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DEVELOPMENT OF BIGBOOK INDONESIAN LANGUAGE TEXTBOOK BASED ON THE SAS METHOD TO IMPROVE THE READING ABILITY OF CLASS 2 STUDENTS AT STATE PRIMARY SCHOOL 056639 JASA MAKMUR

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Abstract

This research was motivated by the lack of initial reading skills in grade 2 elementary school students. The aim of this research is to improve the initial reading skills of grade 2 elementary school students using big book media. Classroom learning is still less effective in improving students' reading skills. In learning, teachers still give reading examples and students are told to imitate. So for students who can't read, they just remember what the teacher says without paying attention to the sequence of letters. When students are asked to read in turns, it often happens that what the students say does not match the sequence of letters being read. Therefore, more interesting learning is needed, namely by learning through varied methods that suit the students' conditions. Classroom learning is still less effective in improving students' reading skills. In learning, teachers still give reading examples and students are told to imitate. So for students who can't read, they just remember what the teacher says without paying attention to the sequence of letters. When students are asked to read in turns, it often happens that what the students say does not match the sequence of letters being read. Therefore, more interesting learning is needed, namely by learning through varied methods that suit the students' conditions.

Keywords : Big Book Media, students' reading skills, beginning reading

Introduction

The ability to read in the early grades plays a very important role as a foundation or basis for determining success in student learning activities (USAID, 2014: 1). If learning to read in the early grades is not strong, at the advanced reading stage students will find it difficult to have adequate reading skills. The ability to read is very necessary to expand knowledge and experience and to sharpen reasoning for one's self-improvement. If children at school age do not immediately have the ability to read, then they will experience many difficulties in studying various fields of study or other subject content in the following grades. The reading skills stages for elementary school level are carried out according to class level, namely beginning reading for low class and reading comprehension for high class. The initial reading process of lower grade students greatly influences subsequent reading abilities and really requires attention from the teacher (Ristiana, et al., 2021). Poor reading skills will lead to disappointing results for both the students themselves and the education system (Gove & Wetterberg, 2011). Teaching reading skills can be done using media. According to Alpusari, et al. (2021) media plays an important role in attracting students' attention to learning to read. Teaching reading skills can use media that makes students interested in learning along with clear pictures or illustrations to help students understand the flow of reading (Djaga, et al., 2020). There are various kinds of media in early reading learning, including picture story books, themed letter cards, picture word cards, big books, and alphabet books. This development research develops big book media for early reading learning. Big book media is a picture book that is large in both writing and image size

(Madyawati, 2016). This big book is usually used for lower class children and is liked by children because it contains short stories with colorful pictures and displays (Djaga, et al., 2020). The big book was chosen because it has the advantage of being liked by children, including children who have difficulty reading, because this media will increase children's self-confidence (Madyawati, 2016). The use of big books can also increase students' enthusiasm for learning. Beginning reading learning using a big book has increased which can be seen from students' activeness and enthusiasm during learning (Mahsun & Koiriyah, 2019). Big book media can improve initial reading skills as proven by research by Aulia, et al. (2019) which states that the majority of students get very good results in learning to read beginning using big book media. Using big book media can improve students' reading skills (Puri, 2020).

Research Methodology

This research was carried out by means of research and development (R&D). This research is research and development (RND) with a design from Borg and Gall 10 steps, namely potential and problems, data collection, product design, design validation, product revision, use trials Small scale, product revision, large scale usage trials, product revision, and mass production. However, in this study there were only 8 stages. Implementation of the trial in class 2 of SD Negeri 056639 Jasa Makmur, totaling 20 students. The instruments used in this research include: (1) teaching module, (2) teacher and student needs questionnaire, (3) teacher and student response questionnaire, (4) expert validation sheet, (5) pretest and posttest questions. The teaching module is a reference or guideline in implementing the learning process so that it can run according to plan. In the teaching module there are questions given to students, which are then tested for validity by experts and practitioners. The pretest and posttest questions will be tested on grade 2 students at SD Negeri 056639 Jasa Makmur. The test that will be tested is an oral question and contains indicators of initial reading ability. Indicators of initial reading ability according to Meuller (in Permanasari, 2016: 13) include: (1) Children are able to recognize and read their own names in text (2) Children are able to read simply familiar texts, not always printed text (3) Children are able to pair and recognize the initial and final sounds (4) Children are able to understand the concept of writing from left to right and from top to bottom when reading (5) Children are able to pair words spoken verbally with words in writing.

The questions that have been tried out are then tested for validity, reliability, level of difficulty of the questions, and distinguishing power.

a) Instrument Validity Test

Based on the validity test, it can be concluded that the initial reading ability test questions developed are very valid and suitable for use in the next research stage. The percentage of initial reading ability test questions is 80% in the good category. The next step taken was to analyze the question items by correlating the relationship between the question item scores and the total score. Validity test using SPSS 16 (Hamzah, 2019: 112). The question is valid if r count > r table. On the other hand, the question is invalid if r count < r table. The R table used is an R table with a significance/confidence level of 5%. At this stage the researcher used 20 test questions. Based on the results of the validity test, 15 questions were declared valid. These 15 questions will be tested for reliability.

b) Instrument Reliability Test

Reliability shows the understanding that an instrument is trustworthy enough to be used as a data collection tool, because the instrument is good. A good instrument does not have a tendentious nature that directs respondents to answer certain answers. Reliable instruments produce data that can also be trusted (Arikunto 2010: 221). Reliability test using SPSS 16. Based on the reliability test on 15 questions, the calculated r result was 0.857, while the r table was 0.444, so the 15 questions were declared reliable in the high category. Next, 15 trial questions were tested for the level of difficulty of the questions.

1. Difficulty Level Test

Questions Based on the test results for the level of difficulty of the 15 questions, there are 2 questions in the easy category, 8 questions in the medium category and 5 questions in the difficult category. The next step is to test the 15 questions above for differentiating power

2. Discriminating Power Test

Based on the differentiating power test, there are 13 questions in the good category, and 2 questions in the very good category. Based on a series of trials, starting from testing validity, reliability, difficulty level of questions and distinguishing power of 20 questions, only 15 questions met the criteria. So these 15 questions will be used as pretest and posttest questions.

Result & Discussion

The use of the SAS method in the Big Book media developed is declared valid for improving students' initial reading abilities. The use of the SAS method is considered capable of overcoming problems with students' initial reading abilities. This is in line with research conducted by Heni Badriawati, 2013, using the Synthetic Analytical Structure (SAS) Method in beginning reading learning, which can improve the reading ability of grade 1 students and student learning outcomes in beginning reading have increased significantly. Apart from that, research conducted by Noeranie Misyariana Hardhiyanti in 2016 showed that the SAS method had an effect on improving the initial reading ability of grade 1 elementary school students. The increase occurred because when participating in learning activities, children participated and were active in reading learning activities using the SAS (Synthetic Analytical Structure) method, demonstrated by children completing tasks in the form of reading texts and distorting the sentences they heard by rewriting words and sentences. Based on the validity discussion, it can be concluded that the development of Big Book Media using the SAS Method has been proven to be valid and suitable for use to improve the beginning reading skills of grade 2 elementary school students. This research has produced Big Book Media with the SAS Method which is effective for improving the beginning reading skills of grade 2 students and accompanying big books. The results of assessments carried out by expert lecturers and practitioners regarding the suitability of the learning media products being developed. After going through the revision stage according to suggestions and input and readability trials and field trials. Providing results that the Big Book Media using the SAS Method is valid, practical and effective so it is suitable for use as a learning resource to improve the initial reading skills of grade 2 elementary school students.

Conclusion

Based on the results of the research conducted, it can be concluded that Big book media using the SAS method which was developed to improve the initial reading skills of grade 2 elementary school students has been proven to be valid in the very valid category according to experts and practitioners. Big book media using the SAS method which was developed to improve the initial reading skills of grade 2 elementary school students has proven to be practical with a very good category according to students and practitioners. Big book media with the SAS method developed has been proven to be effective in improving the initial reading ability of grade 2 elementary school students.

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