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IMPLEMENTATION OF THE SILABA METHOD IN IMPROVING STUDENTS' PRELIMINARY READING SKILLS IN INDONESIAN LANGUAGE SUBJECTS AT MI AL-MA'ARIF 02 JOMBANG-JEMBER

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Abstract

The initiation of reading stands out as a fundamental skill for students, serving not only as a foundational ability but also as a tool to comprehend the acquired knowledge during their school learning journey. This activity is specially designed for students entering elementary school, playing a pivotal role in their academic development. The syllabic (silaba) method, designed as a syllable-based approach, dissects words into syllables and subsequently reassembles them into complete words. The primary objective is to assist students who encounter difficulties in reading to better grasp and understand words. The primary objective of this study is to assess the effectiveness of the syllabic method in enhancing the initial reading activities of Class II students at MI AL-Ma'arif 02 jombang-jember. Employing a qualitative descriptive method, this research was conducted at Banjarsari 01 Elementary School, situated in Banjarsari Village, Ciawi District, Bogor Regency. A qualitative approach was employed throughout the study, and an interview guide instrument served as the primary tool for data collection. The study incorporated various data collection techniques, including observation, interviews, and documentation. The data analysis technique employed in this study was an interactive approach, aligning with the model proposed by Milles and Huberman. The findings of this study suggest that the syllabic method is indeed an effective approach for initiating reading activities, significantly aiding Class II students at MI AL-Ma'arif 02 jombang-jember in developing their reading skills. Additionally, the syllabic method is considered beneficial for teachers, providing a straightforward and easily comprehensible instructional medium for facilitating learning activities. The required instructional materials for teachers using the syllabic method are both simple and universally understood by students. Notably, the utilization of the syllabic method in the beginning reading activities for Class II students aligns with the specified criteria for the achievement of students' reading activities

Keywords: *Silaba Method, Reading Skill, Indonesian Language Subjects.*

Abstrak

Inisiasi membaca merupakan keterampilan mendasar bagi siswa, tidak hanya berfungsi sebagai kemampuan dasar tetapi juga sebagai alat untuk memahami pengetahuan yang diperoleh selama perjalanan belajar di sekolah. Kegiatan ini dirancang khusus untuk siswa yang memasuki sekolah dasar, yang memainkan peran penting dalam perkembangan

akademis mereka. Metode suku kata (silaba), yang dirancang sebagai pendekatan berbasis suku kata, membedah kata menjadi suku kata dan kemudian menyusunnya kembali menjadi kata yang lengkap. Tujuan utama dari penelitian ini adalah untuk membantu siswa yang mengalami kesulitan dalam membaca untuk lebih memahami dan memahami kata-kata. Tujuan utama dari penelitian ini adalah untuk menilai keefektifan metode suku kata dalam meningkatkan kegiatan membaca permulaan siswa kelas II di MI AL-Ma'arif 02 Jombang-jember. Dengan menggunakan metode deskriptif kualitatif, penelitian ini dilakukan di SDN Banjarsari 01 yang terletak di Desa Banjarsari, Kecamatan Ciawi, Kabupaten Bogor. Pendekatan kualitatif digunakan dalam penelitian ini, dan instrumen panduan wawancara menjadi alat utama untuk pengumpulan data. Penelitian ini menggunakan berbagai teknik pengumpulan data, termasuk observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah pendekatan interaktif, sesuai dengan model yang diusulkan oleh Milles dan Huberman. Temuan dari penelitian ini menunjukkan bahwa metode suku kata memang merupakan pendekatan yang efektif untuk memulai kegiatan membaca, yang secara signifikan membantu siswa kelas II di MI AL-Ma'arif 02 Jombang-jember dalam mengembangkan keterampilan membaca mereka. Selain itu, metode suku kata dianggap bermanfaat bagi guru, menyediakan media instruksional yang lugas dan mudah dipahami untuk memfasilitasi kegiatan pembelajaran. Materi pembelajaran yang diperlukan untuk guru yang menggunakan metode suku kata adalah materi yang sederhana dan mudah dipahami oleh siswa. Khususnya, pemanfaatan metode silaba dalam kegiatan membaca permulaan untuk siswa kelas II sesuai dengan kriteria yang ditentukan untuk pencapaian kegiatan membaca siswa.

Kata kunci: Metode Silaba, Keterampilan Membaca, Mata Pelajaran Bahasa Indonesia.

INTRODUCTION

Indonesian language is one of the subjects contained in the merdeka curriculum which must be implemented from elementary school to high school. It is intended that all students are able to use good and correct Indonesian. Language is an important communication tool in everyday life (Ningrum et al., 2023). One of the things that shows the importance of language is its function as a unifying language in the archipelago, so learning Indonesian is directed at achieving communication skills, both orally and in writing (Ramadhan & Usriyah, 2021).

Reading is essentially a complicated thing that involves many things, not just memorizing writing, it also involves visual, thinking, psycholinguistic, and metacognitive activities. As a visual reading process is the process of translating written symbols (letters) into spoken words. As a thinking process, reading includes word recognition activities, literal comprehension, interpretation, critical reading, and creative comprehension (Andriani, 2020).

The learning process of beginning reading begins with the introduction of syllables such as ba, bi, bu, be, bo, ca, ci, cu, ce, co and so on, then the syllables are strung together into a word.³ As for the problems encountered in the field during observations, it is known that Indonesian language learning still uses the old paradigm where teachers provide knowledge to passive students (Faizzah & WIJASTUTI, 2020). Teachers still teach using conventional methods, namely teacher-centered learning methods, which are lectures so that teaching and learning activities become monotonous and less interesting to students.

There are still many students who do not recognize alphabetical letters, students have difficulty reading words ending in consonants, reading syllables, students often omit letters when reading simple sentences, interest in reading in students is still very lacking because these are the times when children play so that children are less active in paying attention to the learning that takes place, the infrastructure supporting reading activities is also very lacking (Efendi, 2017). The books in the library only amount to hundreds and have begun to wear out with age. In connection with the above problems, then impact on children's reading skills.

The silaba method is a syllabic method that presents words into syllables and then arranges syllables into words with the aim that students who have not been able to read words can read words (Andriani, 2020). the advantage of the silaba method compared to other reading methods is that "the silaba method will make it easier for children who have difficulty in reading to learn the relationship between the combination of written letters and their sounds and proper word recognition.

The silaba method is the most likely choice among other methods to be applied or expected to improve reading skills (Muthmainnah et al., 2023). The consideration is that this method is easily paired with other strategies and media. The learning process starts from several syllables that students read, considering that they have entered the first phase that recognizes letters and is able to read syllables well (Isnattunnikmah & Rianto, 2016). The students' burden after encountering long words can be overcome by the silaba method which displays words into several syllables. reading, able to read with the syllabic method little by little until the end of reading (Putri & Setiadi, 2022)

METHOD RESEARCH

This research employs a qualitative descriptive method, which entails collecting data in the form of words, pictures, and not numerical values. The data sources encompass various mediums such as interviews, field notes, photographs, videos, tapes, personal documentation,

notes, memos, and other relevant documents) The chosen approach for this study is qualitative, a research approach that elucidates, explains, and describes a situation occurring within the ongoing research process through verbal explanation (Ramadhan, 2021). This aligns with the definition provided by an expert, emphasizing that qualitative research delineates phenomena or conditions observed during the research and presents data based on interviews, observations, and documentation.

The research took place at MI AL-Ma'arif 02 Jombang-Jember. The study subjects comprised Class II teachers from MI AL-Ma'arif 02 Jombang-Jember. The research instrument employed in this study is an interview guideline instrument, enabling the researcher to collect data directly, experiencing and evaluating the subject of investigation firsthand.

The methodology employed in this research revolves around a data collection approach, utilizing methods such as observation, interviews, and documentation. These methods are essential processes conducted by the researchers to obtain necessary data and meet the requirements of the study (Sugiyono, 2013). The data collection comprises observation, interviews, and documentation. A semi-structured interview format is utilized, providing more flexibility by avoiding predefined answer options and allowing interviewees to freely express their opinions and ideas. Documentation, in this context, involves recording significant events encountered during the research, contributing to the reliability of the data through the support of physical documents.

The data analysis technique aims to comprehensively determine and draw conclusions from the collected data. It involves systematically organizing data to facilitate the researchers in reaching conclusions. Qualitative data analysis is an ongoing process, conducted continuously and repeatedly. In this study, researchers adopted the interactive data analysis technique based on the model proposed by Milles and Huberman (Mukni'ah, 2019). The analysis comprises three simultaneous activities: data reduction, data display, and conclusion drawing and verification. Data reduction involves streamlining the collected data from interviews, observations, and documents. Once the data is reduced, the subsequent step is data presentation, which enhances the understanding of the information. The findings generated in this study are presented and described in textual form. Ultimately, the researcher draws conclusions regarding the improvement in reading activities among low-grade students through the implementation of the syllabic (silaba) method in Class II at MI AL-Ma'arif 02 Jombang-Jember.

RESULT AND DISCUSSION

Based on the conducted research at MI AL-Ma'arif 02 jombang-jember, it is evident that early reading activities in Class II hold significant importance. These activities are crucial as they facilitate students in achieving learning milestones later on. During the initial reading sessions in Class II at MI AL-Ma'arif 02 jombang-jember, the informant highlighted the utilization of the syllabic method by teachers. The informant emphasized that the syllabic method is relatively easy to implement and plays a crucial role, especially considering that a minority of students at MI AL-Ma'arif 02 jombang-jember did not attend kindergarten.

Insights gathered from interviews with Class II teachers at Banjarsari 01 Elementary School revealed that the application of reading activities involves distinct stages, namely planning, implementation, and evaluation.

In the planning stage, Class II teachers at MI AL-Ma'arif 02 jombang-jember begin by creating a semester-long syllabus, encompassing all the learning objectives for that period. Additionally, the teachers formulate a detailed lesson plan (RPP) for each class session. The components of this plan include core competencies, basic competencies, learning objectives, instructional materials, teaching methods, sequential learning activities (from opening to closing), assessment methods, and the utilized sources and media. Notably, the lesson plans are crafted for each meeting, ensuring dynamic content for each session. It's worth mentioning that, in the current educational setting, teachers continue to adhere to the Merdeka Curriculum.

In implementing the syllabic method for Class II reading activities at Banjarsari Elementary School, teachers utilize tools or media such as word cards made from cardboard. The purpose of employing this medium is to enhance the understanding of reading among Class II students. This is particularly essential because a minority of these students at MI AL-Ma'arif 02 jombang-jember are familiar with the alphabet A-Z but face challenges when it comes to forming words. The syllabic method, coupled with word card media, proves instrumental in facilitating the initial reading activities for Class II students, with a designated time allocation of 20 minutes. This allocation is dedicated to teaching students who are still in the early stages of reading. If insufficient time is available during regular learning hours, teachers may conduct additional sessions outside of these hours.

The learning objectives for early reading include mastering the alphabet, vowels, and consonants. While some students successfully grasp these materials, others encounter difficulties and struggle to master them. Challenges during reading activities include students unfamiliar with letters, reluctance to vocalize during reading, and disruptions such as students

running around or chatting. To address these issues, teachers at MI AL-Ma'arif 02 jombang-jember employ the syllabic method in their reading activities. The resource person emphasizes the advantages of this method, highlighting that it accelerates children's understanding of letters and reading speed. Additionally, the use of word card media aids children in word formation. The syllabic method also contributes to increased interest and engagement in reading activities among students (Hidayat, 2014). Evaluations are regularly conducted to assess the effectiveness of the syllabic method in Class II reading activities at MI AL-Ma'arif 02 jombang-jember.

Evaluation constitutes an integral part of the overall learning process and is inseparable from teaching activities. Conducting evaluations in educational settings holds significant importance as it serves as a measuring tool or process to gauge the level of success attained by students in comprehending teaching materials or the content delivered. Through evaluation, the precise and convincing assessment of learning objectives becomes possible. Moreover, evaluations play a pivotal role in motivating students to actively engage in continuous learning, prompting teachers to enhance the quality of the learning process, and encouraging educational managers to improve both facilities and the overall quality of student learning (Mustahsin, 2011).

Teachers at SDN Banjarsari employ a variety of assessments, encompassing both tests and non-test evaluations. Test assessments include reading tests, sentence construction, comprehension of questions, sentence construction, reading fluency, and proficiency in words and syllables. Additionally, midterm and end-semester assessments are conducted. Non-test evaluations conducted by Class II teachers at MI AL-Ma'arif 02 jombang-jember focus on assessing student attitudes. The outcomes of these evaluations are presented in the form of report cards, distributed at the end of each semester. Through the implementation of evaluations by Class II teachers at MI AL-Ma'arif 02 jombang-jember, there is a noticeable improvement in students' reading skills.

Based on the aforementioned explanation, it is evident that the syllabus method can be effortlessly implemented in the initial reading activities for Class II students. This method is highly suitable due to its straightforward and effective application. The use of the syllabic method in reading activities, particularly for Class II students at MI AL-Ma'arif 02 jombang-jember, significantly aids in developing their foundational reading skills. Additionally, this method simplifies the teaching process for educators, requiring straightforward and easily comprehensible media (Budianti & Indri Wardhani, 2023).

The implementation of the syllabic method in Class II reading activities at MI AL-Ma'arif 02 jombang-jember goes beyond mere utilization. Teachers at the school carefully consider specific criteria related to children, facilities, and targets for student achievement. Given the guidelines of the 2013 curriculum, it is imperative for Class II students to master reading skills, and the responsibility falls on teachers to support students in achieving these learning outcomes. In the application of the syllabic method at SDN Banjarsari, teachers meticulously address three crucial stages—planning, implementation, and evaluation—to ensure the effectiveness of the reading activities for Class II students.

CONCLUSION

Based on the findings and discussions conducted at MI AL-Ma'arif 02 jombang-jember, it can be concluded that the syllabic (silaba) method is a suitable approach for initiating reading activities. This method significantly aids Class II students at MI AL-Ma'arif 02 jombang-jember in developing their reading skills. Additionally, the syllabic method proves to be a facilitative tool for teachers during learning activities. The required materials for this method are simple and easily comprehensible for all students. The introduction of the syllabic method in Class II reading activities aligns with the specified criteria for students' reading achievement indicators.

Implementing the syllabic method in the initial reading activities for Class II students not only addresses challenges and obstacles faced by students but also streamlines the teaching process. This method serves as an effective solution, making both learning and teaching more accessible. The relative simplicity of the syllabic method plays a crucial role in supporting teachers during the commencement of reading activities for Class II students.

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