

Use of the Word Method (Whole Word Method) to Improve Beginning Reading Ability in Class 1 Students of SDN 1 Mumbul Sari Year 2024/2025

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Article Info

Article history:

Received: 1 January 2025

Publish: 14 January 2025

Keywords:

Beginning Reading Skills;

Word Method

Abstract

This research aims to find out whether the word method can improve student learning outcomes at SDN 1 Mumbul Sari. This research was carried out at SDN 1 Mumbul Sari on class 1 students in the first semester of 2024/2025 with a total of 20 students consisting of 8 men and 12 women. This research is classroom action research carried out through 2 cycles, namely the First Cycle and the Second Cycle second. Type instruments used in this research were teacher and student observation sheets, learning outcomes tests, and documentation sheets. The data to be analyzed consists of individual completeness adjusted to KKM class 1 with a score >75 and classical completeness >80%. The results of the research in the first cycle, of the total number of 20 students, there were 11 students who were declared complete individually with an average score of 71.8. Meanwhile, there were 9 students who did not complete individually. Because in cycle I the students had not yet achieved the classical completion score, the research continued into cycle II. In cycle II classical completion reached 85% (18 students) with an average score of 79.1, while there were 2 students who were declared incomplete and obtained a score of 60. Thus it can be concluded that this research was declared complete because of the total number of students (20 people) there were >85% of students who obtained a KKM score (75) so that students were declared classically complete and the action was stopped in cycle II.

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1. INTRODUCTION

Based on RI law number 20 of 2003 article 4 paragraph 5 concerning system national education stated that education is held by developing a culture of reading, writing and speaking for all members of society. One of the abilities that must be developed in an educational organization is the ability to read. This is implemented through a learning process in which language is taught at each educational level. In fact, language is taught from an early age, namely before children enter school, even though they are still only familiar with reading. Through language learning, it is hoped that residents of SDN 1 Mumbul Sari can develop their reading skills and apply them in their daily lives.

Learning is an activity carried out deliberately by the teacher so that students feel inspired to collaborate by carrying out learning exercises. Learning basically emphasizes scientific correspondence activities that occur between educators and students, which are carried out in the classroom using two-way communication during learning.

The learning process in class and outside of class cannot be separated from language skills, one of which is reading. So reading is one of the abilities that students must have which involves various aspects of student abilities.

One of the efforts made by schools to overcome difficulties in learning to read for grade 1 students is to use the whole word method. This is in accordance with the results of interviews with class teachers. With this method it will improve more smoothly. The whole word method or word method has an important role in helping students who are not fluent or even cannot read, especially in the lower classes, namely class 1. The whole word method is a method that begins with the introduction of syllables and is arranged into meaningful words. This whole word method is widely used in elementary schools to provide initial reading lessons to students.

Reading is a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic and metacognitive activities. Reading as a visual activity is the process of translating written symbols (letters) into spoken words. Reading as a thinking process includes activities of word recognition, literal understanding, interpretation, critical reading, and creative understanding. Reading is a process carried out and used by readers to obtain the message the writer wants to convey through the medium of words/written language. Reading activities involve interaction between the writer and reader through writing. Readers try to understand the meaning or content of the writing conveyed by the author.

The researcher made initial observations when the teaching and learning process was taking place at SDN 1 Mumbul Sari, namely on Monday 2 September 2024, it was seen that the teacher was using the lecture method with one-way communication. Students are positioned to be good listeners without being given the opportunity to provide feedback about the material being taught. Some students try to pay attention and others appear passive and seem bored with monotonous learning. The lecture method is the process of conveying lesson material orally to a group of listeners or students to transfer knowledge.

In connection with the results of observations, researchers tried to see the results of the training given by the teacher. There were more Lots students (>80%) who got a score less than the KKM, namely 65. Based on these observations, researchers can conclude that one of the influences on the low student learning outcomes in Indonesian Language Subjects is the lack of students' ability to read at the beginning of reading due to applied learning.

One effort that researchers can make to improve the activities and language learning outcomes of grade 1 students at SDN 1 Mumbul Sari is by using the word method (*Whole word method*).

Based on all the descriptions above, researchers feel interested in conducting research using the Kata method to create an inspiring learning atmosphere. It is on this basis that researchers try to carry out research with the title "Use of the Syllable Method (*Whole word method*) "To Improve the Beginning Reading Skills of Students at SDN 1 Mumbul Sari for the 2024/2025 Academic Year."

2. METHOD

The type of research used in this study is classroom action research (PTK). Furthermore, to facilitate the collection of research data, researchers need a relevant scientific strategy. This strategy is needed to support the fulfillment of needs for factual data and information collected. Furthermore, to obtain complete data, research activities were carried out for two months, starting from September 1 to October 30 2024. Meanwhile, the place where this research was carried out was at SDN 1 Mumbul Sari,

which is located at Jalan Mumbul Sari, North Lombok Regency. , West Nusa Tenggara Province. This school was chosen because of cost and distance considerations.

Next, the subjects in this research are grade 1 students of SDN 1 Mumbul Sari. One of the researchers' considerations in determining the sample was because class 1 was a class that was very intent on learning Indonesian. The data sources in this research are class teachers and class 1 students at SDN 1 Mumbul Sari 2024/2025.

To collect data, researchers used several instruments including observation, tests, and documentation. In this study, researchers used internal validity, namely validity obtained by adjusting all the research instruments used. The use of internal validity can be done through factor analysis and analysis of the items created. Thus, testing the validity of each item prepared can be done through total score correlation.

At this stage, the researcher collects all the data which will then be analyzed in order to determine whether the research has been successful or not. Then, the researcher carried out a comparison of several notes that had been made by the researcher and the teacher who acted as a collaborator; this was done to reduce the tendency for subjectivity. Next, the researcher will use qualitative and quantitative descriptives to describe the data being analyzed. As for quantitative data from student learning activities, researchers used several standards referred to through the Department of National Education, such as very high, high, low and very low. For more details, see the table below:

Table 3.1 Assessment Criteria

No	Mastery level	Category
1.	0 – 54	Very Low
2.	55 – 64	Low
3.	75-79	Currently
4.	80-89	High
5.	90-100	Very high

Based on the data above, students are categorized as having achieved completeness if they get a KKM score of 75 or have reached higher than 75 and vice versa, if students get a score below 75 then they are declared not to have met the KKM score. The method for calculating individual completeness and classical completeness can be seen as below:

a). Individual Completion: $X = \frac{R}{WIT} \times 100$

Note: X= Individual Completeness

R = Score obtained by Students

Z = Maximum Question Score

b). Classical Threshold: $KB = \frac{P}{N} \times 100$

Note: KB = Learning Completeness

P = Number of students who obtained >75

N= Number of Students who took the test.

The following will explain several references in the performance indicators used in this research, namely:

- a. The scores obtained by students through carrying out activities in each cycle are declared individually passed if they reach 75,
- b. Students are declared classically complete if 80% have achieved a KKM score of 75.
- c. If classical completeness has not been achieved in each cycle carried out then it will continue to the next cycle.

To support the required data, the researcher designed this research through two cycles, namely, cycle I and cycle II. Each cycle is planned to be carried out through planning, preparation, implementation, evaluation, observation and reflection. The following will explain in the table below several flows in the cycle in this research, namely:

Table 4. 1
Recap of Pre-Action Learning Result Test Data

No	Student Name	L/P	Mark	Information	
				Comple te	Not Comple ted
1.	AFA	P	1		√
2.	OF	P	5		√
3.	AN	P	1		
4.	AA	P	8		
5.	DR	P	1		
6.	EAW	L	0		
7.	FR	L	5		
8.	BUT	P	1		
9.	HR	L	6		
10.	IN THE	P	6		
11.	I	P	5		
12.	JM	L	7		
13.	JK	P	8		
14.	MRA	L	3		
15.	MAPS	L	5		
16.	OH	L	1		
17.	NRH	P	0		
18.	OH	L	9		
19.	SM	P	6		
20.	on	P	0		
Amount			1308	7	3
Classical completeness		35%			
Completeness individual					
Average value		65,25			

Based on the table above, it can be seen that individual completeness has not been achieved optimally. The number of students who got a score >75 was only 7 students, and 13 students got a score less than KKM, so that classical completion only reached 35% and the average score was 65.25. Thus, the classical standard of completeness has not been achieved. So that research actions are carried out in the next cycle.

1. Description of Cycle I

a. Planning

At the learning planning stage in cycle I, there are planning steps carried out, namely:

1. Prepare a Learning Implementation Plan (RPP) according to the title, namely about initial reading material using learning steps and carried out 2 times in each cycle.
2. Prepare worksheets.
3. Prepare observation sheets of teacher and student activities to measure the smoothness of the teaching and learning process.

b. Implementation

Learning was carried out in two meetings; at the first meeting they were taught how to read the beginning which refers to the lesson plan (RPP) that has been made.

In cycle I, the teacher and researchers carried out teaching actions in class 1 of SDN 1 Mumbul Sari. Then, the researcher acts as an observer by referring to the observation sheet of teacher and student activities during the learning process. For more details, it can be explained as follows:

a) The first meeting

Learning activities take place in the classroom with the teacher and students.

1. Initial Activity Description:

The teacher and researcher enter the classroom, the teacher opens the lesson with greetings, then the teacher invites students to pray. Apart from that, the teacher also conveys the learning objectives to be achieved in the lesson.

2. Description of core activities:

In this activity, the teacher begins the lesson by greeting the students. Then the teacher conveys the material to be studied, namely beginning reading. Next, after students know the material to be studied, the teacher conducts questions and answers regarding the initial reading lesson. Next, the teacher divides the group into 4 groups, 1 group consists of 5 students, the teacher gives each group the media to use, namely paper media which contains preliminary reading, guides and directs the progress of the group discussion evenly.

After everything is finished, students collect answer sheets and the teacher praises the results of each group's discussion. And give them conclusions about the material they have studied.

3. Description of final activities

The teacher asks students to re-study at home the material they have studied so that students can answer the independent questions given at the second meeting, then the teacher closes the lesson with prayers and greetings.

b) Second meeting

In this section, there are several activities carried out during do research, namely as follows:

1. Description of initial activities:

The teacher and researcher enter the classroom, the teacher opens the lesson with greetings and invites students to pray before starting the lesson. Then in this initial activity the teacher conveys the learning objectives to be achieved.

2. Description of core activities:

The teacher begins the second meeting by conducting questions and answers with students regarding learning at the meeting previously. The teacher then gives students an independent test to measure to what extent their understanding of the lessons that have been taught at the first meeting, students submit the results of their work to the teacher.

3. Final activity description:

Teachers and students reflect on examining or contemplating deficiencies in learning outcomes so that what has not been achieved is necessary to take learning action the next day and close the lesson with prayer and greetings.

c) Observation

Student activities obtained an average score of 71.8 with the student activity category going well. The summary of student learning outcomes after learning cycle I:

No	Student Name	L/P	Mark	Information	
				Complete	Not Completed
1.	AFA	P	1		√
2.	OF	P	0		
3.	AN	P	1		
4.	AA	P	8		
5.	DR	P	1		
6.	EAW	L	0		
7.	FR	L	5		
8.	BUT	P	1		
9.	HR	L	5		
10.	IN THE	P	6		
11.	I	P	2		
12.	JM	L	7		
13.	JK	P	8		
14.	MRA	L	3		
15.	MAPS	L	5		
16.	OH	L	1		
17.	NRH	P	0		
18.	OH	L	9		
19.	SM	P	6		
20.	on	P	7		
Amount			1436	11	
Classical completeness		55%			
Completeness individual					

value	Average	71,8
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d) Reflection

Reflection is carried out by the class teacher together with the researcher after the entire series of learning processes in cycle I have been completed, so that the results obtained in the reflection can be used to consider decisions about taking further action.

The results of observing teacher activities are good with classical completeness of 55% and the average student score is 71.8 and learning outcomes have increased in this first cycle, namely from 35% to 55%. These results are not in accordance with the desired classical completeness, namely 80%, so the learning process will be continued in cycle II in order to get better student learning outcomes.

2. Description of Cycle II

a. Planning

At the learning planning stage in cycle II, the following planning steps are carried out:

1. Prepare a Learning Implementation Plan (RPP) according to the material, namely reading the beginning of the class and using learning steps such as singing, lectures, or questions and answers. Next, the researchers made it with two meetings per cycle
2. Prepare learning methods that will be used in conducting learning.
3. Prepare observation sheets of teacher and student activities to measure the smoothness of the teaching and learning process.

b. Implementation

Cycle II in this research was carried out in one meeting, at the first meeting, beginning reading was taught. This activity refers to the learning implementation plan (RPP) that has been created.

In cycle II, the person taking action or the teacher is the class teacher assisted by the researcher. Meanwhile, the recipients of the action were Class 1 students at SDN 1 Mumbul Sari. During the lesson, the researcher acted as an observer based on the teacher and student activity observation sheet.

The following is a description of the implementation of actions in cycle II which used two meetings:

a. The first meeting

Held on Tuesday 1 October 2024, the lesson will take place from 07:15 to 09:30, the material to be studied is about recognizing letters and words.

1. Description of initial activities:

The teacher and researcher enter the classroom, the teacher opens the lesson with greetings, then the teacher invites students to pray. Apart from that, the teacher also conveys the learning objectives to be achieved in the lesson.

2. Description of core activities:

The teacher begins the lesson with a lecture and activity singing, then the teacher conducts questions and answers regarding the media material being taught.

3. Final activity description:

The teacher tells students to re-study at home the material they have studied so that students can answer the independent questions given at the second meeting, then the teacher closes the lesson with prayers and greetings.

b. Second meeting

Held on Wednesday, October 2 2024, learning will take place from 07:15 WITA to 09:30. Discuss and remind you of yesterday's learning.

1. Description of initial activities:

The teacher and researcher enter the classroom, the teacher opens the lesson with greetings and invites students to pray before starting the lesson. Then in this initial activity the teacher conveys the learning objectives to be achieved.

2. Description of core activities:

The teacher begins the second meeting by conducting questions and answers with students regarding learning at the meeting previously. The teacher then gives an independent test to the students to measure the extent of their understanding of the lessons taught at the first meeting. The students submit the results of their work to the teacher.

3. Final activity description:

Teachers and students reflect on examining or contemplating deficiencies in learning outcomes so that what has not been achieved is necessary to take learning action the next day and close the lesson with prayer and greetings.

c. Observation

Observations were carried out by researchers by observing the learning process that took place during class:

No	Student Name	L/P	Mark	Information	
				Comple te	Not Comple ted
1.	AFA	P	9		
2.	OF	P	0		
3.	AN	P	0		
4.	AA	P	8		
5.	DR	P	3		
6.	EAW	L	0		
7.	FR	L	7		
8.	BUT	P	1		
9.	HR	L	5		
10.	IN THE	P	0		
11.	I	P	2		
12.	JM	L	2		
13.	JK	P	8		
14.	MRA	L	1		
15.	MAPS	L	5		

16.	OH	L	1		
17.	NRH	P	8		
18.	OH	L	9		
19.	SM	P	6		
20.	on	P	7		
Amount				17	
Classical completeness			85%		
Completeness individual					
Average value			79,1		

Based on the table above, it can be seen that the highest score reaches 98 with very good qualifications and the lowest score is 61 with poor qualifications. Classical completeness was 85% and the average score was 79.1. This result has exceeded the level of classical learning completeness.

d. Reflection

The results of deficiencies in the observation results in the previous cycle have been corrected properly, so the results are good. Based on the table of cycle II student learning outcomes, it can be seen that classical completion is very satisfactory. So learning was stopped until cycle II. Based on the learning outcomes of students before the action compared to the learning results after the action in cycle I and cycle II, it can be seen in the following table:

Table 4.8
Recap of Student Learning Results
Before Action and After action

Cycle	Classical Completeness	Rate-rate
Pra-Treatment	35%	65,25
I	55%	71,8
II	85%	79,1

INTER-CYCLE DISCUSSION

Based on the pre-action test, the average class score was 65.25, with the highest score being 98 and the lowest score being 50. The percentage of classical completeness was 35%, so the average student learning outcomes in this class reached the adequate criteria, with part Most of the students in the poor category. The data that has been obtained shows that action is needed to improve student learning outcomes. Based on analysis of data on providing action in cycle I, it shows that the percentage of students' classical completeness was 55% and the average score was 71.8, meaning that classical learning completeness had not been achieved with the predetermined classical completeness of 80%.

In cycle II the teacher's ability to implement learning with the theme Let's get to know the names of Allah's Apostles can be seen from the results of observations that the teacher has carried out the learning smoothly and all parts have been carried out well with an average score of 79.1 and a classical completion result of 85 %.

From the results of cycle II data analysis, the classical completeness score has reached 85% and the average score is 79.1, exceeding the established classical completeness

standards and an excellent achievement. Achievements have already been made. This is good because students show an active attitude specifically when asking about material that they don't understand, students also look very enthusiastic about the teacher's very clear explanations when explaining the material being taught.

Based on the 2 cycles implemented with continuous reflection, it shows that there is significant improvement, so it can be said that the success achieved by students shows a very satisfactory increase in students' abilities.

4. CONCLUSION

Based on learning results both before and after the action was taken, researchers found many problems in learning. This can be seen from the activities before the pre-action, namely the lack of interest or value of children in learning Indonesian because children are bored with learning methods that seem monotonous, thus making students lazy when given assignments in the form of questions. Then students also tend not to want to ask questions about material they don't understand. This makes the learning outcomes achieved unsatisfactory.

From the results of the research carried out, it can be concluded that the use of the word method in improving student learning outcomes at SDN 1 Mumbul Sari in 2024/2025 specifically in Indonesian language lessons can be achieved very well. Increasing learning outcomes is the impact of the actions carried out in cycle I and cycle II. The pre-action stage shows that the student learning outcomes in the initial reading material obtained an average class score of 65.25 with the highest score being 98, and the lowest score being 50. The percentage of Classical completeness was 35%, so the average student learning outcome in that class was still very lacking. In this research, researchers have applied quite applicable learning activities using the word method. In cycle I, it shows that the percentage of students' classical completeness is 55% and the average score is 71.8, meaning that classical learning completeness has not been achieved with the predetermined classical completeness of 80% and continued with Cycle II, learning with Beginning Reading material which is The results of the second cycle data analysis showed that the classical completeness score had reached 85% and the average score was 79.1, exceeding the classical completeness standards that had been set and achieved. which is very good. Thus, successfully achieving learning objectives depends a lot on how the learning process is experienced by students as students.

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