

The Use of Syllable Method in The Form of Picture Paper As An Innovation in The Beginning Reading Ability of Garde 1 Students of SD Plus Darul Hikmah

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Abstract:

This study aims to describe the application of the syllable method in the form of illustrated paper to grade 1 elementary school students, which based on the facts in field there are still many students who are less able to spell. Therefore, the application of the syllable method in the from of illustrated paper is effectively used for students to read fluently without spelling. This research uses a descriptive qualitative method with a type of case study research that aims to explain a phenomenon by collecting data. The result of this research is that the syllable method in the from of illustrated paper can improve reading skills, especially beginning reading in students 1 SD Plus Darul Hikmah. It can be seen from the improvement of students' reading ability. Before the application of the syllable method in the form of illustrated paper there were 5 out of 22 students who were not fluent in reading and could not read. However, after using the syllable method in the form of illustrated paper, students are more interested in reading. This is also inseparable from the role of parents at home who must continue to accompany their children to learn to read. In order for this syllable method to be achieved as expected, it is better for teachers to map students' beginning reading abilities and then communicate with parents, it is hoped that what has been taught at school can be continued at home to further improve students' beginning reading learning.

Keywords: Reading; Syllable method; illustrated paper

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Introduction

Reading is the process by which a person looks at a text and gives meaning to the symbols written in it (Aebersold and Field, 1997:15). The reading process involves comprehension of written discourse and is interactive, where the reader engages in an exchange of ideas with the author through the text. Reading is a basic skill that is very important and must be mastered by students. This skill has a very big role in human life because it functions as a means of communication. The reading learning process for students includes the introduction of letters, syllables, sentences, and paragraphs. By mastering reading skills, students can strengthen other language skills, such as writing, listening, and speaking. These language skills support each other, and by mastering reading, students can broaden their horizons and knowledge, especially in the context of school education.

Reading is an interactive process, in which the reader makes use of codes, analyzes context, uses prior knowledge, language, and executive control strategies to understand the text (Howel and Nolet, 2000: 203). In a similar way but with different expressions, Ji Sheng (2000:12) states something in line with this understanding. Beginning reading is a skill that must be learned and mastered by readers. According to Farida Rahim, beginning reading involves two main processes, namely recording and decoding. In the recording process, reading learning is related to words and sentences that are associated with sounds that are in accordance with the writing system used. While in the decoding process, reading refers to the translation of graphic sequences into words.

According to Slamet, early reading learning focuses more on technical aspects, such as accuracy in pronouncing writing, correct pronunciation, proper intonation, fluency, and clarity of voice. Children's beginning reading ability is the ability to recognize syllables, pronounce letter sounds, and understand symbols in the form of a series of letters in a writing or picture. However, in reality, early reading learning in elementary schools still uses a lot of question and answer methods, student worksheets, and examples given by the teacher through the blackboard media. This shows that teachers' understanding of learning media in the Merdeka curriculum is still lacking, even though there are many relevant, innovative, and interesting learning media that can be used. As a result, students tend to be less focused and pay less attention to the teacher during the learning process.

One solution to overcome this problem is to apply learning methods and media that are attractive to elementary school students, one of which is to use the syllable method in the form of illustrated paper as an innovation in improving the initial reading skills of grade 1 students of SD Plus Darul Hikmah. The syllable method is one of the approaches in teaching reading that is used especially in the early stages of learning to read, especially for children. This method helps students recognize words by breaking them down into smaller and more easily understood syllables.

The syllable method is very useful for students who are not yet fluent readers, especially at the elementary school level, so this method is often applied to improve beginning reading skills. This method is also known as the syllable method. The learning process begins with the introduction of syllables such as: ba, bi, bu, be, bo, ca, ci, cu, ce, co, da, di, du, de, do, ka, ki, ku, ke, ko, and so on. The syllables are then combined to form words that have meaning, for example: a-pel, ba-ju, ca-be, and so on. This activity can be continued by combining the words into simple sentences.

The syllabic method in learning beginning reading plays an important role in helping students who have difficulty or have not been able to read, especially in the lower grades of elementary school. Nonetheless, there are still some students in higher grades who also face difficulties in reading. This method begins with the introduction of syllables

which are then assembled into meaningful words. Some studies, such as the one conducted by Apriani & Kasiyati (2013), show that the syllable method is effective in improving students' beginning reading skills. The advantage of this method compared to other methods is that students do not need to spell letters, but learn to recognize letters through decoding syllables. In addition, the presentation is more efficient and does not take a long time, and makes it easier for students to recognize various kinds of words. (Depdiknas, 2009) (Mulyati, 2008) (F, 2016) (Suyadi, 2021) (Siswanto, 2022) (Leba, 2024)

Several previous studies on the application of the syllable method in learning beginning reading in elementary schools have been conducted. One of them is a study entitled *The Effect of the Syllable Method on Beginning Reading Skills* (Prawiyogi, et al: 2022), which shows that the use of the syllable method has a positive effect on improving the beginning reading skills of grade 1 students of SDN Talagasari II. The results of this study indicate that after being treated, there is a significant percentage of skill improvement, with a very high category reaching 13.04%, a high category of 4.34%, a good category of 39.13%, a low category of 8.69%, and a very low category of 13.04%. Another study, entitled *Analysis of the Effect of Picture Media on Primary School Students' Beginning Reading Skills* (Oktaviyanti, Itsna, et al: 2022), showed that the average post-test score in the control class was 44.68%, lower than the average score of the experimental class which reached 68.65%. Based on these findings, the study concluded that picture media had an effect on improving the beginning reading ability of grade II students of SDN 23 Ampenan.

In contrast to these studies, this study uses descriptive qualitative with a case study method in which researchers explain the phenomena that occur in the field and use data collection techniques of participant observation and interviews to strengthen the results of research related to the application of the syllable method in the form of illustrated paper as an innovation in the ability to read beginning students of Grade 1 SD Plus Darul Hikmah.

Methods

This research uses descriptive qualitative methods with the type of case study research based on data collected from research results and respondents. The data is used to describe the implementation of early reading learning using the syllable method in the form of illustrated paper. It aims to see the effectiveness, advantages, and disadvantages of applying the syllable method in the form of illustrated paper. The data collection technique used in this research is observation in which the researcher directly observes and takes part in the application of the syllable method in the form of illustrated paper in learning to read in the first grade. In addition to observation, researchers also interviewed to add to the completeness of the data.

This research was conducted at Darul Hikmah Plus Elementary School, Jl. Banyakan No. 145, Maron-Banyakan, Kec. Banyakan, Kab. Kediri. It was conducted on December 08, 2022. The presence of the researcher is very important because the data collection technique in this study uses observation where the researcher also comes to the field to observe directly and take part in the application of the syllable method in the form of illustrated paper.

Results and Discussion

Reading is a skill that must be mastered by students at the primary school level, especially in the lower grades. In fact, many elementary schools make reading tests one

of the requirements for student admission. This encourages that reading materials are also taught at the pre-primary education level. In primary schools, in particular, children must master reading skills in order to follow the next learning process. Thus, from early childhood education to primary school, children's ability in beginning reading needs to be optimized.

However, despite this, there are still many students at this age who experience difficulties in reading skills, as is the case with Grade 1 students of SD Plus Darul Hikmah. Therefore, the right method or media is needed to help improve early reading skills. As a solution, teachers are interested in using the syllable method in the form of illustrated paper as a tool in learning, because pictorial media has been proven effective in improving early reading skills in elementary schools (SD). Ideally, children at the pre-primary level should have mastered beginning reading skills, which will make it easier for them to follow learning in primary school. But in reality, there are still many elementary school students who have low beginning reading skills, one of which is grade 1 students of SD Plus Darul Hikmah.

Based on research conducted in Class 1 of SD Plus Darul Hikmah, data was obtained through participatory observation techniques and interviews related to the application of the syllable method in the form of illustrated paper as an innovation in improving early reading skills. From the interview with the grade 1 teacher, Mrs. Farida, it is known that there are 5 out of 22 students who are not fluent in reading and cannot read, cannot mention consonant letters, cannot spell, and quickly forget the words that have been spelled. This may be due to the lack of methods applied by the teacher which will cause students to be less interested and feel bored in class. Therefore, in learning Indonesian, it is very important to apply innovative and creative methods especially in the early grades, which need to be applied throughout the learning process.

The first thing the teacher does is introduce letters, because there are some students who have not memorized some letters, students are asked to read the letters together so that they can easily remember them, after students start remembering letters from A-Z, then the teacher teaches one word with the syllable method in the form of illustrated paper. The teacher teaches the syllable a-pel using apple picture paper, then the students are asked to read the syllable. There are some students who cannot read the syllable fluently. The teacher shows another syllable, ka-pal using a picture paper, and all Grade 1 students can read the syllable fluently.

The first thing the teacher does is introduce This is a separate focus for the class teacher. For these students, they are given the task of reading every day after school with an additional 25 minutes, in addition, parents are expected to cooperate with the class teacher to teach students to learn in order to improve reading skills. Grade 1 teachers also provide reading facilities using the syllable method in the form of illustrated paper for two months. The grade 1 teacher will evaluate the use of the syllable method in the form of illustrated paper for two months, if the evaluation is still below average then the teacher will use the syllable method in the form of illustrated paper again until the average grade 1 SD Plus Darul Hikmah student can read fluently.

Based on the results of observations, grade 1 students of SD Plus Darul Hikmah found that the learning process using the syllable method in the form of illustrated paper has been carried out very well. In addition to influencing students' beginning reading skills, the pictorial paper media also affects student activeness. Picture paper media is considered interesting and student participants are more increased. It can be seen from the evaluation results that there are 20 out of 22 students who have completed learning to read at the beginning, this is obtained from the average score of the student worksheet. If the percentage is 80%, the class is declared to have completed learning to read

beginning because it is above 75% has completed learning to read beginning with the syllable method in the form of illustrated paper.

Therefore, the application of the syllable method in learning beginning reading is very appropriate. This method is done by introducing syllables or without spelling. This syllable method can help teachers in solving educational problems, namely the lack of fluency in student reading. The learning process of this method begins with the introduction of syllables, such as: ba-tu, ba-ta and so on. Implementation in the field, this method can help students in reading difficulties, that the learning process using the syllable method in the form of illustrated paper has been carried out very well.

In addition to having a good effect on students' beginning reading skills, the pictorial paper media also has an effect on student activeness. Picture paper media is considered interesting and student participants are more increased. This is in line with the results of research which states that the use of illustrated paper makes learning activities look lively and enthusiastic, because students are active and motivated to learn, and student participation increases in beginning reading (Mindaudah, 2018) (Poniman, 2018).

Conclusion

From the results and discussion that have been presented, it can be concluded that the syllable method in the form of illustrated paper can improve reading skills, especially beginning reading in grade 1 students of SD Plus Darul Hikmah. This can be seen from the data before implementing the syllable method in the form of illustrated paper, there were 5 out of 22 students who were not fluent in reading and after the implementation of the pictorial syllable method, the data showed that 20 out of 22 students completed learning to read at the beginning, this was obtained from the results of the average value of the student worksheet. If the percentage is 80%, the class is declared to have completed learning to read at the beginning because it is above 75% that has completed learning to read at the beginning with the syllable method in the form of illustrated paper. The application of the syllable method in learning beginning reading is very appropriate.

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