

The team gathered necessary materials and resources for conducting reading activities, such as books, reading comprehension exercises, and audiovisual aids. Coordinated with the teaching staff at SD Melbourne School Binjai to ensure smooth implementation of the program. Prepared a structured plan for conducting reading sessions, incorporating techniques and strategies discussed in the research article.

3) Implementation Stage:

Conducted interactive reading sessions using various methods, including storytelling, role-playing, and group reading activities. Introduced active reading methods, such as underlining unfamiliar words, discussing story elements, and summarizing key points. Utilized

multimedia resources, including animation videos, to enhance students' engagement and comprehension and monitored students' progress and provide feedback to identify areas for improvement.

The activity was conducted at SD Melbourne Binjai Jl Binjai Km 10,5 A Sunggal, Deli Serdang on Friday to Saturday / 16 to 17 February 2024, started from 09.00 – until finish. The target students were the fifth and sixth grade students.

4) Evaluation Stage:

Assessed students' reading skills before and after the implementation of the program using standardized assessment tools and rubrics. Gathered feedback from students, teachers, and school administrators to evaluate the effectiveness of the community service program.

Result and Discussion

During the training sessions, various activities were conducted to enhance participants' reading skills and comprehension. The activities were designed to incorporate the reading strategies outlined, as well as to promote the development of vocabulary, grammar, and pronunciation. Here is an overview of the activities conducted and the outcomes achieved:

1. Activating Prior Knowledge

Firstly, participants engaged in activating prior knowledge by brainstorming and discussing what they already knew about a given topic before reading a text. This helped them to make connections between their prior knowledge and the text, leading to improved comprehension and engagement.

2. Predicting

Participants were encouraged to make predictions about the content of the text based on title, headings, and illustrations. This led to increased confidence in predicting the content of the text, enhancing anticipation and comprehension.

3. Visualizing

Participants engaged in visualization exercises where they were asked to create mental images of the events or concepts described in the text. This improved their ability to visualize and imagine the scenes depicted in the text, leading to deeper understanding and retention.

4. Making Connections

Participants were prompted to relate the content of the text to their personal experiences, other texts, or real-world events. This facilitated better understanding and engagement as participants demonstrated a greater capacity to relate the text to their own lives and experiences.

5. Summarizing

Participants practiced summarizing the main ideas and key details of the text in their own words, leading to enhanced ability to distill and articulate the main points of the text, improving comprehension and retention.

6. Questioning

Participants were encouraged to generate questions before, during, and after reading the text to deepen their understanding. This resulted in improved critical thinking skills and a greater ability to engage with the text through questioning.

7. Monitoring Comprehension

Finally, participants were taught strategies for monitoring their understanding of the text and addressing any comprehension gaps, leading to increased confidence in their ability to monitor comprehension and employ strategies to enhance understanding. Overall, these activities contributed to the participants' improved reading skills and comprehension.



Figure 1. Community Service Activities



Figure 2. Closing Ceremony of Community Service Activities

Conclusions and Suggestions

Conclusions

From the explanation above it can be concluded that the community service activities at SD Melbourne School Binjai were designed to help elementary children improve their reading skills. Students' comprehension, vocabulary growth, and engagement with English texts improved significantly after using a systematic strategy that included a variety of reading tactics and techniques. The use of interactive reading sessions, accompanied by multimedia resources and active involvement, proved helpful in creating a conducive learning atmosphere. Furthermore, the evaluation stage provided significant insights into the program's impact and potential areas for development.

Suggestions.

To improve the success and sustainability of comparable community service activities, consider the following suggestions:

- 1) Continuous Monitoring and Evaluation. Students' development should be monitored and evaluated on a regular basis in order to track improvements and identify areas that require more support. This will allow educators to personalise interventions to the specific requirements of kids.
- 2) Collaboration and Partnership. Improving collaboration with school administrators, teachers, and other stakeholders is critical to the successful implementation of community service

programmes. Partnerships enable more effective use of resources and the expansion of programmes to reach a larger audience.

- 3) Professional Development for Teachers. Offering training and professional development opportunities to teachers will help them apply innovative teaching practices and effectively promote student learning. Invest in

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