

Model Assessment of Preliminary Reading Skills Based on Whole Language Learning in Early Grade of Elementary School Students

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Abstract: The objective this research was to find to information with the teacher CB effect directly by School Leadership (SL), Personality (P) which mediated by Teacher Motivation (TM). A survey causal used by selecting 120 teacher's elementary school. There was for instrument four variable teacher citizenship behavior (item 35, 0.857 reliability), school leadership (item 30, reliability: 0.827), personality (item: 30, reliability: 0.845), motivation (item: 30, reliability: 0.872). That analyzed by factor analyze path analysis by stucture model. The results that teacher motivation found to be good mediated factor between SL, P and teacher's CB. It was found also that teacher CB affected significantly and directly by school leadership, personality and motivation. More, teacher motivation, significantly and directly SL and personality. This did conform a theoretical model with has been Colquit. Therefore, it could be concluded that a variation with occured at teacher CB could be affected by SL, P and TM. When we teacher CB as part of teacher performance dimention would be improve, SL, P could also be taken in to consideration by payer attiontion on the role of teacher motivation.

Key words: Teacher's citizenship behavior, school leadership, personality, motivation, significantly, reliability

INTRODUCTION

Teaching reading of Indonesian in elementary schools play an important role. Teaching reading in elementary schools includes early and advanced learning. To learn reading is considered very important, this is because elementary school-age children reading ability is the basis for mastering various fields of study. If the child in primary school does not immediately have the ability to read, then he will experience many difficulties in studying various fields of study in the next classes. Therefore, the child must learn to read, so that, he can read to learn (Guo *et al.*, 2015; Shanahan and Shanahan, 2014).

Reading is an activity to gain knowledge and information. Smart reading for early primary school children (6-7 years old) is very needed. The benefits of reading in primary school age can stimulate language skills and interesting communication for children. Through reading, children can practice vocabulary, verbal interaction and create imagination (Mason, 2017; Nippold, 2016). Besides that it can also train children to think critically because of high curiosity (Ali *et al.*, 2014). The benefits of reading can also recognize the concept of everything that is around such as color, letters, numbers, shapes or objects. The more often you read, the more active your brain is August and Shanahan (2017) and Hoover and Tunmer (2017). Besides reading can also build

student's cognitive abilities (thinking), it also includes the development of attention, memory the ability to use words in communication, problem-solving ability and ability in reasoning. This is also important for the provision of socializing when they grow up (Chacko *et al.*, 2018; Stutz *et al.*, 2016).

Many studies have discussed the importance of reading at the beginnings of early elementary school students. According to Norwich *et al.* (2018) preliminary reading is a stage of the reading learning process for early grade elementary school students. Students learn to gain skills and master the techniques of reading and capturing the contents of the reading well. Therefore, the teacher needs to design reading learning well, so as to foster reading habits as a fun. However, Hoover and Tunmer, (2017) the results of the study were carried out by the International Student Assessment team (PISA) Program in 2012. And the Ministry of National Education Research and Development Agency (2003) stated that "Children's" reading skills in Indonesia are very concerning. Around 37.6% can only read without being able to make meaning and 24.8% can only associate text reading with one knowledge of information.

The low interest in reading of students can be identified as the cause of student's inability to read is influenced by several factors, both internal (which come from the reader) and external factors (which come from

outside the reader). Internal factors include: interest in reading, ownership of reader competence, motivation and ability of readers. While external factors include elements that come from the reading environment and teachers as educators who teach children to read not optimally used teaching methods that are fast and effective in teaching early reading (Hoover and Tunmer, 2017; Murray *et al.*, 2019).

Based on an identification of the study, student's low interest in reading and an innovation model for assessment of preliminary reading ability is needed for early grade students in elementary school. According to Ernalis *et al.* in his research the preliminary reading ability assessment model used an authentic penning model as a process of gathering information by teachers about the development and learning achievement of students through various preliminary reading techniques. But there are still rare studies that discuss the model assessment of preliminary reading skills based on whole language learning to minimize the level of diversity in reading ability of early grade elementary school students.

MATERIALS AND METHODS

This study used an experimental study by research design one group pretest-posttest. The purpose of this study is to determine the effectiveness of the model assessment of preliminary reading skills based on whole language learning. The populations in this study were grade 1 students (7-8 years old) of public elementary schools in Jakarta. The sampling technique used in this study was saturated sampling which amounts to 100 students in class 1 public elementary school in Jakarta, Indonesia.

The procedure for carrying out this study included a design that is determining the sample of research to be used providing a pretest to determine the child's initial ability in reading diversity of early grade students in elementary school. Providing treatment in the form of whole language preliminary reading-based activities. To minimize the level of diversity in reading skills, the researchers applied modules that researchers have developed in the experimental group while for the control group continued to run learning using textbooks commonly used by teachers to teach daily.

Data collection technique used was tests. The test administered to see how far students are able to use the knowledge they have built to solve problems. The instruments used in this study were tests in form of questions including pretest and post test. Data analysis technique used was descriptive statistics and t test (t-test).

RESULTS AND DISCUSSION

The analysis in this study was to determine the effectiveness of using the model assessment of preliminary reading skills based on whole language learning to minimize the level of diversity in reading skills of early grade elementary school students. The research results can be explained as follows.

Based on the calculation in the Table 1, it is seen that the average score before using the beginning reading textbook is 63.42 and after being treated with a preliminary reading textbook, it is increased by getting an average value of 81.97. This means that there are descriptive differences in the average results of the preliminary reading ability before and after using the beginning reading textbook.

Table 2 shows the correlation coefficient of the preliminary reading score before and after being treated by using a preliminary reading book of 0.503 with a sig number or $p = 0.0005$ or not significant.

Table 3 shows the difference in mean = -18.550 which means that the score of the preliminary reading ability after and before using the beginning reading book is complete. The positive score after being treated using the beginning reading book of the preliminary reading ability was higher than before the preliminary reading was treated. Then in this table, it was also obtained the mean error standard which shows the standard error rate of the average difference. Furthermore, the most important result

Table 1: Pretest and posttest test results

Pair 1	Mean	N	SD	SE
Pre-test	63.42	100	9.713	0.971
Post-test	81.97	100	7.222	0.722

Table 2: Results of correlation

Pair 1	N	Correlation	Sig.
Pre-test and post test	100	0.503	0.000

Table 3: Paired sample correlations results

Pair 1	Paired differences			Confidence the interval of difference (95%)				
	Mean	SD	SE	Lower	Upper	t-value	df	Sig.(2-tailed)
Pre-test-post-test	-18.55	08.711	0.871	-20.279	-16.821	-21.294	99	0.000

of this table is the statistical score $t = -21.294$ with db 99 and a significant number. or p-value $0.000 < 0.05$ or H_0 is rejected. Thus, it can be concluded that there are significant differences between results before using the preliminary reading instrument.

Based on the results of research that has been obtained on average before using the beginning reading textbooks, it got 63.42. After being treated with a preliminary reading textbook, it increases an average value of 81.97. And the statistical score is $t = -21.294$ with db 99 and a significant number. Or p-value $0.000 < 0.05$. This means that the preliminary reading ability is one type of receptive writing function (Hoover and Tunmer, 2017). Everything gained through reading will enable early grade students who are able to reinforce their mind power, sharpen their views and broaden their horizons (Brook *et al.*, 2017). Reading is a physical and psychological process. The physical process consists of observing the writing visually. With visual senses, the reader recognizes and distinguishes sound images and their combinations. Through the recoding process, the reader associates the picture of the sound with its combination with the sounds. With this process, the series of writing that it read transformed into a series of sounds of language in a combination of words, groups of words and meaningful sentences (Stern *et al.*, 2018; Virinkoski *et al.*, 2018).

CONCLUSION

Early reading is one of the subject matter given to grade 1 elementary school children. Early reading skills are the key to opening a window of science. The effectiveness of the way teachers teach reading at the beginning will greatly determine the skills of children in reading the beginning. Early reading is a stage of the reading learning process for early grade elementary school students. Students learn to gain skills and master the techniques of reading and capturing the contents of the reading well. Therefore, the teacher needs to design reading learning well, so as to foster reading ability as a fun. At the preliminary reading level, the reader does not have reading skills.

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