

ASSISTANCE IN IMPROVING READING SKILLS AT SD NEGERI CIHANJAWAR

Aam Nur Komariah¹, Annisa Purwani^{2*}

Islamic Education Tarbiyah STAI DR. KH. EZ. Muttaqien, Purwakarta West Java Indonesia

*aamqoqom928@gmail.com,

ABSTRACT

This research is backgrounded by the low reading ability of grade II elementary school students, this is evident from the overall number with a percentage of 5% of some students in their reading ability is still relatively low, and teachers in institutions still apply the lecture method so that students tend to only listen. Some factors of grade II elementary school students cannot read it because the elementary school does not require students to take part in learning in kindergarten, so that children do not have the ability to read when they enter elementary school, and the lack of awareness from parents of students towards children's education in pre-school. The purpose of this devotion is to improve the reading ability of grade II students of SD Negri Cihanjawan. The research method used is Participatory Action Research (PAR), the subject of this study is that there are several grade II students of SD Negri Cihanjawan totaling 7 students, 4 men and 3 women. The steps taken in this service are first to carry out observations in the classroom by means of student reading tests one by one, secondly to carry out the program by introducing alphabet letters for students who do not know it followed by the combination of letters. The results of the dedication that have been carried out show bahwa: 1) the ability to read the beginning of grade II students of SD Negri Cihanjawan, judging from writing syllables, in reading syllables students are quite able even though they still need more guidance. 2) the ability to read connecting letters is already better, even though it still has to be so smooth. 3) students' reading ability does not have to be spelled, even though there are still sentences that must be spelled. Analysis of observational data carried out during learning by applying the Syllable method has an increase in student learning outcomes. The implementation of learning using the Syllable method has been proven to improve students' reading skills.

Keywords: Accompaniment, reading beginnings, abilities

1. INTRODUCTION

Reading is the activity of viewing reading writing and the process of understanding the content of the text by voice or silently. Reading is expressing an imagination of a reader that is cheered by the general public and also understood by everyone. Reading is very penting for children because by being able to read we can get to know the world horizon reaching all corners of the world by facilitating access to information that has become increasingly sophisticated and the continued existence of new innovations so that everyone can enjoy what is presented today. But who would have thought that even though the development of this era is easy and up-to-date, there must still be control of the human beings themselves as what we encountered in the field turned out to be Teacher Resources at Nagri Cihanjawan Elementary School were less evenly distributed and poorly equipped with skills that today tend not to suit the needs of many, we find this with there are still many children who cannot read even though they are in the second grade of elementary school. Departing from several facts that researchers found that there are still many children who cannot read

in grade II SDN Cihanjawan made us take the initiative to create a program to improve the level of reading in grade II children of SDN Cihanjawan we provide guidance to existing children by applying the syllable method with the aim of making it easier for children to learn to read.

Reading is an important aspect of life. There are many benefits that can be obtained from reading, such as improving brain performance, increasing targeting, and honing memory. The application of reading in grade II is by introducing the letters of the alphabet first to the fact that children already know it well until they memorize the letters of the alphabet, after it goes to the recognition of the vocal letters it how many and whatever. After that children are introduced to the syllable method. The syllable method according to Supriyadi is a method that begins the teaching of early reading by presenting words that have been assembled into ka ta tribes, then the syllables strung together into the last word strings the word into a sentence. (Farias et al., 2009)

The results of observations made before service, based on observations in the object of service, many meetings often make students feel bored in participating in learning activities. So that the enthusiasm of students in participating in learning also experiences ups and downs. Starting from the method that is still monotonous because the teacher still finds it difficult to prepare *active learning methods*.

The results of this field service research first saw children reading books, it turns out that there are still some children who cannot read fluently and even still exist who does not know the letters of the alphabet at all, the child is still bingung to recognize the letter of the alphabet, causing delays in the learning in the classroom. The obstacles when doing this program are inadequate time and place so that it is difficult to determine the schedule of pengamatan reading of children is therefore researchers doing devotion at SD Negri Cihanjawan to improve children's reading, especially in grade II, they still need a lot of guidance from their teachers so that children are fast in reading smoothly.

The importance of improving reading skills in grade II elementary school children is one of the skills that must be mastered by children, to hone their abilities in practice. Therefore, know what tricks must be done to improve the ability to grow children, namely; providing a variety of items that help children's reading skills, reading books to children, making a game, singing songs, providing a special place to read, encourage children to try to write and invite children to read together.

Reading is needed by children because the benefits obtained by children from reading early can enrich vocabulary, increase reading speed, improve understanding of meaning, word structure and others.

2. LITERATURE REVIEW

Improvement is the process, method or act of improving, activities, etc.). improvement is a process, a way of doing to raise something or an attempt at activity to advance something, something that is even better than before such as improving reading from the beginning it can't be until it can. Reading is an important aspect of life. There are many benefits that can be obtained from reading, such as improving brain performance, increasing knowledge, and honing memory. Initial reading is the initial stage in learning to read which is focused on recognizing symbols or signs related to letters so that it becomes the foundation so that children can continue to the beginning reading stage.

2.1 Language Development

The development of language is the process of its development of a person's ability to understand and pronounce words. Children's language development is a combination of social interaction, emotional development, cognitive abilities, and physical/ motor development. All such development is combined with what happens in several years of the child's developmental stage. Language acquisition is a process experienced by a person in an unconscious way in matters related to language acquisition. The component of language acquisition can be seen in the presence of child behavior, as done by Levin in his book entitled *Child Psychology* (Jalongo, 1992: 13).

Meanwhile, according to Madyawati, language development is the development of the ability to perform and also understand information and communication from others. Language is the symbolization of an idea or thought that the sender of the message wants to communicate and receive through certain codes as verbal (speech) or non-verbal (written or typed). (Madyawati, 2017)

Yus further explained that language development is the ability to use language to convey ideas about himself and understand others and to learn new words. Language development of children aged 4-6 years includes the ability to use connecting words, object/subject captions, basic verbs, adverbs, sentences that show a level of comparison, listening to long stories, telling stories, reading, and writing. (Usman, 2015)

The method of reading using the syllable method according to Mulyati the steps of reading the beginning with the syllable method are a) syllable recognition; b) the concatenation of syllables into words; c) the concatenation of words into simple sentences. This method is a method that is easy for elementary school children to understand. The advantage of the syllable method is that by using the syllable method, children do not spell letters so that they can speed up the mastery of the ability to read the beginning. (SAMSARA, n.d.)

Language is essentially the regular speech of the human mind and squeeze, which uses sound as a tool. Therefore, language and speaking are very important abilities for humans in carrying out their daily lives, including learning. This is because learning is one of the main keys to human ability to survive and help each other to realize a prosperous life.

Thus, language development or the specific development of speech and language skills is a major factor in determining the success of a person, including children or learners. The child's language development is influenced by several factors, among them biological factors and social factors.

The biological factor is the ability that the child has from birth, this factor affects the development of the language he has.

While the social factor is the influence of interaction with the surrounding environment that allows children to get new language variations.

According to Hurlock, early childhood language development is pursued in a systematic way and develops together with the increase in age. Children experience the same stages of development but what distinguishes them from others: family social, intelligence, health, encouragement, relationships, which affect it, means that the environment also affects the child's language development, a good environment then the child's development will be good, but vice versa otherwise the child will also participate in the environment. For more details, here is a variety of literature on the development of language starting from the meaning, stages, and theories that support it. (Asrori, 2020)

Yus further explained that language development is the ability to use language to convey ideas about himself and understand others and to learn new words. Language development of children aged 4-6 years includes the ability to use connecting words, object/subject captions, basic verbs, adverbs, sentences that show a level of comparison, listening to long stories, telling stories, reading, and writing. (Usman, 2015)

Not only technical ability, according to Musfiroh (2021, p. 3) language development refers to there is the ability to structure thoughts clearly and be able to use this ability competently through words to express thoughts in speaking, writing and reading. (Musfiroh, 2021)

2.2 Language Acquisition

Skinner (in Asrori, 2020, p. 45) believes that language capacity has been carried by every child since birth which is termed *a language acquisition device program into the brain*. Cowlley, meanwhile, termed this as brains wired for the task. It is the next lingkungan that helps to enrich the children's language well.

This is where the role of parents and educators is absolutely necessary besides that the environment also affects the child's language development, it has been proven by a long series of research by Hart and Ristely that children who are taken care of by educated families are much richer in their vocabulary than those of underprivileged and less educated families.

Furthermore, this capacity that has existed since birth and then supported by an adequate environment is referred to as language acquisition. Huda (in Asrori, 2020, p. 45) states that language acquisition is a natural process in mastering language. Language acquisition is usually obtained from verbal contact with native speakers in the environment. Thus, the term language acquisition refers to the unconscious and unaffected mastery of language by language teaching about the system of rules in the language being studied.

From some dap at opinionsit is concluded that language acquisition a process of mastering a child's language is carried out naturally which is obtained from the environment and not because of deliberately learning it. Language acquisition is carried out through formal teaching and is carried out intensively, while language acquisition is obtained from the results of verbal contact with native speakers in the language environment.

Stages of Language Development

At first, a baby will listen and try to follow the various sounds hehears. Not only that, but he has actually learned to observe and follow the gestures and facial expressions of people he sees at a certain distance. Even though they are still babies, a child will be able to understand and feel the existence of two-way communication byresponding through gestures and voices.

From the first two weeks the baby begins to engage with conversations, and by the 6th week he will recognize the voice of the mother or other close people. At the age of 8 weeks, the baby begins to be able to respond tothe beacon a he recognizes. By the time the child is between 1 to 2 years old, his vocabulary can begin to grow very quickly up to several thousand percent. When viewed from a series of words, the stages of language development according to Gage & Berliner can be described as follows. (Suralaga, 2021)

One-word stage.

Language in the form of single-word utterances usually begins after the first year of life. Around the age of 15 months, the child clearly masters 50 vocabulary. Most of this vocabulary deals with objects such as: milk, clothes, cakes, shoes, etc.).

2) Two-word stage.

At the age of one year, a child will be able to pronounce two or three words that have meaning. Actually, he has also been able to understand a simple object shown to him. At the age of 15 months, the child begins to be able to pronounce and imitate simple words that he often hears in order to then express them in the right portions and situation. At the age of 18 months, he was already able to point to objects he saw in books or other things he encountered every day. In addition, it is also able to produce approximately 10 meaningful words.

3) The stage is more than two words.

If more than two words are formed, a new stage of linguistic development begins, and is characterized by the introduction of affixes (beginning and ending). Children around 2 to 5 years old often display very creative use of language. Chukovsky explains that starting at the age of two, every child in a short time becomes a linguistic genius (linguistic genius). This shows that at the age of two years and above the child's language development takes place very quickly. Berko-Glauson's research (in Suralaga, 2021, p. 38) shows that as children go beyond the two-word pronunciation stage, they can show that they master some morphological rules. Children also mastered advances in phonology, syntax, semantics, and pragmatics. Then towards the end of elementary school, most children can apply thecorrect language settings. In adolescence, vocabulary increases with abstract words, while in late adolescence, individuals begin to be able to appreciate adult literary works. (Suralaga, 2021)

1) The Influence of Adults in Language Development

According to Gage and Berliner although direct intervention, correction, and practice may have an effect on children's language acquisition, older parents and siblings have a greater influence. Language develops naturally, but the development of literacy requires more attention. In this case, the child's interaction with parents and the surrounding environment is very important, as are books or literature that are a source of reading anak as well as other educational stimuli, for example the reading of fairy tales. (Suralaga, 2021)

Theory of Language Development

The research carried out on children's language development is certainly inseparable from the views, hypotheses or psychological theories adopted. In this case history has recorded the existence of three views or theories in the development of children's language. Some of the theories of language development include the following.

Theory of Nativism

According to Chomsky , children are born equipped with a language acquisition device (LAD). A tool that is a biological gift that has been programmed to detail the possible points of a grammar. LAD is considered a physiological part of the brain specifically for processing language, and has no relation to other cognitives.

McNeill states that the LAD consists of:

the ability to distinguish phonics from other sounds, the ability to organize linguistic units into a millionclasses that will develop later, knowledge of possible and impossible language systems, and the ability to use language systems that are based on assessing the development of linguistic systems, thus can give birth to systems thatare perceived as possible beyond the linguistic data found.

4) Behavioristic Theory

According to behaviorists, the ability to speak and understand language by children is obtained through stimuli from their environment. The child is considered a passive recipient of environmental pressures, not having an active role in the process of development of his verbal behavior. Behaviorists not only do not recognize the child's active role in the language acquisition process, but also do not recognize the child's maturity. The process of language development is mainly determined by the length of practice provided by its environment.

According to Skinner grammatical rules or language rules are verbal behaviors that allow a person to be able to answer or say something. Namun, if then the child can speak, it is not because of "rule-governed" because the child does not express the rules of language, but is formed directly by factors outside of himself. (Asrori, 2020)

Behaviorists do not recognize the view that they follow the rules of languageand have the ability to abstract important features of language in their environment. They argue that stimuli (stimulus) from a particular environment strengthen a child's language skills. The development of language they viewedas an advance from randomly occurring verbal disclosure to the actual ability to communicate through the principle of S-<->R (stimulus-response) and the process of imitation. (Asrori, 2020)

Theory of Cognitivism

Piaget states that language is not a separate natural feature, but rather one of several abilities derived from cognitive maturity. Language is structured by reason; hence the development of language must be based on more fundamental and more general changes in cognition. So, the order of cognitive development determines the order of language development. (Asrori, 2020)

The relationship between cognitive development and language development in children can be seen from Piaget's description of the early stages of the child's intellectual development. The stage of development from birth to the age of 18 months by Piaget is referred to as the "sensory motor" stage. At this stage there is no language because the child has not used the emblem for the world through his *indra* (sensory) device and the movement of the activities he performs (motor). The child only knows the object if the object is experienced firsthand. Once the object is gone from his sight then it is considered to no longer exist.

It is only towards the end of the age of one year that the child can grasp that the object remains (permanent), even if it is not being seen by him. Whether or not it is being seen the thing remains as an object, which has a permanent nature. After understanding the permanence of the object, the child uses symbols to represent objects that are no longer present in front of him. These symbols then become the initial words spoken by the child. Thus, according to the view of cognitivism cognitive development must be achieved first; and only then can that knowledge come out in the form of language skills. (Asrori, 2020)

3. METHOD

The type of service used in this service is field service with the method used is *the participatory Action Research* (PAR) method. This assessment is also carried out by collecting data containing information obtained from *ustadzah* who teaches children at Cihanjawa Elementary School. This devotion is carried out in the recitation of the children of *majlis ta'lim Al-Hidayah* with the subject in devotion namely the children of the recitation of *Majlis Ta'lim Al-Hidayah* consisting of 30 children. This service uses the *participatory Action Research* (PAR) method or research methods that are carried out in a participatory manner among community members in a community as below whose spirit is to encourage transformative actions to liberate society from the shackles of ideology and power relations (changes in better living conditions). Thus, as the term implies, PAR has three main pillars, namely research methodology, action dimension, and participation dimension.

3.1 Research Methodology

Research methodology or diagnosis site (problem), in this service children at SD Negeri Cihanjawa have the potential to learn syllables, but due to the large number of encounters and lack of mastery of alphabet letters so that they have difficulties, starting from the method that is still monotonous because the teacher is still very difficult in using the *active learning* method.

3.2 Action Dimensions

Dimension of Action or action planning, the devotee tries to change the learning of alphabets and syllables so that children can read easily. The devotee tries to use the syllable method.

3.3 Dimensions of Participations

Dimension of Participation or implementation of Action, the devotee applies the learnem syllables gradually, ranging from two easy words then three words to four words after which word merging.

4. RESULTS & DISCUSSION

The first stage of the researcher made observations at SD Negeri Cihanjawa, especially in grade II, the problem found when the researcher carried out the service was the lack of interest of students in reading and lack of encouragement from parents that makes it difficult for children to read, Supporting factors from the homeroom teacher II and the principal, and other teachers' councils.

The second stage of the researcher introduces the program to be carried out in kelas II, and tests the reading of anyone who has not been able to read fluently among others;

The list of names in the table above are the names of children who are still having difficulty in membaca. The problem is that there are some children who are not familiar with alphabetical letters at all.

The third stage of the researchers carried out a reading program at SD Negeri Cihanjawa in grade II using the syllable method, and first introduced what the syllable method was like.

The fourth stage of the researchers applied the syllable method from starting to give two syllables then three syllables then empat syllables and the last g of word merging. The problem is that children are still confused because they are still not used to reading with this syllable method.

The fifth stage of the researcher carried out the practice of reading one by one using books that have been providedn, found the problem is constrained by the lack of existing reading books and the time that inadequate, as well as insufficient class runs, resulting in a lack of effectiveness when doing such reading practices.

When making observations in grade 2 of ternyata elementary school there are still some children who are not fluent in reading and there are even children who are still confused d a lam recognize letters alphabetical, so that when carrying out learning the child is confused about what to do.

When exploring why children cannot yet baca, one of the factors is that the elementary school does not require children to go to kindergarten first before entering elementary school and there are some children who have studied in kindergarten before entering elementary school, there are also some who have not read it fluently and the reading system still uses the old method, namely the method of spelling each word and it's a method which is taught in his kindergarten school, so that his grazing power requires a long process.

During my service in the elementary school, I changed a little bit of their reading method with a method that is easy to understand by children who are not fluent in reading it using the Syllable method.

Little by little children have changed, who initially do not know letters until they know letters and who initially read them by spelling little by sedikit can already read no spelled even though it can't read in many words.

When children cannot read even though they have moved up to grade 2, it could be that the factors of their parents are also not so concerned about school at an early age, even though learning at an early age It is important that his memory is strong enough and easy to imitate others.

This community service activity (KPM) is carried out 5 times a month, one week as many as one meeting. for the first meeting researchers make observations on the extent to which children can reading fluently, the second meeting researchers began to record children who had not read how many children there were, the third meeting had already invited children to recognize letters alphabet and vocal letters, the meeting of the four researchers began to introduce the syllable method of learning to read for beginners and react it from two easy and setrus words , meeting The five children had learned to read by the syllable method and were given a reading book containing syllables.

In *Computer Physics Communications* (Vol. 180, Issue 4).
<https://doi.org/10.1016/j.cpc.2008.12.005>

Madyawati, L. (2017). *Language development strategies in a child*. Gold.

Musfiroh, T. (2021). *The subject matter of the development of compound intelligence*. Open University.

SAMSARA, K. (n.d.). *Students' Difficulties in Reading Beginnings in Grade 1 SDN Sumbersari 03 Jember*.

Suralaga, F. (2021). *Educational psychology implications in learning*. Eagle Press.

Usman, M. (2015). *Language development in play and games:: for early childhood education*. Deepublish.



Figure 1.1 Activities applying reading activities using the syllable method.

5. CONCLUSION

Children experience improved reading quality after applying the syllable program. The result of devotion is that students can recognize letters and can read well. analysis of observational data carried out during learning by applying the Syllable method has improved student learning outcomes. The application of learning using the suku kata method has been proven to improve students' reading skills.

6. ACKNOWLEDGMENTS

I would like to thank the Chairman of STAI DR. KH EZ MUTTAQIEN Dr. Imam Thabroni, M.Pd.I.

We would also like to thank the local apparatus starting from the head of the sub-district, district head, hamlet, RW and RT as well as the community who have received us well.

Not to forget to Mrs. Annisa Purwani as the supervisor who always guided us well in making the KPM journal, hopefully everything we do can be useful.

7. REFERENCES

Asrori. (2020). *Educational psychology multidisciplinary approach*. Persada Pen.

Farias, R. L. S., Ramos, R. O., & da Silva, L. A. (2009). Numerical solutions for non-Markovian stochastic equations of motion.