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Improving Students' Reading Comprehension By Using the Orthographic Method for Elementary Students'

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Abstrak

Sayangnya, banyak orang mengalami kesulitan membaca, sehingga mempengaruhi pencapaian pendidikan dan kualitas hidup mereka secara keseluruhan. Mengatasi tantangan ini telah menjadi fokus para peneliti, pendidik, dan pembuat kebijakan selama beberapa dekade. Penelitian ini bertujuan untuk mengetahui dampak metode ortografi terhadap perkembangan pemahaman membaca siswa kelas 4 SD. Desain penelitian yang digunakan adalah desain penelitian pra-eksperimental dengan melakukan pre-test dan post-test. Peneliti menggunakan metode penelitian kuantitatif dengan strategi rencana pre-eksperimental untuk mengetahui pengaruh Metode Ortografi terhadap inspirasi siswa untuk belajar pemahaman bahasa Inggris. Sebanyak 40 sampel siswa dipilih sebagai sampel untuk penelitian ini. Komponen utama dari teknik pengumpulan data adalah tes yang digunakan untuk mengevaluasi kemajuan siswa terhadap tujuan pembelajaran mereka dan kemampuan dapat dilihat sebagai alat evaluasi dalam konteks ini. Para peneliti menggunakan metode penelitian yang disebut dengan one-group pre-tested posttest design dan membandingkan perbedaan antara pretest dan posttest. Hasil dari penelitian ini terdapat peningkatan yang signifikan dalam pengajaran dengan menggunakan metode ortografi pada pemahaman membaca siswa pada subjek tes. Hal ini berarti bahwa metode ortografi mengaktifkan pengetahuan siswa yang sudah ada tentang topik, memberikan kesempatan pada topik dan memberikan kesempatan bagi siswa untuk terlibat dengan topik tersebut.

Kata Kunci: Meningkatkan Siswa, *Orthographic Method*.

Abstract

Unfortunately, many people experience reading difficulties, affecting their educational attainment and overall quality of life. Addressing this challenge has been a focus of researchers, educators and policymakers for decades. This research aims to determine the impact of the orthographic method on the development of reading comprehension in grade 4 students. The research design used was a pre-experimental method with a pre-test and post-test research design. Researchers used quantitative research methods with a pre-experimental planning strategy to determine the influence of the Orthographic Method on students' inspiration to learn English comprehension. A total of 40 sample students were selected as the sample for this research. The main components of data collection techniques are tests that are used to evaluate students' progress towards learning goals and their abilities can be seen as an evaluation tool in this context. The researchers used a research method called one-group pre-tested posttest design and compared the differences between the pretest and posttest. The results of this research there is a significant improvement in teaching using the orthographic method on students' reading comprehension in test subjects. This means that the Orthographic method activates students' existing knowledge about the topic, provides opportunities for the topic and gives students the opportunity to engage with the topic.

Keywords: *Improving Students', Orthographic Method.*

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INTRODUCTION

Text comprehension is a fundamental skill in the Indonesia subject curriculum (Sari et al., 2020), (Fadillah & Amin, 2021). It was supported by (Noermanzah & Bengkulu, 2019) and (Muh et al., 2024) Because reading comprehension is a skill that is always needed during the language learning process, it is crucial. Since reading comprehension is the cornerstone of understanding a lesson, these abilities must be taken into account. It means that if the students are lack in the reading comprehension, they are also lack to the other skills such as listening, speaking and writing because reading comprehension is interconnected with one another. Reading based on the four skills, one of for nearly all academic subjects, students' educational success, and their later careers (Mariska Okkinga, Roel van Steensel, Amos J. S. van Gelderen, 2016),(Milankov et al., 2021) Proficient reading skills are essential for success in various disciplines and play a vital role in personal and professional growth.

Unfortunately, many people experience reading difficulties, affecting their educational attainment and overall quality of life. Addressing this challenge has been a focus of researchers, educators and policymakers for decades. Therefore, it is important to explore and develop effective remediation strategies to address this widespread problem (Kilag & Esdrelon, 2023) and (Bhargav et al., 2019). It was also happened in SDN Gelam Jaya 1, most of the students feel difficult to learn about reading comprehension. It was proved by pre-observation results, based on the test on Thursday, February 1, 2024 at 10.00 WIB accompanied by the English teacher (Mrs. A) for grade 4. The researcher found several facts about the learning process for grade 4 at SDN Gelam Jaya 1, such as many students who pay less attention and lack of understanding in reading because students vocabulary that many still do not know, and also that teacher still use traditional method. Based on the result of the pre-interview with the English teacher (Mrs.A), she said that she just write material on the blackboard during the learning process in class.

Minimum Kriteria (KKM) score of 70, in the 4th grade that 37 students have the lowest KKM. It happened because students did not know the meaning of words, so it was difficult to comprehend the text it self. When reading comprehension students still do not recognize a lot of extensive vocabulary, so their reading is inaccurate, fast, and uses inappropriate expressions.

The solution to the students' problems, the researcher used the orthography method to overcome students' difficulties in reading comprehension. The orthographic method aims to facilitate students to be able to read comprehension, thinking, and fast reading. These phases are distinguished by the particular tactics kids employ, as shown by the kinds of mistakes they make. (Panah, 2012).

Forming relationships between reading comprehension is the basis for learning to read. To become a proficient reader, one must acquire more than just understanding the correspondences between the letters in a certain orthography. Children must also acquire reading comprehension skills in order to swiftly, accurately, and efficiently comprehend words by (Anastasiou & Griva, 2009) and (Aro, 2014).

The following prior studies are pertinent to this investigation: research(Mather & Jaffe, 2021) on The Use of Orthography to Increase Young Learners', this research uses qualitative methods. This research aims to improve students' reading comprehension. Based on the research conducted, it can be concluded that orthography learning is something that needs to be developed, the effect is that children become active. The difference between this research and the previous research is seen from the method.

The second research. In previous related research conducted by (Chrabaszcz et al., 2023). Discussing orthographic learning that has no impact or effect. This study found silent and open reading. The difference is seen from the method.

The third research, In previous related research conducted by (Agustina, n.d.). This research use quantitative method. The result of the research more specifically, the processing ability of Orthographic processing ability has a greater and more significant role in early reading ability than phonological awareness.

The fourth research , In previous related research conducted by (Kaani & Joshi, 2023). This research utilizes quantitative. This study sought to examine the effect of orthographic depth on reading proficiency by comparing performance. Instruction based on one-size-fits-all may not be sufficient for beginning readers, especially bilinguals to achieve the expected level of reading proficiency.

(Harsanti, 2020), In last previous these previous studies motivated researchers to conduct unique research with different analytical data collection methods. This research uses a pre-experimental design and data collection uses pre-test and post-test. Therefore, based on my research background. Researchers are interested in conducting research entitled "Improving Students' Reading Comprehension by using the Orthographic Method for the 4th Grade Students at SDN Gelam Jaya 1 in Academic Year 2023/2024".

The summarize , previous studies have inaccurate results due to the different ages of participants, as each age stage of learners may have different learning challenges. And also the research used qualitative methods. So this research used quantitative method about “ Improving students' reading comprehension by using the orthographic method”.

Based on the explanation in the background of the study above, the problem of the research can be identified as follows : The students lower in score of KKM, The students lack of reading comprehension, The students lack of vocabulary.

METHOD

The next stage is to construct the research so that the necessary data can be gathered and evaluated to meet the study's objective, after determining the independent and dependent variables and developing the theoretical framework. A quantitative technique was applied in this study. The subjects of this study were fourth grade students, this research was conducted at SDN Gelam Jaya 1 with 8 meetings. The first stage of the researcher conducted a pre-test as a look at students' abilities in reading comprehension, then the researcher conducted treatment to students for 8 meetings, after which the researcher conducted a post test as a look at students' abilities in reading comprehension after being given treatment. Thus, data consisting of numbers can be analyzed based on statistical procedures.

The design will use in the research was pre-experimental method research design by pre-testing and post-testing. Because, the researcher wants to establish possible cause and effect between dependent and independent variables. The researcher measures the score before and after treatment by using this study method called one-group pre-test post-test design and compares the difference between pre-test and post-test. The researcher use one group pre-test and post-test design was a pre-experimental study design, which tested the same dependent variable before (pre-test) and after (post-test) treatment in one group of participant. The researcher compares the score on the same measure in the same participant prior of the treatment after the treatment.

The sampling technique in this study will use purposive sampling, because the experimental class that will selected by the English teacher in a class whose reading comprehension ability is already known by the researcher and in class 4b which has the lowest score in English learning. Purposive sampling was used study, researcher were selected as a sample for this study, with a total of 40 sample students.

This research is quantitative research. In this study researchers used the methods of test for this research. The tests used were pre-test and post-test for the class. Giving pre-test before applying to measure students' reading comprehension. The main components of the data collection techniques is a test used to evaluate students' progress towards their learning goals and abilities can be seen as evaluation tools in this context. Researchers will provide tests in the form of multiple choice questions with a total of 25 question

Technique of data analysis is the test of analysis assumption. There are 2 the test of analysis assumption are normality test and homogeneity test.

The purposes of the normality test is to determine if the data are typically distributed or whether the data can be representative of the characteristics of the population being studied. The significance level of 0.10 determine if the data distribution was expected, and the normality test was calculated using SPSS version 25. Ho is rejected and Ha is accepted, indicating that it is significant, if the value of 0.05 is greater than or equal to the probability value, or if $0.05 > sig$. Ho is accepted and Ha is refused, indicating that the value of 0.05 is not significant, if it is less than the probability value, or if $0.05 < sig$.

The homogeneity test is used to know whether the data was taken from a homogeneous sample or not. To test the homogeneity of the data, it can be done by using Levene statistic. This test is used to find out what the data is homogeneous or not. The researcher uses the SPSS application version 2.5. The researcher criteria used : If the significant value is > 0.05 , the data was homogeneity, If the significant value is < 0.05 , the data was not homogeneity.

FINDINGS AND DISCUSSIONS

In the reflection, the researcher instructed students in class IV B as an experiment class using the orthographic method. The research plan used by the researcher uses quantitative research methods with a pre-experimental plan strategy to determine the impact of orthographic method on students' inspiration to study English comprehension.

The researcher started by providing processing to measure students' inspiration on the subject. The processing was laid out in the form of a survey consisting of 8 learning materials or 8 meetings. After the processing, the researcher administered the material in the form of a test using the orthographic method in students' reading comprehension.

Test Result of Normality Test

The researcher used Shapiro-Wilk on SPSS version 29 because researcher use samples of less than 100. Which can be seen from the table 1 below:

Table 1

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.126	40	.107	.958	40	.140
Posttest	.113	40	.200*	.960	40	.167

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In light of the table, The pre-test's significance value is 0.140, whereas the post-test's significance value is 0.167. The data from the pre-test and post-test ($0.140 > 0.05$ and $0.167 > 0.05$) can be regarded as being higher than α . Thus, the distribution of the data is normal.

Test of Homogeneity

In testing homogeneity, the researcher used Levene's formula. The analysis of this test to determine whether the data was homogeneous or not. Which can be seen from the table 2 below:

Table 2

Levene Statistic		df1	df2	Sig.	
Pretest &	Based on Mean	1.232	6	32	.316
Posttest	Based on Median	.248	6	32	.956
	Based on Median and with adjusted df	.248	6	14.779	.952

Based on trimmed mean	1.056	6	32	.409
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Based on the table 4.3, the result shows that the Based on Mean is 0.316. The testing criteria is a significant score of 0.05. Therefore, the data are homogeneous because the value of the sig. is higher than α ($0.316 > 0.05$). It means the data was homogenous.

The researcher started by providing processing to measure students' inspiration on the subject. The processing was laid out in the form of a survey consisting of 8 learning materials or 8 meetings. After the processing, the researcher administered the material in the form of a test using the orthographic method in students' reading comprehension.

Based on the thought entitled "Improving students' reading comprehension by using the orthographic method for the 4th grade students at SDN Gelam Jaya 1". The resulting test was calculated using SPSS version 29 which showed the lowest score was 68 and the highest score was 100. This research strategy used a pre-experimental one-class pre-test and post-test. The results showed the effectiveness of orthographic method in improving reading comprehension.

The theory testing investigation found that H_0 was rejected and H_a was accepted. There is a significant improvement in teaching using orthographic method on students' reading comprehension in the test subjects. The orthographic method was successful in helping students hone their reading comprehension and create a passionate learning attitude to achieve the competency measures in the learning handbook. Based on the hypothesis that has been put forward, this procedure includes engaging students in dynamic learning, despite a few obstacles.

Based on the classification, the result of teaching reading comprehension by orthographic method is good and has a positive impact. Students proved to get scores above 70 (KKM). Based on the previous advanced theory, it can be concluded that orthographic method involves students' involvement in active learning, but in this study almost all students were actively involved in the learning strategy. There are some students who are less interested in reading and still need wider language mastery.

There is a significant improvement in teaching using orthographic method on students' reading comprehension in the test subjects. The orthographic method was successful in helping students hone their reading comprehension and create a passionate learning attitude to achieve the competency measures in the learning handbook. Based on the hypothesis that has been put forward, this procedure includes engaging students in dynamic learning, despite a few obstacles.

In the research by (Harsanti, 2020) there are similarities that students are more effective in reading comprehension and also students actively participate in this research activity. Besides that, in the research by (Kaani & Joshi, 2023) there are also similarities that the final results reach the level of reading comprehension and also students can capture vocabulary from the orthographic method and also motivate students in reading comprehension.

In the research by (Ouellette & Daal, 2017) There are similarities that this study and the previous one are equally significant, and make students become motivated in reading comprehension, and also faster in memorizing new vocabulary.

Then in the research by (Chrabaszcz et al., 2023) there is a difference that the previous study used an adult sample instead of a sample of elementary school children so that the results were not significant and had to be followed up by further researchers while this orthographic method was more appropriate for elementary school children. It is the same with research by (Kochva et al., 2021) that uses adult samples.

Then in the research by (Baird, 2004) There are similarities that this research and the previous one are equally significant, but there are differences from the samples used.

And then in the research by (Neuroscience et al., 2014) There are differences in research methods, this researcher uses quantitative while the previous researcher uses qualitative, but both use the same sample of elementary school children.

In conclusion, the current researcher uses a sample of elementary school children so that students can understand reading comprehension, be active in learning, and can also motivate students in reading comprehension. Then the difference from this study is the material taught according to the curriculum, such as daily activities, introduction, things in the kitchen, things in the bathroom, time, and things in the living room. From the teaching of these materials, students know more extensive vocabulary, students become more active and motivated in reading comprehension. So this research with the orthographic method can change the lecture method that is often done by the public. But this research is better used by elementary school students. The researcher realizes that this research can be even better and there are still many shortcomings. The researcher considers some limitations as weaknesses of this study. The first time limit, the time given to conduct this research is limited. The study time used is 8 meetings, and the time given for each meeting is 2 meeting hours = 60 minutes, 1 meeting hour is 30 minutes. Indeed, there was one meeting that experienced a schedule change, resulting in an irregular schedule. Secondly, students' knowledge of teaching materials is only from the package books available from the school, most students need to get more knowledge about it.

Based on the discussion of the conclusions of the research results which show that there is an effect of orthographic method is one of the good teaching methods to be applied, but of course it all depends on how the teacher teaches and student participation. The use of orthographic method in learning reading comprehension makes some students of SDN Gelam Jaya 1 more active. Not only the lecture method that is often used by others, but there is an orthographic method that can make students more active, motivated and can improve reading comprehension in English. However, some students have less understanding, because they need time and more vocabulary, making it complicated. However, the implementation of a new method such as the orthographic method proved to be able to increase students' interest in learning.

CONCLUSION

Based on the impact of the Orthographic Method on the reading comprehension of grade 4 students, the researcher concludes that the Orthographic Method is used to promote students' reading comprehension. This means that the Orthographic Method activates students' existing knowledge, provides opportunities on the topic and provides opportunities for students to engage with the topic. Based on the above results, it can be concluded that there is a significant effect of Orthographic Method on the development of reading comprehension. Then the difference from this study is the material taught according to the curriculum, such as daily activities, introduction, things in the kitchen, hobbies, time, and things in the living room. From the teaching of these materials, students know more extensive vocabulary, students become more active and motivated in reading comprehension. So this research with the orthographic method can change the lecture method that is often done by the public.

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