



An Implementation Of The Syllabic Method In Reading Learning At Elementary School

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Abstract. After two years of studying at home, it was found that many second-grade elementary school students had reading difficulty. The teacher used the syllabic method in learning to read. This research aims to determine the implementation of the syllabic method used in the Rambutan 01 elementary school. The research used descriptive qualitative. The subject of this research is the teacher. Data collection was obtained from the interview, observations, and documentation. An analysis with data reduction, data display, and conclusions. The validity test of the data used is triangulation. The research results showed: (1) Implementation of the syllabic method. The first step is for the teacher to ensure the students know letter by letter. Next, the teacher introduces students to letters, syllables, and words, and (2) students' responses to using the syllabic method. Most of them look happy and enthusiastic when learning to read, and (3) the advantages and disadvantages of using the syllabic method. The advantage is the syllabic method can help general students and students who have reading difficulties. The disadvantage is using the syllabic method for students who do not have the initial ability to recognize letters and students only know syllables.

Keywords: Reading method, Syllabic method, Beginning method, Reading Difficulties.

1 Introduction

Language functions as a tool for thinking, communicating and learning. Studying a language is one of the human activities that cannot be separated in life, especially in elementary school. Language skills cover four aspects: listening skills, speaking skills, reading skills, and writing skills. Reading in elementary school is divided into two: beginning reading and advanced reading. At the beginning of the reading, students learn to acquire the ability and master the techniques of reading and capturing the content of reading well. [1]

The process of reading ability refers to the recognition and mastery of phoneme symbols, while the cognitive process refers to the use of known phoneme symbols to understand the meaning of a word or sentence. [2]

In early reading learning, students develop the ability to pronounce written symbols. This ability will be the basis for reading learning, which aims explicitly for students to recognize letters, read syllables, words, and sentences, and understand the text. In other words, early reading learning aims to equip students with the skills to understand and read texts by using natural intonation as a basis for reading at an advanced level. [3]

The stages of reading at the Elementary School level start from reading at the beginning. Beginning reading is the initial capital for students to understand the reading. Reading comprehension is related to the meaning of the subjects studied at school and will also affect students learning outcomes. In primary education, beginning reading is the first basis for advancing to a higher level of education. Reading in elementary schools has a strategic function of improving human resources.

Students will have difficulty reading will have difficulty in capturing and understanding the information presented in various textbooks, books, supporting materials, and other written learning resources. As a result, his learning progress is also slow when compared to his friends who do not have difficulty in reading.

Partijem (2017) argues that early childhood reading activities will affect reading activities later. Children who do not understand reading in elementary school will have difficulty learning subjects in the next class. [4]

Beginning reading is one of the essential aspects of the four reading skills, including listening, speaking, pre-reading, and writing skills. According to Abdurrahman (2003:200), "if at the early school age cannot immediately read at the beginning, then it will experience many difficulties in learning various fields of study in the following classes." Wati (1996:51) mentions the steps for beginning reading as follows: (1) Recognizing sentence elements, (2) Recognizing word elements, (3) Recognizing letter elements, (4) Assembling letters into syllables, (5) Arranging syllables into words. [5]

Face-to-face learning has been discontinued since March 2020. Distance Learning has been implemented for almost two years. At the beginning of the pandemic, the government implemented the principle of prioritizing health and safety in providing education by considering the growth and development of children and children's rights during the pandemic. Kulsum Say The limited face-to-face learning policy is gradually being implemented to improve the quality of learning so that the results are maximum and more measurable.[6] Limited PTM is believed to be an essential step in maintaining the quality of Indonesian children's learning and, at the same time, maintaining the mentality of Indonesian children to return to offline learning. [7]

After starting with Limited Face-to-face Learning (PTM-T), students' actual ability looks lower than studying at home. Based on the results of observations carried out at Rambutan 01 elementary school through interviews, observations, and documentation, it was found that the problem faced after the Covid-19 pandemic ended was reading difficulties. Especially for the first and second-grade elementary school students were found to have difficulty reading. Students with reading difficulties are given additional learning to read using the syllabic method by their class teacher.

The results of research from Fadhila (2019), the implementation of early reading through the Syllabic Method with the help of the AHE (Great Child) book, students can

easily recognize letters, syllables, and sentences to improve their reading skills. Subsequent research showed a significant increase in the ability to read using the syllabic method.[8]

Quoting from Furoidah and Rohinah (2019), based on research by Goodman, Harse, et al., Smith, Taylor Tael, and Sulzby, that early reading development is an interactive process in which children are active participants. Early reading success is based on two things: the emergence of children's literacy (emergent literacy) and the meaningfulness of learning to read the children's section. Early reading activities will be effective when children feel a need and increase. [9]

Based on the explanation above, the researcher is interested in knowing the implementation of the syllabic method used in the SDN Rambutan 01 elementary school to improve reading skills for students with reading difficulties. The focus of this research is limited to (1) Implementation of the syllabic method; (2) students' responses to the use of the syllabic method when learning to read; (3) the advantages and disadvantages of using the syllabic method.

2 Method

This research was conducted at SDN Rambutan 01. The research used a qualitative approach. Qualitative research is a systematic and subjective approach used to explain life experiences and give meaning to those experiences where research is carried out to explain and encourage understanding of human experience in various forms.[10]

The subject of this research is the teacher. Data was collected through interviews, observations, and document data. The data collection in this research is related to: a) the process of implementing the syllabic method of learning (reading syllables); b) students' responses to the syllabic method; c) the advantages and disadvantages of using the syllabic method. The informants in this research were teachers at SDN Rambutan 01. To support the data related to the above, the researchers collected several supporting documents and photos of learning activities in elementary schools.

3 Results and Discussion

3.1 Results

1. Implementation of the Syllabic Method at SDN Rambutan 01

The results of interviews with teachers at SDN Rambutan 01 show that teachers use the syllable method. The teacher explains using the syllabic method to develop reading skills, especially in low-grade children. The first step for the syllabic method is for the teacher to make sure the students already know the letters. In this section, the teacher ensures students understand the difference between one letter and another. Next, the teacher introduces students to syllables and words. In this section, the teacher gives students an understanding that the combination of consonant letters with vowels has its sound. It is called a syllable. Next, the teacher explains to students words consisting of

a combination of two syllables. For example, the teacher introduces and trains students to read Consonant-Vocal (KW) syllables such as ba, bi, bu, be, bo, and Consonant-Vocal-Consonant (KVK) such as kin, kun, ken, and kon. The purpose of the stages of reading learning activities through the above technique, the teacher continues to introduce words with word fragments with a CV-CV pattern like in my book; read; ball; foot; and other syllable combinations.

The next stage of the syllabic method is the teacher introduces words with CV-CV and CVC-CV patterns such as ma-kan; mo-bil; ka-pas; man-di; lam-pu; and other syllables combinations. Then, the teacher provides word reading material with KVKK and KKV patterns such as yang; nya; nga. The method used is the same as the previous material: reading words with syllables and without syllables. At this stage, the teacher combines the syllabic method by visualizing a concrete picture of the word being taught, such as the word car with a picture of a car, the word lamp with a picture of a lamp, and so on.

The determination that students are ready to continue the following material can be seen in students' ability at each stage. The material provided appears sequential and structured. It affects the implementation of the syllabic method on students' reading abilities. The results of the research method of learning to read with the syllabic method have coherent and structured stages. Below is a schematic of the stages of learning to read through the syllabic method.

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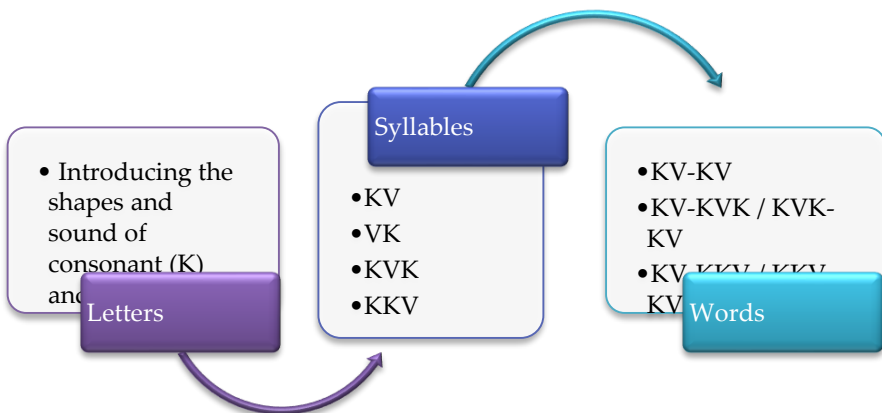


Fig. 1. Stages of learning to read through the syllabic method

2. Students' Responses to the use of the syllabic method

Student responses to the use of the syllabic method in elementary school students with reading difficulties are two things; namely, most students show a positive response. Still, there are also those who respond negatively.

Positive responses are shown by the enthusiastic attitude of students when learning to read. Students look happy when learning to read because students succeed at every stage of reading using the syllabic method. Students are interested in using this syllabic method because it is easy to understand and assists with real image media according to themes such as animal transportation or the names of surrounding objects. The duration of learning to read when using this syllabic method can be longer when students already understand the reading pattern. After learning to read using the syllabic method, students are more enthusiastic about reading. So, when they managed to complete one material and move to new material. There is a sense of confidence because they feel they have succeeded in reading without spelling. Every writing that exists, he reads slowly using the syllabic method without spelling.

However, some students responded negatively to this method in addition to positive responses. Some students who have long understood the material from the syllabic method look bored because they have not succeeded in reading the material given by the teacher. Repetition of material when students have not succeeded in making students bored. Students who have not been successful with this classical learning look more comfortable when the teacher teaches reading using the syllabic method individually. Individual learning makes students' responses more confident.

3. Strengths and Weaknesses of Using the Syllabic Method

The advantages or disadvantages of learning to read beginning with the syllabic method are:

- a Fulfill the demands of the souls of students who have an interest (curiosity) towards something and everything that is outside of themselves.
- b presenting learning materials that follow students' development and language experience in accordance with their environmental situation.
- c Guiding students to think analytically by getting used to a structured life consisting of regularly arranged parts.
- d With the steps arranged in such a way, students can more easily follow the learning procedures and quickly master reading skills on the next opportunity.
- e Based on linguistics, this method helps students master reading fluently.
- f This method is under the principle of inquiry (find yourself). Children know and understand something based on their findings.
- g Weaknesses or weaknesses of learning to read beginning with the syllabic method, namely:
 - a. children tend to memorize readings without seeing the details of the reading in the form of words or letters.
 - b. The use of the syllabic method gives the impression that the teacher is skilled, structured, and patient. This kind of demand is seen as very difficult for the condition of teachers today.

- c. this method is more appropriate if used individually, so it is rather difficult for classroom teachers to use it for slow learners.
- d. students who do not understand the structure of the patterns of this method will feel bored and bored quickly when using this method repeatedly.

3.2 Discussion

Implementing the syllabic method at SDN Rambutan 01 shows that there are coherent and structured stages. Recognition of letters, syllables, and words combined through image visualization makes students excited. With these conditions, students will more easily have the ability to read. Beginning reading starts from recognizing letters and words to their meanings. According to USAID (2014: 99), early reading learning is the level of the reading learning process to master the writing system as a visual representation of language. The intervention or treatment given in this study was in the form of the syllabic method. The use of syllabic method is a learning method in beginning reading that uses syllables as an aid. BPSDMPK and PMP (2012: 8-16) say that "the syllabic method is the introduction of syllables, which are then assembled into meaningful words and the words are assembled into simple sentences, the introduction of a particular word initiates the word method." (syllabic method) can improve the early reading ability of students in grades I-B at SDN 009 Tarakan. It can be seen from the solved problems that there is an increase in every aspect, namely, the researcher applies the syllabic method.

The student response to the use of this syllabic method is mostly quite good. Students' reading abilities also increased, such as research from Fadhilah (2019) with Syllabic Method in Improving Beginning Reading Skills in Class 1 B of Salsabila integrated Islamic elementary school students, which resulted in this study's enthusiasm for learning increased. The focus of children on learning has also increased. The Syllabic Method-based method has improved children's early reading skills in the first B grade of Salsabila 3 Banguntapan integrated Islamic elementary school. In addition, Ayu and Suharsini (2016) revealed that the early reading skills of autistic children had increased after being given intervention in the form of the syllabic method.

The advantage of the syllabic method in this research is that there is an increase in the reading ability of second-grade students, both general students and students with reading difficulties. Based on a study entitled "Syllabic Method in Beginning Reading Ability of Mentally Disabled Students." There is a difference between before and after treatment using the Syllabic Method. Based on the results of hypothesis testing, calculations through the Wilcoxon test with $n = 5$ at a significant level of 0.05 obtained $= 1$ are accepted and rejected because (0) less than (1) means that the proposed hypothesis is accepted. It means that there is a significant difference between the pre-test and post-test scores. It shows that using the Syllabic Method affects the beginning reading ability of third-grade mentally disabled children at the Sukorejo special elementary school, Blitar City (Herdianingsih, Wahyuno, and Pramono, 2019).

In addition, research entitled "Implementation of the Syllabic Method in Early Childhood Reading Habituation on B1 Group Salsabila Al-Muthi' in Banguntapan Integrated Islamic Kindergarten School" by Furoidah and Rohinah (2019) explains the weakness of this syllabic method is this method makes children not know about letters. It is because they also do not learn other syllable recognition of each word. Behind the existing weaknesses, this method also has advantages, namely this method makes children understand faster and is practical in teaching reading.

4 Conclusion

The implementation of the syllabic method must be carried out in a structured manner, starting with small units and gradually moving up to more complex units. The syllabic method is a method of recognizing letters, combining letters into syllables, and combining syllables into words. Using the syllabic method should be assisted with media images so that students are more interested in learning to read. While other reading teaching systems focus on spelling (how letters are written) or only on phonemes (pronunciation), the syllabic method allows these two aspects to be combined, teaches how to pronounce syllables, and gradually teaches how to use words and phrases to form them.

Through the attitude method, most children were enthusiastic in the early reading activities because students became happy and enthusiastic, and it was easier to read without spelling. Students are also excited when learning to read, moving from the most accessible material to the most challenging material according to the structure of the syllabic method. However, some look bored and bored when students have difficulty with one material and have to repeat the material until they succeed.

The advantages of this syllabic method are very good for general students and students with reading difficulties. This method allows students to read syllables, simple words, and sentences without spelling. Based on this, the syllabic method for class II students can be categorized as effective. The weaknesses of using the syllabic method are for students who have difficulty reading and students who do not yet have the initial ability to recognize letters, causing students only to know syllables and not know one by one lowercase or capital letters. In addition, learning this method will be more effective if given individually.

Suggestion

Based on the results of research on the Syllabic Method at SDN Rambutan 01, it can be suggested that in preparing a lesson, one component that can support teaching and learning activities is needed, namely the method. This syllabic method can be an alternative to help second-grade students learn to read. It is hoped that teachers can facilitate various other methods to support student activities in learning, especially for students with reading difficulties. In addition, teachers are expected to optimize students' reading skills through the Syllabic method. This method can be applied because the other main purpose of improving reading skills is also to read the meaning of words.

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