



A Whole Language Approach to Improving Reading Skills in Low Class Primary Students

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ABSTRACT

This research aims to describe a whole language approach to improve students' reading abilities in lower grade elementary schools. This research uses a literature review method. This research was conducted by collecting articles. In the future, students will face the challenges of global society and will always experience changes from time to time, therefore speaking skills are very necessary so that students can convey various information, ideas, responses and so on. The aim of this research is to improve reading comprehension skills using the Whole Language Approach in class II students at SDN 40 Kubu, Kubu Raya Regency, West Kalimantan, academic year 2020/2021. The form of this research is classroom action research (PTK) which takes place in two cycles. Each cycle consists of four stages, namely planning, implementing actions, observing and reflecting. The subjects of this research were teachers and students of class II at SDN 40 Kubu, Kubu Raya Regency, West Kalimantan, 31 students for the 2020/2021 academic year. Data collection techniques used interviews, observation, documentation and tests. The validity of the data used is source triangulation and technique triangulation. The data analysis technique used is an interactive analysis model. So it can be concluded that this whole language approach can train students' speaking skills in lower grade elementary schools.

Keywords : Literature review, whole language approach, language skills, reading,

Introduction

Reading skills are very necessary for students to achieve success in the academic field (Tarigan, 2018). Every aspect of life involves reading. The ability to read and understand is the key to a student's success in undergoing the educational process. Most students acquire knowledge through reading activities, in this case reading comprehension (Nurgiantoro, 2017: 247). The knowledge gained by students is not only from school, but can also be obtained from reading activities in students' daily lives. Therefore, the willingness to read and the ability to understand reading is an important requirement for students' mastery and improvement of knowledge. The lack of interest in reading among the public, especially among students, is closely related to reading ability. Someone will read a lot independently if their interest in reading is high. Therefore, teachers are required to increase students' interest in reading. Achieving the desired language learning goals is greatly influenced by the educator's approach that will be used in the learning process. An approach is a theoretical basis for determining a method to be carried out. The approach to language learning can be said to be a set of activities that are interrelated and related to the nature of language and language teaching. There are many approaches that have been applied in language learning, including the objective approach and the structural approach. Then approaches were born that were considered more in line with the nature and function of language, namely the whole language approach. The whole language approach is an approach based on constructivism which states that children or students can form their own knowledge through their active role in

whole and integrated learning. Whole language is a way to unite views about language, about learning and about the people involved in learning. In this case the people in question are teachers and students (Viora et al., 2021). In general, whole language can be stated as a tool of insight that directs the practitioner's frame of mind in determining language as learning material, learning content and learning processes. The development of whole language insights is inspired by the concepts of constructivism, language experience approach (LEA), and progressivism in education. Whole language is a language learning approach that presents language teaching as a whole, not separately (Aisyah et al., 2020). Meanwhile, whole language has been recognized as a learning approach, a belief system about the nature of learning and how it can be fostered in the classroom and school. The whole language approach is an approach to language learning that is taught holistically, completely, without separating the four language skills, namely listening, speaking, reading and writing. In the learning process, it is always hoped that during the learning process it can influence children's reading (Dharma et al, 2023). However, the whole language approach has advantages and disadvantages, namely: Advantages: (a) Delivery is carried out comprehensively, (b) Can pay attention to children's development, including language, physical, social, emotional and cognitive development. Disadvantages: When using it, teachers must understand all components of a whole language so that learning can be carried out optimally (Maulidia et al., 2019).

Research Methodology

The method used in this research is literature review. Data collection techniques are taken from published articles, both accredited and non-accredited. From the articles that have been studied, there are 10 articles that match the title of the journal we are discussing.

Results and Discussion

The initial stage of collecting articles is based on the variables in the title Whole song approach to improve the reading ability of lower grade elementary school students in learning Indonesian. There are 10 journals published in 2014 - 2023 which are in accordance with the variables studied. These articles are explained in table 1 below:

Table 1. Articles that match the variables studied

No	Research Title	Researcher	Year	Journal Name	Volume	Page
1.	Application of the Whole Language Approach in Developing Elementary School Students' Indonesian Language Skills	I Ketut Suparya	2021	Academic Discourse: Educational Scientific Magazine	Vol. 5 No. 2	121 - 129
2.	Learning approaches. Whole Language	Nurul Hidayah	2014	Journal of Basic Education and Learning	Vol. 1 No. 2	292 - 305
3.	Efforts to Improve Reading Ability Using a Whole Language Approach	Irian Sari	2021	Educatio Journal	Vo. 7 No. 4	1978 - 1984
4.	The Influence of a Whole Language Approach Based on Local Wisdom on the Beginning Reading Ability of Class II Elementary School Students	Syafrida Rahmi, Risma Sitohang, Wildansyah Lubis, Nurmayani , Faisal	2023	Tambusai Education Journal	Vol.7 No. 2	1135 0- 1135 9
5.	Improving Reading Ability Through a Whole Language Approach in Class 1 Students at SDN Tanjung Jati 2	Cindy Erra Agustin, Agung Setyawan	2023	PANDU: Journal of Children's Education and General Education	Vol. 2 No. 2	52- 57
6.	Development of teaching materials for reading aloud using a whole language approach for students in elementary schools	Ratna Wilis N, Yulia Arfanti	2022	JRTI (Indonesian Journal of Action Research)	Vol. 7, no. 3	348- 356

7.	The Effect of the Whole Language Approach on the Beginning Reading Ability of Grade 2 Students at SDN Larangan 11	Amiratul Muzeeb Aditya, Nur Latifah, Mawardi	2022	Tambusai Education Journal	Vol.6, No. 1	8215 - 8224
8.	Application of the Whole Language Approach in Indonesian Language Learning in Elementary Schools	Dwi Vior, Endang Wahyuningsi, Yenni Fitra Surya, Rusdial Marta	2021	Tambusai Education Journal	Vol. 5, no. 3	9379 - 9386
9.	Ability Read Lower Class Primary School Children section From Language Development	Sunanih	2017	Naturalistic: Journal of Educational and Learning Research	Vol. 2, No. 1	38 - 46
10.	Application of the Language Experience Approach in Improving Students' Reading Skills in Lower Grades	Mai Sri Lena, Sartono, Rafika, Adiva Ayodia Prameswari	2023	Journal of Education and Science	Vol. 3, no. 4	641-647

Research 1, The aim of this research is to describe the nature of Indonesian language learning and describe the application of the whole language approach in Indonesian language learning in elementary schools. The method used in this research is a qualitative research method. This research was conducted at Dharmasaba 4 State Elementary School. The data analysis technique used is the Miles and Huberman qualitative data analysis technique which consists of reducing data, presenting data and drawing conclusions and verifying. Based on the results of interviews and document analysis carried out in the research process, it can be concluded that: (1) The scope of Indonesian language learning at primary school level includes listening, speaking, reading and writing skills and has been adapted to the demands of the 2013 curriculum. (2) Implementation of a whole approach language in Indonesian language learning has been able to improve students' Indonesian language learning outcomes as evidenced by the increase in the average learning outcomes before and after implementing the whole language approach from 76.75 to 80.25.

Research 2, The whole language approach is one approach to language learning. The entire language of this approach is based on the concept of constructivism, the language experience approach (LEA) in the field of education. In this approach, language is defined as learning material, learning content, and learning process. In implementing the whole language, teachers know and understand the components of the whole language so that learning can be carried out optimally. There are 8 components in the overall language: traveling reading, journal writing, continuous silent reading, shared reading, guided reading, guided writing, independent reading, and independent writing.

Research 3, The aim of this research is to improve reading comprehension skills using the Whole Language Approach in class II students at SDN 40 Kubu, Kubu Raya Regency, West Kalimantan, academic year 2020/2021. The form of this research is classroom action research (PTK) which takes place in two cycles. Each cycle consists of four stages, namely planning, implementing actions, observing and reflecting. The subjects of this research were teachers and students of class II at SDN 40 Kubu, Kubu Raya Regency, West Kalimantan, 31 students for the 2020/2021 academic year. Data collection techniques used interviews, observation, documentation and tests. The validity of the data used is source triangulation and technique triangulation. The data analysis technique used is an interactive analysis model. Based on the results of research that has been carried out, it shows that using the Whole Language Approach can improve reading comprehension skills in class II students at SDN 40 Kubu, Kubu Raya Regency, West Kalimantan for the 2020/2021 academic year. This can be seen from the results of achieving a Minimum Completeness Criteria (KKM) value of 75. The percentage of completeness in pre-action, cycle I, cycle II, and cycle III is as follows: 38.71%, 67.74%, and 83.87% of 31 students. The conclusion of this research is that the use of the Whole Language Approach can improve reading comprehension skills in class II students at SDN 40 Kubu, Kubu Raya Regency, West Kalimantan, academic year 2020/2021.

Research 4, This research aims to determine the effect of a whole language approach based on local wisdom on the beginning reading ability of class II students at SDN 104202 Bandar Setia. This research is experimental research using quantitative methods. This type of research is True Experimental Design. The population is 62

students in class II-A and II-B at SDN 104202 Bandar Setia. Data collection techniques in this research are observation and tests. The pretest results for both classes obtained a mean score in the experimental class of 62.0968 while the control class was 55.4839. Furthermore, the results of the posttest score for the experimental class obtained a mean of 75.4839 and for the control class 66.9355. The results of hypothesis testing using the independent sample t test obtained a sig (2-tailed) of $0.009 < 0.005$, meaning that there is a difference in the mean values of the two classes $t_{hitung} = 2.741$ $t_{tabel} = 1.671$, meaning that H_0 is rejected and H_a is accepted. So it was concluded that there was an influence of using a whole language approach based on local wisdom on the beginning reading ability of class II students at SDN 104202 Bandar Setia.

Research 5, This research aims to improve the reading skills of grade 1 students using the Whole language approach at SDN Tanjung Jati 2, Kamal District, Bangkalan Regency. This research uses the Classroom Action research method involving direct observation of students and the use of tests as a data collection tool. This research was conducted in two cycles, namely cycle one and cycle two. The results of the study showed a significant increase in the reading ability of grade 1 students at SDN Tanjung Jati 2, Kamal District, Bangkalan Regency. In cycle one, the percentage of students who achieved Minimum Completeness (KKM) in reading ability was 30%. However, in the second cycle, the percentage of students who reached the KKM increased to 78%. Based on the results of this research, it can be concluded that using the Whole language approach in learning Indonesian subjects can effectively improve students' reading skills. Therefore, it is recommended that the Whole language approach continue to be applied in the learning process at SDN Tanjung Jati 2 and other schools in order to improve students' reading skills.

Research 6, Reading aloud is a reading activity carried out by making sounds or pronouncing each word, phrase and sentence from the reading with the right tone and intonation so that readers and listeners know and understand the information conveyed by the writer. Therefore, choosing the right learning approach really determines the level of student achievement in reading aloud. The aim of this research is to describe the design for developing teaching materials for reading aloud using a whole language approach for class II students at SD IT Siti Khadijah Tanjung Morawa and to describe the validation of the design for developing teaching materials for reading aloud using a whole language approach for class II students at SD IT Siti Khadijah Cape Morawa. The method used in the research is a descriptive method, and is carried out in 6 stages, namely: information gathering stages, needs analysis, designing a prototype, prototype validity, prototype revision, and final product. The product resulting from the development of teaching materials for reading aloud using a whole language approach for class II students at SD IT Siti Khadijah Tanjung Morawa is the feltboard display teaching media. The percentage results for the assessment of prototypes for reading aloud teaching materials using a whole language approach from material experts were 93.18%, and teachers were 92.7%. Product trial results on students were 80.06%. The average of the three assessments was 88.64%. This figure shows that the prototype is included in the good criteria and is in accordance with the results of the needs analysis and expert assessment.

Research 7, This research aims to determine the effect of the whole language approach on the beginning reading ability of grade 2 students at SDN Larangan 11 Tangerang City in the 2021/2022 academic year. This type of research is an experiment in the form of a Quasi Experimental Design type of Nonequivalent Control Group Design. The sampling technique uses simple random sampling technique. The research was conducted in class 2 of SDN Larangan 11, Class 2B as the experimental group and class 2A as the control group, each consisting of 25 students. The data analysis technique in this research uses prerequisite tests in the form of normality and homogeneity tests and hypothesis testing using the t-test. The results of the research show that there is a significant influence in using the whole language approach on the beginning reading skills of grade 2 students at SDN Larangan 11. This is proven by the results of the t-test with a significance level of 5%, obtained $t_{count} = 3.158 > t_{table} = 2.01063$. The students' critical thinking abilities obtained by the experimental group were higher than the control group, as shown by the mean of the control group = 58.8 and the mean obtained by the experimental group = 65.8.

Research 8, The aim of this research is to describe "the application of the whole language approach in Indonesian language learning in elementary schools". This type of research is conceptual research. Based on the discussion, it can be concluded that (1) the whole language approach in language learning is integrated or cannot be separated; (2) there are eight components in the whole language approach, namely reading aloud, sustained silent reading, shared reading, journal writing, guided reading, guided writing, independent reading, and independent writing; (3) there are three stages in implementing the whole language approach, namely preparation, implementation and assessment; (4) every learning approach has advantages and disadvantages, including the whole language approach. However, this deficiency can certainly be overcome when teachers are able to understand the components or how to apply the whole language approach.

Research 9, The era of increasingly developing and increasingly sophisticated technology demands increasingly developed cultural support, as well as the culture of reading which is no less important than other cultures. Reading culture must become a need, a hobby and a habit. To respond to these demands, an internal polemic emerged between the demands that children wishing to enter elementary school (SD) must be able to read and the opinion that early childhood children should not be taught to read. Writing this article aims to open insight

for parents/educators to understand how to teach children to read. in accordance with its characteristics and development, this will no longer become a polemic in society. In the field there are many reading methods that are interesting for children, thus it is the duty of educators, both parents and teachers, to choose or create appropriate methods for early childhood/lower elementary school children, of course ones that are not burdensome. So basically teaching reading to young children is fine as long as it is done using a method that is appropriate to their development where children are introduced to various interesting letters, thereby creating curiosity and curiosity. In this way, instilling reading skills is important, because reading is part of language development for early childhood/lower elementary school children.

Research 10, students' reading skills in elementary schools. This research aims to determine the extent of the influence of implementing the Language Experience Approach (LEA) in improving the reading skills of students in lower grades. This research was carried out at SDN 01 Ladang Cakiah. The research uses a qualitative approach with interview techniques as a data collection tool. The research sample consisted of elementary school teachers who taught in lower grades. The results of data analysis show that students' experiences in learning with the LEA approach are very positive. Teachers revealed that learning with the LEA approach made them more interested in reading because they were given the opportunity to use their own language in learning. In addition, learning with the LEA approach encourages students' active participation in learning. This research shows that the LEA approach is very effective in improving students' reading skills in lower grades. Therefore, the LEA approach can be used as an effective alternative learning method in improving students' reading skills in lower grades.

Conclusion

Based on the results of the literature review on the whole language approach to improve the reading ability of low grade students, it can be concluded that in the 10 journals published in 2014-2023, the literature review on the whole language approach to improve the reading ability of students in the lower grades is in accordance with the theory used as a reference. The whole language approach can improve reading skills and students are more motivated to learn to write like experience. By implementing a whole language approach in learning Indonesian, it can improve student learning outcomes or make student learning outcomes more optimal than before. Based on these conclusions, the suggestion that the researcher wants to convey is that teachers should use the Whole Language approach in learning Indonesian, because the Whole Language approach provides better results than conventional learning.

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