

IMPLEMENTATION OF TRADITIONAL GAME-BASED INQUIRY
LEARNING MODEL TO IMPROVE STUDENTS' SPEAKING
AND READING SKILLS CLASS 1

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ARTICLE INFO	ABSTRACT
Article History: Received: date of received article Accepted: date of accepted article	<i>Early literacy is a crucial foundation for the development of elementary school students' language skills, especially in the lower grades. However, in practice, students still experience difficulties in reading and speaking skills due to a lack of varied learning and the failure to fully engage students actively. Therefore, learning innovations are needed that are engaging, contextual, and tailored to the characteristics of early childhood students. This research aims to improve skills reading and speaking students through application of inquiry- based learning models game traditional hide- and-seek Literacy in first grade students of SD Negeri 60 Moncongloe Lappara. This research is a Classroom Action Research (CAR) which was carried out in two cycles based on the Kemmis and McTaggart model, which includes the planning and implementation stages action, observation, and reflection. The research subjects consisted of 30 first -grade students of SD Negeri 60 Moncongloe Lappara. Data collection techniques using observation, tests reading and speaking simple, as well as documentation of learning activities. Data analysis was carried out descriptive quantitative and qualitative to see the improvement in student learning outcomes in each cycle. The results of the study showed an increase in ability students' reading and speaking at each stage of the action. The average pre -test score action was 67.80, increasing to 72.47 in cycle I, and 78.10 in cycle II. The percentage increased learning completion from 26.67% to 66.67% and reached 90% in cycle II. Thus, the application of the inquiry- based learning model game traditional proven effective in improving skills early literacy of first grade students at SD Negeri 60 Moncongloe Lappara.</i>
Keywords:	
Keywords 1; Inquiry Learning Model Keywords 2; Skills Read Keywords 3: Skills Speak	

1. INTRODUCTION

In essence, learning is a process of interaction between students and all situations that surround them, including the physical, social, and cultural environment. Learning can be understood as a complex and structured process that occurs continuously in every individual throughout their life. Through learning, individuals experience changes in knowledge, skills, attitudes, and behavior as a result of experience and interaction. This process does not only take place in formal educational settings, such as schools, but also in informal and non-formal environments (Mulyadi et al, 2025).

The learning process occurs because of interactions between individuals and their environment, where students actively respond to stimuli, explore information, and construct understanding based on their experiences. Therefore, learning is not a passive activity, but an active process that requires involvement, awareness, and motivation from the learner (Sundari & Damayanti, 2017). Learning is also a deliberate and purposeful process that is consciously designed to achieve certain educational goals, and it does not occur automatically without effort, guidance, or meaningful experiences that support the development of learners (Fitria et al, 2023). Therefore, it is necessary effort aware from student side. In the Law National Education System Number 20 of 2003 states that:

“Education is business aware to realize learning atmosphere and learning process so that participants educate actively developing potential himself, has religious spiritual power, control self, personality, intelligence, morals glorious as well as skills and what is needed himself, society nation and state”.

In accordance with UUD No. 20 of 2003 above education own very close relationship with the Islamic religion, according to the words of Allah SWT in the Al-Qur'an surah Al-Mujjadi verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning : " O you who believe, if it is said to you " Give spaciousness inside assemblies," expand it, surely Allah will give spaciousness for you. If It is said, " Stand up," (you) stand up. Allah will surely will appoint those who believe among you and those who are given knowledge of several degrees. Allah is All-Knowing of What are you doing." (QS. Al-Mujadilah: 11)

From the surah above it can also be seen in the hadith below explains the importance of knowledgeable, Rasulullah SAW said as mentioned in hadith the following :

" Indeed, the scholars are heir the Prophets, and the Prophets did not leave behind dinars or dirhams, but rather they inherit knowledge. Whoever takes science, then he has get a big share."

From the verses and hadith above, Allah SWT will elevate the degree of those who believe and those who have knowledge knowledge. Allah SWT shows that people who have knowledge own very high position by His side.

One of efforts to achieve educational goals is by studying Language Indonesia. This learning aims to improve students' abilities in communicate properly and correctly, both verbally as well as writing and grow appreciation towards Indonesian literary works. Learning Indonesian is very important to teach to students, besides aims to equip students with skills speaking is also tool communication used in daily life (Rahmi, 2023). Therefore, studying and deepening Indonesian is very important especially at school basic. Learning Indonesian language includes skills components linguistics and literature which includes aspect listening, speaking, reading and writing. Fourth aspect This must be owned by every student because is base communication oral and written (Nurdiansyah et al, 2022).

This era of globalization, the ability speaking specifically speaking and reading become very important in the learning process for students. The Indonesian government has also establish competency standards that focus on improving literacy and skills communication at the level basic. However, in reality, many students still experience difficulty in both of these skills, especially in early grades such as grade 1 of elementary school. In every educational process always involving educators and students. So it is necessary good reciprocal relationship between teachers and students. A activities learning involving ability physical, mental abilities, and abilities social. Teachers teach involving high student role, initiative and participation in define the problem, determine the method solution to problem (Wahid et al, 2021).

SDN 60 Moncongloe Lappara, Maros Regency, is one of the schools that face challenge in improving skills speaking and reading students. Based on from observations in the field, it was found that most students experienced difficulty in skills speaking and reading. Students tend to be less confident self when requested speaking in front of the class as well as experience obstacle in recognize letters, composing words, and understanding reading simple. This problem has an impact on the low student participation in the learning process as well as slowness development literacy they.

Several factors reason from the problem such as method learning that is still ongoing nature conventional and less actively involving students. Teachers are more use approach individual lectures and exercises monotonous. In addition, the lack of contextual use of media and strategies as well as pleasant participate make things worse students' difficulties in speaking and reading. If not handled immediately, the low skills speaking and reading students will impact term long to achievement academic and developmental cognitive (Inaya et al, 2023). Therefore, solutions are needed that can increase student motivation, activeness, and involvement in the learning process. Teachers must be able to select and select appropriate literacy programs (according to student needs and interests) to increase student learning motivation (Raoda et al, 2023). One of the assessed approach effective is application of inquiry- based learning models game traditional, because it can combine aspect cognitive, affective, and psychomotor in a way fun and meaningful.

Game traditional known as a fun activity for children and pregnant element collaborative as well as exploratory. Meanwhile, the inquiry learning model encourages students to actively seek know, ask, and find own information through direct experience. Combination both of them believed to be able to increase confidence students' self, strengthening Power remember, and form skills Language in a way natural. Several previous studies have also shown that this approach is effective in improving skills Language basic at the level school basis (Purnama et al, 2021). Therefore ability read beginning is base for school students base in understand various eye lessons. However in In practice, many students face obstacle when start learning to read Because learning Still use monotonous and less involving methods activity interesting. (Andini et al, 2024) found that the low learning motivation, lack of variety in learning media, and use methods that do not involve student activity is the cause main obstruction ability read beginning. This condition indicates the need for innovation learning that is more fun, interactive, and interesting the attention of early grade students. Thus, the implementation of game traditional Inquiry -based model is one of the alternatives that can help overcome obstacle the (Raoda et al, 2023).

This research is important because it provides alternative solutions to the problems of learning Indonesian at the elementary level. basic, especially in development skills speaking and reading of first grade students. In addition, the application of the inquiry- based model game traditional can be innovative supportive learning creation an active, creative, and enjoyable learning atmosphere. This research also contributes practical for teachers in designing learning that is appropriate to the characteristics of students of different ages early and encouraging development education based culture local. Therefore, this study aims to implement the Inquiry- Based Learning Model Game Traditional In Improving Skills Speaking and Reading of Grade 1 Students of SDN 60 Moncongloe Lappara.

2. METHODS

This study employs a Classroom Action Research (CAR) approach using the Kemmis and McTaggart model, which consists of four systematic and cyclical stages: planning, action, observation, and reflection. The research was conducted with the aim of improving the speaking and reading skills of first-grade students at SDN 60 Moncongloe Lappara through the application of an inquiry-based learning model integrated with traditional games. The research was carried out over a period of one month and implemented in two cycles, with each cycle consisting of three learning meetings. In Cycle I, the inquiry-based learning model was applied using the Snake and Dragon traditional game as a learning medium to introduce literacy activities and stimulate student participation. In Cycle II, improvements were made based on the reflection results from Cycle I, and the learning process was enhanced by using the Hide and Seek Literacy traditional game, which was designed to further strengthen students' engagement and literacy skills.

At the planning stage, the researcher prepared learning modules, lesson plans, learning media, and observation instruments tailored to inquiry-based learning activities. At the action stage, learning was implemented through structured inquiry steps, including problem orientation, data collection through reading and speaking activities, data analysis, drawing conclusions, and communicating results. Students actively participated in game-based inquiry activities that required them to read simple texts, identify information, and express ideas orally. During the observation stage, student learning activities, participation, and responses were systematically observed and recorded using observation sheets, while student learning outcomes were measured through reading and speaking skill tests. Documentation in the form of photos and learning records was also collected to support the data. The reflection stage was conducted at the end of each cycle to evaluate the effectiveness of the learning process, identify obstacles encountered, and determine improvements to be implemented in the subsequent cycle.

The research subjects consisted of 30 first-grade students, with the variables studied including the learning process and student learning outcomes. Data collection techniques included observation, reading and speaking skill tests, and documentation. Data analysis was conducted using a qualitative approach to analyze student learning activities and engagement, and a quantitative approach to analyze learning outcomes. Classical learning mastery was set at a minimum score of ≥ 70 , in accordance with the Minimum Completeness Criteria (KKM) for Indonesian language subjects. The success indicator of this study was demonstrated by an increase in students' reading and speaking skills, with most students achieving a final score of ≥ 70 and showing improved active participation in the learning process.

3. RESULTS AND DISCUSSION

This research aims to improve skills speaking and reading of first grade students of SDN 60 Moncongloe Lappara through application of inquiry- based learning models game traditional. The research was conducted in two cycles, each consisting of from three meetings. Data collected through observation, assessment skills speaking and reading, as well as reflection collaborative between teachers and researchers.

Description of Initial Conditions

Before the action is carried out, the researcher conducting initial observations of the Indonesian language learning process in class I of SDN 60 Moncongloe Lappara. The results of the observation show that the skills speaking and reading students are still low, visible from many students are not yet able to read simple words, lack of trust self in convey ideas in a oral, teacher - centered learning, as well The use of monotonous media and methods results in low interest in learning. Of the 30 students, only 8 students (26.67%) achieved The score was above the KKM of 70, while 22 students (73.33%) were below the KKM, with an overall average of 67.8. This condition indicates the need for effective guidance

to improve skills. speaking and reading. For this reason, researchers designing learning improvement actions through approach game traditional in a way systematic in cycles, with the aim of increasing students' motivation and enthusiasm for learning as well create a more enjoyable and effective learning situation for participant educate class I.

Table 1. Learning Outcome Values

Criteria	Mark	Frequency	Percentage %
Very good	90-100	0	0%
Good	80-89	0	6.67%
Enough	70-80	8	20.00%
Not enough	<70	22	73.33%
Amount		30	100%

Source: Processed data, 2025

Based on the table above, it can be seen that the majority of students still is in the category less, namely as many as 22 students (73.33%), Meanwhile, 8 students (26.67%) is in the category Enough, that is has reached or slightly above the KKM. There are no students in the category Good and very good at the pre-action stage. This condition shows that most of the first grade students of UPTD SDN 60 Moncongloe Lappara Still need approach more interactive and enjoyable learning to improve skills reading and speaking. Therefore, action is taken learning through implementation inquiry- based model game traditional in cycles I and II. From the distribution data frequency in table 1 above, skills speaking and reading of grade 1 students of SDN 60 Moncongloe lappara Maros Regency can be presented in Figure 1 as follows :

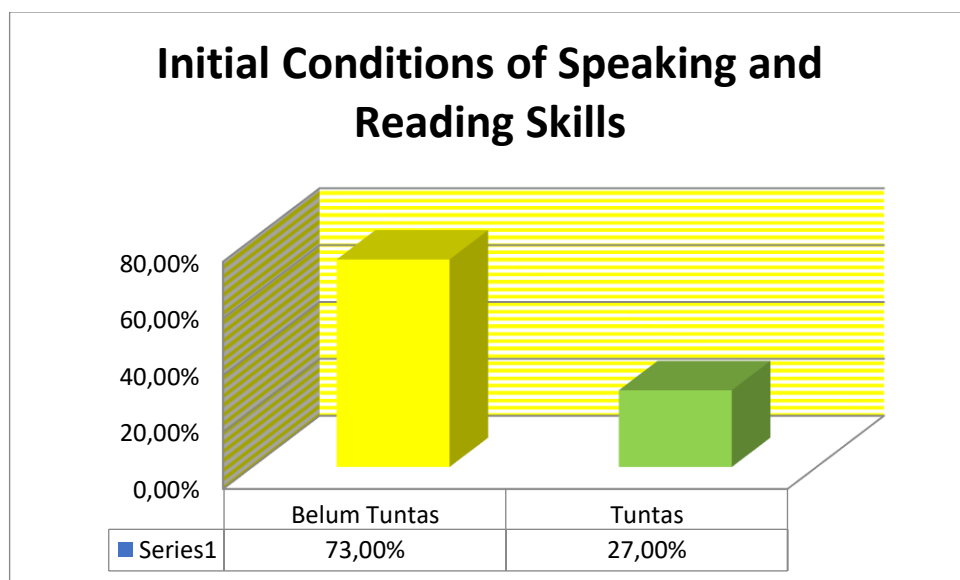


Figure 1. Initial Condition Diagram of Skill Speaking and reading

Thus in action pre-cycle average learning completion score of grade 1 students at SDN 60 Moncongloe lappara Maros Regency is 27%. These results show that the average value of skills speaking and reading have not yet reached mark indicator success and established standards namely 70%. This

result also concludes that the Skills speaking and reading Still low. A new strategy or approach in teaching needed to be applied to create a better learning process and to improve skills. speaking and reading. Therefore, the application of the inquiry- based learning model game traditional expected to improve skills speaking and reading to students.



Figure 2. Traditional Dragon Snake game while singing and reading word cards

Cycle I

In cycle I, learning was carried out using Literacy Dragon Snake game combined with activities reading and composing sentences. The teacher acts as a facilitator and companion for students in the process of exploring the words contained in the text. in game. Results of implementation Cycle I shows an increase in skills :

- a. Students start motivated follow game and show the courage to read.
- b. There are still students who are doubtful and don't believe it. yourself when asked convey the result in a way oral.
- c. Structure sentences composed by students are still simple and not yet coherent.

The learning outcomes can be seen as follows :

Table 2. Learning outcomes of cycle I

Stage	Number of Students	Minimum Competency (KKM)	highest score	Lowest value	Average	Completed	Not yet finished
Cycle I	30	70	80	65	72.47	20	10

Source: Processed data, 2025

From the test results cognitive In cycle I, there were 20 students (66.7%) who completed the course and 10 students (33.3%) who did not complete it. The average student score increased to 72.47. Although it has not yet reached the completeness overall, however has happen development from initial conditions.

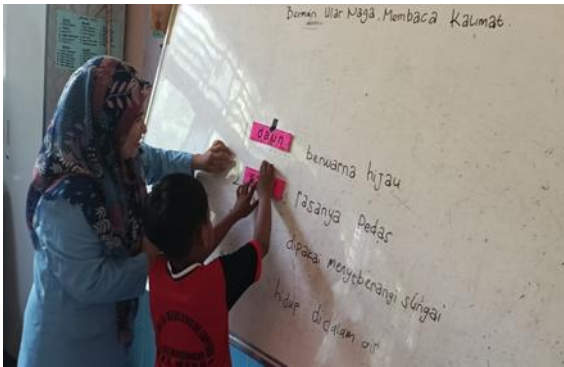


Figure 3. Students construct sentences from words

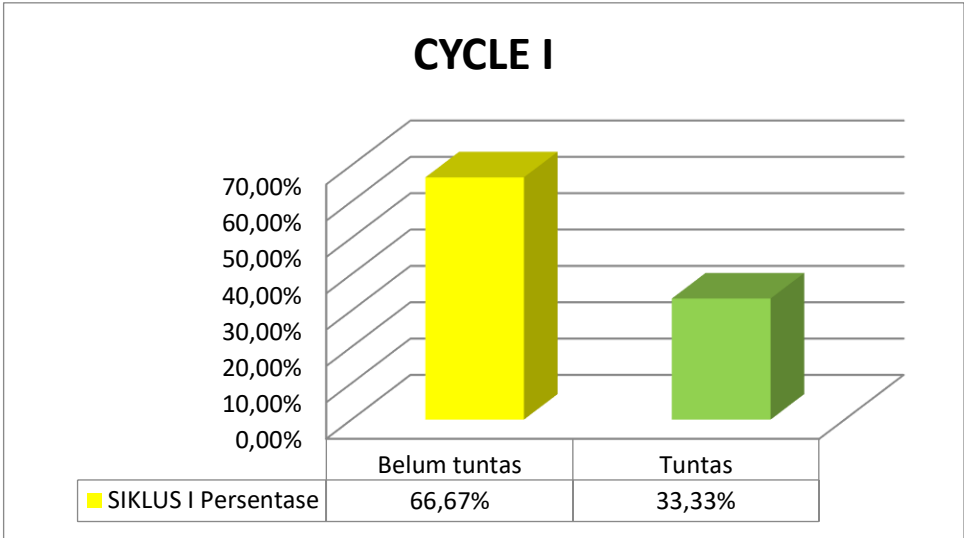


Figure 4. Cycle I Skills Diagram Speaking and reading

Cycle II

Reflection from Cycle I became the basis for improvements in Cycle II. The teacher increased guidance, varied the form of the game, and provided more time for exploration. to students. In this cycle, it is used Hide and Seek game Literacy requires students to compose and read sentence as well as paragraph short. Student development in cycle II is increasingly seen :

- a. Students showed greater courage to read and speak.
- b. Ability compile sentences and paragraphs getting better and more consistent.
- c. Students are more active and confident self convey ideas in a oral.

Table 3. Learning outcomes of cycle II

Stage	Number of Students	Minimum Competency (KKM)	highest score	Lowest value	Average	Completed	Not yet finished
Cycle II	30	70	90	66	78.1	27	3

Source: Processed data, 2025

Student learning outcomes in Cycle II showed a significant improvement compared to those in Cycle I. Out of the 30 students involved in the study, 27 students (90%) successfully achieved the Minimum Completeness Criteria (KKM) of 70, while only 3 students (10%) had not yet met the required standard. This result indicates a substantial increase in classical learning mastery and reflects the effectiveness of the improvements implemented in Cycle II. In terms of achievement distribution, the highest student score increased to 90, demonstrating that several students were able to perform very well after the learning model was refined. Meanwhile, the lowest score improved to 66, showing progress even among students who previously experienced learning difficulties. Overall, the class average score rose to 78.10, confirming a consistent improvement in students' reading and speaking abilities. These findings suggest that the inquiry-based learning model integrated with traditional games had a positive impact on student engagement and learning outcomes, particularly after adjustments were made based on reflections from the previous cycle.



Figure 5. Mini Storytelling Competition

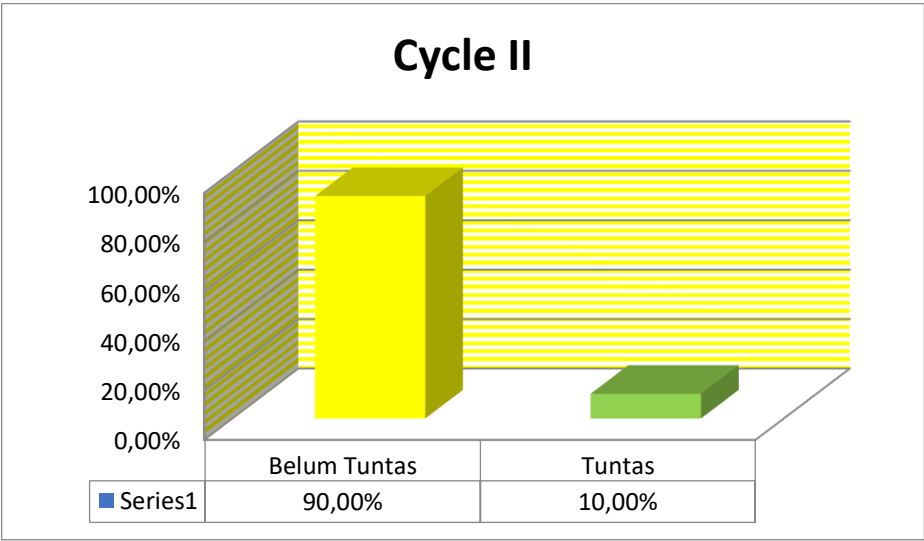


Figure 6. Cycle II Skills Diagram Speaking and reading

Learning Completion Ability speaking and reading Cycle I and Cycle II

Action research classes that have been implemented in learning through inquiry-based model approach game traditional is able to improve the ability speaking and reading during learning ongoing. To find out there is an increase in teachers doing observations at the end of each learning session. Based on the evaluation results obtained From the assessment sheet and observations of student performance, it is known that in cycle I, the number of students who achieved Criteria The Minimum Completion Score

(KKM) was ≥ 70 for 20 out of 30 students, or 66.7 %. There were still 10 students (33.3%) who had not completed the test. Meanwhile, in cycle II, the number of students who achieved the KKM increased to 27 (90%), and only 3 students (10%) had not completed the test. This indicates an increase in learning completion from cycle I to cycle II was 23.3% or 7 students.

Table 4. Learning Completion of Skills Speaking and Reading in Cycle I and Cycle II

Information	Cycle I	Cycle II	Improvement
Completed	20 students	27 students	7 students
Percentage	66.7%	90%	23.3%

Source: Processed data, 2025

Based on Table 4 above, it can be seen that students' learning completion has increased significantly, both from in terms of the number of students who achieved the KKM and percentage completion. This improvement is inseparable from from improvement of the learning process carried out by teachers through implementation inquiry- based model game traditional methods that are appropriate to the developmental stage of first grade students. Some factors that encourage increased student learning outcomes include :

- Implementation approach play like a game Dragon Snake and Hide and Seek Literacy that can increase student motivation and active involvement during the learning process ongoing.
- Activities that are of a nature fun and challenging make students not feel burdened when learning to read and speak.
- Learning strategies inquiry- based enable students to think critical and composing sentence from direct experience gained while playing.
- The role of the teacher as a facilitator help students in discover and build one's own understanding they to words, sentences and paragraphs simple.

Thus, from the data it can be concluded that the inquiry- based model game traditional proven effective in improving students' cognitive learning outcomes, especially in matter skills speaking and reading. The learning process that initially tend passive, gradually becoming active and participatory. This shows that the implementation of a fun method, close to the world of children, and based activity concrete can overcome previously emerged learning barriers, especially related to shame, lack of confidence self, and low skills student reading.

4. CONCLUSIONS AND SUGGESTIONS

Based on the research results, the initial conditions showed that the skills speaking and reading of first grade students of SDN 60 Moncongloe Lappara Still low, with only 8 out of 30 students (26.67%) achieving the KKM of 70 and an overall average score of 67.8. After the implementation of cycle I uses Dragon Snake game, there was an increase, where 20 students (66.7%) achieved the KKM with an average of 72.47, although some were still experiencing problems in courage speaking and pronunciation. In cycle II, through Hide and Seek game Literacy, more active student participation and ability compile sentence increased, so that 27 students (90%) succeeded achieved the KKM with an average of 78.10. Overall, the implementation of the inquiry- based model game traditional proven effectively improve skills speaking and reading students, making learning is more fun, contextual, and appropriate to the child's developmental stage, at the same time overcome learning barriers related to shame, lack of confidence self, and low skills read.

Based on the research results, it is recommended that teachers apply creative and innovative learning models, such as inquiry- based learning. game traditional, in consistent, giving students the

opportunity to actively speak and read, and modify games as needed material. Teachers are also advised to provide individual guidance for students whose abilities speak and read it Still low. Students are expected to be more confident self, actively participate, work The same in group, and practice independently at home. Schools need to support use of learning media based games, providing adequate facilities, and make This method is a sustainable innovation program. This research can also be a reference for other researchers to develop learning models inquiry -based at all levels and subjects lesson different, and explore various type game traditional to find out its effectiveness in improving skills speaking and reading students.

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