

THE USE OF EPA 5 MODEL IN EARLY READING LEARNING FIRST GRADE STUDENTS IN SDN 204 CIDADAP DISTRICTS CIDADAP BANDUNG CITY

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ABSTRACT

This action research was motivated by the existence of problems in early reading learning in elementary schools. Early reading learning is not creative. Students are only instructed to memorize letters, words, and sentences in reading books, so that when students read simple sentences in writing, students are unable to read smoothly. The study was conducted in class I 204 Cidadap Elementary School with a total of 23 students. The research objectives were to: (1) describe the initial reading activities in class I by using the EPA 5 model for students in Class I of SD Negeri 204 Cidadap; (2) to find out the initial reading ability using the EPA 5 model for students of Class I of SD Negeri 204 Cidadap. This research was conducted with Classroom Action Research (PTK) method in three cycles. Data analysis was carried out in a qualitative way descriptively and quantitatively by searching for the average. Based on the research that has been done, the average value of students' initial reading activities in cycle I was 67.83, cycle II 72.17, and cycle III 76.52. Whereas reading ability in cycle I was 56.96, cycle II 69.13 and cycle III 80.00. It shows that the EPA 5 model can increase students' activities and abilities in learning to read early.

Keywords: Learning, reading beginning, EPA model 5

INTRODUCTION

Education is a necessity and necessity for humans because humans are born in a state of helplessness, and cannot stand alone. Education according to Langeveld

(Sadulloh, 2007: 3) is "guidance given by adults to children who are not yet mature to reach maturity". Based on the above understanding, education aims to achieve maturity. Further in the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System (Sadulloh, 2007: 4-5) says.

"Education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country. "

Based on the understanding of education that has been described above, it can be concluded that education is an effort that is carried out consciously and planned by adults to children who are not yet mature to reach maturity.

Education in its implementation takes the form of interaction and communication between educators and students. Educators are adults while students are immature children. This maturity is the goal of education.

Education in Elementary Schools (SD) is education conducted in the most basic schools. In elementary school, the first time students get the most basic education and learning starting from learning to read, write and count. In addition, students also get formal language learning. Language is the main communication tool for interacting with others. Therefore, language learning needs to be taught early so students are able to communicate. The language learning obtained by students in elementary school is Indonesian language learning.

Indonesian Language Learning at Elementary School basically aims to equip students have the ability to communicate effectively and efficiently both orally and in writing. In Indonesian language learning there are four language skills that must be possessed, namely listening skills, writing skills, reading skills, and speaking skills. Reading skills are one of the language skills that elementary students must have. Mastery of reading skills greatly determines the success of student learning, because the entire learning process of students is always related to reading. Students who are unable to read will experience difficulties in following the learning process. Reading is the process of reciting the written language symbol and the process of understanding reading to get information from the reading.

The earliest learning to read in elementary school given to class I is to read the beginning. The ability to begin reading in class I is the first step of students' success in achieving achievement. With maximum reading ability, students will find information easier from various written sources. Early reading learning is emphasized on the accuracy of sounding writing, pronunciation and intonation that is reasonable, smoothness and clarity of voice. Early reading skills in class I are the basis of advanced reading skills. Therefore, the teacher's ability to read early must be considered. Purwanto and Alim (1997: 29-30) said "the success of students in reading the beginnings not only determines students' reading ability at the next stage, but also raises children's interest in reading".

Based on the phase of the development of reading, class I students are in the first phase. This phase lasts from 7 to 8 years, which is able to read letters, syllables, and simple words through stories. Therefore, elementary school students must be able to read simple words with reading media.

Efforts to improve the ability to begin reading are carried out through learning in schools. When learning reaches its goal, learning is said to be successful. According to Abidin (2010: 114) "the purpose of early reading in class I is so that students can read simple words and sentences smoothly and precisely". Based on the results of the authors' observations to the field, the authors found problems in reading the beginning in class I of Cidadap Elementary School 204. The problems are as follows.

1. Students still stammer in reading simple sentences;
2. Students still spell letters; and
3. Students only focus on the reading book given by the teacher, so that when the teacher writes a simple sentence on the board, students cannot read the sentence.

The above problems are caused by teachers only using Indonesian language textbooks in reading. The use of learning models that are less varied also causes the emergence of these problems. The teacher only uses one model, even though the reading learning model varies greatly. Therefore, the teacher must design creative learning so that students are more enthusiastic in participating in learning. The things that need to be considered in designing learning in the classroom, namely the teacher must establish learning objectives to be achieved, choose learning material, and establish a suitable and appropriate model, and design an assessment to measure student achievement in learning.

In reading the beginning, there are models that can be used in early reading learning, one of which is the EPA model 5. With this model the early reading learning in class I will be more interesting. Students actively organize the movements and focus of their eyes during the reading process. Students interact with text which is a data source in exploring students' initial knowledge. The EPA 5 model used in this study was conceptualized as a preliminary reading learning model consisting of five steps which contained the Introduction and Concept Application Exploration activities, so that it was better known as the EPA Model term. The steps in the EPA 5 model are as follows:

1. The first step is that students read the text that has been provided.
2. The second step is that students are directed to read the text from left to right.
3. The third step is that students circle or color the words found in the text that the teacher has provided from left to right.
4. The fourth step is that students write down the words that have been circled or colored from each row.
5. The fifth step is that students read the sentence they have written.

These steps are to improve the initial reading ability of students in Class I of SD Negeri 204 Cidadap, Cidadap District, Bandung City.

The preliminary reading activity in this study is the activities carried out by students during the learning process of beginning reading. The preliminary reading activity was measured by indicators (1) direction and motion of views during the process of reading the text (2) the accuracy of the students' answers with the answer key. This capability is measured by the guidelines for activity assessment (5) both (3) sufficient (1) less.

The initial reading ability that will be tested in this study is reading smoothly simple sentences consisting of 3-5 words with the right pronunciation and intonation. This ability is measured by indicators (1) accuracy of voice writing, (2) pronunciation, (3) intonation, and (4) fluency. The measuring instrument used is a test.

THINKING FRAMEWORK

The ability to begin reading in class I is the first step of students' success in achieving achievement. With maximum reading ability, students will find information easier from various written sources. Early reading learning is emphasized on the accuracy of sounding writing, pronunciation and intonation that is reasonable, smoothness and clarity of voice. Early reading skills in class I are the basis of advanced reading skills. Therefore, the teacher's ability to read early must be considered.

To overcome the problems in learning, it is needed indicated learning models that are able to overcome the problems faced by teachers and students in teaching and learning activities. The model is a form of learning that is drawn from the beginning of learning to the end of learning that is typically presented by the teacher.

The EPA 5 model is a variation of the Exploration, Introduction, and Concept Application learning models in reading the beginning in class I and II. Variations in this model include EPA 1 model, EPA 2 model, EPA 3 model, EPA 4 model, EPA 5 model, and EPA model 6. EPA learning model is intended to improve students' skills to interact with text.

The frame of mind can be shown in the chart below.

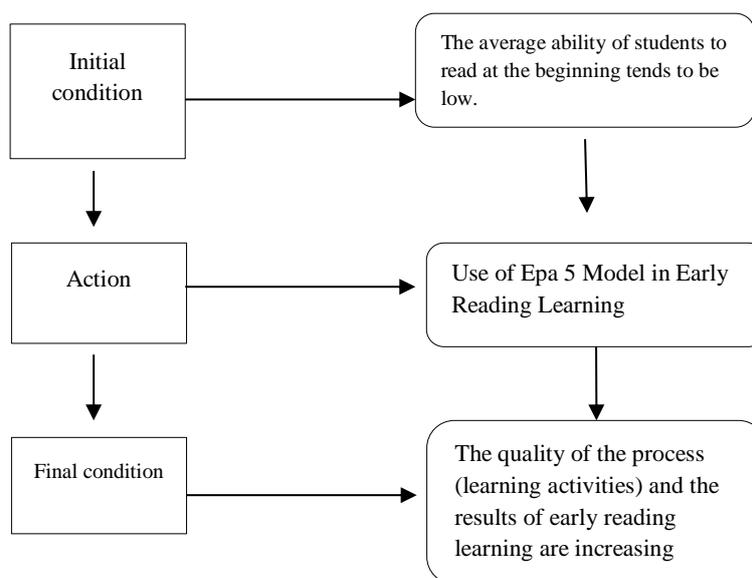


Figure 1. Thinking Framework

INDONESIAN LANGUAGE LEARNING IN ELEMENTARY SCHOOLS

Indonesian language learning in elementary schools (SD) basically aims to equip students to have the ability to communicate effectively and efficiently both orally and in writing. In Indonesian language learning there are four language skills that must be possessed, namely listening skills, writing skills, reading skills, and speaking skills. Listening and reading skills are receptive skills, while speaking and writing skills are productive skills. Reading skills are one of the language skills that elementary students must have. Mastery of reading skills greatly determines the success of student learning, because the entire learning process of students is always related to reading. Students who are unable to read will experience difficulties in following the learning process.

THE BEGINNING OF LEARNING TO READ

Early reading is a skill and cognitive process. The skill process refers to the recognition and mastery of phoneme symbols, while the cognitive process refers to the use of phoneme symbols that are known to understand the meaning of a word or sentence (Abidin, 2010: 116).

Early reading is an early reading learning process. "The purpose of early reading in class I is so that students can read simple words and sentences smoothly and precisely" (Abidin, 2010: 114).

READING LEARNING WITH EPA MODEL 5

The EPA 5 model is intended to improve students' skills in organizing movements and focus of view during the reading process. Move and focus the view when the reading process is multidimensional and dynamic. Multidimensional means the movement of eye sight when the reading process is not only one direction (for example, from left to right) but multi-direction. Dynamic means that the focus of the eye when the reading process is not centered on one point but moves along with the letters in the writing (Resmini et al., 2006: 284). In the EPA 5 model, emphasis is placed on the use of text. However, the text in the EPA 5 model is not a text that is already in the student reading book, but is made by the teacher.

METHOD

The method I use is a classroom action research method (classroom action research) or often called PTK. CAR is a strategy to solve problems in learning by utilizing concrete actions.

Classroom action research is a variety of classroom-oriented learning research conducted by the teacher, improving the quality and learning outcomes and trying new things in learning to improve the quality and learning outcomes. PTK is described as a dynamic process which includes aspects, planning, action, observation and reflection related to the next cycle. CAR has its own characteristics that distinguish it from other researches, including: the problem raised is the problem faced by the teacher in the classroom and the existence of certain actions (actions) to improve the teaching and learning process.

PTK is part of action research, while the understanding of PTK itself according to Susilo (2008: 1) is "One of the problem solving strategies that utilizes concrete actions and the process of developing the ability to detect and solve problems". Susilo (2008: 1) said again that PTK can be defined as follows.

Simply stated, PTK can be defined as a controlled and independent reflective investigation process carried out by the teacher / prospective teacher who have the aim to make improvements to the system, work method, process, content, competence, or learning situation. Based on the understanding above PTK is used to solve problems of classroom learning carried out by several actions. Based on the above notions of PTK, it can also be concluded that PTK aims to improve the learning process and improve the quality of learning in schools as well as the developer of abilities teacher in class learning. From this goal we can take the benefits of PTK for teachers and prospective teachers to improve the learning process as well as teacher professionalism in learning, as well as examine the effectiveness of a learning that has been carried out.

The research design used by the author refers to John Elliot's model. 'The design of John Elliot's CAR model was developed based on the basic concept of Kurt Lewin' (Susilo, et al., 2008: 16). John Elliot's PTK model is specifically for researchers whose implementation in one cycle consists of several actions. This is because in a subject there are several subjects consisting of several materials that cannot be completed in one action.

The implementation of the actions taken during this research is six times the actions carried out in three cycles. The learning stage is outlined in the Learning Implementation Plan (RPP) that has been prepared before taking action.

In this study the author uses several research techniques, namely as follows.

1. Observations
2. Field Notes
3. Test
4. Documentation
5. Interview

The data obtained in the study are qualitative and quantitative. Qualitative analysis is used to analyze data that shows the interaction processes that occur during learning in accordance with the focus of the research, namely the learning of early reading using the EPA 5 model obtained through observation, interviews and field notes. While quantitative data is

used to determine the level of progress of student learning outcomes after the action is carried out. Data on student learning outcomes were obtained through tests.

Qualitative data is processed by processing data from the results of interviews, observations, and field notes by describing the results of the study. The quantitative data obtained from student test results, then processed by finding the average and the percentage of student scores.

The average student test results are calculated using descriptive statistics, with the following formula.

$$\bar{X} = \frac{\sum x}{n}$$

Explanation:

\bar{x} = mean / average value

$\sum x$ = total score

n = number of samples

Validity testing in this study uses external validity. One of the validity tests was done by technical triangulation. In triangulation of this technique, the author uses observation, field notes, tests, interviews, and documentation as a tool to test the validity of research.

RESULTS AND DISCUSSION

Results

After conducting research starting from the first cycle, second cycle and third cycle through the use of EPA 5 learning model for elementary school initial reading skills, it can improve the initial reading ability in class I of Cidadap 204 Elementary School.

Based on the learning that has been done, it can be seen that the application of the EPA 5 model has succeeded in increasing the reading activity of class I students at Cidadap 204 Elementary School. The success can be seen from the value of activities obtained by students from cycle I to cycle III. cycle done. Cycle I the average value of the initial reading activity is 67.83. Cycle II the average value of the initial reading activity is 72.17. Cycle III the average value of the initial reading activity is 76.52. The increase in the value of student activity in preliminary reading can be described in the following graph.

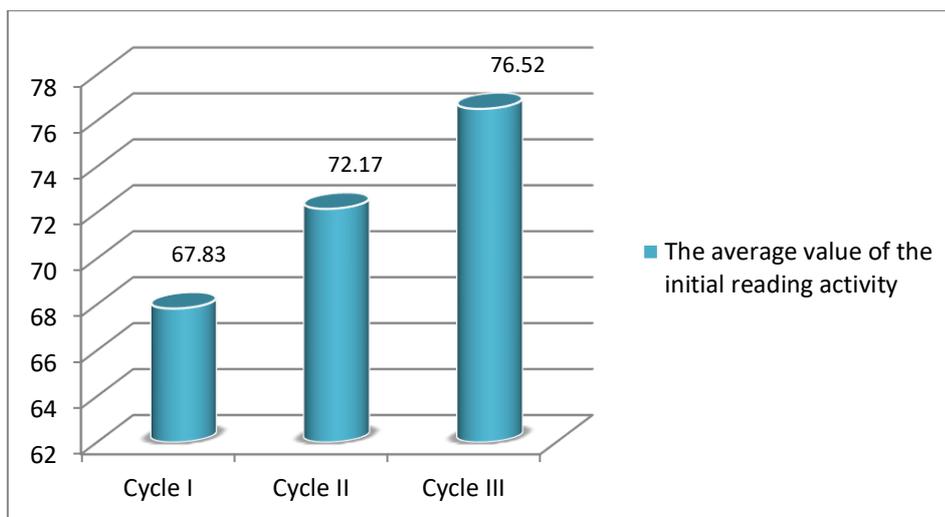


Figure 2. Graph of Average Value of Initial Reading Activity

Based on the graph in Figure 2 it is known that the average value of the preliminary reading activity of grade I students of 204 Cidadap Elementary School in the first cycle was 57.69 and the second cycle was 74.61. This shows that the average value of student activity increased by 22.67%. In cycle II the average value of student activity is 74.61 and cycle III the average value is 89.23. This also shows an increase in the average value of student activity from cycle II to cycle III by 16.38%.

Not only is the average value of the preliminary reading activity, the success of learning is also indicated by an increase in tests on initial reading skills. The average value of the initial reading ability in cycle I was 56.96 and cycle II was 69.13. This shows an increase in the average value of the initial reading ability from cycle I to cycle II by 26.39%. In cycle II to cycle III also experienced an increase. The average value of the initial reading ability in cycle III is 80. The increase in cycle II to cycle III is 12.49%.

The increase in the average value of the initial reading ability can be described in the following graph.

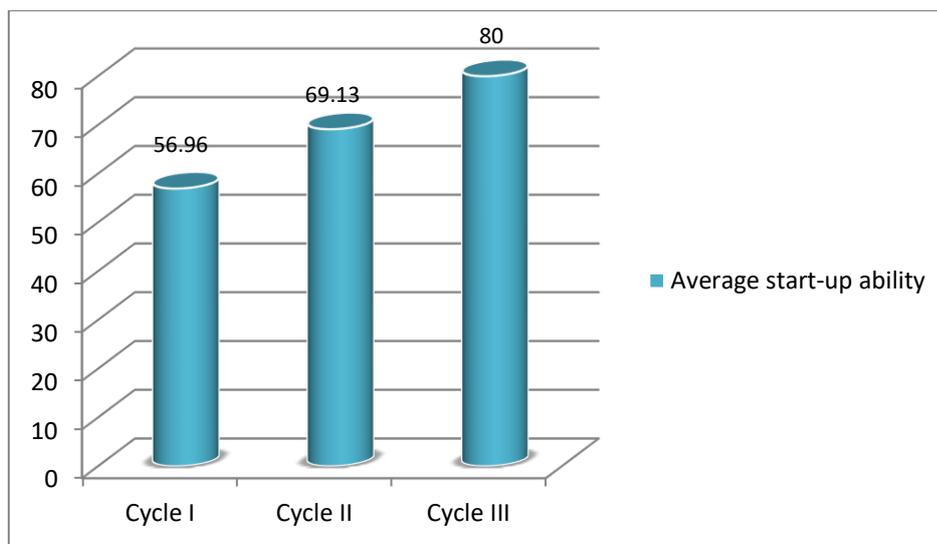


Figure 3: Graph Average Value of Beginning Reading Ability

In line with the increasing value of the initial reading activity and the value of the initial reading ability, an increase also occurs in the learning process. All events that occur during the learning process are summarized in the field notes. In the first cycle class management is not good. There are still students playing with friends. Students are also confused when writing a sentence on the fifth line because it is not written on the worksheet. Giving instructions on the work of LKS is also not good. Students have not really understood the instructions given teacher. Based on the field notes in cycle II, class management is not good. There are still students playing picture cards. The instructions given by the teacher are understood by students. Based on the field notes in the third cycle, class management is good. Students look enthusiastic in participating in learning. Students look happy with the apperception by the teacher, because they use puppet and puppet media.

Based on interviews conducted with two students who were lacking in reading ability, information was obtained that in cycle I students said they had difficulty reading. In cycle II students still have difficulties in reading because there is no reading guidance at home. In the third cycle students say they can read but still spell the word. Based on information obtained from observers that in the first cycle of action 1 teacher did not explain the steps of learning to students and did not provide follow-up. In action 2 teachers have done all the activities well. In cycle II action 1 the teacher does not convey the learning objectives and does not write material or themes on the board. In the actions of 2 teachers, they have carried out activities well. In the third cycle of action 1 and 2 teachers have done all the activities well.

In line with the success of learning that has been presented in advance, in terms of the theory that reading learning will succeed if students learn to interact through text. This is in line with Resmini's opinion (2006: 234) as follows.

"Increasing students' ability to read skill can only be carried out if students learn to interact through text. Through text, students can find out (1) the writing system in a language, (2) the communication context, what happens, who is involved (the actors), and what language rules are used? (3) the process of interacting knowledge and experience (a process of semantic choices), and (4) social messages packaged in writing."

Discussion

On the basis of the above statement, the preliminary learning in class I uses the EPA model 5. The advantages of the EPA 5 model according to Resmini (2006: 284) are "to improve students' skills in organizing movements and focus of view during the reading process". This model uses text (reading) for students to read.

Based on the characteristics of the development that elementary school students aged around 7 to 12 years are at the stage of children. This stage is the stage of development of the world of intelligence. Sadulloh (2007: 114) said the following.

"At this time children are very active in learning what is in their environment, the urge to know and act on their environment is very large. But on the other hand because of his limited ability and knowledge he has difficulties, obstacles, even failures. These obstacles and failures can lead to feelings of inferiority. The main outward symptom is the curiosity that appears in reading preferences and other activities that lead to the satisfaction of curiosity about the wider world."

Based on the statement that has been explained in advance, it can be understood that elementary school age is at the stage of reading development.

During the learning process, of course the teacher must be able to manage the class. In cycles I and II the teacher has not been able to manage the class properly. To create good learning conditions the teacher must have classroom management skills. According to the Ministry of National Education (Rukmana, Ade and Suryana, Asep, 2006: 4) what is meant by classroom management skills are as follows.

"Classroom management skills are the skills of teachers to create and maintain optimal learning conditions, and skills to restore optimal learning conditions, if there is interference in the learning process both those which are minor and temporary disturbances and ongoing disturbances."

Based on the above understanding, according to Rukmana and Suryana (2006: 5) there are components of classroom management skills which are divided into two parts, namely as follows.

1. Skills related to the creation and maintenance of optimal learning conditions, namely:
 - a. show responsiveness;
 - b. share attention;
 - c. focus group attention;
 - d. provide clear instructions;
 - e. reprimand; and
 - f. give reinforcement.
2. Skills related to controlling optimal learning conditions, namely:
 - a. modify behavior;
 - b. group management; and
 - c. find and solve behavior that causes problems.

Based on the statement that has been presented in advance, that the skill of managing classes must be owned by the teacher. The learning process is at the core of the overall education process. In this case the teacher plays the main role. Good classroom management will create comfort and an effective learning atmosphere.

In cycle III there was found one student who did not want to read in front of the class. This shows that students need motivation or encouragement. Motivation can come from within the individual as well as motivation from outside the individual. The teacher is a motivator for students. According to Sagala (2008: 153) "motives have a considerable role in learning efforts". Furthermore, Rukmana and Suryana (2006: 3) stated that the general principles of learning are as follows.

1. The learning process is complex but organized;
2. important motivation in learning;
3. learning goes from simple to increasing to complex; and
4. learning involves the process of difference and generalization of various processes.

Both opinions above indicate that motivation has a large and important role in learning. Students who have a small motivation from within themselves need to be motivated by the teacher. So that students can do learning activities.

The success of learning can be seen from the increase in the average value of the initial reading activity and the beginning of the students' reading ability from cycle I to cycle III. This shows that learning to read early using the EPA 5 model can increase students' initial reading activities and students' initial reading ability.

CONCLUSION

Based on the results of research that has been carried out it can be concluded as follows:

1. Preliminary reading activity using the EPA 5 model for students in grade I of Cidadap 204 State Elementary School increased. This increase was marked by an increase in student learning activities in early reading learning in each cycle. This activity is seen from the ability of students in the direction and movement of views during the process of reading text and students' answers with an answer key. It can be seen that the average value of the initial reading activity in cycle I was 57.69 and cycle II was 74.61. This shows that the average value of student activity increased by 22.67%. In cycle II the average value of student activity was 74.61 and the third cycle the average value was 89.23. This also shows an increase in the average value of student activity from cycle II to cycle III at 16.38%.
2. The ability to read the beginnings by using the EPA 5 model for students in class I of SD Negeri 204 Cidadap increased. The improvement of students' initial reading ability can be seen from the values obtained by students in each cycle. The average value of initial reading ability in cycle I was 53.5 and cycle II was 72.69. This shows an increase in the average value of the initial reading ability from cycle I to cycle II by 26.39%. In cycle II to cycle III also experienced an increase. The average initial reading ability in cycle III is 83.07. The increase in cycle II to cycle III was 12.49%.

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