

Research Article

Improving Word Reading Literacy Through the Singing Method at UPTD SD Inpres Kolokoa

Maria Roswita Mue*, Kanzul Fikri, Ferdinandus Bate Dopo, Melkior Wewe

STKIP Citra Bakti, Ngada, Nusa Tenggara Timur, 86461, Indonesia

*Corresponding Author: servinmue09@gmail.com | Phone Number: +6281384219952

ABSTRACT

This study aims to analyze the function of music as a means of improving children's reading literacy skills at UPTD SD Inpres Kolokoa. This research is a Classroom Action Research (CAR) with a spiral model from Kemmis and mc Tagart. The average assessment result in cycle 1 consisting of 10 students in the group reading words with the application of the singing method was 705 or 70.5%. However, in the first cycle, it is still classified as a criterion for reading enough words based on the assessment criteria by the researcher. Meanwhile, in cycle 2 consisting of 10 students who were in the group reading words with the application of the singing method was 895 or 89.5%, meaning there was an increase of 29.79%. In cycle II, reading ability is classified as a good criterion based on the assessment criteria by the researcher. Thus, music has proven to be effective in supporting the development of children's literacy in the elementary school environment.

Keywords: Literacy Skills; Reading Words; Methods; Singing; UPTD SD Inpres Kolokoa

1. INTRODUCTION

The issue of low literacy is a global challenge that affects various aspects of sustainable development, as emphasized by UNESCO. Nationally, despite initiatives such as the National Literacy Movement (GLN) in Indonesia, reading literacy indicators still show gaps between regions and social groups. This condition has implications for the low reading ability of students at various levels of education, especially at UPTD SD Inpres Kolokoa, which requires further study to identify various factors that cause and solutions that are right on target.

Literacy is the ability to write, read, speak, listen, and think critically in understanding and evaluating information. (Suryaman, Ismi Qomaria, an Titik Sari, 2022) emphasized that literacy is a potential or skill in a person, namely cognitive abilities such as writing, reading, comprehension and processing the information received. The goal of literacy, according to (Siti Jariah and Marjani, 2019), is that literacy can grow and develop good ethics. By reading various useful information can increase a person's understanding in taking the essence. Ni Made Rusniasa explained that literacy includes the skill of interacting with everyday texts and media, including the ability to critically analyze and evaluate information (Lestari, et al., 2024). Literacy is not only essential for basic skills, but it also serves as a foundation for self-development, education, and active participation in society. Literacy enables individuals to face the challenges of the modern world with critical thinking skills and adaptability.

Reading literacy is a potential related to reading, writing, and thinking activities with the aim of improving the ability to critically understand information (Gogahu and Prasetyo, 2020). According to (Afghani D.R., et al. 2022) Reading literacy is an activity that is not just ordinary reading, it can still be an activity that produces culture. There are many good benefits obtained from reading culture, one of which is fostering an interest in reading and writing. According to (Ichyatul Afromm, 2013), the foundation for a higher level of education is reading in elementary school. Reading needs to get the attention of educators, because if the foundation is not strong at the next stage of education, students will have difficulty being able to acquire and have knowledge. Reading skills provide two great benefits such as providing the potential in a person to interpret a written word, word or sentence into a language sound and providing the ability to pick up the message contained in the reading.

According to research by (R. Nurul Ain and Siti Quratul Ain, 2024), 1st grade elementary school students often face various difficulties, such as difficulty reading consonant combinations, distinguishing identical letters, and low motivation to read, all of which contribute to challenges in their reading learning process. Therefore, innovative and effective learning approaches are needed to overcome these challenges.

UPTD SD Inpres Kolokoa, located in Jerebuu District, Ngada Regency, also faces challenges in improving students' reading literacy skills. Based on initial observations made through a reading test in class, it was found that many students had difficulty recognizing letters, reading words, reading fluently, and understanding words in texts, thus hindering their ability to read fluently and understand the information conveyed. Based on these problems, this study seeks to explore the singing method as an alternative to a more interesting and effective reading learning approach.

Music has a positive impact on children's development by supporting emotional, social, and cognitive aspects. According to (Hasiana and Wirastania, 2017), the use of music to children has a positive impact on the learning process. Music is one way to stimulate the mind, improve concentration, memory, improve cognitive, physiological and emotional aspects. The singing method has been proven to be effective in improving early childhood reading skills. (Noviasari and Simatupang, 2023) found that children who were taught to read by singing showed a significant improvement in reading ability compared to the group that used conventional methods, suggesting that singing can stimulate children's cognitive development. There are four driving factors in the singing method, namely; concentration, calm soul, repetition, and self-motivation (Fadlillah in Cahyaninati, et al., 2019). This method not only makes learning more fun, but can also help children recognize words and understand language sounds interactively. In the process, a teacher or educator is needed who can master this singing method.

Songs, musical instruments, singing, dancing, storytelling, and games are part of early language learning and literacy and one of the fun ways to learn for children. Singing and dancing are also part of learning that provides opportunities for children to feel fun and move freely according to what is cool to the child (Dinar Nur Inten, et al. 2016). In the singing method, teachers can invite students to think more critically, memorize the material more easily and can instill a confident mentality in students (Kharisma Ismu Amalia, Mumun Nurmilawati, Novi Nitya Santi, 2024). The use of songs in learning has many benefits, including creating a fun classroom atmosphere, which helps reduce stress and stabilize students' heart rate. Songs can also increase students' interest in lessons and make learning more interesting and humanistic. In addition, through melody and rhythm, songs make it easier for students to remember and understand the material. (Marwiyah and Sri Wahyuni, et al 2023) explained that singing is very necessary to develop communication and give children confidence when socializing.

This study aims to improve students' word reading ability at UPTD SD Inpres Kolokoa through the singing method, as well as measure the effectiveness of the singing method in improving students' word reading ability. The results of this study are expected to contribute to the development of effective and fun reading learning strategies at UPTD SD Kolokoa and provide recommendations for teachers in improving students' reading literacy skills.

2. RESEARCH METHOD

This study uses Classroom Action Research (PTK) with a tiered cycle design. According to Kunandar (in Dini Siswani Mulia and Suwarno, 2016), classroom action research is research carried out by teachers or researchers who collaborate with other institutions in several ways such as designing, implementing, and reflecting on actions collaboratively and participatively with the aim of improving and improving learning practices that are being carried out in the classroom. The steps in PTK use the PTK model developed by Kemmis & Mc Taggart, Classroom action research consists of four stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection (Zuni Mitasari, Nugroho Aji Prasetyo, 2016). The main purpose of this research is to improve students' word reading ability and improve the reading assistance process. The research was conducted at SD Inpres Kolokoa for four months (March-June 2024) involving 10 students in the word reading ability group, consisting of 6 male students and 4 female students. The focus of the research is on improving literacy skills, especially in terms of reading words, by using the singing method as an approach to help students more easily recognize words and improve students' reading skills.

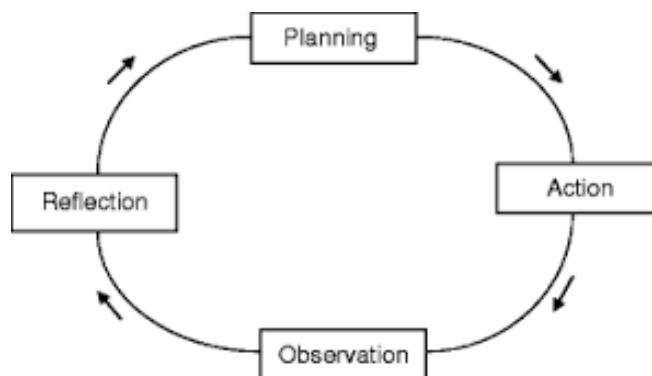


Figure 1. Kemmis Model and mc Taggart Class Action Research Cycle (1988)

This research was carried out in two cycles, but the process was tiered and interrelated. Each cycle follows four stages, namely planning, implementation, observation, and reflection.

- 1) **Planning:** in cycle 1, the researcher designed a lesson plan that integrates singing methods to improve students' literacy skills, choosing materials and songs according to students' abilities. After analyzing the data and reflections from cycle 1, the lesson plan was revised in cycle 2. The revision is focused on the aspects that still need to be improved based on the findings of the previous cycle. For example, if cycle 1 shows students having difficulties with a certain song, in cycle 2 the song is replaced or modified.
- 2) **Implementation:** in the cycle, the committee carries out assistance according to the plan that has been prepared. In cycle 2, the implementation considers the improvements that have been made based on the reflection of cycle 1.
- 3) **Observation:** in each cycle, researchers and observers observe the activities of students during mentoring. Data was collected through reading tests, observation sheets, and documentation. Observation: in each cycle, researchers and observers observe the activities of students during mentoring. Data was collected through reading tests, observation sheets, and documentation.
- 4) **Reflection:** after each cycle, the researcher analyzes the data that has been collected. This reflection aims to identify the strengths and weaknesses of the implementation of the singing method, assess the success rate of improving students' literacy skills, and determine the improvements that need to be made for cycle 2. Reflection on the results of cycle 1 is used to plan improvements in cycle 2 in Classroom Action Research (PTK). After cycle 2, reflection is carried out to evaluate the overall research results and assess whether the improvements applied are effective in achieving the goals. This continuous reflection allows researchers to improve learning methods repeatedly, so as to improve desired outcomes, such as students' reading ability.

The two main instruments used are: a reading test to measure students' speed, accuracy, and comprehension in reading words, and an observation sheet to observe students' participation, enthusiasm, and understanding during learning. These two instruments help evaluate the effectiveness of the singing method in improving reading skills and student involvement in the learning process. This study uses quantitative data, especially reading literacy assessment data which is the main data. To calculate the average score of students' literacy ability to read words, the following formula is used:

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

Information:

\bar{x} = Average literacy ability

$\sum X$ = Number of literacy scores

$\sum N$ = Number of students

Meanwhile, to find out the improvement of word reading literacy in each final test of the cycle using the following formula.

$$P = \frac{\sum \text{students who have completed reading}}{\sum \text{Number of students}} \times 100\%$$

To determine the criteria for classifying students' reading literacy skills, see [Table 1](#).

Table 1. General Criteria for Literacy Ability Management

No	Value Range	Category
1	90-100	Very good
2	80-89	Good
3	70-79	Enough good
4	≤ 70	Not good

The action in this study is considered successful if students can master the ability to read words well, which is measured through the score of word reading literacy. This success is measured based on the achievement of the Minimum Completeness (KKM) set by the school, which in this case is 70%. This means that if a student obtains a score of 70% or more, they are considered successful. A "good" rating is given if the student meets or exceeds the KKM standards, indicating that they have mastered the word reading material well.

3. RESULTS AND DISCUSSION

3.1 Results

The results of the initial observation of the reading literacy process at UPTD SD Inpres Kolokoa are still very low. From the results of these observations, students were then divided into reading groups according to their reading ability level. The level of reading ability includes the level of knowing letters, reading syllables, reading words, reading fluently and reading comprehension. Initial observations made in the word reading group showed several obstacles, including difficulty reading words with many syllables, pronunciation of certain consonants and vowels, slow and uneven reading speed, and suboptimal reading comprehension.

The lack of reading level is evidenced by the reading test in class and the acquisition of average scores of students who have not reached the KKM set by the school. Another problem found was the reading assistance carried out by the teacher which looked very boring. This causes students to be less enthusiastic and easily bored. Another factor found was the lack of motivation to learn in students. This lack of motivation to learn is not spared because the learning process is considered boring. To improve students' word reading ability at UPTD SD Inpres Kolokoa, the researcher used a singing method which was carried out for 2 cycles.

3.1.1 Cycle 1

Cycle 1 of this study is the initial stage in an effort to improve students' literacy ability to read words through the singing method. The activities in cycle 1 in accordance with the stages of classroom action research are as follows:

- 1) The initial planning in this cycle is the selection of children's songs that are in accordance with the vocabulary and ability of the group students to read words, the creation of a lesson plan that integrates the singing method, and the preparation of data collection instruments in the form of reading tests and observation sheets of student activities during reading assistance with the assumption that literacy assistance with the singing method can improve the literacy ability of SD Inpres Kolokoa students.
- 2) The action strategy in this activity is to implement the mentoring plan that has been prepared in the classroom where the mentoring is carried out for 30 minutes which is divided into 2 meetings. The researcher applies the singing method in reading activities, by emphasizing repetition, practice, and understanding the meaning of words in song lyrics. During the learning process, researchers make observations to monitor student activities, record difficulties faced, and identify aspects that need to be improved.
- 3) The implementation of observation in this activity is to collect data through reading tests to measure the improvement of students' reading ability after the application of the singing method. Observation sheets are also used to record students' behavior during the learning process, such as participation levels, difficulties in pronouncing words, and understanding of song lyrics
- 4) The implementation of reflection, the researcher evaluated the learning results in cycle 1. The researcher reflects on the extent to which the implemented measures are successful or not, as well as analyzes the aspects that need to be improved. The researcher also identified things that need to be further developed.
- 5) In the evaluation stage, the researcher reviews the learning results of cycle 1, examines the success of the actions implemented, and identifies aspects that need to be improved and developed for the next cycle so that learning is more effective.

The following is the data on the results of the student's word reading literacy test in cycle 1.

Table 2. Results of the word reading literacy test of SDI Kolokoa students

Category	Value Range	Number of students
Very good	90-100	0
Good	80-89	2
Enough good	70-79	4
Not good	≤ 70	4
Average		70,5
Values		70,5

With the completeness of the students as follows.

Table 3. Cycle 1 Student Completeness Category

Category	Percentage	Number of students
Complete	60%	6
incomplete	40%	4

Word reading literacy in cycle 1 was measured based on [Table 2](#) and [Table 3](#). The average score obtained by students was 70.5%, but only 60% of students achieved the specified KKM. This means that half of the students have not met the expected standards. Therefore, follow-up actions such as improvement and development are needed in the learning process.

3.1.2 Cycle 2

Cycle 2 is designed with the aim of overcoming weaknesses and strengthening the effectiveness of singing methods in improving students' literacy skills. Based on the reflection on cycle 1, several modifications were made to the planning and implementation of mentoring.

- 1) Cycle 2 planning is based on the analysis of the results and findings from cycle 1. The researcher prepares learning tools that have been improved and adjusted based on the evaluation of the previous cycle to increase the effectiveness of mentoring in the next cycle. The development is in the form of song modifications, where in cycle 1 students have difficulties with the tempo or rhythm of the song, then in cycle 2 songs with a simpler tempo and rhythm are selected and easy to follow. In addition, increased participation was carried out. Where in cycle 1 it was found that student participation was less active, so the learning strategy was made more interactive by adding games or group activities.
- 2) The implementation strategy in cycle 2 is carried out based on a modified plan. The researcher applied the singing method by paying attention to the findings and improvements in cycle 1.
- 3) In cycle 2, observations were made by implementing the mentoring plan that had been prepared, followed by the provision of tests to measure the progress of students' word reading skills.
- 4) In the reflection stage, the researcher analyzed the effectiveness of reading literacy assistance using the singing method, based on the results of the students' word reading ability test in cycle 2.

Table 4. Results of the Word Reading Ability Test of SDI Kolokoa Students

Category	Value Range	Number of students
Very good	90-100	6
Good	80-89	3
Enough good	70-79	-
Not good	≤ 70	1
Average		895
Values		89,5

With the completeness of the students as follows.

Table 5. Cycle 2 Student Completeness Category

Category	Percentage	Number of students
Complete	90%	9
incomplete	10%	1

Students' word reading literacy ability in cycle 2 can be seen from [Table 4](#) and [Table 5](#), where students' word reading ability has increased to an average of 895 with a completion percentage of 90%. The progress of students' ability to read words with the singing method is presented in the form of the following diagram.

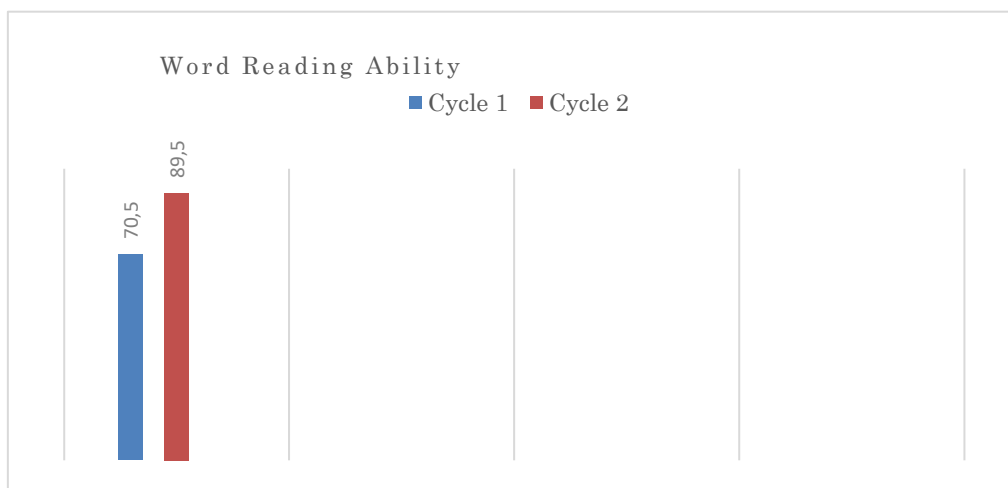


Figure 1. Percentage of Word Reading Literacy Cycle 1 and Cycle 2

Based on the results of the word reading ability test with the singing method in the diagram above, it can be concluded that literacy assistance using the singing method can improve the word reading literacy ability of UPTD SD Inpres Kolokoa students.

3.2 Discussion

This study shows the improvement of word reading literacy skills in students at UPTD SD Inpres Kolokoa through the application of the singing method in two cycles of Classroom Action Research (PTK). In the first cycle, the average score of students' reading ability was 70.5%, which is still considered lacking. This is due to students' lack of interest in reading literacy lessons, weak concentration, and difficulties in organizing classes because some students are difficult to manage during the learning process. In the second cycle, after reflection and improvement, the average score increased to 89.5%, which shows a significant increase. This increase occurred thanks to the application of singing methods that make learning more interesting and interactive, increase students' interest and motivation, and create a more fun and focused classroom atmosphere.

In the first cycle, several obstacles were found that hindered the effectiveness of learning, such as lack of student motivation and difficulties in organizing classes. To overcome this, several improvements were made in cycle II. The teacher conveys the results of the assessment from the first cycle to the students, so that they are motivated to try harder, and explain the assessment criteria used to assess the ability to read words. In addition, teaching media such as various letter cards are provided so that learning becomes more interesting and makes it easier for students to understand the material.

These improvements yielded significant results in cycle II, where students' word reading ability improved. In cycle II, the average score of word reading ability reached 89.5%, which was included in the good category. These results are in accordance with the success criteria set by the researcher. Researchers have previously established that the criterion for success is if students achieve good criteria in word reading ability. Based on these results, the study was considered successful because students' reading ability increased significantly from 60% in cycle I to 100% in cycle II. The average score of students' word reading ability in cycle I was 70.5%, which was in the category of quite good. However, after the improvement was made in cycle II, the average score increased to 89.5%, which indicates a significant improvement in students' word reading ability.

With this increase, it can be concluded that the application of the singing method is effective in improving students' word reading literacy skills at SD Inpres Kolokoa. This is in line with research by (Nuruzahra Luthfillah, Heri Yusuf Muslihin, Taopik Rahman, et al 2022), based on the results of his research on learning using the singing method, it was found that there was an increase in children's ability to understand vocabulary and improve children's memory skills. Research by (Miftahul Jannah Arianto, et al 2024) also emphasized that in terms of reading, the singing method is one of the most accurate approaches, especially for lower grade students., because the singing method not only makes it easier for students to remember and understand the material but also makes the learning process more interesting and fun. To strengthen and support the success of teaching and learning, the use of interesting singing media is one of its effectiveness.

4. CONCLUSION

Based on the analysis of statistical data, research results and discussions, the conclusion that can be drawn from this study is that students' literacy ability to read words with the classical singing method is that the proportion of students achieving learning completeness is more than 75%. By using the singing method, it can improve students' literacy skills in the word reading group. The improvement in the ability to read this word can be seen from the results of the average acquisition in the first cycle, which is 70.5%, which can be categorized quite well. Meanwhile, in the second cycle it was 89.5% and can be categorized as very good. Based on the research obtained, several suggestions are put forward that are expected to be useful for all parties, namely in the teaching and learning process, teachers prepare teaching aids, media, learning models, because learning resources or learning media are very necessary as children's motivation, so that children are enthusiastic about participating in learning until it is completed and achieves completeness. In the ability to read words, there needs to be motivation and practice as well as guidance from a teacher continuously and continuously. Learning methods and techniques are also considered, because with the right method will get optimal results.

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