

THE IMPLEMENTATION OF THE BEGINNING READING AND WRITING METHOD TO IMPROVE SIMPLE SENTENCE READING SKILLS OF ELEMENTARY SCHOOL STUDENTS

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Abstrak

Penelitian tindakan kelas ini bertujuan untuk meningkatkan kemampuan membaca kalimat sederhana pada siswa kelas 1B SDN 2 Tatura dalam pembelajaran Bahasa Indonesia. Subjek penelitian berjumlah 28 siswa, terdiri atas 16 laki-laki dan 12 perempuan. Penelitian dilaksanakan dalam dua siklus dengan menggunakan model PTK yang mencakup tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Permasalahan utama dalam penelitian ini adalah rendahnya kemampuan siswa dalam memahami dan membaca kalimat sederhana. Sebagai solusi, diterapkan metode Membaca Menulis Permulaan (MMP) yang bersifat kontekstual dan berpusat pada siswa. Data dikumpulkan melalui observasi aktivitas guru dan siswa, serta tes hasil belajar menggunakan lembar kerja siswa (LKPD). Hasil penelitian menunjukkan peningkatan persentase ketuntasan belajar siswa dari 75% pada siklus I menjadi 93% pada siklus II. Temuan ini menunjukkan bahwa metode MMP efektif dalam meningkatkan kemampuan membaca kalimat sederhana siswa kelas I dalam konteks pembelajaran Bahasa Indonesia.

Kata Kunci: bahasa Indonesia, kemampuan membaca kalimat sederhana, metode membaca menulis pemula,

Abstract

This classroom action research aims to improve the ability to read simple sentences in grade 1B students of SDN 2 Tatura in learning Indonesian. The research subjects were 28 students, consisting of 16 males and 12 females. The research was conducted in two cycles using the PTK model which includes the stages of planning, action implementation, observation, and reflection. The main problem in this study is the low ability of students to understand and read simple sentences. As a solution, the Early Reading Writing (MMP) method was applied which is contextual and student-centered. Data were collected through observations of teacher and student activities, as well as learning outcome tests using student worksheets (LKPD). The results of the study showed an increase in the percentage of student learning completion from 75% in cycle I to 93% in cycle II. These findings indicate that the MMP method is effective in improving the ability to read simple sentences of grade 1 students in the context of learning Indonesian

Keywords: Indonesian, simple sentence reading ability, beginning reading writing method

1. INTRODUCTION

Education serves as a foundational pillar for individual development and societal progress. It is a critical means by which individuals achieve personal aspirations and contribute meaningfully

to their communities. At the heart of this system lies primary education, particularly the mastery of fundamental literacy skills such as early reading and writing. These foundational competencies are vital for shaping students' cognitive growth, academic achievement, and long-term learning

motivation (Ayuningtyas et al., 2025). However, despite the recognized importance of early literacy, many young learners in Indonesian primary schools continue to struggle with basic reading skills.

Preliminary observations conducted in Class 1B of SDN 2 Tatura revealed an alarming reality: only 8 out of 28 students could effectively recognize letters and read simple sentences, while the majority were unable to decode or comprehend even basic textual content. This translated into a formative assessment score average of 50.71%, which falls significantly below the school's established Minimum Mastery Criteria (KKM) of 70. Such findings suggest the presence of systemic issues in the delivery of reading instruction during early education.

Traditionally, reading instruction in many Indonesian classrooms, including SDN 2 Tatura, has relied heavily on conventional, teacher-centered methods. In this approach, educators demonstrate reading aloud while students passively repeat the words without active cognitive engagement or decoding practice. Consequently, many students resort to rote memorization rather than understanding letter-sound relationships or recognizing word patterns—critical components of emergent literacy. As (Apps et al., 2023) highlight in their study on digital reading platforms in Australian schools, passive engagement with reading content can diminish students' ability to meaningfully interact with text and hampers the development of authentic literacy skills.

Moreover, limited opportunities for guided reading practice in such environments further exacerbate students' learning difficulties. The absence of interactive and differentiated instructional strategies fails to address the varying literacy needs of students, especially those who enter school without prior exposure to reading. As (Dewani et al., 2025) argue, a lack of alignment between pedagogical practices and students' reading interests significantly affects

both motivation and performance in literacy tasks.

Numerous methods have been introduced in Indonesian education to improve early reading skills, such as the Syllabic Method, SAS (Structural Analytic Synthetics), and Global Method. However, the gap between theoretical pedagogical innovation and its practical classroom implementation remains wide. Many of these methods have not been fully adapted to actively engage learners intellectually, emotionally, and socially. According to (Handayani & Adi, 2025), incorporating culturally relevant and multisensory learning media in literacy instruction can significantly enhance students' participation and comprehension, especially in early grades.

Research by (Juneli et al., 2025) supports the adoption of strategies such as Preview, Question, Read, Summarize, and Test (PQRST) to develop reading fluency and comprehension in primary students. These strategies promote metacognitive engagement and allow learners to take ownership of their reading process. Yet, such methodologies are rarely integrated in the Indonesian early childhood curriculum in a systematic and sustained manner. The persistence of low reading achievement, as observed in SDN 2 Tatura, highlights the urgent need for a paradigm shift in early literacy instruction.

In addition, the development of early literacy cannot be isolated from broader educational inequalities and systemic disadvantages. (Driessen & Merry, 2014) emphasize that socioeconomic disparities and under-resourced school environments significantly contribute to early learning gaps. In this context, a one-size-fits-all teaching approach fails to support students who come from diverse linguistic and cultural backgrounds, including those in Indonesian public schools where access to print-rich environments may be limited.

To overcome such barriers, innovative pedagogical models must be designed to

emphasize student-centered learning, contextual relevance, and multimodal engagement. For instance, (Salamah & Sarjiyem, 2025) found that game-based educational media had a positive influence on the early reading development of kindergarten children by enhancing associative learning and motivation. Similarly, (Nurani & Mahendra, 2019) demonstrated the effectiveness of “Big Book” media in developing beginning reading skills through visual and interactive storytelling in primary schools.

In the same vein, (Bist & Kandel, 2024) advocate for a Reader Response Approach that fosters interpretative reading and deeper engagement with texts, particularly in English as a Foreign Language (EFL) contexts. While such an approach may require adaptation for early readers, the underlying principle—active learner involvement in constructing textual meaning—remains relevant to the development of reading proficiency in early childhood education.

The research by (Ayuningtyas et al., 2025) also underscores the value of the phonics method in teaching beginning reading through specialized media. Their findings revealed significant improvements in letter-sound awareness, decoding ability, and word recognition among primary school students using targeted phonics instruction. These outcomes reinforce the notion that systematic and explicit phonics-based strategies can address the foundational gaps in early reading.

Incorporating culturally grounded materials can further enrich the learning process and make literacy instruction more meaningful. (Erni, 2023), for example, developed a local wisdom-based e-module for reading and writing courses in Indonesia, demonstrating that culturally contextualized content can deepen students’ engagement and understanding of text. This approach aligns with the increasing call for localized and inclusive curricula that reflect the linguistic and sociocultural realities of students.

Therefore, this study is initiated to investigate how the implementation of an improved Beginning Reading and Writing (*Membaca Menulis Permulaan/MMP*) method can enhance the ability of students in Class 1B at SDN 2 Tatura to read simple sentences. The purpose of this study is twofold: (1) to describe the practical application of the MMP method in a real classroom setting, and (2) to analyze its effectiveness in increasing early reading proficiency among struggling learners.

It is expected that through a systematic and student-centered approach, the MMP method will empower students to overcome their reading difficulties and build confidence in their literacy skills. Moreover, by promoting mental, physical, and social engagement in literacy activities, the intervention aims to foster a more inclusive and supportive learning environment. This aligns with the findings of (Kiziltas et al., 2023), who emphasized the importance of fair and responsive assessment strategies in supporting the development of reading comprehension in disadvantaged primary school students.

In conclusion, this study seeks to contribute both theoretically and practically to the field of elementary literacy education in Indonesia. It is anticipated that the findings will not only inform classroom practices but also guide policymakers and educators in designing more effective literacy interventions for early learners. As (Kartikasari & Nuryasana, 2022) argue, sustainable literacy development requires ongoing collaboration among schools, communities, and educational institutions to nurture a culture of reading from the earliest stages of formal education.

2. METHOD

This study employed Classroom Action Research (CAR) to improve the quality of early reading and writing instruction for first-grade students at SDN 2 Tatura, Class 1B. CAR is particularly suitable because it enables teachers to act as researchers, allowing for direct reflection

and pedagogical adjustments in real classroom settings (Jones & Harvey, 2020). The research was conducted over two cycles, each consisting of a single lesson session. Each cycle followed four structured stages: planning, action, observation, and reflection.

The participants included 28 students (14 boys and 14 girls) and the classroom teacher, who collaborated in observation and reflection. Learning materials such as teaching modules, media, student worksheets, and observation sheets were developed during the planning stage. Media were selected based on the pedagogical needs of each session to enhance student engagement with reading and writing tasks, consistent with findings that varied instructional designs significantly influence learning outcomes (Indriani & Ramadhan, 2025).

Quantitative data were gathered through student test scores at the end of each cycle, while qualitative data were obtained from classroom observations focused on teacher and student activities. Instruments were validated through collaboration with the classroom teacher to ensure alignment with instructional objectives. Observational indicators measured cognitive engagement as well as affective and social behaviors, echoing the emphasis on comprehensive literacy experiences highlighted by (Goodwyn, 2014).

Data analysis included calculating individual and class-level learning mastery, and using the Miles and Huberman model for qualitative analysis: data reduction, display, and conclusion drawing. The success criteria were set at a minimum of 70% individual mastery and 80% class mastery, supported by positive observational outcomes.

The integrated design of this research enabled a continuous cycle of evaluation and pedagogical refinement, consistent with collaborative reading approaches that foster shared learning goals (Joseph, 2020; Watkins, 2020).

3. RESULTS AND DISCUSSION

To start the implementation of Cycle I and Cycle II, the researcher conducted a pre-test to determine students' initial understanding of the Indonesian language subject. The results of the pre-test analysis are presented in the form of a diagram, as in Figure 1 below.

Students' Ability in Reading Simple Sentences in Cycle 1

The results of the initial test analysis showed that of the 28 students who took the test, 8 students were successful (28.57%) and 20 students were unsuccessful (71.43%).

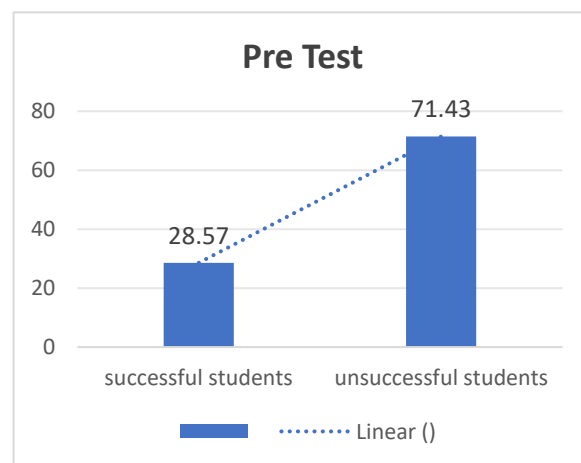


Figure 1. Pre Test Results

Evaluation of Students' Simple Sentence Reading Ability in Cycle I

The results of the initial test analysis showed that of the 28 students who took the test, 11 students were successful (39%) and 17 students were unsuccessful (61%).

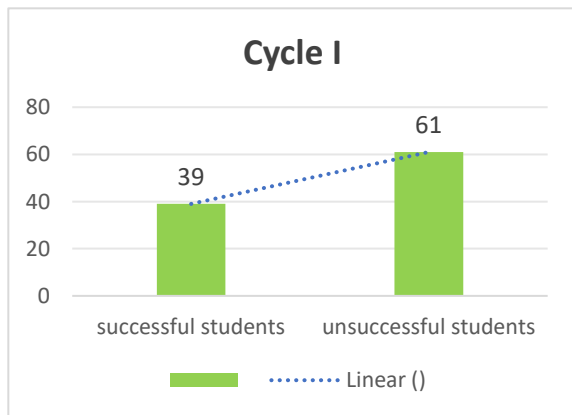


Figure 2. Evaluation of Students' Simple Sentence Reading Ability in Cycle I

Students' Ability in Reading Simple Sentences in Cycle II

The results of the initial test analysis showed that of the 28 students who took the test, 26 students were successful (93%) and 2 students were unsuccessful (7%).

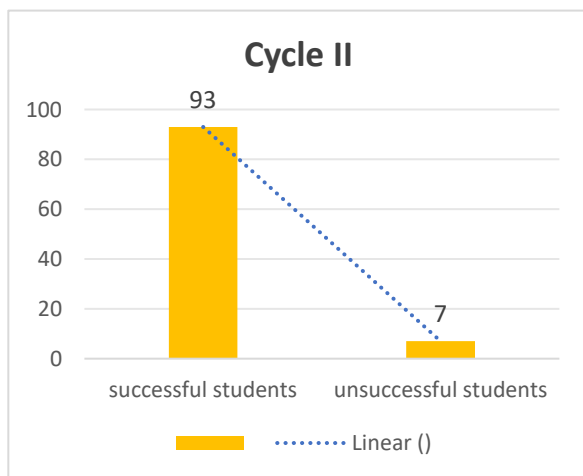


Figure 3. Evaluation of Students' Simple Sentence Reading Ability in Cycle II

Comparison of Students' Ability Scores in Reading Simple Sentences in Cycles I & II

In Cycle I, out of 28 students who took the reading test, only 11 students (39%) achieved the minimum mastery criteria, while 17 students (61%) did not meet the expected standard. This indicates that the majority of students were still struggling with reading simple sentences at the early stage of the intervention.

In contrast, Cycle II showed a significant improvement. A total of 26 students (93%) were successful, and only 2 students (7%) remained below the mastery level. This substantial progress highlights the effectiveness of the Beginning Reading and Writing (MMP) method in enhancing students' ability to read simple sentences.

The bar chart above visually illustrates the difference in students' reading performance between Cycle I and Cycle II. The number of successful students more than doubled, while the number of unsuccessful students dropped sharply. This trend confirms that the MMP method played a crucial role in supporting students' early literacy development within the classroom context.

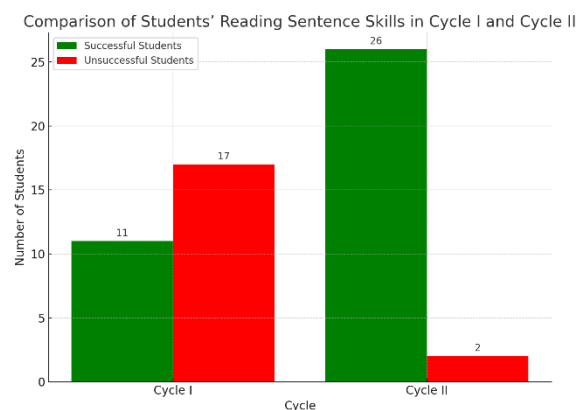


Figure 4. Comparison of Students' Ability Scores in Reading Simple Sentences in Cycles I & II

DISCUSSION

The implementation of the Beginning Reading and Writing (MMP) method in this classroom action research aimed to enhance the ability of first-grade students at SDN 2 Tatura to read simple sentences. The study was conducted over two cycles, each comprising four stages: planning, action, observation, and reflection. The findings from both cycles indicate a significant improvement in students' reading abilities, underscoring the effectiveness of the MMP method in early reading instruction.

In the first cycle, students' reading abilities were distributed as follows: 11 students (39%) were categorized as having moderate reading skills, while 17 students (61%) demonstrated high reading proficiency. Notably, no students fell into the very low, low, or very high categories. The average reading score was 75.54%, which, although satisfactory, suggested room for improvement. The initial implementation of the MMP method faced challenges, as students were not yet accustomed to this approach, leading to suboptimal engagement and performance.

The second cycle showed marked progress. 26 students were successful (93%) and 2 students were unsuccessful (7%). The average reading score increased to 82.68%, indicating a transition from moderate to high reading proficiency among the majority of students. This improvement can be attributed to students' growing familiarity with the MMP method and the engaging nature of the learning materials, such as illustrated worksheets (LKPD) and simple sentences tailored to their reading level.

The success of the MMP method aligns with findings from previous studies emphasizing the importance of interactive and student-centered approaches in reading instruction. For instance, (Juhanaini et al., 2025) demonstrated that the Know-Want-Learned (KWL) strategy effectively improved reading comprehension among students with learning disabilities by actively involving them in the learning process. Similarly, (Khadijah et al., 2022) highlighted the efficacy of educational game tools in enhancing early childhood reading abilities, suggesting that interactive methods can significantly impact young learners' engagement and comprehension.

Furthermore, the use of visual aids and storytelling in the MMP method resonates with (Prawiyogi et al., 2023) assertion that extensive reading and story writing are interconnected, with storytelling serving as a powerful tool to develop reading skills. The incorporation of illustrated stories in the MMP approach not only aids in

comprehension but also fosters imagination and creativity among students.

The positive outcomes observed in this study also reflect the principles of the Directed Reading Thinking Activity (DRTA) strategy, which emphasizes prediction and critical thinking during reading. (Kurniaman et al., 2021) found that DRTA-based teaching materials effectively improved elementary students' reading prediction skills, suggesting that strategies encouraging active engagement with texts can enhance reading proficiency.

Moreover, the findings align with the research by (Luo et al., 2024), who developed an instructional model to improve reading abilities of technical documents among vocational students. Their study underscores the importance of tailored instructional models that cater to specific reading needs, reinforcing the notion that customized approaches like MMP can be highly effective in early reading education.

The implementation of the MMP method also addresses issues related to learning losses in reading, as discussed by (Pek et al., 2024). Their scoping review identified factors contributing to learning losses among primary school children, emphasizing the need for effective reading interventions. The MMP method, by providing structured and engaging reading activities, serves as a viable solution to mitigate such losses.

Additionally, the study's findings support the effectiveness of the 'Calistung' Clinic Program in overcoming students' reading difficulties, as reported by (Nabela et al., 2022). Both approaches highlight the significance of targeted interventions in addressing specific learning challenges in reading.

In conclusion, the application of the MMP method in this study has proven to be an effective strategy for enhancing the reading abilities of first-grade students. The method's emphasis on interactive learning, visual aids, and storytelling aligns with established educational strategies that promote reading proficiency. The significant

improvements observed across the two cycles underscore the potential of the MMP method as a valuable tool in early reading instruction, contributing to the broader goal of improving literacy among young learners.

4. CONCLUSION

This classroom action research concludes that the Beginning Reading and Writing (MMP) method is an effective approach for improving the ability of first-grade students at SDN 2 Tatura to read simple sentences. The implementation of MMP helped address the research objective of enhancing students' early reading skills through structured and engaging instruction. The findings indicate that students became more confident and responsive as they engaged with illustrated worksheets and context-based sentence exercises, leading to noticeable improvement in their reading ability.

These outcomes demonstrate that the MMP method, when applied in a student-centered and iterative manner, can support meaningful progress in early literacy development within the classroom setting. However, this conclusion is limited to the context of the targeted group and should not be generalized beyond similar educational environments.

Based on these results, it is recommended that teachers consider adopting the MMP method—especially in early grade classrooms where reading readiness varies significantly. Future action research could explore its adaptation in different learning contexts or combine it with digital tools to further enhance its effectiveness.

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