EFFORTS TO IMPROVE EARLY READING ABILITY THROUGH THE SYLLABIC METHOD AT SDN II KUDU

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ABSTRACT	ARTICLE INFO
This study aims to determine whether the syllable method can improve the ability of grade I students at SDN II Kudu in reading the beginning and how much the resulting improvement is. This study uses a classroom action research method with a Kurt Lewin research design. Data collection techniques used are interviews, oral tests, documentation, and observation. The data collected was then analyzed descriptively quantitatively. The results showed that the syllable method could improve at the same time there was an increase in the initial reading ability of the first graders of SDN II Kudu. Judging from the increase in learning outcomes from the pre-cycle stage with an average value of 51.56 and classical learning completeness of 54.2% and the results of observing student learning activities of 75%. This increased in the first cycle, namely the average value of 80.83 with classical learning completeness of 79.2% and the results of student learning activity observation sheets of 90%. In the second cycle, it increased again with the percentage of students' average scores being 88.75 with students' classical learning completeness of 87.5 and the results of the student learning activity observation sheets being 100% in the very active category.	

A. Introduction

Indonesian is the official language of the Indonesian state besides the mother tongue (Nugroho, 2015). The Indonesian language is spoken as a means of community communication as well as the language of instruction in the world of education, both at the elementary school level, secondary education level, and even up to university. The existence of the Indonesian language is one of the most important points taught to everyone, especially for people in Indonesia. This is because Indonesian is a tool to unite the nation (Susetyo, 2015). Therefore, everyone must be skilled in using Indonesian properly and in accordance with linguistic rules.

Indonesian is a compulsory subject at the basic education level up to higher education. The stage of learning Indonesian formally, initially taught to elementary school students. The Indonesian language learning in elementary schools has four language skills that are taught including: listening skills, speaking skills, reading skills, and writing skills (Susanto, 2013).

One of the language skills that forms the basis for students to be proficient in obtaining information contained in writing is reading skills. Reading can also be interpreted as a series of activities carried out with the aim of understanding knowledge, images, observing, and remembering something written in a reading (Rustinarsih, 2021). Meanwhile, there are those who interpret reading skills as skills to pick meaning in writing (Irdawati et al., 2013). From these two opinions, it can be concluded that reading skills are very important skills so that humans can understand the message of a reading.

The implementation of reading activities in elementary schools is divided into two, namely: First, initial reading is carried out from grade I to grade II with the hope that students will recognize the arrangement of letters, syllables, words, and sentences. Second, advanced reading is carried out starting from class III to the next class (Dahniar, 2013). Reading learning activities need to be instilled from the ground up as a form of motivation for students to be able to follow the learning process. This is because there is a strong relationship between reading habits and the motivation and learning outcomes of a child in the future, where the higher the reading habit of the child, the higher the probability of success in learning (Resnani & Agustina, 2014).

The stage of learning reading skills which in elementary school children in low grades is the initial reading skill. The initial reading ability for students at the initial level can be identified by recognizing the pronunciation of letters, syllables, sentences, and understanding various symbols in the form of letters strung together in a piece of writing. (Ivory et al., 2019). This initial reading skill stage is an important stage because this stage is a bridge for students to be able to understand written knowledge in books and other reading sources at a later stage. If students fail at this stage, later students will find it difficult to obtain and absorb all the information presented through textbooks. This of course will result in his learning ability to be slow compared to his friends who have well mastered the ability to read early (Asmonah, 2019).

Several studies have shown that many teachers often complain that their students still have difficulty in early reading when they enter elementary school. This is also found at SDN II Kudu. Based on the results of interviews conducted with class I teachers at SDN II Kudu, there are several problems experienced by students in early reading including: First, there are students who cannot memorize and pronounce letters. Second, students are able to memorize and pronounce letters but still have difficulty in assembling letters into syllables or words. Third, students are able to pronounce letters into syllables and words, but students still have difficulty pronouncing them into a simple sentence.

There are various reading methods that can be used to teach students to start reading. One method that can be used to improve early reading skills is the syllabic method (Halimah, 2014). The syllable method is a method of beginning reading by introducing the letters to students first then assembled into syllables, until finally assembled back into simple words or sentences (Suyadi & Sari, 2021). This method allows the process of learning to read is no longer emphasized on spelling letters so that this method can streamline the beginning reading ability for students.

Based on the problems and theories that have been described, the researcher intends to conduct this Classroom Action Research, with the aim of finding out whether this syllable method can improve the early reading ability of first graders at SDN II Kudu and find out how much the increase resulting from the application of the syllable method.

B. Method

This study uses a classroom action research design model. Classroom action research itself is research that aims to find out the consequences of an action on the research subject (Meutiana, 2015). The research was conducted using Kurt Lewin's classroom action research model which consists of several stages, namely planning, action, observation, and reflection (Mu' alimin & Cahyadi, 2014). The research subjects used were first grade students of SDN II Kudu. The accumulated number of class I students at SDN II Kudu is 24 students consisting of 13 female students and 11 male students. In data collection, the techniques used include interviews, tests, documentation and observation. In addition, there is also a data analysis technique that will be carried out with a quantitative descriptive approach. Some of the descriptive approach methods used are: analysis of the results of the initial reading test and analysis of student learning activity observation sheets

C. Result and Discussion

Reading is one of the most important activities to pay attention to. By reading, one can easily understand everything visually. the nature of reading itself is a series of processes used to recognize the shape of letters or grammar, reading is also a process of analyzing the shape of the meaning of symbols contained in language, information, and messages written by the author of reading to the recipient of the information (Muhsyanur, 2019).

The stages in reading cannot be done instantly, but require a long and continuous process. At first, one will understand the shape of the letters as symbols. Next, someone strings the letters together into a combination of letters to form syllables that can be pronounced. After being able to combine letters into syllables, then someone will assemble groups of syllables into a word that has meaning. Then people will learn to assemble groups of words into strings of words called sentences.

Formally, a person will initially learn to read in elementary school. The role of teachers in schools is very important to guide students, especially students who still have difficulty in reading beginning. Beginning reading is generally carried out on students who are in grade I to grade III of elementary school (Gading et al., 2019). There are various ways that can be used to improve reading skills in children. One way that can be used is by using the syllabic method

Based on the results of observations of the teaching and learning process in class I of the State Elementary School II Kudu, it can be seen that there are many

students who still have difficulty in reading. On this basis, this research was conducted so that later it can find out whether the application of the syllabic method can improve the initial reading ability and whether there is an increase in students' reading ability.

After doing the research, it can be seen that the application of the syllabic method can improve students' initial reading ability. With the application of the reading method, there was also a significant increase in the initial reading ability of the first graders of SDN II Kudu. This study uses several aspects to determine initial reading skills including the ability to read letters, the ability to read syllables, the ability to read words, and the ability to read sentences.

Based on the results of the study, it can be said that the students' ability in reading at the pre-cycle stage is still very low. This is evidenced by the average score of students' oral test results related to early reading using the syllabic method, while the value data can be seen in the following table:

Table 1. Hasil Tes Lisan Membaca Permulaan

Action	Many Students	minimum completeness criteria	student's average score	Complete		Not Complete	
				Total	%	Total	%
Precycle	24	70	51,56%	11	45,8%	13	54,2%
Cycle I	24	70	80,83%	19	79,2%	5	20,8%
Cycle II	24	70	88,75%	21	87,5%	3	12,5%

The data on the results of the oral reading test above were assessed based on several aspects, including the ability to read letters, the ability to read syllables, the ability to read words, and the ability to read sentences. Based on the data in the table above, the average score of the students' oral reading test before applying the syllabic method is still many who do not complete the KKM. There are 51.56% of children who do not meet the KKM score applicable in school, which is 70. In addition, student learning activities show a percentage of 75% in the very active category. At the pre-cycle stage, there were only 45.8% (11 people) of students who completed the total number of students in the class while 54.2% (13 people) of students still did not complete the KKM. It turns out that this happened because of online learning which made students study from home so that students'

social skills decreased. The students' classical learning completeness at the pre-cycle stage is also still very low at 54.2%. This is still far from the criteria for the success of the action that has been set, which is 85% of the total number of students who complete the KKM. Therefore, after reflecting on the pre-cycle stage, this research needs to be continued back to the next cycle.

As for the first cycle, the results showed the average score of students was 80.83 or an increase of 29.27 from the pre-cycle stage and the results of observations of student learning activities obtained a value of 90% or an increase of 15% from the pre-cycle stage. cycle with very active category. At the stage of the first cycle there were 79.2% (19 people) of students who completed the KKM or in this case an increase of 33.4% from the pre-cycle stage and by 20.8% (5 people) students had not completed the KKM or in this case the number of students who did not complete the KKM decreased by 33.4% from the pre-cycle stage. At the stage of the first cycle, the value of classical learning completeness is 79.2% or an increase of 25% from the pre-cycle stage. This means that the score still does not meet the criteria for the success of the research that has been previously set, which is 85% of the total students who complete the KKM. Therefore, after the reflection at the end of the first cycle of activities, this research needs to be continued back to the next cycle in order to achieve the criteria for the success of the action.

Meanwhile in cycle II, it shows that the average value of students increased to 88.75 or here it has increased by 7.92 from the previous cycle with the percentage of student learning activities increasing 10% from the previous cycle or to 100% which is included in the very active category. . In the implementation of the second cycle, there were 87.5% (21 people) of students who completed the KKM or an increase of 8.3% from the previous cycle. Then there are 12.5% (3 people) of students who have not completed the KKM or here the number of students who have not completed has decreased by 8.3%. In the second cycle stage, the students' classical learning mastery value was obtained by 87.5% or an increase of 8.3% from the first cycle. Therefore, based on the reflection carried out at the end of the second cycle of activities, this research can be said to have been successful because it has reached the success criteria. the predetermined action is 85% of the total number of students who complete the KKM. In this case, the results of the research in cycle II showed an increase in students' classical learning mastery by 2.5% from the previously determined success criteria. In line with this,

the learning process can be said to be successful if the students' classical learning mastery has reached more than or equal to 85% (Trianto, 2012). Thus, this research can be ended and there is no need for a follow-up cycle.

D. Conclusion

Based on the research activities and the data analysis process of the research results, it can be concluded that the use of the syllabic method can improve the initial reading ability of the first graders of SDN II Kudu. In addition, there is an increase in students' initial reading ability after using the syllabic method. This can be proven from the results of the oral test which showed an increase from the pre-cycle stage to the second cycle stage. In the pre-cycle stage, the average score was 51.56 with classical learning completeness of 54.2% and the results of the observation sheet of student learning activities of 75% in the very active category. Meanwhile, in the first cycle stage, the average value of 80.83 was obtained with classical learning completeness of 79.2% and the results of the observation sheet of student learning activities of 90% in the very active category. While in the second cycle stage there was an increase in the average value of students to 88.75 with students' classical learning completeness of 87.5% and the results of student learning activity observation sheets of 100% with very active categories.

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