

METHOD USAGE GUIDE DEVELOPMENT BEGINNING READING IN EARLY CLASS SDN 1 LIMBOTO, GORONTALO DISTRICT

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ABSTRACT

This study aims to 1) Develop a Guide to Using the Beginning Reading Method in Early Grades for SDN 1 Limboto, Gorontalo District. 2) Determining the Validity (Validity) of the Guide to Using the Beginning Reading Method in Early Grades which was successfully developed so that it is "Appropriate" to use. 3) Determine the effectiveness (Effectiveness) of the Guide to Using the Beginning Reading Method in the Early Grades which was successfully developed in achieving learning objectives.

The method used in this study is Research and Development (R&D) with the 4D development stages (Define, Design, Development, Dissemination). The data collection technique used a validation questionnaire from media design experts, material experts and language experts, as well as trials at SDN 1 Limboto, Gorontalo Regency. The guidelines developed obtain an average score from media design experts of 72% which is in the "Appropriate" category, material experts obtain an average score of 89% also in the "Very Eligible" category, and an average score for linguists obtains 95 % with the criteria of "Very Eligible". The test results for early grade students obtained grades in class 1-A with an average of 84.8%, in class 1-B of 90.5%, which is included in the effective category in improving student learning outcomes. It was concluded that the use of the Guide to Beginning Reading Methods in Early Classes at SDN 1 Limboto, Gorontalo Regency, was good in terms of the beauty of the presentation, its validity or feasibility, and its effectiveness in improving students' learning skills.

Keywords: Guide, Reading Method, Early Class

INTRODUCTION

The process of learning to read in the lower grades is carried out using various techniques, methods and media that attract and delight students so that students can acquire reading skills easily. Low grade students usually tend to like to play and are happy when learning to use new and interesting learning media, learning using concrete media will be more meaningful for students. According to Sudjana & Rivai (2010, p.2), "teaching media can enhance the student learning process in teaching which in turn is expected to enhance the learning outcomes that will be achieved".

Based on the results of observations made at SDN 1 Limboto that in general students' reading skills were still low, this could be seen from the learning and reading tests conducted by the grade 1 teacher, at that time there were 24 students having difficulty reading out of a total of 28 students. After identifying the problem, it seems that the child does not know or cannot distinguish between vowels and consonants. Especially also in letters that have a similar shape. The low reading skills of grade 1 students at SDN 1 Limboto are caused by several factors, such as: The use of media and learning tools is not optimal so that the learning process is not conducive, Learning is still centered on the teacher (lecturing method) so that student learning activities are low and do not develop, strategy The teaching method used by the teacher does not vary so that it does

not attract students' attention, and students seem less enthusiastic, less enthusiastic about learning.

The problem of low reading skills in grade 1 students at SDN 1 Limboto must be addressed immediately, it cannot be left alone, because it can have a huge impact and can be detrimental to students, teachers and also schools as education providers in the area. These impacts will be increasingly felt after they occupy higher classes, therefore students with low reading skills will face a big obstacle or challenge, considering that in that class students must receive more complex subject matter, because almost all subjects require reading skills.

The skill to read itself comes from the words skilled and read.

Skilled, namely proficient in completing tasks, capable and agile (Dictionary Compilation Team 2005:1180). Yudha, Saputra and Rudyanto (2005:7) skills are the ability of students to share activities such as motor, language, social-emotional, cognitive and effective (moral values). While reading means spelling or reciting what is written and pronounce (Dictionary Compilation Team, 2005: 83).

The Ministry of National Education (2008: 37) suggests that early reading skills are the ability and skills of children to be skilled at pronouncing letters, reading letters, assembling letters into syllables, and assembling syllables into words. Reading is a physical and mental activity to find the meaning or meaning of writing. Thus the beginning reading skill is the ability of early grade elementary school students to pronounce letters, string together syllables, and then turn them into simple words and sentences that have the meaning of these sentences. Based on the above, the indicators used by the researcher are as follows: 1. Recognizing letters 2. Recognizing syllables 3. Assembling syllables into words 4. Recognizing words 5. Recognizing sentences.

Based on this situation analysis, it is necessary to conduct research at SDN 1 Limboto because there are fundamental problems regarding beginning reading skills. The effort to overcome this problem is to offer several methods that can be used to find out whether Indonesian language learning, especially how to use the beginning reading learning method in the early grades.

RESEARCH METHODS

In this study, the Research and Development research approach was used, or better known as development research. This development research was carried out within a period of 6 months starting from August 2022 to January 2023 with a development research approach from Thiagarajan (4D which stands for Define, Design, Development and Dissemination).

RESEARCH RESULT

In the process of developing this preliminary reading method guide, researchers used two stages found in the 4D development model, namely Define and Design.

1. Define

At the define stage, this is the stage of identifying the problem developed by the researcher. This stage is the initial stage, where the purpose of the stages is to establish and define development requirements through several main steps such as student needs analysis, task analysis, concept analysis, goal specification.

2. Design

At this stage, several tools were prepared to design a guide to reading methods for early grades at SDN 1 Limboto, Gorontalo Regency. At this stage there were 2 steps taken, namely collecting material and pictures for the reading method guide and designing the initial reading method guide.

3. Development

To test the validation of the guide, it is carried out through the development stage contained in the 4D development model. So in this study, the following are the results of the validation results:

Based on the results of validation by media design experts, that the guide to reading for beginners in the early grades developed by researchers obtained a percentage of 72% with the criteria of "Decent". In comments given by design experts that guide is valid with revisions. For this reason, the researchers revised the guide designs provided by media experts. Then there are suggestions and comments columns contained in the validation sheet.

- a. Based on the results of validation by media material experts, the guide for beginning reading methods in early grades developed by researchers obtained a percentage of 89% with the criteria of "Very Eligible".
- b. Based on the results of the validation by linguists, that the guide to the beginning reading method in the early grades was developed by the researcher to obtain a percentage of 95% with the "Very Eligible" criteria. In the comments given by linguists that guide is valid and can be used without minor revisions. Then there are suggestions contained in the validation sheet.

Based on the above calculations, it can be found that the results of the validation of the development of a guide to the beginning reading method in the early grades based on the results of the media design expert's assessment obtained a score of 54 out of a total score of 75 with a percentage of 72% included in the Eligible criteria. While the validation results of material and language experts in the development of a guide to beginning reading methods in the early grades obtained a score of 94 out of a total score of 105 with a score of 89% and linguists obtained a score of 19 out of a total of 20 with a score of 95% included in the Very Eligible criteria. So it can be concluded that the guide to the beginning reading method in the early grades is very suitable for use in the learning process in elementary schools based on the results of validation on each aspect by media design experts, material experts and linguists.

4. Dessimination

To find out the level of effectiveness of this preliminary reading method guide, the Dessimination stage is carried out which is contained in the 4D development model. then to measure the effectiveness of the guide to the beginning reading method, questions are made in the form of multiple choice, matchmaking and essays to find out the level of effectiveness of the guide to the beginning reading method in the learning process. The form of questions given in the learning process is by using Indonesian language questions at the school where the study was conducted. Then the student learning outcomes were obtained from written test scores and the rubric for assessing initial reading results.

Based on the author's average calculation, it shows that the average pre-test score in class 1-A is 67.78%, class 1-B is 69.28%. Meanwhile, the post-test score for class 1-A was 84.82%, and for class 1-B was 90.50%.

The average student score can be seen based on the average number of post-tests in each class, namely class 1-A and 1-B, which is higher than the pre-test scores which tend to be smaller. This shows that there is a significant understanding and an increase in the value of learning outcomes after using the guide to the beginning reading method in the early grades. Therefore, this guide to beginning reading methods in the early grades is able to effectively improve learning outcomes in early grades in elementary schools.

The pre-test and post-test value data were then analyzed through a two-sample t-test (Paide Sample T-Test). This analysis technique is used to determine whether there is influence on the treatment given to the research

object group. Then the indicator is whether there is influence from this study, namely if there is a difference between students' cognitive understanding carried out before and after using the developed learning guide.

DISCUSSION

1. Results of the Development of Beginning Reading Method Guidelines in Early Grades

The product produced in this development research is in the form of a guide for beginning reading methods in the early grades. Then the product for the guide to reading the beginning method in the early classes that was developed uses the 4D development model, namely: (Define, Design, Development, Dessimination). The process of designing this guide uses the Photoshop and CorelDraw applications. The use of the Photoshop application is software (software) for editing and creating effects developed by the system and used for editing photos or images with image formats. Meanwhile, CorelDraw is editing software developed by Corel Corporation and is used for editing graphic or vector images with vector image formats.

The advantages of this guide to the beginning reading method in the early grades that have been developed are 1. it makes it easier for the teacher to decipher the symbols for vowel and consonant sounds in Indonesian words, 2. the materials used are various pictures about vowels and consonants, 3. are relevant to the topic being taught, 4. 5. according to learning objectives, 5. has good design quality, because it has been validated by media design experts.

There are also weaknesses in the guide to the beginning reading method in the early grades that were developed, namely 1. it requires patience for students whose concentration level or IQ is below average, 2. this guide is only limited to visual media, students who have audio and audio visual learning characteristics will have difficulty following the learning process, 3. it takes a long time and procedure to make a guide to the beginning reading method

2. Validity of Beginning Reading Method Guidelines in Early Grades

A valid guide to the beginning reading method in the early grades is a measuring tool used to obtain significant learning outcomes for the learning process at SDN 1 Limboto, Gorontalo District. Because it can provide an overview of the development of learning outcomes correctly and appropriately. The validity of the guide to the beginning reading method in the early grades was tested for validity on several experts, namely media design experts, material experts, and linguists.

The assessment from media design experts resulted in a percentage of 72% having the Eligible criteria, the assessment of the material experts getting a percentage of 89% with the Criteria of Very Feasible, and the assessment of linguists the percentage of 95% with the criteria of Very Feasible. For this reason, the material contained in the guide to the beginning reading method in the early grades is included in the appropriate category for use. This shows that the guide to the beginning reading method is very suitable for use in the learning process in the early grades at SDN 1 Limboto, Gorontalo Regency.

3. Effectiveness of the Guide to Beginning Reading Methods in Early Grades

The process of teaching and learning activities is essentially to improve the results and learning activities of students more specifically in beginning reading in the early grades. For this reason, one way to improve learning outcomes is by having media in the form of a guide which will later provide stimulus and serve as a reference for students to improve reading skills that are easier to remember and more interesting for students to read. Then in the development of beginning reading guides in early grades, the effectiveness of these guides can be seen from student learning outcomes. Where learning outcomes reach a completeness level

(KKM) of 75. This can be seen from the learning outcomes of early grade students who have been piloted by researchers at SDN 1 Limboto, Gorontalo Regency, namely class 1-A and class 1-B getting an average score of This shows that the guidelines developed by researchers from the validation stage to the field trial stage at SDN 1 Limboto, Gorontalo Regency are truly valid or very suitable for use in elementary schools, especially in the early grades.

The learning outcomes of these students are divided into two, namely material learning outcomes and student learning outcomes in the form of reading skills. Student learning outcomes scored 75 with completeness criteria. Student learning outcomes in reading skills based on the results of the pre-test and post-test showed significant changes as the researchers described above. The specific details for the two class groups are: class 1-A: pre-test with an average of 67.7%, and post-test of 84.8%. For class 1-B, the pre-test averaged 69.2% and the post-test was 90.5%.

From the results of this study, it shows that using the guide to the beginning reading method in the early grades which has never been done before can improve and influence the learning outcomes of early grade students. This is evidenced by the application of the skill aspect, namely: recognizing letters, blending sounds, reading words, and reading sentences.

CONCLUSION

Based on the discussion of the research results that have been described, it can be concluded that 1. the guide product for the use of the early grade reading method can be used by all teachers in elementary schools, 2. the product produced in this development research is a guide to the beginning reading method in the early grades. The product includes 5 methods for beginning reading, namely: Alphabetical Method, Spelling/Sound Method, Institutional Syllable and Word Method, Institutional Sentence/Word Method, and Institutional Word Method. ” to become a learning medium in the early grades at SDN 1 Limboto, Gorontalo District. This is evidenced by the validation results from media design experts or media expert assessments, the product being developed obtains the "Decent" criteria with a score of 72%. Then the results of the validation from material experts or material experts' assessment, the product developed obtained the criteria of "Very Eligible" with a score of 89%, and the assessment of language experts or the assessment of language experts the product developed obtained the criteria of "Very Eligible" with a score of 95%, 4. Guidelines the method of beginning reading in the early grades that was developed was effective in improving the learning outcomes of early grade students at SDN 1 Limboto, Gorontalo District. This can be seen from the learning outcomes of students in learning to use the guide to the beginning reading method in the early grades which achieved an average score of class 1-A, pre-test with an average of 67.7% and post-test of 84.8%. For Class 1-B, the pre-test averaged 69.2% and the post-test was 90.5%.

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