

Teachers' Influence in the Use of Syllabic Method to Improve Reading Skill at Class I-B Students SDN 009 Tarakan

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ABSTRACT

This study aimed to investigate teachers' influence in using the syllable method in grade I-B students at SDN 009 Tarakan. This research used classroom action research in 2 cycles with designs or stages ranging from planning, implementation, observation, and reflection. The subjects were 28 students consisting of 16 male students and 12 female students. The data were collected using the oral reading test. This study's results indicate that applying the syllabic Method can affect the ability to read the beginning, marked by an increase in the ability to read each cycle's beginning. In the first cycle, the initial reading ability test result was 65%. Whereas in cycle II, there was an increase, the result of the initial reading ability test was 73%. The preliminary reading aspect has reached success indicators so that this research can be successful in the excellent category.

Keywords: *Influence, Syllabic Method, Classroom Action Research*

1. INTRODUCTION

Quality education and educational goals will produce quality graduates as well. Therefore, education in elementary schools is expected to produce good learning for students. Learning in class and outside the classroom provides extraordinary learning experiences for students. In the learning process in class and outside the classroom, it cannot be separated from language skills, which is reading the beginning.

Reading is a method that can be used in communicating in everyday life with other people. Reading is one of the four language skills, including listening, speaking, reading, and writing. Reading is an activity or cognitive process seeking to find various information in writing [1].

By reading this, individuals can dig up information they do not know and add to their insights. Reading should have a purpose because someone who reads with a purpose tends to understand better than people who do not have a goal. The teacher should set reading goals in a class by providing specific goals according to or setting the students' own reading goals [2].

The purpose of reading includes nine things. The first is a pleasure. The second is perfecting reading aloud. The third is to use a specific strategy. The fourth is to update his knowledge about a topic. The fifth is associating new

information with already known information. The sixth is to obtain information for oral or written reports. The seventh is to inform or reject predictions. The eighth is to present an experiment or apply information obtained from a text somehow and learn about the text's structure. The ninth is to answer specific questions [2].

Anwar (2015) describes four aspects of the reading process, among others, as an active process of seeking meaning in applying a variety of knowledge and a strategic process. According to Rahim (2007), the factors that affect reading ability include physiological factors, intellectual factors, environmental factors, and psychological factors. The preliminary reading is carried out in grades I and II, starting with reading simple letters, words, and sentences and emphasizing accuracy in voicing writing, pronunciation, and proper intonation [4]. Meanwhile, according to Basuki (2015), reading the beginning is a process of understanding the relationship between letters and language sounds by changing written symbols in a series of letters or words into a sound system.

Early reading learning aims to cultivate and develop children's abilities to understand and introduce useful reading methods. Train and develop children's ability to recognize letters. Train and develop children's abilities to convert writing into language sounds. Introduce and train children to be able to read according to specific

techniques. Train children's skills to understand words that are read, heard, and remember well. Train children's skills to determine a specific meaning of a word in a context [6].

In reading, there is a beginning reading activity. According to Hairudin (2007), reading the introduction consists of eight aspects. Sensory aspect, namely the ability to understand written symbols. Perceptual aspects, namely aspects of the ability to interpret what he sees as symbols or words. Sequential aspects, namely the ability to follow sequential, logical, and grammatical patterns of text. Association aspect, namely the ability to recognize the relationship between symbols and sounds and between words and what is presented. The experiential aspect, namely the ability to connect words with the experience, already has to give that meaning. The aspect of thinking, namely the ability to make interference and evaluation of the material being studied. Learning aspect, namely the ability to remember what has been learned and relates what has been learned and relates it to newly learned ideas and facts. Affective aspects, namely aspects relating to the reader's interest that affect the desire to read.

Before doing an introductory reading, a teacher must know the stages in beginning reading. Darmiyati Zuchdi and Budiasih in Indrayani (2016) argue that elementary school reading beginnings are given gradually. Several supporting factors influence reading. These factors include (1) motivation, (2) family environment, and (3) reading material [9].

The syllable method applies letter recognition to students, namely stringing letters into syllables and finally into words. This means to reveal that reading is a unity of activities such as recognizing letters and words, connecting them with their sounds and meanings, and drawing conclusions about the meaning of answers [10]. In line with that, Indriyani (2018) argues that the syllable method is a method that begins with the recognition of syllables, such as ba, bi, bu, be, bo. These syllables are then arranged into meaningful words, for example, cu-ci.

According to Amin Muhammad's opinion in Norhadirijanto (2014), each learning method has its strengths and weaknesses, which states the advantages of the syllable method that helps children in reading beginnings. In reading, there is no spelling letter by letter, so that it speeds up the process of mastering the beginning reading ability. Can learn to recognize letters by peeling or deciphering the syllables used in the letter elements. Serving does not take a long time. Can quickly know various kinds of words.

Not only strengths, but this method also has drawbacks. There are two weaknesses of this Method. First, children with learning difficulties who do not recognize letters will have difficulty arranging letters into syllables. Second, students will find it difficult to read other words because they will remember only the syllables being taught [13].

2. METHODOLOGY

This study's research is Classroom Action Research or Classroom Action Research (PTK) [14]. The research subjects were 28 students consisting of 16 male students and 12 female students. The classroom action research procedure is carried out in a minimum of two cycles, and each cycle consists of four stages. The four main activities in each cycle consist of planning, acting, observing, and reflecting. The instruments used in this study were test and non-test. The test used in this instrument is an oral test assessment carried out at the end of each cycle, which aims to measure student success indicators in the level of preliminary reading after participating in the learning process. The teacher activity observation sheet is carried out by observing all teacher activities during the learning process by applying the syllabic method, which is adjusted to the observation sheet that has been made. The success indicator in this classroom action research is the increase in grade I-B students' beginning reading ability at SDN 009 Tarakan by using the syllabic method. This research has been successful if the teacher's activity can affect the students' reading ability to reach 66% -79% in the excellent category.

3. RESULTS AND DISCUSSION

This classroom action research aims to improve the ability to read at the beginning through the syllabic method in Theme 6, "Clean, Healthy, and Beautiful Environment." This research was conducted on 28 students of class I-B at SDN 009 Tarakan, consisting of 16 male students and 12 female students. This research was conducted in the even semester of the 2019/2020 academic year. It started on February 24, 2020 - February 29, 2020, for the first cycle of material regarding Sub-theme 3, "My School Environment," and on March 2, 2020 - March 7, 2020, for the second cycle of material on Sub-theme 4. "Working Together to Maintain Cleanliness and Environmental Health."

Each cycle in this study consisted of six meetings with a time allocation of 5 x 35 minutes for each meeting. In this study, research data were obtained, namely teacher activity during the learning process and students' initial reading ability tests, taken at the end of the lesson in each cycle. Each cycle in this research includes four stages: 1) planning, 2) acting, 3) observing, and 4) reflecting.

In the first cycle, data collection on the initial reading ability test in class I-B SDN 009 Tarakan by applying the syllabic method was carried out at the end of each cycle, namely at the sixth meeting. The pre-test reading ability is given in an oral test using a complete assessment instrument with a rubric. The data on the results of the initial reading ability test in cycle I is described in table 4.1 as follows:

Table 1. Data on the results of the students' beginning reading ability test in cycle I

Reading Percentage (%)	Number of students	Percentage
80 – 100	5	18%
66 – 79	8	28%
56 – 65	12	43%
40 – 55	3	11%
Total	28	100%

Based on table 4.1, the data obtained shows that five students, or 18%, have obtained a percentage of 80-100 with an outstanding category. Eight students, or 28%, have obtained a percentage of 66-79 in a suitable category. Twelve students, or 43%, have obtained a percentage of 56 -65 in the excellent category. Three

students, or 11%, have obtained a percentage of 40-55 in the low category.

The ability to read at the beginning consists of 3 aspects: recognizing letters, reading syllables, and reading words. The value of each aspect can be presented in table 4.2 as follows:

Table 2. Value of Reading Ability Cycle I Based on Aspects

No	Aspect	Percentage
1	Recognize Letters	90
2	Reading Syllable	61
3	Reading word	44
Total		198
Average		65
Category		Fair

Based on table 2, the average value of class cycle I on recognizing letters is 90, on the aspect of reading syllables with a percentage of 61, and in the aspect of reading words with a percentage of 44 so that the average value for these three aspects is 65% with the Enough category. In the second cycle, data collection on the initial reading ability test in class IB SDN 009 Tarakan

by applying the syllabic method (syllabic method) was carried out at the end of each cycle, namely at the sixth meeting. The pre-test reading ability is given in an oral test using a complete assessment instrument with a rubric. The data on the results of the initial reading ability test in cycle I are described in table 4.1 as follows:

Table 3. Data on the results of the students' beginning reading ability test in cycle II

Reading Percentage (%)	Number of students	Percentage
80 – 100	10	36%
66 – 79	12	43%
56 – 65	5	18%
40 – 55	1	3%
Total	27	100%

Based on table 3, the data obtained shows that ten students, or 36%, have obtained a percentage of 80-100 with an excellent category. Twelve students, or 43%, have obtained a percentage of 66-79 in a suitable category. Five students, or 18%, have obtained a percentage of 56 -65 is enough. One student or 3% have obtained a percentage of 40-55 in the low category.

The ability to read at the beginning consists of 3 aspects: recognizing letters, reading syllables, and reading words. The value of each aspect can be presented in table 4.5 as follows.

Table 4. Reading Ability Score Cycle II Based on Aspects

No	Aspect	Percentage
1	Recognize Letters	93
2	Reading Syllable	69
3	Reading word	57
Total		219
Average		73
Category		Good

Based on table 4, the average value for class I cycle I on recognizing letters is 93, on the aspect of reading syllables with a percentage of 69, and in the aspect of reading words with a percentage of 44 so that the average value for these three aspects is 73 % with the Good category.

The discussion of this study's results is based on the results of observations and data analysis using the Syllabic Method for class I-B students at SDN 009 Tarakan. According to Akhadiah (2001), the syllable method applies letter recognition to students, namely arranging letters into syllables and finally into words. In line with this, Indriyani (2018) argues that the syllable method is a method that begins with the recognition of syllables such as ba, bi, bu, be, bo. The syllables are then arranged into meaningful words, for example, cu-ci.

The syllable method is a method that starts teaching reading at the beginning by presenting words that have been arranged into syllables. The syllables are arranged into the last word stringing the words into sentences. Based on the explanation above, it can be emphasized that the advantages of this syllable method are to help children with learning difficulties who get bored quickly so that this syllable method can be used to increase the motivation to learn to read children with learning difficulties [15]. According to Fadhilla (2019), this method can be applied to children to improve and improve reading at the beginning. The improvement of children's early reading skills using the syllabic method is carried out gradually from the easy one and continues to the more difficult stage.

The discussion on this aspect shows that reading the beginning using the syllabic method can improve the ability to read prefixes in class I-B students at SDN 009 Tarakan. Assessment of pre-reading skills consists of 3 aspects, and each aspect has experienced improvement. In recognizing letters, I obtained an average of 90%, increasing to 93% in cycle II. In reading syllables, an average of 61% increased to 69% in cycle II. In reading words, an average of 44% increased to 57% in cycle II. Reading ability at the beginning of the first cycle obtained an average of 65 with a good category. The second cycle has also increased, namely an average percentage of 73 with good categories.

According to Hasibuan et al. in Saripuddin (2019), opening lessons is an activity carried out by the teacher to create an atmosphere for students to be mentally

prepared and raise students' attention to the things to be learned. According to Bahanudin in Widiaworo (2008), class management is a process of teachers' efforts to create and maintain conditions and conducive and optimal effectively and efficiently implementing learning activities. According to Barnawi and Arifin in Mufidah, Imroatul, and Asmawi (2017), Strengthening skills also positively impact students, stating that reinforcement skills are skills to give a positive response to maintain and improve specific behaviors. Reinforcement is a form of creating a pleasant learning atmosphere. Besides, the skill of closing lessons is an activity carried out by the teacher to end core activities. According to Hasibuan et al. in Saripuddin (2019), these skills are intended to provide a comprehensive picture of what has been learned, know the level of achievement of students, and the level of success of teachers in the teaching and learning process.

4. CONCLUSION

Syllabic Method can affect the beginning reading ability of grade I-B students at SDN 009 Tarakan. The ability to read the beginning of the first cycle obtained an average percentage of 65%. Then in the second cycle, it has increased, namely an average percentage of 73%. Assessment of pre-reading ability consists of 3 aspects: the average aspect of recognizing letters in cycle I, namely 90, increasing to 93 in cycle II. In reading the syllables in the first cycle, 61 increased to 69 in the second cycle. In reading words, cycle I, namely 44, increased to 57 in cycle II. Observation of teacher activity in cycle I obtained an average value of 78 in the excellent category. In the second cycle, the teacher's activity increased to 83 in the excellent category.

AUTHORS' CONTRIBUTIONS

Suyadi contributed to data collection, data analysis, writing the original draft, review the literature, and editing the manuscript.

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