APPLICATION OF LEARNING TO READ FAST WITH THE METHOD WITHOUT SPELLING

Toifatun Nangimah

{ nangimahtoifatun@gmail.com }

Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Abstract. This study aims to improve the reading skills of MI Ya BAKII Planjan students using the learning to read without spelling (BMTM) method and describe the challenges faced in applying the BMTM method to MI Ya BAKII Planjan students. The method used in this research is PTK research which uses two cycles, namely planning, implementing, observing, and reflecting. The results obtained show that: 1) the application of the BMTM method can improve reading skills in MI Ya BAKII Planjan students. It can be seen from the results of data analysis that the average reading skills in pre-cycle reached 49.90, increasing to 63.40 in cycle I and 85.48 in cycle I with the Good category, while learning completeness in pre-cycle reached 21.05%. , increased to 42, 10% in cycle I and 100% in cycle II; and 2) the challenges faced in applying the BMTM method to MI Ya BAKII Planjan students, namely: (1) technical differences in reading and reading, (2) mistakes in recognizing letters, (3) inability to read diphthongs, double vowels, and double consonants, (4) inability to pronounce consonants /r/, /z/, (5) skip letters or words read, and (6) add or replace words that are different from the text.

Keywords: Learning to Read Without Spelling, Reading Skills, Students

INTRODUCTION

Indonesian is the language of instruction for Indonesian State education at all types and levels of schools, from kindergarten to tertiary institutions. Indonesian Language Subjects play an important role in updating and improving the quality of education. Therefore, the Indonesian Language Subject is an important subject for elementary school-age children because through this subject students are taught language skills (listening, speaking, reading, and writing).

In general, reading skills can be improved through learning to read at school. As a skill, reading needs to be taught as early as possible. According to Akharga, learning to read in elementary schools consists of two stages, namely for low grade students (I and II) it is called beginning reading, while for high grade students (III, IV, V and VI) it is called advanced reading (Halidjah, 2009, p. 3).

At the initial reading stage, teachers need to pay attention to low grade students. Because in this class, students are introduced to sounds, letters, syllables, words, and simple sentences. Class teachers have a very important position and role in teaching their students. Preliminary reading aims to enable students to develop their ability to pronounce and understand writing properly and correctly. However, in reality there are still many low grade students who are not fluent in reading, even still relatively low so that students have difficulty mastering subject matter that is mostly obtained through reading. The same thing happened to MI Ya BAKII Planjan.

At the planning stage, the researcher developed learning scenarios and lesson plans using the Learning to Read Without Spelling (BMTM) method. Researchers also prepared the required instruments such as observation sheets, questionnaires, and evaluation sheets. The researcher conducted a pretest with an average score of 50.00 with the lowest score being 20 and the highest score being 80 on the reading cognitive test. Meanwhile, on the psychomotor reading pretest test with an average score of 54.71 with the lowest score being 25 and the highest score being 80. The KKM in this study was 70 so that students who were declared incomplete were 14 for the reading cognitive test and 15 students for the psychomotor reading test.

Based on the results of observations and document studies conducted, it can be seen that the low learning outcomes of students are caused by the use of conventional learning methods which are dominated by teachers (teacher oriented). In learning to read the teacher only uses the spelling method, students must sit, be silent and full of concentration, and must memorize 26 letters. Some teachers were also found to use the sound method, syllable method, and word method. These methods of learning to read are commonly used methods. Although these methods can improve reading skills, it takes a long time for students to be able to read fluently. In contrast to the "learn to read without spelling" method, this method can make students able to read more quickly. Even in some tutoring places, they dare to provide a free trial service to learn to read. They dare to guarantee that they are able to make their students able to read in one meeting. However, this method has never been used on MI Yes BAKII Planjan.

In the application of the Learning to Read Without Spelling method, students do not have to sit still and concentrate, but students are active in learning through playing, drawing, coloring or role playing. Games or activities can be arranged by the teacher in form of small group activities or classically. When playing, students find their freedom to express themselves and find their enjoyment (Noviana, 2009).

Students will be more free to be active and creative in learning because the learning process is not only centered on the teacher. In playing or doing activities students really show their seriousness, interest and seriousness in following the lessons presented by the teacher.

This makes students less motivated to be active in learning in class. Students quickly feel bored and less interested in learning, students are burdened with letters that must be memorized and cause confusion in assembling them into syllables or words. In addition, conventional learning makes the learning atmosphere tense, stiff, and there is no interaction between students and teachers and students with other students; students are less free to be active and creative in learning so that it has an impact on students' low understanding of the reading or subject matter.

Based on the facts above, the authors are interested in conducting research on the application of the Learning to Read Without Spelling (BMTM) method in improving reading skills in class I MI Yes BAKII Planjan students for the 2022/2023 school year. The formulation of the problem that arises is whether the application of the Learning to Read Without Spelling (BMTM) method can improve the reading skills of class I MI Yes BAKII Planjan students for the 2022/2023 academic year.

The formulation of the problem that arises is whether the application of the Learning to Read Without Spelling (BMTM) method can improve the reading skills of MI Yes BAKII Planjan students?

Objective conducting research, namely so that reading skillsstudents and to describe the challenges faced in applying the BMTM method to MI Yes BAKII Planjan students. The application of the Learning to Read Without Spelling method is expected to improve reading skills. Through this BMTM method students will be more interested and motivated, because with games or activities that are interesting and fun.

The benefits of this research, namely for students, as information and motivation in improving reading skills; for teachers, as additional knowledge so that teachers can apply this method of reading without spelling to students; for the community, in order to be able to assist the community in teaching their children to read outside of school hours/at home; for researchers, as a guide and additional knowledge for researchers in the field of reading and can directly practice reading methods without spelling on students and to enrich literature or literature related to reading skills research in elementary schools.

RESEARCH METHOD

This type of research is classroom action research (CAR), while the approach used is a qualitative approach. In this action research using 2 cycles, each cycle consisting of 2 meetings, and each cycle includes the stages of planning, implementing, observing, and reflecting.

The location of this classroom action research was carried out at MI Ya BAKII Planjan. The research subjects were set at the students of Class I MI Yes BAKII Planjan. Determination of research subjects using random sampling, which is a technique or method of taking samples from members of the population. The process is carried out randomly without looking at the strata in the

population. The results of the evaluation of the sample will later represent the learning outcomes for other students who are not included in the sample research sample.

The research performance indicator in this study was the achievement of the class average score to reach the minimum completeness criteria (KKM) that had been set, namely 70 both on the reading skill test and on the reading cognitive test, as well as the number of students who got a complete score or reached the KKM that had been set. reached 85% of the total number of students.

Types of data using qualitative and quantitative data. Sources of data using primary and secondary data sources. Primary data sources are data sources derived from class I MI Ya BAKII Planjan students, while secondary data sources are data sources derived from archives or documents, student observation scores, observation sheets, notes from interviews with students and teachers, articles, research reports and relevant libraries.

Data collection methods used, namely test methods, participant observation, structured interviews, and documentation. Data analysis starts from the stages of data reduction (data reduction), data presentation (data display), and conclusion drawing/verification (Sugiyono, 2008, p. 246).

For knowimproving reading skills with the BMTM method, the data needed is in the form of reading speed results obtained from the results of performance tests (reading).

RESULT AND ANALYSIS

1.1 Reading Skills for MI Students Yes BAKII Planjan

The application of the BMTM method to MI Yes BAKII Planjan students was carried out in two cycles involving 30 students from class I. Samples were randomly selected according to their respective schools. The learning media used is a book by Intan Noviana with the title: Learning to Read Fast Method Without Spelling Stage 1 which totals 70 pages.

1.1.1 Pracycle

Based on the assessment of prasiklus the results of reading skills are obtainedstudents MI Yes BAKII Planjan as follows.

Table 1: Students' Reading Skills in Pre-cycle

Description	KPM	Qualification	Mark	Ket.
Average	40	Low	49.90	Not finished

Source: primary data (2023)

Based on table 1 above, it can be seen that the results of the pre-cycle reading skills of MI Yes BAKII Planjan students have not been completed with an average score of 49.90 in the Poor category, because it is under the minimum completeness criteria (KKM), while the effective speed of students' reading is 40 words per minute (KPM) of the expected 60 KPM. This was calculated from the 57 students who were used as the research sample as many as 12 students were declared complete (21.05%), while 18 others were declared incomplete (78.95%).

1.1.2 Cycle I

Based on the actions in cycle I, it can be seen that there was an increase in the percentage of learning completeness by 50% from 21.05% in pre-cycle to 42.10% in cycle I, still less than learning completeness   The classical requirement is 70%. If we compare the reading skills of grade I students between pre-cycle and cycle I, there is a significant increase, even though they are not yet in the fully completed category. In the pre-cycle, the average reading skills of MI Ya BAKII Planjan students reached 49.90 which then increased to 63.40. In terms of effective reading speed, there was also a significant increase from 40 KPM to 51 WPM, from the required 60 WPM. For more details, the comparison can be seen in table 2 below.

Table 2: Percentage of Reading Skills in Pre-cycle and Cycle I

No.	Description	Pracyclus	Cycle I	Ket.
1	Average	49.90	63,40	Increase
2	KBK	21.05%	42.10%	Increase

Source: primary data (2023)

1.1.3 Cycle II

Based on the actions in cycle I, it can be seen that there was an increase in the percentage of learning completeness by 42.1% from 42.10% in cycle I to 100% in cycle II. This means that students have been able to fulfill the minimum required classical learning mastery of 70%. When compared to students' reading skills between cycle I and cycle II, there was a significant increase. In cycle I, the average reading skills of MI Yes BAKII Planjan students reached 63.40 which then increased to 85.48. In terms of KEM, there is also a significant increase from 51 KPM to 68 KPM, meaning that students have been able to exceed the minimum number of words (60 KPM) that students must read per minute in learning to read. For more details, the comparison of pre-cycle results, cycle I.

Table 3: Percentage of Reading Skills in Cycle I and Cycle II

No.	Description	Pracyclus	Cycle I	Ket.
1	Average	63,40	85,48	Increase
2	KBK	42.10%	100%	increase

Source: primary data (2023)

While the comparison of the percentage of reading skills of MI Yes BAKII Planjan students through the application of the BMTM method can be seen in Figure 1 below.

Figure 1: Percentage of Reading Ability in Pre-cycle, Cycle I, and Cycle II
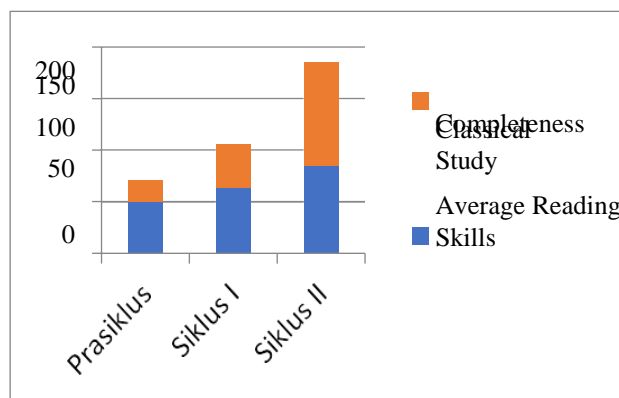
Source: Adapted primary data (2023)

1.2 Challenges Faced in Applying the BMTM Method

Reading is a very important skill for students to have, but often learning to read cannot run smoothly due to several challenges. Students' reading challenges must be detected immediately so that the teacher can provide solutions that overcome this problem. The importance of assessing reading challenge is the first step taken by teachers in determining the various reading problems faced by their students. Referring to the results of observations and interviews conducted at schools when applying the BMTM method to MI Ya BAKII Planjan students, it was found that the challenges faced in applying this learning method were as follows.

1.2.1 Differences in reading techniques

Learning to read at school is very constrained by the difference in the method taught at school with the method applied at home by their parents. Parents, tend to use old methods in teaching their children. The old methods were used with the spelling system. Children are required to memorize letter by letter, starting from consonants and then vowels, so that their time runs out to memorize these letters.

In learning to read there needs to be communication with parents. This communication will provide a common perception between teachers and parents in educating their children at home. The method used should make it easier for students to learn to read, not burdened with memorizing letters. Therefore, the BMTM method is applied in order to remove the old style of learning to read.

1.2.2 Errors in recognizing letters in the application of the BMTM method

BMTM found challenges from students who were wrong in recognizing consonants. This mistake occurs because students forget the memorized letters so that when the wrong letters are combined with other letters in one syllable or word the pronunciation is different. Errors in recognizing letters can have an impact on errors in pronunciation and meaning of words.

1.2.3. The inability to read diphthongs, double vowels, and double consonants

Another challenge encountered in the application of the BMTM method, namely the inability of students to read diphthongs, double vowels, and double consonants. Diphthongs are two vowels that are pronounced at the same time. A combination of vowels is called a diphthong when it produces only one sound (Wikipedia, 2022). Some students have difficulty reading words that contain diphthongs such as the pronunciation of the word "you" in the text of the fairy tale entitled "Deception of the Cat Doctor", and the word "Green Island, you" in the text of the fairy tale entitled "Scary Hedgehog Thorns". Students who are unable to pronounce diphthongs tend to stop and repeat the spelling several times until they succeed, while some students who are unable to read diphthongs tend to just skip it.

Another challenge What is faced is that students are unable to read words with double vowels and double consonants. When they encounter a word with a double vowel, they generally read only one vowel, such as the word "a, caught" in the text of a fairy tale entitled "The Cat Doctor's Deception" and "The Lucky Stump Wolf", and "The Frightful Hedgehog Thorns". Likewise with words with double consonants, students feel difficulty in pronouncing them correctly. Several times students were heard repeating their spelling from the beginning, and several students read by removing one letter or phoneme from the double consonant. The double consonants that were difficult for students to read were the word "finally, no" in the text of the fairy tale entitled "Deception of the Cat Doctor", the word "creature, amazed" in the text of the fairy tale entitled "Lucky Stump Wolf", and the word "conquer, the owner" in the text of the fairy tale entitled "Scary Hedgehog Thorns".

1.2.4 Inability to pronounce consonants

The common inability experienced by students when reading fairy tales during the evaluation of actions is to pronounce the consonant /r/ as in the word "hearing, being attacked" in the sentence: One day, he heard that the chickens in the village had a disease; the words "pretend, doctor, royal, think, uniform" in the sentence: "Aha, I pretend to be a royal doctor," thought the Cat as he put on a doctor's uniform; and the words "immediately, go away, from, expel, dare" in the sentence: "So it would be better if you leave this place immediately." The chickens then chased the cat away. Since then the Cat no longer dared to disturb the chickens there (text of the fairy tale The Cat Doctor's Deception). In addition, there are challenges in reading due to not being able to recitethe consonant letter /z/, like the word "fortune" in the sentence: From that incident, the woodcutter believes that God created every creature, of course, accompanied by the provision of sustenance (text of the tale of the Lucky Lucky Wolf).

1.2.5 Skipping letters or words being read

Another challenge in applying the learning method to read without spelling is that some students read by memorizing sentences or letters, because they do not understand the context, the words in the sentences they read are either not read or just skipped. There is another possibility that students skip these words with the aim of speeding up reading time. In fact, good reading is reading with the accuracy of the pronunciation of letters or words, clearly and loudly so that they can be heard properly. Some students also stated that they had difficulty reading if they did not point their fingers at the words being read, so that when given the opportunity to read in front of the class, they accidentally missed one of the words in the sentence.

1.2.6 Add or replace different words from the text

Another challenge faced when applying the method of learning to read without spelling is students add or replace a different word from the original text. When the text is not well understood, but only relies on memorization, what happens is that students improvise themselves by reading carelessly, adding words that do not match the text they are reading or replacing the words they are reading with other words. Some students also do not understand the function of comma or period punctuation when reading fairy tale texts. When does the reader pause to take a breath or pause to start a new sentence with the frequency of the sound rising or falling.

Reading for low-grade elementary school children emphasizes reading aloud. By reading aloud students indirectly more easily remember letters or syllables when combining them into words, or combining several words into sentences. Therefore, students should focus on the text that is being read, slowly but clearly, so that students really understand the message to be conveyed in the text.

Reading is one of the language skills that are interrelated and important to master in order to be able to communicate optimally. Someone will acquire a variety of new knowledge that can increase their insight so that they are better able to respond to the increasingly complex challenges of life in the future. An hourly complex society depends on the reading and writing capacities of its citizens to make complex judgments and act on extensive information (Ahuja,P and Ahuja, GC 2010: 5).

Learning to read without spelling has many advantages including being more effective and efficient, children understand and remember syllables faster because syllables can be correlated with pictures or words that children are already familiar with, such as "bo" which is correlated with "ball", the mastery process children's reading becomes easier, faster, so it's easier to learn to write, and there are many other advantages. Children understand and remember syllables faster because syllables can be correlated with pictures.

The BMTM method tries to get children to play, draw and do other activities that children like. In this method, it is forbidden to introduce letters, because this can burden the child. Children are only introduced to syllables, syllable terms are not mentioned but are replaced with names.

The advantages of teaching reading using the method without spelling according to (Noviana, 2009, p. 7), include active students. This means that only by being given an example of reading the title, students can learn to read independently. Teachers can implement an assistance system. With the help of other students who are already more fluent in reading. By having a spelling learning book module without reading, students can study on their own at home with the help of their parents. Thus students can more quickly be able to read. The teacher must understand the syntax of learning to read without spelling so that the success of the teaching and learning process can be achieved. As for the syntax for learning to read without spelling, it is strictly forbidden to spell (read directly), do not introduce students letter by letter but read each syllable immediately. In stage 1 there is no letter separator. Unless previously students already know the letters. The teacher only gives examples of the main teaching materials (only the title). If the student is not fluent then do not continue.

Students may continue to the next lesson when it is completely fluent. To avoid boredom the teacher should have a companion book because this companion book provides songs and applause that can inspire students' enthusiasm. Singing or singing is one thing that is inseparable from the world of children. In the condition that they are still young, whose vocabulary is still very limited, tone language is even easier for them to "chew" than words (verbal), making them required to

frown and struggle to understand. meaning. Meanwhile, the tone language will actually bring a variety of joyous moods, sadness, enthusiasm, happiness and others.

The following are the most effective and easiest ways to teach students to read without spelling.

2.1 Learners Have Memorized Letters A to Z

Make sure the student already knows all the letters from A to Z and their proper pronunciation. This has generally been given the introduction of various letters of the alphabet to students when students sit at the kindergarten education level. Teacher can teach reading through educational games to recognize the shape of the letters.

2.2 Combine letters into syllables

The teacher can do a way to teach students to read without spelling by combining consonants and vowels into one simple syllable. For example ba, bi, ca, ka, ki, ma, mi, and so on.

2.3 Introduce as many syllables as possible

The way to teach students to read without spelling is by introducing as many syllables as possible. Starting from the easiest syllables, namely the two alphabets and so on.

2.4 Practice reading one word as a whole

The last step, how to teach students to read without spelling is to practice reading skills in students by giving one word as a whole.

By learning speed reading techniques, we will get several benefits. First, sort out important information or not. The ability to speed read can be useful when you want to decide whether a reading material is important and relevant material for you or not. By mastering speed reading techniques, the decision to sort out important information can be made more easily and quickly.

Second, master the information quickly. Speed reading skills can help you master information faster and better. Previously, if a book that was 250 pages thick took one week, with speed reading the book could be finished in just one day. For some people who have been trained, the same book can even be completed in just 1-2 hours.

Third, improve understanding. Speed reading will make understanding better. Not only can master the material quickly, but also a better understanding. Why? Because speed reading will bring you to focus on issues and see more clearly the relationships between chapters, paragraphs, and between thoughts conveyed in a reading.

CONCLUSION

The success of learning Indonesian in the aspect of reading skills of MI Ya BAKII Planjan students is marked by improvements and changes in each cycle, according to Asrori (2009), learning is a process of changing behavior obtained through the experience of the individual concerned. With the implementation of learning provided by the teacher, it means that the teacher has provided direct learning experience to each student. In the learning process, students experience changes in terms of cognitive, affective, and psychomotor. Students become more motivated, active, and skilled in solving problems related to learning so that learning becomes better and more effective. This is in line with the opinion of Srie (2011) that effective learning is learning in which students acquire specific skills, knowledge and attitudes and are learning that students enjoy. The point is that learning is said to be effective if there are changes in the cognitive, affective, and psychomotor aspects.

Based on the results of the discussion, it can be concluded that: 1) the application of the BMTM method can improve reading skills in MI Ya BAKII Planjan students. It can be seen from the results of data analysis that the average reading skills in pre-cycle reached 49.90, increasing to

63.40 in cycle I and 85.48 in cycle I with the Good category, while learning completeness in pre-cycle reached 21.05%. , increased to 42.10% in cycle I and 100% in cycle II; and 2) the challenges faced in applying the BMTM method to MI Ya BAKII Planjan students, namely: (1) technical differences in reading and reading, (2) mistakes in recognizing letters, (3) inability to read diphthongs, double vowels, and double consonants, (4) inability to pronounce consonants /r/, /z/, (5) skip letters or words read, and (6) adding or replacing different words from the text. The author hopes that this brief description is useful for readers.

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