



## Improving Literacy through Reading Guide Learning Methods in Elementary School Students

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### ARTICLE INFO

*Keywords:* Reading Literacy, Reading Guide, Learning

*Received :* 16 February

*Revised :* 21 February

*Accepted:* 22 March

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### ABSTRACT

Re-education seeks to encourage the progress of student literacy in Indonesia. The purpose of this study was to determine the increase in the results of students' reading literacy tests after carrying out learning using the reading guide learning method for students in grade 4 SDN Klampis 02 Brebes

## INTRODUCTION

Today, the world of education is again trying to encourage the progress of student literacy in Indonesia. This can be seen from the independent curriculum program, one of which has a focus on improving literacy skills. The term literacy considered in ancient times was the ability to be able to read and write texts or books. However, in today's modern era, new literacy is a combination of the ability to read and write with the use of communication technology for today's human survival (Sahiruddin, 2021: 17). So, the ability that is expected today is the ability to be able to understand, manage, then present a text properly. Seeing this definition, it is very appropriate if our government emphasizes education focusing on literacy. If we want to look in the mirror, the Ministry of Home Affairs reports through its website that the level of literacy in Indonesia is ranked number 62 out of 70 countries. This statement is the result of a survey by the Program for International Student Assessment (PISA), then released by the Organization for Economic Co-operation and Development (OECD) in 2019. Of course, faster steps are needed so we can catch up. It is a tough task, but it can definitely be solved if there is good cooperation between all elements of society.

The School Literacy Movement may be a program that our ears are already familiar with. Through this program it is hoped that it can foster a culture of literacy, especially for elementary school students. As the name implies, at the basic level it is expected that students have begun to form literate student characters. A very good program if followed by good implementation as well. However, again, equity is an unfinished task. Tracing an implementation of the School Literacy Movement at the elementary school level in Klampis Village, Jatibarang District, Brebes Regency. Here, we can find limited facilities and infrastructure so that the human resource factor is a real obstacle. In the observation activity, we found a wide variety of students from those who had difficulty understanding reading to those who were still slow to read. Truly, an ironic reality in the midst of the uproar of the times. Based on the statements put forward, the question arises, how is the placement of the focus on students' literacy skills in the learning process that has been going on so far? Can the Reading Guide learning method improve students' reading literacy skills at SDN Klampis 02.

The reading guide learning method is an effort made to increase student focus in understanding reading. Guided reading learning is done by directing students to be able to find answers to the questions that have been given by the teacher. That way, students will be more focused and accustomed to understanding the important points of a text. The guide reading method has several advantages, including: students play an active role, material can be resolved more quickly in class, motivating students to enjoy reading, arousing students' interest in reading, making it easier for teachers to manage classes, creating a conducive classroom atmosphere (Fransiska, in Zhulaikhoh 2010:27).

By understanding the phenomena that occur, researchers are interested in continuing research activities with the aim of understanding how to place reading literacy skills in the learning process. Also, through the reading guide method, hopefully it can improve students' reading literacy skills. This increase

can be the key that opens the eyes of the nation's next generation to be able to answer all the challenges of the times. We hope that through this research activity we can provide a new experience which at the same time can improve students' reading literacy skills. Furthermore, this activity can be used as a choice of new variations in applying a learning method.

The research objectives that can be made are as follows: (1) To find out the effectiveness of applying the Reading Guide learning method in improving reading literacy skills in Klampis 02 Elementary School students, and (2) To understand the constraints experienced during the application of the Reading Guide learning method in literacy activities reading to students at SDN Klampis 02.

## METHODS

We carried out this research at SDN Klampis 02 which is located on Jalan Warunan Jaya, East Klampis Village, Jatibarang District, Brebes Regency. The location is about 17 meters from Muhadi Setiabudi University, Brebes. The choice of this location is based on our observations which show that it is necessary to provide learning innovations which have never been obtained before.

The research was carried out in the odd semester of the 2022/2023 Academic Year which we conducted for one cycle. The research we designed lasted for three months, from October to December 2022. The subjects in the research we conducted were fourth grade students at SDN Klampis 02, Jatibarang District, Brebes Regency with a total of 14 male students and 14 female students. 7 children. The object that we examine is a problem related to students' reading literacy skills.

The data sources in our research are primary and secondary data. Where we obtained primary data from students at SDN Klampis 02 directly. Meanwhile, we found secondary data from the results of students' reading literacy tests before using the Reading Guide learning method. We use these data to find out the progress of improving the reading literacy skills of students at SDN Klampis 02 Brebes.

The type of data that we collect is data in quantitative form. Where, the data that we can obtain is in the form of results from the tests given to students. In order to test the accuracy of the tests we carry out, we provide tests in the form of objective and subjective tests. We hope that the instrument that we have compiled can be used as a measuring tool used to test the extent to which students' ability to understand a text.

The data we obtained are quantitative data. That is, the data is the result of calculating numbers. So, the analysis technique that we can apply is the percentage calculation proposed by Dhydiet as follows:

$$P = F / N \times 100$$

Information:

P = Percentage

F = Frequency

N = Number of respondents

Related to the success criteria of a research can be measured through: Observation results of teachers and students, results of practice questions show completeness of more than two-thirds of the number of students, as well as the results of the final test with an average score above 70%.

## RESULTS AND DISCUSSION

### Result

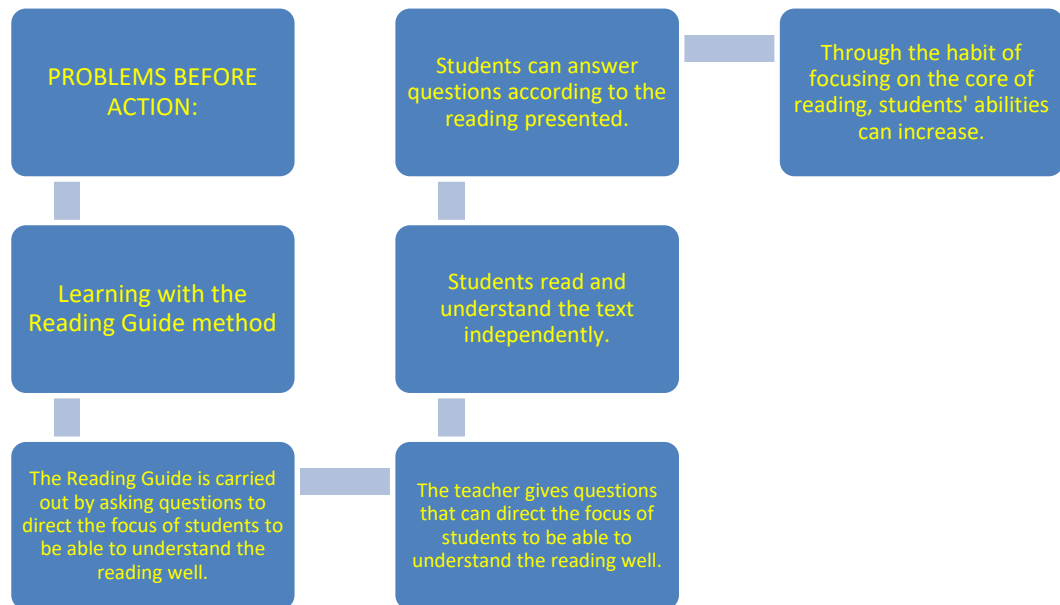


Figure 1. Research Thinking Framework

Class 4 students include students who have problems with low learning outcomes. Most of the students in the class have low learning concentration and students are not actively involved in learning.

The results of the research that we compiled were based on studies on class IV students at SDN Klampis 02 in the Indonesian language subject in semester I of the 2022/2023 academic year. The implementation of the action in this study was carried out in one cycle which consisted of one meeting. Here we present the results of the research.

### Pre Test

The initial action of the research itself is the work of students obtained from secondary data. Students' scores were obtained from students' work on reading literacy content that was given by the class IV teacher at SDN Klampis 02. The following are the pre-test results obtained by students:

Table 1. Results of Pre-Test Values

No.	NIS	Student's name	Value
1.	1909	Ahmad Hashif Alfarnos	33
2.	1910	Ahmad Zaki Hidayatulloh	33
3.	1952	Arza Atha Fairus	40
4.	1912	Auliya Khofifah	46

5.	1913	Azhaura Naja Assyifa	40
6.	1914	Bilyan Afwan Faruq	67
7.	1886	Faiz Adi Pramana	33
8.	1915	Iffanda Rizkiana	60
9.	1916	Iva Khoerotun Nisa	73
10.	1917	Jovian Abi Salam	33
11.	1918	Mefita Nur Kholifah	73
12.	1894	Muhamad Reza Azhar	40
13.	1919	Muhammad Rifqi Ulinuha	47
14.	1920	Muhammad Yusuf Hamami	40
15.	1921	Qiyara Azalia Salsabila	67
16.	1922	Rafa Syaputra	67
17.	1923	Rifqi Aditya Zahir	37
18.	1924	Robi Zidni Roekhan	67
18.	1925	Salmahwati	73
19.	1869	Lintang Galih Raditya	40
20.	2101	Yadzan Fauzan	40
Amount			1049
Average			49,95238
Lowest Value			33
The highest score			73

Based on the data from the pre-test results we obtained, many students scored below the KKM. The highest score obtained was 73 and the lowest value was 33. The average value can be calculated at 49.9. That way, there were 3 students who successfully completed the pre-test with a percentage of 14%. Meanwhile, there were 19 students who did not complete the pre-test with a percentage of 86%.

The percentage of reading literacy skills pre-test results of fourth grade students at SDN Klampis 02 can be presented in the following diagram:

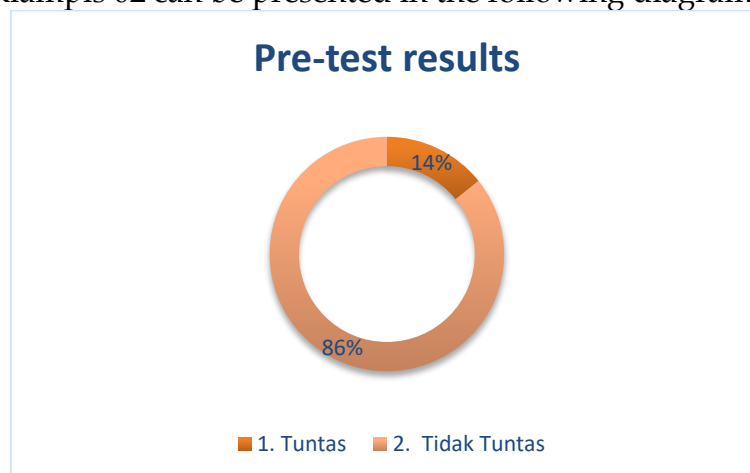


Figure 2. Pre Test Results Percentage Diagram

### Posttest Result

The results of follow-up research are in the form of students' work after being given an action that hopes to improve student learning outcomes. Post test scores were obtained from students' work on reading literacy content that had been given by researchers. The following are the results of the pre-test obtained by students:

Table 2. Posttest Cycle I Results

No.	NIS	Student's name	Value
1.	1909	Ahmad Hashif Alfaros	60
2.	1910	Ahmad Zaki Hidayatulloh	90
3.	1952	Arza Atha Fairus	100
4.	1912	Auliya Khofifah	90
5.	1913	Azhaura Naja Assyifa	80
6.	1914	Bilyan Afwan Faruq	100
7.	1886	Faiz Adi Pramana	60
8.	1915	Iffanda Rizkiana	85
9.	1916	Iva Khoerotun Nisa	85
10.	1917	Jovian Abi Salam	90
11.	1918	Mefita Nur Kholifah	85
12.	1894	Muhamad Reza Azhar	60
13.	1919	Muhammad Rifqi Ulinuha	80
14.	1920	Muhammad Yusuf Hamami	100
15.	1921	Qiyara Azalia Salsabila	80
16.	1922	Rafa Syaputra	100
17.	1923	Rifqi Aditya Zahir	50
18.	1924	Robi Zidni Roekhan	85
18.	1925	Salmahwati	85
19.	1869	Lintang Galih Raditya	50
20.	2101	Yadzan Fauzan	50
Amount			1665
Average			79,2857
Lowest Value			50
The highest score			100

Based on the data from the results of the post test that we did, students who scored above the KKM increased. The highest score obtained is 100 and the lowest value is 50. The average value can be calculated at 79.2. That way, students who successfully complete the posttest have increased to 15 people with a percentage of 71%. Meanwhile, students who did not complete the posttest decreased to 6 people with a percentage of 29%.

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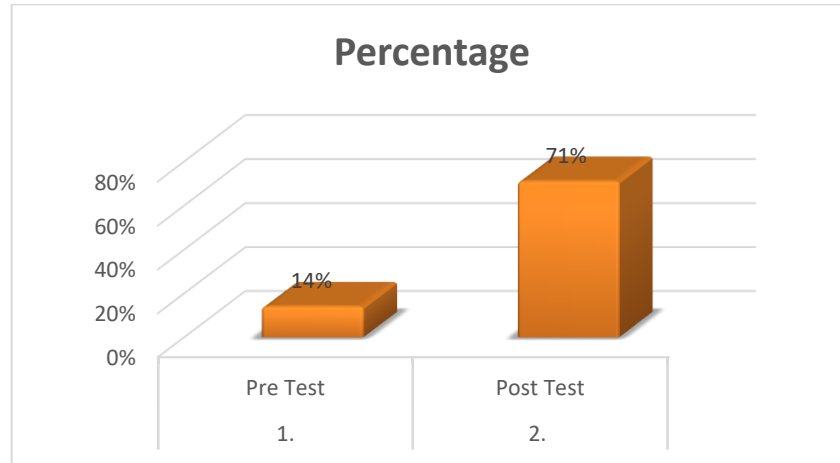


Figure 3. Comparison Diagram of Pre Test and Posttest

Based on the pre-test and post-test scores obtained, there was an increase in the test results of students' reading literacy skills after carrying out learning using the reading guide learning method. This increase can be calculated to have increased the learning completeness of students by 57%. Along with this increase, the average score of students also increased, initially at the pre-test it was 49.9 and at the post-test it was 79.2.

### Discussion

Class Action Research related to increasing reading literacy was carried out in class IV students at SDN Klampis 02 for the 2022/2023 academic year. The activity began with observing the condition of students at SDN Klampis 02, Jatibarang District, Brebes Regency. From the results of these observations, the researcher found that the level of reading literacy skills of the students of Klampis 02 Elementary School could be said to be low. According to the observations of researchers during the learning process, the low reading literacy skills of students occur because the learning that is held is too monotonous for students.

The condition of the students' literacy ability to read was strengthened by the results of the Pre Test assessment that the researchers obtained from the data on the learning outcomes of grade 4 teachers at SDN Klampis 02. The result was that there were only three students who managed to get the title of completion. Very worrying, this makes researchers conduct in-depth studies by looking at the work of students directly. The results of the students' work show that on average they have difficulty understanding, composing sentences, and are not even able to write neatly. Seeing this, certainly motivated researchers to innovate reading guide learning methods to help improve students' reading literacy skills.

The actions we take are in the form of providing guidance to students to be able to practice understanding a reading, stringing it together in a sentence that they make themselves, then rewriting it. After completing the action, the researcher gave a post test to students in grade 4 at SDN Klampis 02, Jatibarang District. In the post test, we found an increase in the learning outcomes of students in grade 4 at SDN Klampis 02. This can be seen from the increase in class average scores and the increasing number of students who managed to get the title of completion. With this increase, we can conclude that the reading guide learning method that we provide can help improve the learning literacy skills of grade 4 students at SDN Klampis 02.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of the research and discussion compiled, the researcher can conclude as follows:

1. Based on the pre-test and post-test scores obtained, there is an increase in the test results of students' reading literacy skills after carrying out learning using the reading guide learning method. This increase can be calculated to have increased the learning completeness of students by 57%. Along with this increase, the average score of students also increased, initially at the pre test it was 49.9 and at the post test it was 79.2.
2. In carrying out the action, we had several obstacles in its implementation. For example, it is difficult to arouse students' focus and interest in reading activities. Class 4 students at SDN Klampis 02 can be said to be distant from reading books, so it is a challenge for researchers to invite students to see that reading is fun.

## **FURTHER STUDY**

Based on the results of the research that the researchers have done using the reading guide learning method, we can convey some suggestions as input material in improving students' reading literacy skills, namely:

1. For the teacher council, it is better to use the reading guide learning method in carrying out learning related to reading literacy because using this method can help students understand a text which can ultimately improve students' reading literacy skills.
2. For school principals, they should be able to provide guidance and motivation to teachers to be able to use the reading guide learning method in an effort to increase students' reading literacy.
3. For students, the hope is that it can help create interesting learning through the reading guide method so that it can improve students' reading literacy skills.
4. For future researchers, they should be able to carry out action research with different settings and actions.
5. For schools, Collaboration with regional libraries to increase literacy activities

## ACKNOWLEDGMENT

The researcher would like to thank for the help and support in completing this research both morally and materially, especially to LPPM Muhadi Setiabudi University, and SDN Klampis 02 Brebes.

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