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**IMPROVE READING ABILITY UNDERSTANDING ME THROUGH A  
WHOLE LANGUAGE APPROACH ON OF CLASS IV SDN 12 CITY WEST**

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**ABSTRACT**

The problem in this study is whether through the Whole Language Approach the Reading Comprehension of Grade IV Students at SDN 12 Kota Barat Increases? The research aims to improve reading comprehension skills through the Whole Language Approach in Grade IV students at SDN 12 Kota Barat . The type of research used in research is Classroom Action Research (CAR). The subjects of this study were 20 grade IV students at SDN 12 Kota Barat. Data Collection Techniques Using Observations, Tests and Documentation. Data analysis technique is done descriptively. Preliminary observations obtained data that out of a total of 20 students who were able only 6 people (30%) who were able to read comprehension and who were not able to read comprehension there were still 14 people (70%), research results in the implementation of Cycle I of 20 students there were 12 Students who can or (60%). While the Implementation of cycle II there were 17 people who were able or (85%) and who were unable there were 3 students or (15%). Based on the results of the research and discussion that has been done, it is concluded that through the Whole Language Approach the reading comprehension ability of Grade IV students at SDN 12 Kota Barat has increased.

**Keywords:** Reading Comprehension, Whole language.

**INTRODUCTION**

One of the works of language learning in elementary school which plays an important role is learning to read. The ability to read is the main basis not only for learning the language itself but also for learning other subjects. The ability to read for elementary school students must really be implemented with the right approach. Because with the ability to read students will acquire various forms of knowledge that are very beneficial for the growth and development of power reasoning, social, and emotional from students. (Somadyo 2015 ) states that reading ability is a student's ability to pick and understand the meaning contained in written language. At the basic education level,

students are expected to be able to read with good comprehension, whether in reading activities aloud or reading activities without speaking. Reading, especially reading comprehension, is not just understanding written symbols, but also understanding, accepting, rejecting, comparing and believing in the opinions contained in the reading. The ability to read comprehension is the ability of students to understand and interpret, select facts, ideas and draw conclusions from information. information in the text as a whole. In the Indonesian Dictionary (in Uno , 2010: 1) ability comes from the word "able" which means power (can, be able to do something, can, be, rich, have excessive wealth). Lowler and Porter define ability as an existing characteristic such as integrity, skill which is a potential unit of human resources. Being able in this case is certainly related to a person's ability to do something that is assigned to him. Actually, without us realizing it, there are three important components in human beings that are not visible directly. These components can be in the form of skills and work ethic Based on the observations of class I V students at SDN 12 Kota Barat, it shows that learning to read comprehension is still low and pays little attention. Students when reading do not understand the contents of the reading they read . In class , students were asked to retell the contents of the reading, but most did not answer. Students had difficulty finding information in a reading text. In learning have not used the right approach and so far the pattern of learning to read used is still a traditional approach. So that learning to read becomes boring, so students don't listen to the teacher's explanation because they are bored . So with these problems can be overcome by using the Whole Language approach,

### **Definition of Reading Comprehension**

According to HG Tarigan (in Harras, 2011: 3) argues that reading comprehension is a kind of reading that aims to understand literary standards or norms, critical reviews, printed drama and patterns of fiction. Harras stated that reading comprehension is essentially a reading activity that is intended to understand the meaning contained in a text ( Harras, 2011: 3). The understanding of a text is very dependent on various things. One of the things that need attention in reading is the skill possessed by a reader in understanding the text that is read . The level of skills possessed by the reader will greatly affect the level of understanding of the text read. From some of the opinions above, it can be concluded that reading comprehension is a cognitive process that is combined with complex abilities and cannot be understood/known without the important role of learning and teaching vocabulary, as well as its development .

### **Factors Affecting Reading Comprehension**

Readers can master reading well if they master the aspects of ability needed in reading. There are two factors that affect reading comprehension skills, namely factors that comes from within and factors that come from outside the reader. Pearson and Johnson (in Zuchdi, 2001: 23-24) state that: factors that are within the reader include linguistic abilities (language), interest (how much the reader cares about the reading

he is facing), motivation (how much the reader cares about the reading assignment or general feelings about reading and school), and aggregation of reading skills (how well the reader can read). Factors outside the reader are divided into two categories, elements of reading and the nature of the reading environment. Elements of the reading or textual characteristics include the language of the text (difficulty in reading material), and the organization of the text (types of help available in the form of chapters and subchapters, arrangement of writing, etc.). The nature of the reading environment with regard to facilities, teachers, learning models and others. All of these factors are not mutually exclusive, but are interrelated. This explanation shows clearly that the factors that affect a person's reading ability is essentially not singular. All of these factors are related to one another. The ability to read one's comprehension works well when one masters the factors needed in reading comprehension activities.

### **Purpose of Reading Comprehension**

The purpose of reading comprehension is to find out information from reading material that has been read. Reading comprehension is necessary if we want to study and understand the problems we face down to the very details. Some of the benefits of reading include:

- a. Gained a lot of life experience
- b. Gain general knowledge
- c. Know the various major events in the civilization and culture of a nation
- d. Can keep abreast of the latest developments in science and technology in the world (Sadhono 2012: 66)

According to Greane and Patty As Mana quoted by Tarigan (1985: 37) that the purpose of reading comprehension is one of them

- 1). Finding the main ideas of sentences, paragraphs, discourse,
- 2). Choose important points
- 3). Determine reading organization
- 4). Draw a conclusion
- 5). Guessing meaning and predicting effects
- 6) Summarize what happened
- 7). Distinguish facts and opinions
- 8). Obtain information

### **Stages of Reading Comprehension**

Stages read on Basically, it consists of five stages:

- a. identify the thesis statement in the topic sentence
- b. identify key words and phrases
- c. find new vocabulary
- d. Recognize and understand written organization
- e. identify paragraph development techniques (Ramlan 2011: 41-42)

In connection with the stages of reading, Goodman (in Effendi 2011: 126) states that reading is basically a psycholinguistic guessing game (" a psycholinguistic guessing game ") which consists of certain stages. That is, in the process of decoding or giving meaning to a written text, the reader must go through certain stages sequentially

### **Benefits of Reading Comprehension**

Gruber (in Farida, 2011: 125) states in more detail the benefits and importance of reading comprehension for these children as explained below:

- a. Give an example to students the process of reading positively.
- b. Expose students to enrich their vocabulary.
- c. Give students new information.
- d. Introducing students to different kinds of literature.
- e. Give Students have the opportunity to listen and use their imagination.

### **Whole Language Approach**

#### **Understanding the Whole Language Approach**

In general, the whole language can be expressed as a set of insights that direct the practitioner's frame of mind in determining language as subject matter, and the learning process. (Hairuddin, et al. 2008: 2.10). This whole language approach emphasizes in the learning process as a whole. According to Puji Santosa, et al. (2011: 2.3) Whole language is an approach to language teaching that presents language teaching as a whole, not separately. It is the same with Zulela (2012: 105) who states that whole language experts view that language is a whole, which cannot be separated. Therefore, linguistic components such as grammar (vocabulary, sentence structure), spelling, intonation, are fully presented in real situations through the four skills. language Another opinion expressed by Weaver (Dada Djuanda, 2006: 22) which states that Whole language is a view of the nature of learning and how to encourage the process so that students can learn effectively and efficiently so as to achieve optimal results. Puji Santosa, et al. (2011: 2.4) says that a whole language is a way to unify views about language, about learning and about the people involved in learning. In this case, the people in question are students and teachers.

Whole language begins with cultivating a whole language teaching environment and skills language (listening, speaking, reading, and writing) is taught in an integrated manner . The Aspects of Language Skills are (Muliyati, Yeti and Isah Cahyani, 2015 ):

#### **a. Listening / Listening**

There are two types of listening situations, namely interactive listening situations and non-interactive listening situations. Interactive listening occurs in face-to-face conversation and telephone conversation or similar. In this type of listening we take turns doing listening and speaking activities. Therefore, we have the opportunity to ask questions to get an explanation, ask the other person to repeat what he said, or maybe ask him to speak a little slower.

b. Speak

In speaking skills, three types of speaking situations are known, namely interactive, semi-interactive, and non-interactive. Interactive speaking situations, for example, occur in face-to-face conversations with and by telephone. Speaking activities in this interactive situation allow for a change of roles/activities between speaking and listening besides that this situation allows the communicators to ask for clarification, repeat words/sentences, or ask the interlocutor to slow down the tempo of speech, and so on.

Then there are also speaking situations that are classified as semi-interactive, for example in public speeches and others. In this situation, the audience cannot interrupt the conversation, but the speaker can see the listener's reaction from their facial expressions and body language. A speaking situation can be said to be non-interactive if the speaker is carried out in one direction and not face-to-face.

c. Read

Reading skills are divided into two classifications, namely preliminary reading and advanced reading. Beginning reading ability is marked by literacy skills, namely the ability to recognize written symbols and be able to sound them correctly. In this phase, understanding of the contents of the reading is not yet visible because the reader's orientation is more towards recognizing sound language symbols. While in advanced reading, reading ability is characterized by discourse literacy skills. That is, the reader not only recognizes the written symbol or can sound it smoothly, but can also type in the content/meaning of the text he is reading.

d. Write

Writing skill is an active productive skill. This skill is seen as occupying the most complicated and complex hierarchy among other types of language skills. Writing activity is not just copying words and sentences; rather it is pouring and developing thoughts, ideas, ideas, in an orderly, logical, systematic writing structure, so that it is easy for the reader to grasp. As with reading skills, writing skills can also be classified into two categories, namely preliminary writing and advanced writing.

### **Whole Language features**

Puji Santosa, et al. (2011: 2.11) states that there are seven characteristics that mark the whole language class. Seven characteristics of a whole language, namely:

- a. classes that implement the whole language are full of printed matter,
- b. students learn through models or examples,
- c. students work and learn according to their level of development,
- d. students share responsibility in learning,
- e. students are actively engaged in meaningful learning
- f. students dare to take risks and are free to experiment, and
- g. students play an active role in learning



## RESEARCH METHODOLOGY

This research is a type of classroom action research (CAR) which was carried out at SDN 12 Kota Barat, which is located in Gorontalo Province, Kota. Gorontalo and its main target is learning Indonesian by increasing reading comprehension skills through the Whole Language Approach . The subjects in this study were students who were learning to read comprehension , especially students of class I V. The characteristics of the research used in implementing class action were students of class I V SDN 12 West City. Consists of 20 students including 13 boys and 7 girls. The object of this study is Improving Reading Comprehension Ability Through the Whole Language Approach In Class IV students. In connection with the implementation of this research, it can be stated that the research variables are as follows: The input variable is a process before learning takes place, in learning process, the most important factors are: Teachers, Students, Learning Materials, Learning Resources. The process variable in this study is the teacher and student activities in the learning process , the output variable. The research procedure II is carried out in the form of cycles, each cycle includes 4 stages, namely: the Planning Stage, the Action Implementation Stage, the Implementation and Evaluation Stage, the Analysis and Reflection Stage

Data collection techniques used for data collection in this study are as follows: Observation, Test. Documentation. Data analysis techniques are carried out gradually and continuously in each learning cycle . The data obtained in this study were processed on students' problems, namely Improving Reading Comprehension Ability Using Approaches whole language in class I V SDN 12 Kota Barat using the following formula:

$$Na = Nk i = \frac{\text{Jumlah Skor Perolehan (setiap siswa)}}{\text{Skor tertinggi dalam kolom}} \times 100\%$$

$$NKK = \frac{\text{Jumlah rata-rata keseluruhan tertinggi/terendah}}{\text{Jumlah siswa}} \times 100\%$$

$$Or = \frac{\text{Jumlah yang mampu}}{\text{Jumlah siswa}} \times 100\%$$

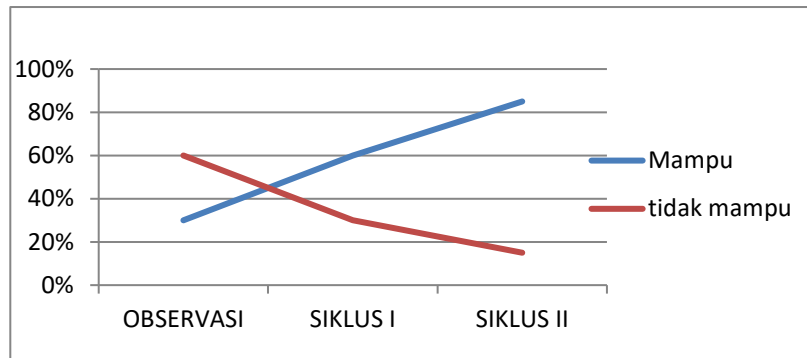
## RESEARCH RESULTS AND DISCUSSION

The implementation of classroom action research in this case was to use the Whole Language Approach to fourth grade students at SDN 12 Kota Barat, starting with the initial observations made while researching which was carried out in two stages of the cycle, namely Cycle I and Cycle II. Before carrying out the implementation of Cycle I and Cycle II Conduct initial observations As a first step in collecting data related to problems Reading comprehension Comprehension To find out to what extent students' abilities in reading Comprehension.

Learning to read comprehension in class IV SDN 12 Kota Barat, previously it was only limited to students reading silently and then continuing with questions and answers about reading without using any approach. This situation resulted in students easily bored and not interested in following the lesson. Students have not been able to clearly understand and remember the material presented by the teacher. The learning

approach has a very important role in the success of a learning. This was stated by Puji Santoso (2011: 2) that one of the successes of learning is . For more clarity, reading comprehension comprehension of Grade IV students through the whole language approach . Can be seen in the following diagram

**Diagram 4. Students' Reading Comprehension Ability, Observation, Cycle I and Cycle II**



The researcher re-conducted the research in cycle II on the first aspect, namely finding information from a paragraph to obtain the criterion of being able (4), on the second aspect the meaning of a reading obtained the criterion able ( 4 ), on the third aspect, namely the main idea in a paragraph to obtain criteria able ( 4 ) and on the fourth aspect Draw conclusions that are read to obtain criteria able ( 4 ). So that from these results the student concerned is categorized as capable of reading comprehension through the Whole Language Approach

Based on the description that has been described above from the results of the analysis of data from observations of teaching and learning activities and student test results through the Whole Language Approach In cycle I, the following data were obtained: Students who scored above 75 were 12 students with a percentage of 60 % of the total 20 students. Students who scored below 85 were 8 students or 40 %.

Based on these data, it shows that students who score above 75 as many as 12 students with a percentage of achievements have not met the target based on performance indicators of 80 % of the total 20 students who achieve a score of 75 with a rating scale of 100. To overcome students who are not yet capable of Reading Comprehension skills , researchers and teacher partners take several steps that will be carried out, namely as follows:

1. The researcher stabilized the learning material by using the Whole Language Approach
2. conducive learning conditions without any pressure on students so that the implementation of teaching and learning activities goes well good
3. Researchers pay more attention to the components of teaching and learning activities that still require repair.

These steps researchers strive to be able to overcome obstacles or weaknesses in the next cycle. In cycle II the results of this classroom action research showed a change, both from the feedback information monitored by the class teacher in teaching and student test results. This can be seen in the following data:

Students who scored above 75 as many as 17 students with a percentage of 85% of the total number of students as many as 20 people. Students who score below 85 are 3 students with a percentage of 15%. The feedback from the class teacher's observations in teaching and learning activities achieved good criteria. According to the results above, there are 3 students who have not been able to read comprehension properly and correctly out of 20 students in class IV SDN 12 Kota Barat Gorontalo. This is due to because, these three students were not active in learning activities, besides that these students had difficulty in the ability to find information in a discourse and the ability to determine the main points in paragraphs, and draw conclusions with good and correct language. By paying attention to these difficulties, the teacher seeks to guide gradually which begins with training students in determining the main ideas in a paragraph.

Based on these data it shows that the number of students who experienced an increase in learning outcomes in cycle II was 85%, while the number of students who had not reached the target was 15%. The learning outcomes exceeded the performance indicator achievement target of 80% of the total number of 20 students with an average research performance indicator above 85. The following table shows the results of a comparison of reading comprehension skills through the media table in class IV SDN 12 Kota Barat.

**Comparison Table of Cycle I and Cycle II**

No	Category	Cycle I		Cycle II	
		Amount Student	%	Amount Student	%
1	Capable	12	60	17	85
2	Has not been able to	3	15	8	40

Paying attention to the comparison table regarding reading comprehension skills through the Whole Language Approach in Grade IV Students at SDN 12 Kota Barat . Starting from the initial observations, the results of cycle I and cycle II can be concluded that the reading comprehension ability of fourth grade students at SDN 12 Kota Barat can be improved through the Whole Language approach .



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## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Learning Reading comprehension through the Whole Language approach can increase student activity and attention. Activity can be seen from the involvement of students in various reading comprehension learning activities. Student attention increases when the teacher explains and when students work in groups. In addition, learning to read comprehension through the Whole Language Approach can improve the Reading Comprehension Ability of Grade IV Students at SDN 12 Kota Barat. Improved reading comprehension skills in cycle I By 30% Initial conditions 30% Increased to 60% Improved reading comprehension skills in cycle II by 25% Initial conditions 60% Increased to 85%.

### Suggestion

Based on the results of the research and discussion, the researchers provide the following suggestions:

1. It is hoped that schools can use the Whole Language approach as an alternative approach in learning which is expected to improve the quality of learning.
2. For teachers who will apply the Whole Language approach in Indonesian language learning (especially reading) it is best to prepare a mature learning plan that can integrate linguistic aspects.
3. For further researchers to be able to re-examine the implementation of the Whole Language approach to learning in order to minimize the obstacles that become obstacles to learning by using the Whole Language approach .

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