

Improves Children's Ability In Learning To Read And Write Through The RERIRO Method For Slow Learners

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Abstract

This study aims to determine whether the use of the RERIRO method can improve reading and writing skills in Slow Learners at SD N Keditan. This research was carried out in one of the classes of SD N Keditan, namely class IV and apply experiments using the paper roll game. Researcher's suggested that the RERIRO method can be used in teaching to improve reading and writing skills in children with slow learner. The results of the study indicate that there is an increase in the results of children in reading and writing. Elementary school teachers to using the RERIRO method as a bridge in teaching reading and writing, especially in Indonesian subjects. It can make students more interested in learning activities that are being carried out.

Keywords: Reading and Writing, RERIRO method, Slow learner

1. Introduction

The development of the era that is developing very rapidly makes the world of education must be able to improve the quality of education, educators and their students. Especially in the realm of language in which there are many problems, such as learning to read and write, especially for elementary school students. The education taught aims to provide students with basic abilities in developing their lives. Both in personal life, in society and citizenship as well as in preparing students for higher education.

Language in everyday life plays a very important role, especially in expressing one's thoughts. Language in education is also very important, namely it can play a central role in intellectual, social, emotional development and support the success of students in learning all fields of study. One of the basic language skills taught to lower grade students is reading and writing skills. According Kridalaksana in Rachmawati Dawn (2007: 3) that reading is a skill to know and understand the writings in the order form emblem - a graphic symbol and its conversion into a meaningful dialogue in the form of silent understanding - pengujaran silent or loud - loud. This is in line with what was found by Tarigan, 1990: 7 which says that reading is one of the processes carried out and used by readers to get messages.

what the author wants to convey through the medium of words or spoken language. Meanwhile, according to Nurgiyantoro (2001: 273) writing is an activity to express ideas through language media. Writing is a productive and expressive activity so writers must have the ability to use vocabulary, grammar, and language structure. This is reinforced by the opinion of Suparno and Mohammad Yunus (2008: 1.3), writing is an activity to convey messages (communication) using written

language as a medium or tool. In the communication board there are at least four elements involved, namely (1) the author as a messenger, (2) the content of posts or messages, (3) the channel or medium of writing and (4) the reader as the recipient of the message.

Reading is the key to academic success, when your child learns to read at a very young age, he will have more general knowledge, increase vocabulary, improve writing and verbal communication skills. However, what was found was the opposite, that there were 4th graders who could not read and write. This shows that students have not yet completed learning to read and write beginning. The RERIRO (Reading, Writing and Row) method is expected to help students become skilled at reading and writing. In this method, students will be more emphasized to read, write and compose. The advantage of the RERIRO method itself is that it can improve reading and writing skills in children who are slow learners. Because this method is carried out in stages, starting with the teacher giving examples of words to students, then students are asked to read one by one the letters in the word. The second stage is, students are asked to rewrite the letters of what the student said. And finally, students were asked to arrange the letters that had become words. This method is repeated until students are really able to read and write. So the RERIRO method is very suitable to be applied to children who are slow learners or are late in learning.

By using the RERIRO method, it is expected to be able to overcome problems in children who are in elementary school, especially students' learning barriers in learning to read and write. Because both are very important in finding information, learning activities, daily activities and so on. Therefore, it is hoped that by sparking new methods that aim to improve the quality of students who can bring the nation and state to be even better, especially in the realm of education. In order for the research to be maximally successful and as expected, the authors then describe the methods used in the study.

2. Method

Research uses a Classroom Action Research (CAR) design which is carried out in stages in order to get the best results in order to obtain valid data. Each process consists of initial reflection, followed by an action plan, implementation of action, observation/evaluation, and reflection. This research was conducted at SD Negeri Keditan with a total of 12 students with an emphasis on reading and writing problems for slow learners.

The method used in this research is Case Studies. Because in this case the author examines a problem through a case consisting of a single unit. Where the unit refers to the 2 students who were raised in the problem. The population in this study is reading and writing for slow learners. The sample in this study was reading and writing for slow learner children at SD N Keditan. The data collection technique used in this study was direct observation through interviews with fourth grade teachers at SD N Keditan.

The variables in this study are divided into two. That is "Reading" as the independent variable. "Writing" as the dependent variable, then "For Slow Learners" as the control variable. Analysis of the data that will be used in the study, using data from the attendance list and the list of student grades. Therefore, the author hopes that in applying the method that has been designed and determined, it will produce maximum results and in accordance with the desired expectations.

3. Results and Discussion

Based on the research that has been done regarding Improving Children's Ability in Reading and Writing Through the RERIRO Method for Slow Learners, it can be seen in Table I and then presented in the form of a diagram. Results of Improved Reading and Writing Ability in slow learners

NO	cycle	Average of students
1.	Pre-cycle	58.08
2.	Cycle I	61.5
3.	Cycle II	70.25

Table 1. Cycle Results

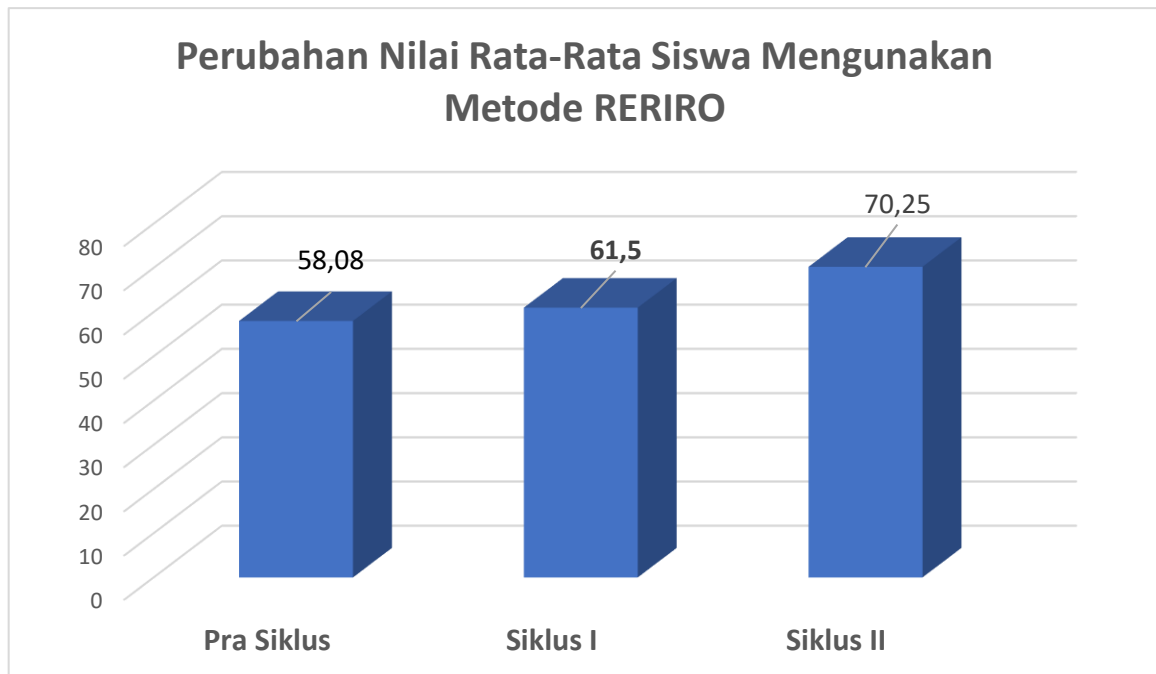
Based on the data above, the average score of grade IV students has changed in the same direction. better. During the Pre Cycle, the students' average score was 58.08. Meanwhile, the students' average score in Cycle I was 61.5. Then there was an increase in the student's average score of 3.42 between the pre-cycle average and the first cycle average. In the second cycle the student average was 70.25. When compared with the average score of students in the first cycle, there is another increase in the acquisition of the average score of students in the second cycle, which is 8.75.

To get the cycle data as above, the researcher uses a new method, namely the RERIRO method. The RERIRO method is an abbreviation of three verbs in English, namely, Reading, Writing and Row. The method is applied in class IV SDN Keditan, Ngablak, Magelang. Theme 8 "The Area I Live in", Sub-theme 2, lesson 6. In the research conducted by the researcher, the researcher developed several stages, namely (1) identifying the goals; (2) conduct learning analysis; (3) identify the characteristics of students; (4) formulating goals; (5) developing materials and selecting learning materials; (6) designing and carrying out evaluations. The RERIRO method is one method that will require students to think critically in dealing with the questions given.

Researchers collected information through interviews with fourth grade teachers at SDN Keditan and direct observations to schools and through direct action assessments with fourth grade students, in order to obtain several statements regarding the problems found. One of them is that there is a child who is in the fourth grade of elementary school who is found to have not yet mastered reading and writing skills.

If students are already in class 4 they should be good at reading let alone writing. Therefore, researchers design and develop a method used to overcome these problems. That is by using the RERIRO method which is applied directly during the learning process. The results of the analysis of the application of the RERIRO method which was applied to class IV SDN Keditan showed several findings, namely: (1) Students' writing was still far from the criteria for writing correctly, (2) students still had difficulty in reading sentences that were classified as easy, (3) lack of children's ability to take part in effective learning, (4) There is a need for methods that can improve students' learning abilities in reading and writing.

Changes in the Average Score of Students Using the RERIRO Method



Picture 1. Data of the final results of the study

The results of the research conducted by the researcher showed that the RERIRO method was able to improve reading and writing skills fourth elementary school students. From this statement, as educators or prospective educators, they must give their best in the learning process. This implies that in the teaching and learning process students must be used as the center of the activity (Sanjaya, 2008). Students as the center of learning activities certainly need methods in the application of teaching materials, so that they are easily understood and understood by students. The various methods that are appropriate to the learning topic are the center of attention that the teacher must pay attention to to be able to present the media in every learning process. The implementation of teaching and learning activities using the RERIRO method can be used in groups or independently. This method also presents the stages of writing stories correctly and accompanied by examples so that it will make it easier for students to learn how to write stories correctly. The presentation of the writing stages is adjusted to the sequence in writing the story so that students do not need to choose the stages again. This will have an impact on student interest in learning.

The use of the RERIRO method makes students active in learning, and the teacher acts as a facilitator as well as guiding the learning process. This is in accordance with what was expressed by Darsono, 2015: 24, namely that learning is an activity carried out by the teacher in such a way that students' behavior changes for the better. Learning is an active process in building pengetahuanya student, not a passive process that accepts only the teacher lectures on knowledge, so that if learning does not provide opportunities for students to play an active role, then learning is contrary to the nature of learning.

a. Rading and Writing Skills for Fourth Grade Elementary School Students

The Researcher explored the fourth grade students' reading and writing skills focusing on theme 8 "My Living Area" sub-theme 2 in the application of knowledge and understanding of story reading skills. Which has the aim of growing attitudes, skills, and knowledge that shows students care and understand about the Bird of Paradise based on observations, the use of various methods in delivering teaching materials is very much needed. Because each student has different characteristics and abilities from one another. Through direct interviews, researchers explore information in learning as well as students' knowledge and understanding of reading stories and writing.

The description of the conditions above has not fully met the principles of learning based on the 2013 Curriculum where, (1) from students being told to students finding out, (2) from the teacher as the only source of learning based on various learning resources, (3) from the approach textual process towards strengthening the use of scientific or scientific approaches, (4) from learning verbalism to applicative skills, and (5) increasing and balancing physical skills (hard skills) and mental skills or soft skills (Permendikbud Number 22 of 2016). The 2013 curriculum provides space for teachers to be creative in implementing the curriculum, both in developing themes and sub-themes with relevant contexts, while still following the scientific process which includes observing, asking, trying, reasoning, and communicating. Based on the current curriculum, it can be a place for teachers to be more creative and innovative in the availability of learning media.

4. Conclusion

From the research conducted by the researcher resulted in a new application method, which can improve the quality of student learning in writing and reading. This research was carried out in one of the classes of SD N Keditan, namely class IV and applied experiments using the RERIRO method. Roll paper game can also be used in teaching in order to improve reading and writing skills in children who are slow learners. The results showed that the value of slow learner children increased from 50 to 75. The researcher suggested to elementary school teachers to use the RERIRO method as a bridge in teaching reading and writing, especially in Indonesian subjects, because it can make students more interested in the learning activities being carried out.

This method is carried out in a gradual way, starting with the teacher giving examples of words to students, then students are asked to read one by one the letters in the word. Analysis of the application of the method RERIRO applied to class IV SDN Keditan which indicates several findings: (1) writing students are still far from the criteria write correctly, (2) the student is still difficulty in reading sentences that are classified as easy, (3) the lack of children's ability to participate in effective learning, (4) There is a need for methods that can improve students' learning abilities in reading and writing. The various methods that are appropriate to the learning topic are the center of attention that the teacher must pay attention to to be able to present the media in every learning process.

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