

EFFORTS TO IMPROVE INITIAL READING SKILLS THROUGH THE SPELLING METHOD IN GRADE II STUDENTS OF SDI NAILERA

Roswita Luruk Klau¹, Damian Puling², Yohana Febriana Tabun³

¹ Student of the Elementary School Teacher Education Study Program, STKIP Sinar Pancasila

^{2,3} Lecturers of the Elementary School Teacher Education Study Program, STKIP Sinar Pancasila

Email: witaklau01@gmail.com

This research aims to improve the ability to read at the beginning through the application of the spelling method in grade II students of SDI Nailera. This study uses Class Action (PTK) research with a Qualitative approach. The research was carried out in III cycles where each cycle consisted of planning, implementation, observation, and reflection stages. The subject of the study was the second grade students of SDI Nailera which amounted to 35 students. Data collection techniques are carried out through observation, interviews, tests, and documentation. The data was analyzed in a simple descriptive, qualitative, and quantitative manner based on the results of student learning completion.

The results of the study show that the spelling method can improve students' initial reading skills. In the first cycle, the percentage of student learning completeness reached 37.14% with the category still low because most students were not able to read fluently. In cycle II, the percentage of completeness increased to 62.86% after learning improvements were made through a more targeted spelling method. Furthermore, in cycle III the percentage of student learning completeness increased to 85.71% and most students were able to read well according to the set success indicators. In addition, students become more active, courageous, and enthusiastic in following the reading learning process. Based on the results of the study, it can be concluded that the spelling method can improve the initial reading ability in grade II students of SDI Nailera.

Keywords: Initial reading ability; Spelling Method

INTRODUCTION

Early reading ability is the main focus in the learning process in grade II, many students still have difficulty in recognizing letters and spelling words quickly, because one of the main causes is the lack of support from the environment, especially parents, low motivation to learn also affects students' reading interest so that their reading ability is not optimal, their ability to recognize letters and words becomes limited, and monotonous teaching methods, if teachers only use the same teaching method without variations, students already feel bored and not interested in reading. Students only play and tease each other, and there are even students who are sleepy because the learning process is less interesting, unclear and difficult to read writing or letters also make it difficult for students to recognize words correctly, so they have difficulty in the reading process (Putri and Rati, 2022). Therefore, it is important to create an interesting learning atmosphere by providing interesting storybooks for students to read and a supportive environment so that students are motivated to read. With the use of spelling methods so that the teaching methods are more varied and more interesting to help overcome monotonous teaching problems to improve the initial reading skills of grade II students.

The Spelling Method is a beginner reading method that emphasizes word recognition through the process of listening to the sound of letters. This alphabet method is also a method of naming letters. This spelling or alphabetic method is also interpreted as learning to read which starts from spelling letter by letter. The spelling method uses a literal approach. In the process, this spelling method introduces students to letter symbols first. The introduction of these letter symbols or alphabets starts from the alphabet A to Z. Next, students are introduced to the sounds of letters or phonemes. So, this alphabetic method is an initial reading method that starts with pronouncing consonant and focal letters. Such as, A-a, B-b, C-c, D-d, E-e, F-f, and so on or pronounced as (a:), (be), (ce), (de), (ef), and so on. After passing the above stage, the students are directed to get acquainted with the syllables by stringing the letters they are already familiar with. For example: /b/. /a/, /t/, /u/ to b-a ba (read or spelled /be-a/ ba) t-u t-u (read or spelled /tu-tu/ (tu) ba – tu pronounced /stone/ b, a, t, a, to b-a ba (read or spelled/ ba-ba/ ba) t-a ta (read or spelled /ba-ta/ (brick). This spelling method starts with the letters. First, students are taught the sounds of each letter. Second, read the symbol of each letter. Third, students recognize the symbols and memorize the sounds of each letter, the letters are assembled into words. Fourth, after being able to sound several syllables, students are trained with various combinations of syllables into words.

Fifth, after students can read the words, continue to read sentences composed of the words that have been given (Farida, Rahim, 2018).

Education in Malacca district is still experiencing several problems. Among them, there are still schools that lack facilities such as good classrooms, libraries, and learning media. This makes the teaching and learning process not optimal. In addition, students' reading ability in the early grades is still low because many students are not fluent in reading when they move up to grade II or grade III. This happens because of a lack of reading habits, a lack of reading books, and a lack of the use of interesting learning methods so that it has an impact on increasing students' interest in reading. Some teachers have to teach multiple subjects and several classes at once. This condition makes the learning process not run optimally.

Based on the results of observations in class II of SDI Nailera, there are still some students who cannot read. Because one of the causes is the lack of support from the environment, especially parents, low motivation to learn also affects students' interest in reading and when learning activities take place, it can be seen that students often feel bored and less interested they tend to play in class, often leave class without permission, because the learning method used is still monotonous and less interesting, so students quickly lose attention. In addition, teachers' writing that is not clear can cause students to have more difficulty recognizing letters and syllables, To overcome this, the use of more interesting learning methods is needed. One is to use the spelling method, which can help improve students' initial reading skills gradually and enjoyably.

RESEARCH METHODS

The method used in this study is Class Action research, the researcher uses a qualitative approach. A qualitative approach is used to research objects in a natural state, where the researcher acts as a key instrument, the data collected is descriptive, and the research process emphasizes more on meaning than numbers (Sugiyono, 2013). Through a qualitative approach, researchers can observe the learning process directly, understand student behavior, and assess the changes that occur during the application of the spelling method in improving initial reading skills.

The procedure for this research is Classroom Action Research (PTK). According to Arikunto, Suhardjono and Supardi (2015) Broadly speaking, they are as follows:

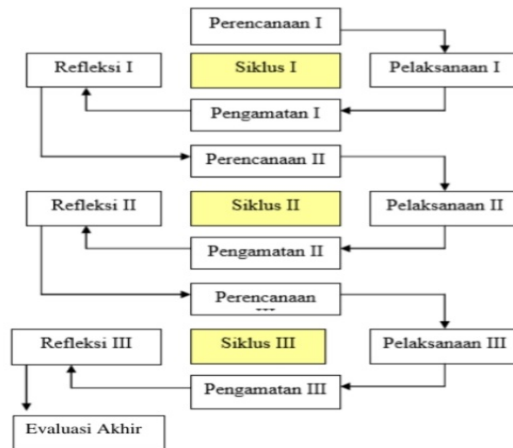


Figure 1. Cycle Images

Based on the cycle model above, it appears that each cycle consists of: *planning, acting and observing, reflecting, and revising plan*.

Observation Data Analysis or observation, observation data consists of data from observations of student activities. The analysis of the observation results is carried out to make it easier for researchers and to conduct evaluation and reflection, so that the observation results in the form of event and occurrence records are described based on the real conditions of learning activities.

The data of the research results are descriptive in quality using the following instruments: data analysis of the activeness of individual data processing, namely by observing student activities. The following is a formula for student activity scores about student activities per way using a sheet to process the percentage.

According to the directorate of elementary school development, if in a class the completeness of students is more than or equal to 70%, then the learning carried out by the teacher can be said to be successful. However, if the completeness of students is less than 60%, then the learning carried out has not been successful and needs to be reviewed.

RESEARCH RESULTS

This research is a Classroom Action Research (PTK) which aims to improve students' initial reading ability through the use of the spelling method. This research was carried out in three cycles, where each cycle consisted of planning, implementation, observation, and reflection stages. This Class Action Research was carried out at SDI Nailera which is located in a relic village, Central Malacca district, Malacca regency. The subjects of this study are grade II students totaling 35 students.

Based on the results of class action research that has been carried out in three cycles, the use of the spelling method has been proven to improve the initial reading ability of grade II students. The increase is seen from the results of improving student learning in each cycle.

Cycle I

In the first cycle, the average score of students reached 61.54 with a percentage of learning completeness of 37.14%. The highest score obtained by students is 87, while the lowest score is 36. The number of students who achieved learning completeness was 13 students, while 22 students who did not complete were students with a percentage of 62.86%. These results show that students' initial reading ability is still relatively low because most students have not reached KKM. Students still have difficulty in recognizing letters, spelling syllables, and reading simple words. This is in accordance with the opinion of Suryaman (2012) who states that the spelling method is an initial reading method that emphasizes the gradual recognition of letters and letter sounds. In the early stages, students need to be introduced to letters one by one before being able to read simple words and sentences. The low learning outcomes in the first cycle occurred because students were still not used to using the spelling method so that students were still less active and not confident in reading.

Cycle II

In cycle II, students' initial reading skills began to improve. The average score of students increased to 73.77 with a learning completion percentage of 62.86%. The student's highest score increased to 95 and the lowest score to 52. The number of students who completed their studies was 22 students, while the number of students who did not complete was 13 students with a percentage of 37.14%. The improvement occurred because students

began to understand the Steps of reading through the spelling method. The teacher provides reading exercises in stages starting from hruf, syllables, to simple words so that students are more active in participating in learning. This is in accordance with the opinion of Hidayat (2013) who explained that the spelling method is a method of teaching early reading which is carried out by introducing letters individually and then combining them into syllables and words. With exercises that are carried out in a repetitive and structured manner, students' reading skills begin to develop well. This can be seen in cycle II where students begin to be able to read simple words more fluently compared to the previous cycle.

Cycle III

In cycle III, students' initial reading ability improved very well. The average score of students reached 86.14 with a learning completion percentage of 85.71%. The highest score of students reached 100 and the lowest score was 64. The number of students who achieved learning completeness increased to 30 students, while students who did not complete were only 5 students with a percentage of 14.29%. Most of the students are able to read fluently and confidently in front of the class. The improvement shows that the spelling method is able to help students understand the relationship between letters and their sounds gradually. This is in accordance with the opinion of Fauziah (2014) who states that the spelling method is a reading learning technique that emphasizes students' ability to voice letters and combine them into words slowly. In cycle III, students are able to spell and read simple words and sentences well after the application of the spelling method in the learning process.

Thus, it can be concluded that the application of the spelling method can improve the initial reading ability in grade II students of SDI Nailera. This increase can be seen from the increase in average student scores, the percentage of learning completion, the highest student scores, and the reduction in the number of students who have not completed each learning cycle.

Conclusion

Based on the results of the class action research that has been carried out on SDI Nailera grade II students regarding improving the initial reading ability through the spelling method, it can be concluded that the application of the spelling method can improve students' initial reading skills. This increase can be seen from the learning outcomes of students in each cycle which has gradually increased.

In the first cycle, the average score of students reached 61.54 with a percentage of learning completeness of 37.14%. The highest score obtained by students was 87 and the lowest score was 36, while the number of students who had not completed was 22 students. In cycle

II, the average score increased to 73.77 with a learning completion percentage of 62.86%. The highest score increased to 95 and the lowest score was 52, while the students who had not completed were 13 students. Furthermore, in cycle III, the average score of students increased again by 86.14 with a learning completion percentage of 85.71%. The highest score reached 100 and the lowest score was 64, while only 5 students who have not completed it have not been completed.

BIBLIOGRAPHY

- Andayani. (2015). *Indonesian Language Learning in Lower Grades*. Jakarta: PT Rineka Cipta.
- Anggraeni, and Alpian. (2015). *Early reading learning in elementary school*. Bandung: PT Remaja Rosdakarya.
- Arikunto, S. (2015). *Classroom Action Research*. Jakarta: Bumi Aksara.
- Anjani, R. (2019). *Weaknesses of spelling methods in learning to read beginning*. Journal of Basic Education, 7(2), 55-63.
- Arikunto, S. (2015). *Basics of Education evaluation*. Rineka created.
- Arikunto, S., Suhardjono, and Supasdi. (2015). *Classroom Action Research*. Jakarta: Bumi Aksara.
- Dakir. (2010). *Curriculum planning and development*. Jakarta: Rineka Cipta.
- Dalman. (2013). *Reading skills*. Jakarta: Raja Grafindo Persada.
- Darmayati Zuchdi and Budiasih, I. (2010). *Learning to read is beginning*. Yogyakarta: UNY Press.
- Dalman. (2013). *Reading skills*. Jakarta: rajagrafindo persada.
- Darmayati Z, and Budiasih, I (2010). *Reading learning begins in elementary school*. Yogyakarta: UNY Press.
- Duncan. (2012). *Learning psychology*. Jakarta: Rineka Cipta.
- Djamarah, S.B. (2015). *Learning psychology*. Jakarta: Rineka Cipta.
- Directorate of elementary school development. (2016). *Guidelines for the implementation of learning in elementary schools*. Ministry of Education and Culture.
- Directorate of elementary school development. (2016). *Guidelines for the implementation of learning in elementary schools*. Ministry of Education and Culture.
- Farida, R, and Uhim. (2018). *Reading learning in elementary schools*. Jakarta: Bumi Aksara.
- Farida Rahim (2008). *Teaching reading in elementary schools*. Jakarta: Bumi Aksara.
- Farida Rahim (2018). *Learning to read in elementary school*. Jakarta: Bumi Aksara.

- Fauziah, (2014). *The effectiveness of the spelling method in improving the early reading ability of grade I elementary school students*. Journal of Paedialogy, 6(2), 101-109.
- Harjasujana. (1996). *Reading ability*. Bandung: Department of Education and Culture.
- Henry Guntur Tarigan (2015:5). *Reading as a language skill*. Bandung: Angkasa.
- Henry Guntur Tariganm (2015:11). *Reading as a language skill*. Bandung: Angkasa.
- Hidayat, A. (2013). *The relationship between letter recognition and the initial reading ability of low-grade students*. Journal of Basic Education of the Archipelago, 2 (2), 11-20.
- KBBI. (2016). *The Great Dictionary of the Indonesian Language*. Jakarta: Language Development and Development Agency.
- Lestari, D. (2018). *The application of the spelling method in reading simple words and sentences*. Journal of Basic Education Innovation, 6(1), 30-38.
- Nuriadi. (2008). *Reading theory and its implications*. Mataram: Mataram University Press.
- Nurhadi. (2008). *Reading techniques*. Bandung: Sinar Baru Algensido.
- Putri, G. A. T. M., and Rati, N. W. (2022). *Reading problems in grade II elementary school students*. Elementary School Scientific Journal, 6(2), 244-252.
<https://doi.org/10.23887/jisd.v6i2.42584>.
- Pratisi, S. (2009). *Reading is a complex process*. In Crawley and mountain. Jakarta: Ministry of National Education.
- Prastisi. (2009). *Reading skills in learning Indonesian language*. Malang: UMM Press.
- Puspitasari, L. (2018). *Advantages of spelling methods in learning to read at the beginning*. Journal of Basic Education, 7(2), 55-63.
- Rahim, Farida. (2008). *Teaching Reading in Elementary School*. Jakarta: Bumi Aksara.
- Rahim, F. (2011). *Teaching reading in elementary schools*. Jakarta: Bumis Aksara.
- Rachmawati, S. (2011). *The role of teachers in letter and sound recognition in beginning readers*. Journal of Basic Education of the Archipelago, 2(3), 78-85.
- Rusmini, R. (2013). *Learning the alphabet A-Z through the spelling method in early grade students*. Indonesian Journal of Basic Education, 1(2), 40-48.
- Rahmadani, N. (2015). *Application of spelling methods in learning syllables in low-grade students*. Journal of Basic Education Innovation, 6(1), 30-38.
- Slameto. (2013). *Learning and the factors that influence it*. Jakarta: Rineka Cipta.
- Subyanto. (2011). *Reading and character formation of children's reading*. Jakarta: Ministry of National Education.
- Survive. (2015). *Indonesian Language Learning in Lower Grades*. Jakarta: PT Rineka Cipta.
- Sabrina, A., and Laily, I, F. (2015). *Beginner reading techniques*. Jakarta: Pustaka Siswa.

- Survive. (2018). *Indonesian Language Learning in Elementary Schools*. Surakarta: UNS Press.
- Sabrina, A., and Laily, I, F. (2015). *Learning to read begins in elementary school early grade students*. Journal of Basic Education, 7 (10, 12-20.
- Slameto. (2015). *Learning and the factors that influence it*. Jakarta: Rineka Cipta.
- Slameto. (2010). *Learning and its factors that influence it*. Jakarta\; Rineka Cipta.
- Sudirman. (2011). *Interaction and motivation for teaching and learning*. Jakarta: Rajawali Perss.
- Syah, M. (2013). *Educational Psychology with a new approach*. Bandung: Remaja Rosdakarya.
- Suryaman, M. (2012). *The application of the spelling method in early reading learning in elementary school*. Journal of Elementary School Education. Journal of Elementary School Education, 3(10, 45-52.
- Sabrina, A., and Laily, N. (2015). *The stages of initial reading are based on the spelling method*. Journal of Learning Innovation, 5(1), 65-73.
- Sugiyono, (2013). *Education research methods: quantitative, qualitative, and R&D approaches*. bandung: Alfabeta.