



Analysis of the Silaba Method in Beginning Reading Activities for Class 1 at Banjarsari 01 Public Elementary School

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ABSTRACT

Background: Beginning reading is one of the most basic skills for students and as a tool to find out the meaning that has been learned in learning at school, beginning reading is one of the activity programs specifically designed for students who have just entered elementary school. The silaba method is a syllable method that presents words into syllables and then assembles syllables into words with the aim that students who are unable to read words can read words.

Purpose: This study aims to determine whether the silaba method can improve the beginning reading activities of grade 1 students at SDN Banjarsari 01.

Design and methods: This research uses a qualitative descriptive method, which is a qualitative descriptive method. The approach used in this study is a qualitative approach. This research was conducted at Banjarsari 01 Elementary School, Banjarsari Village, Ciawi District, Bogor Regency. The instrument used in this study was an interview guide instrument. The technique used in this study was a data collection technique, which in this study used data collection in the form of observation, interviews and documentation, the data analysis technique used in this study is an interactive data analysis technique in conducting data analysis with a model according to Milles and Huberman.

Results: The results of this study indicate that the silaba method is a suitable method to be applied in beginning reading activities because it greatly facilitates students in reading skills for grade 1 students at SDN Banjarsari 01". This silaba method also facilitates teachers in learning activities. The media needed by the teacher in this silaba method is quite simple and also easily understood by all students. Beginning reading for grade 1 students using the silaba method meets the indicator criteria for the achievement of students' reading activities.

Keywords: Reading, Beginning Reading, Syllabus Method

Introduction

In learning activities, the ability to read for students is always seen as a determinant of their success in carrying out their learning activities while at school. This is because all the subject matter in schools demands an understanding of theory and concepts that can be understood through reading activities. Good reading skills possessed by students will certainly have a big influence on success in learning. This aspect of reading includes pleasure in reading, awareness of the benefits of reading, frequency of reading and the number of reading books children have read (Reni, 2022). From the explanation above, we can conclude that interest in learning in children is a strong motivator for carrying out activities.

“In essence, reading is something complicated that involves many things, not just reciting text, but also involving visual, mental, psycholinguistic and metacognitive activities.

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Reading is a vital thing in an educated society, because reading is the beginning of individual learning activities and the process of reading books is very important for a child for his future life (Sri, 2019). From the explanation above, it can be concluded that the main point is that reading is the most essential thing and is also very important for individual life, so that in learning activities teaching reading in the world of education, especially in basic education must receive special attention.

With beginning reading activities, especially in low grades, it is hoped that students will be able to master other skills, through beginning reading learning, students are expected to be able to recognize letters, syllables, words, sentences, and read fluently, because beginning reading skills greatly affect fluency and reading skills. continued (Suci et al., 2021). From the explanation above, it can be concluded that reading activities in low grades are able to help students in mastering early reading learning activities. Reading skill at this early stage is a fundamental stage and really really needs attention. Special attention must be paid by the teacher to students towards learning to read when students are in the lower grades (grade 1) (Putri, 2020). Success and also accuracy in the process of learning to read at the initial stage will have a very big impact on the next student learning process.

In the application of beginning reading activities, of course the teacher teaches students with several methods. The method of beginning reading is very important to apply because it can help students make it easier for students to read, in beginning reading activities in grade 1, the teacher can teach it using the silaba method (syllable method). The silaba method is a syllabic method that presents words into syllables and then assembles syllables into words with the aim that students who are unable to read words can read words (Lailah et al., 2021). From the explanation above, it can be concluded that this silaba method is one of the possible methods to be applied because it can improve students' reading skills.

A number of studies related to the above phenomenon have been carried out before, among others, to improve the reading skills of low grade students (Kuncoro Adi Saputro, Christina Kartika Sari, 2021; Made Sumantri1, Dewa Nyoman Sudana, 2017; Pramesti, 2015; Reni, 2022; Sri, 2019; Suci et al., 2021). In addition, other studies have revealed the effectiveness of beginning reading skills in grade students (Indah Nur Fitriana, Muhammad Tahir, 2021) (MetyToding, 2022). Other research has revealed the factors that cause students' low reading competence (Putri, 2020). And other research reveals a relationship between students' reading and writing skills (Agustin Rinawati, Lilik Binti Mirnawati, 2020). The methods often used in related research are qualitative (Agustin Rinawati, Lilik Binti Mirnawati, 2020; Indah Nur Fitriana, Muhammad Tahir, 2021; Made Sumantri1, Dewa Nyoman Sudana, 2017; Putri, 2020), Classroom Action Research (Kuncoro Adi Saputro , Christina Kartika Sari, 2021; Made Sumantri1, Dewa Nyoman Sudana, 2017; Pramesti, 2015; Reni, 2022; Suci et al., 2021), descriptive qualitative (MetyToding, 2022; Sri, 2019)

Based on the illustration of the phenomenon and a number of related studies, the researcher is interested in revealing an increase in low grade students' reading activities by using the silaba method (iqra) in grade 1 students at SDN Banjarsari 01. This study aims to analyze the Silaba Method in Class 1 Beginning Reading Activities at Public Elementary Schools Bansari 01.

Methods

This study uses a qualitative descriptive method in which this qualitative descriptive method is a research where the data collected is in the form of words, pictures, and not numbers. These data can be obtained from interviews, field notes, photos, videos, tapes, personal documentation, notes or memos and other documentation (Moeleong & J, 2017). The approach used in this study is a qualitative approach and this qualitative approach is one of

the approaches in research that describes, explains, and describes a situation that occurs according to the ongoing research process which is conveyed through explanation of words. This agrees with what was said by one expert who stated that qualitative research is research that describes phenomena or conditions that occur during research and describes conditions and presents data based on interviews, observations, and documentation (Moeleong & J, 2017).

This research was conducted at SDN Banjarsari 01, Banjarsari Village, Ciawi District, Bogor Regency. The subjects in this study were grade 1 teachers at SDN Banjarsari 01. The instrument was a measuring tool used in research, the instrument used in this study was an interview guideline instrument, where the researcher would collect data directly the researcher could feel and assess the object to be examined directly live.

The technique used in this research is a data collection technique, which in this study uses data collection in the form of observation, interviews and documentation. This data collection technique is a process carried out by researchers to obtain data and requirements needed by researchers. The data collection is in the form of observation, interviews and documentation. The interview used in this study is a type of semi-structured interview. Semi-structured interviews are freer by not using alternative answers so that the interviewees can express their opinions and ideas. Meanwhile, documentation is a record of an important event that was found during the research. With the documentation of the results of interviews and observations, the data will be more reliable because there is support for physical documents.

The data analysis technique is to determine and also draw conclusions as a whole as a whole from the data that has been collected by researchers in research, data analysis techniques are also the process of systematically collecting data to facilitate researchers in obtaining conclusions. Qualitative data analysis is one of the efforts made in conducting data analysis which is carried out continuously, repeatedly, and continuously (A.Michael, 2014). In this study, researchers used interactive data analysis techniques in conducting data analysis with the model according to Milles and Huberman. the analysis consists of three streams of activities that occur simultaneously, namely: starting from the stages of data reduction (data reduction), data presentation (data display), drawing conclusions and verification (conclusion drawing and verification) (Huberman, 1996). Researchers use data reduction according to the data that has been collected based on the results of interviews, observations and also documents that have been carried out. After the data is reduced, the next step is to present the data. Presentation of data will make the data easier to understand. The data generated in this study, presented and described in text form. the researcher draws conclusions regarding the increase in reading activities of low grade students using the silaba method (syllables) in grade 1 students at SDN Banjarsari 01.

Findings & Discussion

Based on research that has been conducted at SDN Banjarsari 01 shows that early reading activities in grade 1 are very important to note, because this reading activity will facilitate students in learning achievements that will be achieved by students later. In the beginning reading activity for class 1 at SDN Banjarsari 01, the resource person explained that in carrying out this reading activity the teacher used one of the reading methods, namely the silaba method.

The resource person explained that this silaba method is a fairly easy method to apply. The application of the silaba method to early reading activities plays a very important role because the minority of students at SDN Banjarsari 01 do not attend kindergarten first. the results of interviews with informants, namely grade 1 teachers at Banjarsari 01 Elementary School, explained that the application of reading activities in grade 1 learning includes

several stages, namely planning, implementation and evaluation. In the stages of planning activities carried out by grade 1 teachers at SD Banjarsari 01, the first step is to make a syllabus first, this syllabus document is made in 1 semester and includes all learning carried out in 1 semester. Furthermore, in class 1 reading activities at Banjarsari Elementary School, this is equipped with a learning implementation plan (RPP), the components contained in this lesson plan are such as: core competencies, basic competencies, learning objectives, learning materials, learning methods, learning activities from opening activities, core to closing, learning assessment and also the sources and media used. This lesson plan is made every single meeting and of course at each meeting the lesson plan that the teacher will make will vary in content. In current learning the teacher still uses the 2013 Curriculum.

In carrying out activities using the syllabus method in grade 1 The tools or media used by the teacher in beginning reading activities using the silaba class 1 method at Banjarsari Elementary School are like word cards made using cardboard. The use of this media is intended so that grade 1 students can easily understand the reading given by the teacher. because the minority of grade 1 students at SDN Banjarsari 01 understand the letters of the alphabet A-Z but they don't really understand when they have to compose words. With the silaba method using word card media it really helps students in beginning reading activities, the time allocation needed for beginning grade 1 reading activities using this silaba method is 20 minutes. This time allocation is used for teaching children who are still not fluent in reading, if there is not enough time the teacher will do it outside of learning hours.

The achievements that must be achieved in reading this beginning are like the alphabet, vowels and also consonants, some students have been able to master this reading material, it's just that there are some students who still don't understand and also can't master it. The difficulties that occur in carrying out this reading activity are that there are still students who do not know the letters, students do not want to make a sound during reading activities. Other problems and obstacles that occur during learning are that students do not focus on reading activities, some are running around, chatting and disturbing their friends. Of course the teacher when dealing with students like this the teacher must try to invite these students to communicate because so that these students can make a sound. From some of the difficulties and obstacles that occur in grade 1 reading activities at SDN Banjarsari 01, the teacher applies the method used in reading activities, namely the silaba method. In applying the silaba method, the resource person explained that this silaba method has advantages which really help teachers in beginning reading activities.

The advantages that exist in the application of the silaba method are that children understand letters more quickly and also read faster, using word card media can help children in composing words. With the silaba method, students' interest and activeness in reading activities increased significantly. students experienced a fairly good increase because this silaba method was suitable for application in reading activities. Furthermore, in the beginning reading activities for grade 1 using the silaba method at SDN Banjarsari 01 an evaluation was carried out.

Evaluation is part of the learning process which as a whole cannot be separated from teaching activities, carrying out evaluations carried out in educational activities has a very important meaning, because evaluation is a measuring tool or process to find out the level of success achieved by students on teaching materials or the materials that have been delivered, so that with an evaluation, the objectives of learning will be seen accurately and convincingly. Evaluation can encourage students to be more active in learning continuously and also encourage teachers to further improve the quality of the learning process and encourage education managers to further improve the facilities and quality of student learning (Abdorrahman Gintings, n.d.). the assessment carried out by teachers at SDN

Banjarsari is like tests and non-tests. Evaluation tests carried out such as reading tests, making sentences and understanding questions, constructing sentences, fluency in reading, fluency in words and syllables other test assessments such as midterm assessments, end semester assessments. The non-test evaluation conducted by grade 1 teachers at SDN Banjarsari 01 is like assessing student attitudes. From the two evaluations carried out by the teacher, the results that will be given are in the form of a report card which will be given every semester. By holding an evaluation by the class 1 teacher at SDN Banjarsari 01, it certainly improves students' reading skills.

Based on the explanation above, it shows that this syllabus method can be implemented easily in beginning reading activities for grade 1, this syllabus method is very suitable to be applied because its implementation is easy and quite effective. the application of the silaba method in reading activities especially in grade 1 can help the beginning reading skills of grade 1 students at SDN Banjarsari 01. This silaba method also makes it easier for teachers in learning activities. The media needed by the teacher in this silaba method is quite simple and also easily understood by all students. The silaba method in the reading activities of grade 1 students at SDN Banjarsari 01 in its implementation is not simply used, but the teacher at SDN Banjarsari 01 pays attention to several criteria for children, facilities and also targets for student achievement. Because by using the 2013 curriculum, grade 1 students are required to master reading well, of course this is the teacher's responsibility to assist students in fulfilling learning outcomes. In applying the silaba method in grade 1 reading activities at SDN Banjarsari, the teacher also pays attention to 3 important stages and also cannot be missed, these three stages consist of the planning, implementation and evaluation stages

Conclusion

Based on the results of the research and discussion that has been carried out at SDN Banjarsari 01 it can be concluded that "The silaba method is a suitable method to be applied in beginning reading activities because it greatly facilitates students in reading skills for grade 1 students at SDN Banjarsari 01". This silaba method also facilitates teachers in learning activities. The media needed by the teacher in this silaba method is quite simple and also easily understood by all students. Beginning reading for grade 1 students using the silaba method meets the indicator criteria for the achievement of students' reading activities. Using the silaba method in beginning reading activities in grade 1 can help with difficulties and also obstacles experienced by students in reading activities. The application of the silaba method in beginning reading activities in grade 1 does not only make it easier for students but can make it easier for the teacher as well because the relatively easy role can help the teacher in beginning reading activities.

SUGGESTION

research that has been conducted by researchers is expected to be useful for several parties. For the institution, it is hoped that the silaba method will be further developed in its learning media and it is hoped that the silaba method can be used as a method that is very helpful in beginning reading activities. For educators, it is hoped that this research can be used as material to facilitate beginning reading activities, especially in grade 1. For students, it is hoped that this research can be used to assist and facilitate beginning reading activities. For other researchers, this research is expected to be used as a reference (reference) for conducting research, especially research on beginning reading activities

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