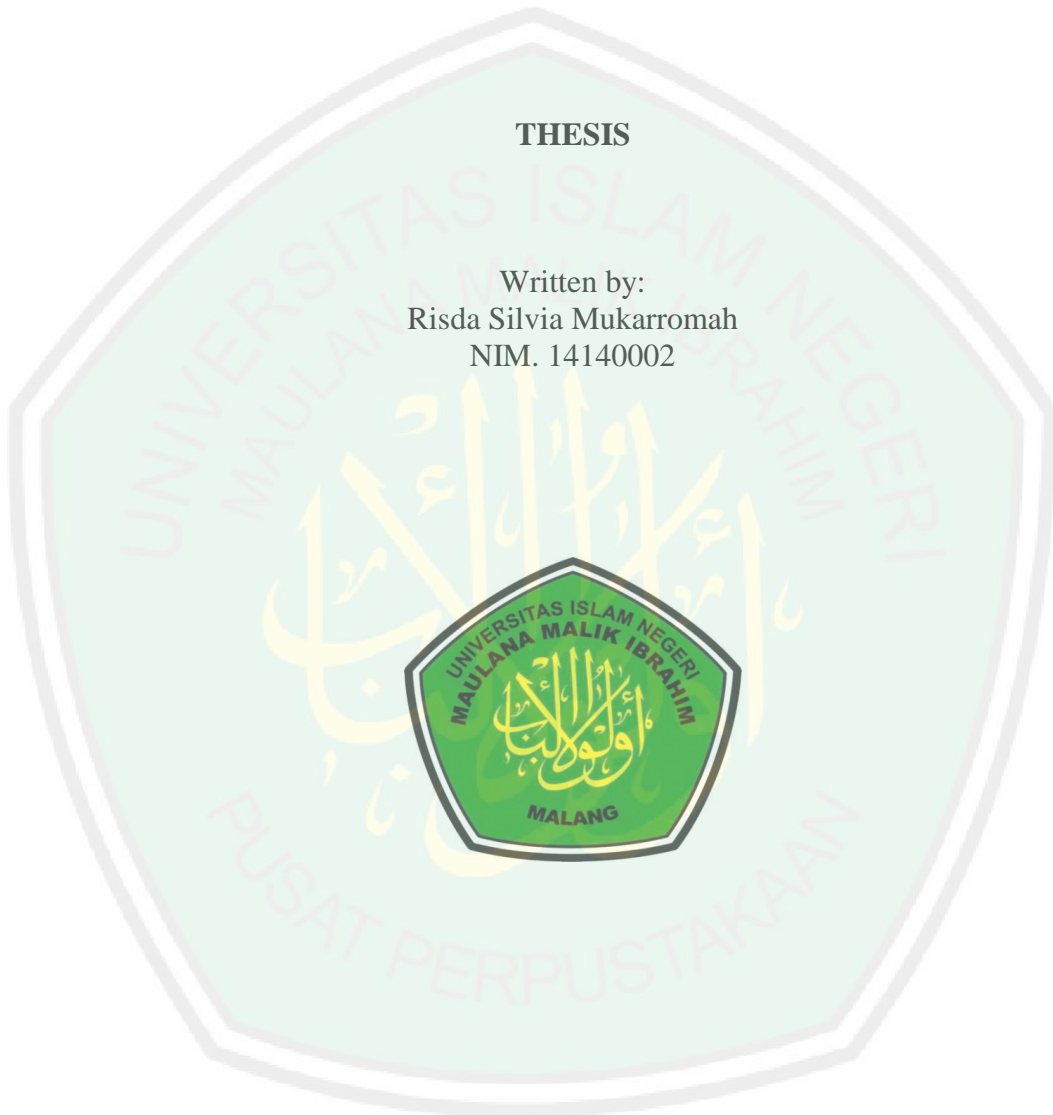


**THE TEACHER STRATEGY TO IMPROVE FIRST GRADE STUDENTS'  
READING SKILL AT SDN WONOKERSO 03 MALANG**

**THESIS**

Written by:  
Risda Silvia Mukarromah  
NIM. 14140002



**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM  
TARBIYAH AND TEACHING TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG  
May, 2018**

**THE TEACHER STRATEGY TO IMPROVE FIRST GRADE STUDENTS'  
READING SKILL AT SDN WONOKERSO 03 MALANG**

**THESIS**

Presented to Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim  
State Islamic University Malang  
In Partial Fulfillment of The Requirements for *The Degree of Sarjana Pendidikan*  
(S.Pd)

Written by:  
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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM  
TARBIYAH AND TEACHING TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG  
May, 2018**

## APPROVAL SHEET

THE TEACHER STRATEGY TO IMPROVE FIRST GRADE STUDENTS'

READING SKILL AT SDN WONOKERSO 03 MALANG

THESIS

Written by:

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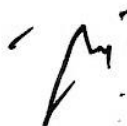
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**THE TEACHER STRATEGY TO IMPROVE FIRST GRADE STUDENTS'  
READING SKILL AT SDN WONOKERSO 03 MALANG**

**THESIS**

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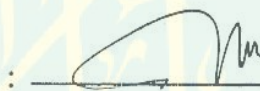
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## DEDICATION

By reciting Bismillah and Alhamdulillah, I dedicate this mini thesis to:

**My Beloved Father and Mother** (H.M Agus Mukhlis and Hj. Annisatuz Zuhroh)  
that always gives spirit to me in term of everything and never give up to always  
guide and advise me

**My Beloved Brother** (Muhammad Charis Mawan) that always makes happiness  
in my life and be spirit for me.

**My Dear** (Mohamad Hidayat) that always supported and helped me

**My family** that always give spirit to me

**All my friends,**

Member of ICP PGMI 2014 and ciwi-ciwi manjah that always gives motivation  
and become best friends who are always there when happy and grief

Member of PMII Chondrodimuko, Member of MSAA, Member of Angkasa 42,

Member of USA 2, Member of HMJ PGMI, Member of IMPI Wijayatirta

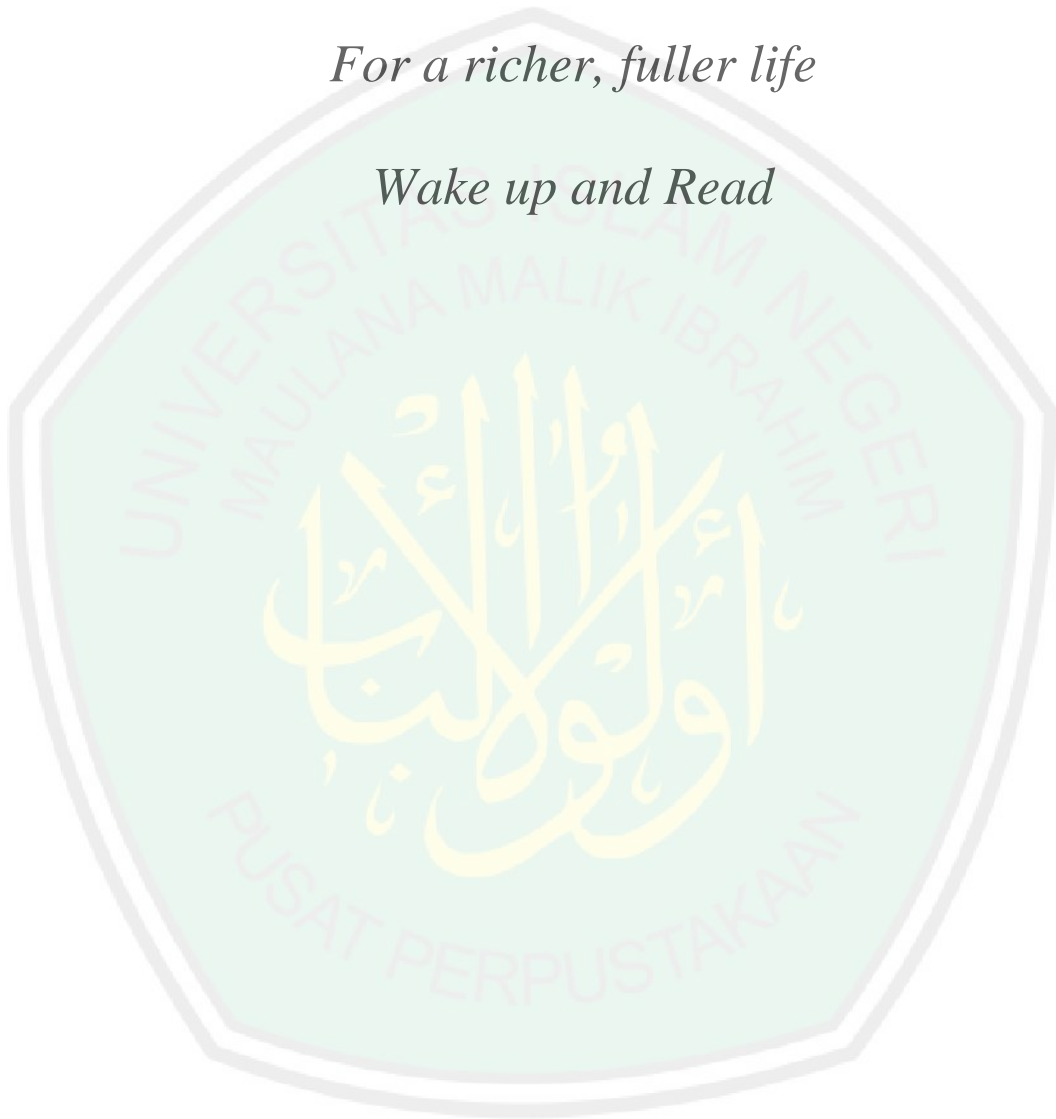
**For everyone who have supported me**

Thaks a lot and see you on succes

## MOTTO

*For a richer, fuller life*

*Wake up and Read*



Dr. Alfiana Yuli Efiyanti, MA  
Lecturer of Tarbiyah and Teaching Training Faculty  
Maulana Malik Ibrahim State Islamic University, Malang

---

**OFFICE MEMO OF ADVISOR**

Malang, May 14<sup>th</sup>, 2018

Subject : Skripsi Risda Silvia Mukarromah  
Attachment : 6 (six) Exemplares

To Whom it May Concern,  
Dean of Tarbiyah and Teaching Training Faculty  
Maulana Malik Ibrahim State Islamic University, Malang  
In  
Malang

*Assalamu'alaikum Wr. Wb*

This office memo declares that skripsi originally owned by:

Name : Risda Silvia Mukarromah  
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Study Program : Islamic Primary Teacher Education (PGMI)  
Title of Skripsi : The Teacher Strategy to Improve First Grade Students'  
Reading Skill at SDN Wonokerso 03 Malang

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalammu'alaikum Wr. Wb.*

Advisor,



Dr. Alfiana Yuli Efiyanti, MA  
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## CERTIFICATE OF SKRIPSI AUTHORSIP

I hereby declare that this skripsi is originally written by Risda Silvia Mukarromah, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (SPd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana status* of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim for others.

Malang, May 14<sup>th</sup> 2018



Risda Silvia Mukarromah



## PREFACE

*Bismillahirrahmaanirrahim*

*Alhamdulillah Rabbil'alam*, all praise and thanks the authors extend this presence of God Almighty, who has bestow mercy and gidane, so that the author can complete a thesis entitled “The Teacher Strategy to Improve First Grade Students’ Reading Skill at SDN Wonokerso 03 Malang”. Blessing and greetings are always epressed to the Prophet Muhammad that have led from the road towards the path of darkness ablaze.

As for the writing of the thesis is organized to meet the requirements of Bachelor degree Islamic Primary Teacher Education Program. In the writing of this thesis, the aauthor of many ger help and guidance from vatiuous parties, therefore, on this occasion the aauthor conveys the profuse thanks to:

1. Father, mother, brother, and my beloved family that always gives spirit to me in terms of everything and never get tired to always support and makes happiness in my life.
2. Dr. Alfiana Yuli Efiyanti, MA as Advisor that always gives motivation, guidance, and feedback to the author with great patience.
3. Prof. Dr. Abdul Haris, M.Ag an Rector of Mualana Malik Ibrahim Malang State Islamic University.
4. Dr. H. Agus Maimun as Dean of Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim Malang State Islamic University.

5. H. Ahmad Sholeh, M.Ag as Head of Department of Islamic Primary Teacher Education.
6. All of Lectures Mualana Malik Ibrahim Malang State Islamic University that has given knowledge.
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8. Ibu Dessi Kifliyah, S.Pd as Teacher 1<sup>th</sup> at SDN Wonokerso 03 Malang who gave the chance to the author to complete research.
9. All of Teachers and Employees at SDN Wonokerso 03 Malang who gave the chance to the author to complete research.

The author realized that this thesis report is far from perfection. Therefore, the author expects criticism and suggestions for the repair this.

Only to God we surrender ourselves, hopefully we got ridho. Finally the aauthor hopes this research report may be useful for the reader, all parties require and particulary for authors as a prospective teacher.

Malang, 07 Mei 2018

Penulis,

Risda Silvia Mukarromah  
NIM 14140002

## GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Culture number. 158 year 1987 and number. 0543/b/U/1987 can be broadly described as follows:

### A. Letter

ا =	a	ز =	z	ق =	q
ب =	b	س =	s	ك =	k
ت =	t	ث =	sy	ل =	l
ث =	ts	ص =	sh	م =	m
ج =	j	ض =	dl	ن =	n
ح =	h	ط =	th	و =	w
خ =	kh	ظ =	zh	ه =	h
د =	d	ع =	'	ء =	,
ذ =	dz	غ =	gh	ي =	y
ر =	r	ف =	f		

### B. Vokal

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

### C. Vokal Diphthong

أُ = aw

أَي = ay

أُو = û

إِي = î

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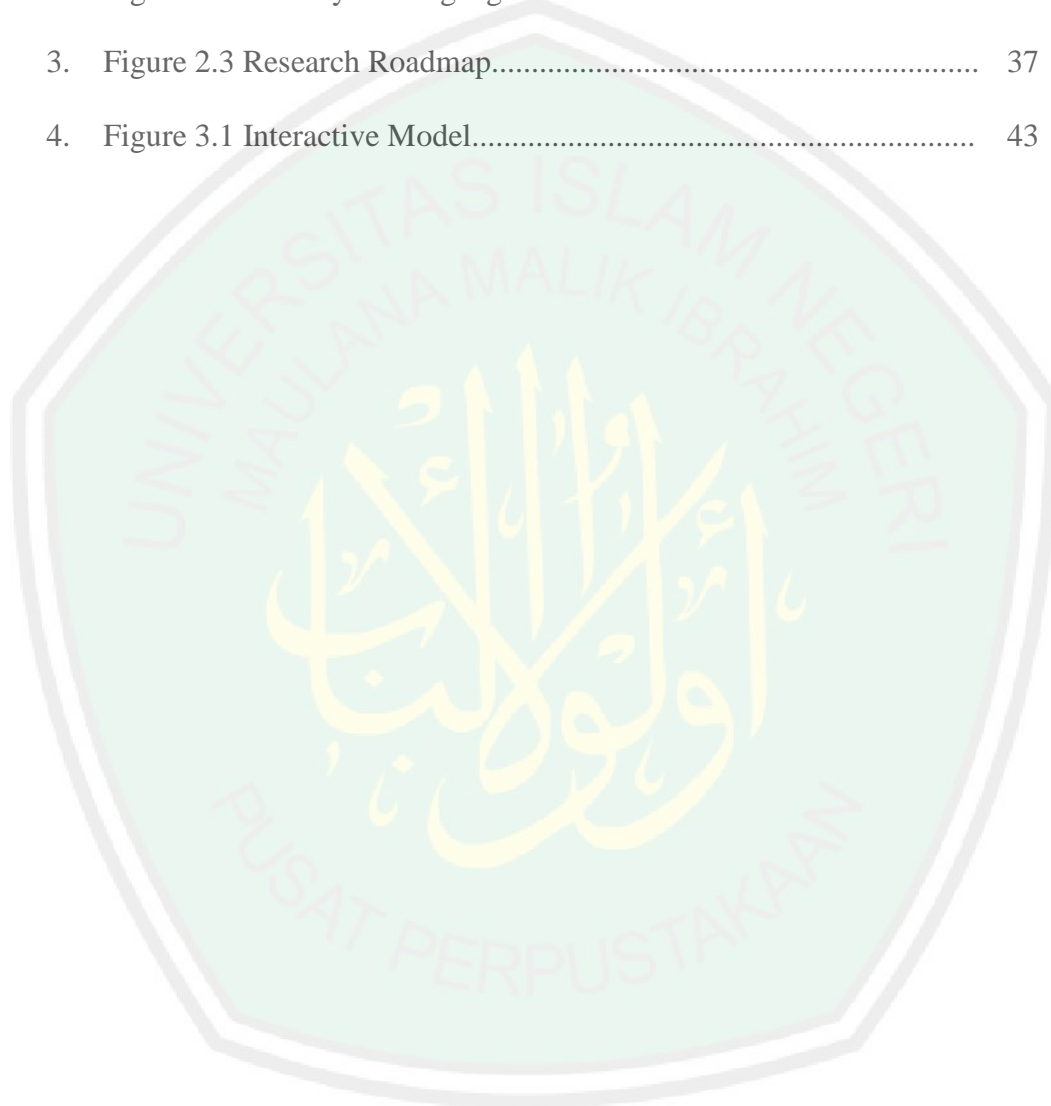
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## ABSTRAK

Mukarromah, Risda Silvia, 2018. *Strategi Guru dalam Meningkatkan Kemampuan Membaca Peserta Didik Kelas Satu di SDN Wonokerso 03 Malang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alfiana Yufi Efiyanti, MA

Kemampuan membaca merupakan kemampuan yang harus dimiliki oleh peserta didik dalam memahami isi keseluruhan bacaan. Peserta didik yang memiliki kemampuan membaca yang memadai akan mampu menyerap berbagai informasi yang dibutuhkan. Setiap peserta didik dituntut untuk memiliki kemampuan membaca yang baik. Namun, hal tersebut tidak sesuai dengan fenomena yang terjadi saat ini. Kemampuan membaca yang dimiliki peserta didik masih rendah dan akan berdampak pada perkembangan peserta didik terutama dalam bidang pendidikan. Oleh karena itu setiap individu dituntut untuk mempunyai kemampuan membaca yang baik.

Penelitian ini berfokus pada: (1) Kemampuan membaca peserta didik kelas satu di SDN Wonokerso 03 Malang. (2) Strategi guru dalam meningkatkan kemampuan membaca peserta didik kelas satu di SDN Wonokerso 03 Malang. (3) Evaluasi strategi guru dalam meningkatkan kemampuan membaca peserta didik kelas satu di SDN Wonokerso 03 Malang.

Penelitian ini menggunakan pendekatan kualitatif. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Pemeriksaan keabsahan data menggunakan uji kredibilitas dengan triangulasi. Data dianalisis dengan menggunakan langkah-langkah reduksi data, display data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa, (1) Kemampuan membaca peserta didik kelas satu di SDN Wonokerso 03 Malang pada awal penelitian 58,3% yang dapat membaca dengan lancar. Pada semester kedua semua peserta didik dapat membaca dengan lancar kecuali satu orang peserta didik yang kurang adanya minat untuk belajar membaca. (2) Strategi guru dalam meningkatkan kemampuan membaca peserta didik kelas satu di SDN Wonokerso 03 Malang dilakukan dengan baik dengan menggunakan lima strategi yaitu: strategi literasi, reading aloud, PORPE, talqin, dan strategi kompetisi. (3) Evaluasi strategi guru dalam meningkatkan kemampuan membaca peserta didik kelas satu di SDN Wonokerso 03 Malang menggunakan acuan berupa kriteria ketuntasan minimal (KKM) yaitu peserta didik dapat menguraikan lambang bunyi vocal dan konsonan dalam bahasa Indonesia atau bahasa daerah.

**Kata Kunci:** Strategi Guru dan Kemampuan Membaca

## ABSTRACT

Mukarromah, Risda Silvia, 2018. *The Teacher Strategy to Improving First Grade Students' Reading Skill at SDN Wonokerso 03 Malang*. Thesis, Islamic Primary Teacher Education Program Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim State University Malang.  
Advisor: Dr. Alfiana Yufi Efiyanti, MA

---

Reading skill is an skill that must be possessed by students in understanding the overall content of a particular reading. Students who have adequate reading skill will be able to absorb the various information needed. Every learner is required to have good reading skill. However, it is not in line with the current phenomenon. Students' reading skill is still low and will impact on the development of them, especially in the field of education. Therefore, every individual is required to have good reading skill.

This research focuses on: (1) Reading skill of first grade students at SDN Wonokerso 03 Malang. (2) Teachers' strategies in improving reading skill of the first grade students at SDN Wonokerso 03 Malang. (3) Evaluation of teachers' strategies in improving the reading skill of first grade students at SDN Wonokerso 03 Malang.

This research uses qualitative approach. Data collection techniques used are observation, interview, and documentation. Examination of data validity used credibility test with triangulation. The data were analyzed using data reduction, data displays, and conclusions.

The results showed that, (1) Reading skill of the first grade students at SDN Wonokerso 03 Malang at the beginning of the study, shows that 58.3% students can read fluently. In the second semester, all students can read fluently except for a student who is not really interested to learn reading. (2) The teacher's strategy in improving the reading skill of the first grade students at SDN Wonokerso 03 Malang is well done by using five strategies: literacy strategy, reading aloud, PORPE, talqin, and competition strategy. (3) Evaluation of teacher strategy in improving reading skill of first grade students at SDN Wonokerso 03 Malang using reference in the form of minimal criteria of mastery learning (KKM) that students can decipher the vowel and consonant symbol in Indonesian or local languages.

**Keywords: Teachers Strategies and Reading Skill**



## مستخلص البحث

مكرمة، رسدا سلفيا. 2018. استراتيجية المعلم في ارتفاع مهارة القراءة تلاميذ فصل الواحد في المدرسة الابتدائية الحكومية وونوكرصا الثالث مالانج. بحث العلم، شعبة تربية معلمي المدرسة الابتدائية، كلية التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. مشرفة : الدكتورة أليانا يوفي آفياتي.

مهارة القراءة هي مهارة التي يجب أن تملك للتلاميذ ليفهم مضمون جميع القراءة. تلاميذ التي تملك مهارة القراءة الوافي ستستطيع ليقبض جميع الاخبار التي تحتاج. كل تلاميذ تطلب لتملك مهارة القراءة بالجيد. بل ذلك الحال لا يوافق بالظاهرة التي توقع في هذا الوقت. مهارة القراءة التي تملك تلاميذ سفل وستؤثر على تطور تلاميذ أفضل في التربوي. لذلك كل فرد يطلب ليملك مهارة القراءة بالجيد.

هذا البحث يركز على : (1) مهارة القراءة تلاميذ فصل الواحد في المدرسة الابتدائية الحكومية وونوكرصا الثالث مالانج. (2) استراتيجية المعلم في ارتفاع مهارة القراءة تلاميذ فصل الواحد في المدرسة الابتدائية الحكومية وونوكرصا الثالث مالانج. (3) تقويم استراتيجية المعلم في ارتفاع مهارة القراءة تلاميذ فصل الواحد في المدرسة الابتدائية الحكومية وونوكرصا الثالث مالانج.

هذا البحث يستخدم مقارنة كيفية. طريقة جمع البيانات التي استخدمت الباحثة هي ملاحظة، ومقابلة، ووثائق. تفتيش صحة البيانات يستخدم اختبار المصدقية بالتثليث. وتحليل البيانات باستخدام مراحل تخفيض البيانات، وعرض البيانات، ونتائج البحث.

نتائج البيانات تدل على أن: (1) مهارة القراءة تلاميذ فصل الواحد في المدرسة الابتدائية الحكومية وونوكرصا الثالث مالانج في أول البحث 58,3 % يستطيع القراءة بالفصيح. في المستوى الثاني جميع تلاميذ يستطيع أن يقرأ بالفصيح إلا تلميذا واحدا

الذي ينقص بكون الرغبة ليتعلم القراءة. (2) استراتيجية المعلم في ارتفاع مهارة القراءة تلاميذ فصل الواحد في المدرسة الابتدائية الحكومية وونوكرصا الثالث مالانج تعمل بالجلد باستخدام خمس استراتيجيات وهو: استراتيجية معرفة القراءة والكتابة، القراءة بصوت عال (reading aloud)، (PORPE)، تلقين، واستراتيجية منافسة. (3) تقويم استراتيجية المعلم في ارتفاع مهارة القراءة تلاميذ فصل الواحد في المدرسة الابتدائية الحكومية وونوكرصا الثالث مالانج يستخدم إشارة شكل معايير كمال أدني وهو تلاميذ يبسط رمز الصوت الصوتي والمنجسم في اللغة الإندونيسية أو اللغة الدائرة.

الكلمات الرئيسية: استراتيجية المعلم و مهارة القراءة

## CHAPTER I

### INTRODUCTION

#### A. Research Background

Education is one of the important part in shaping the man learned. The law number 20 on 2003 chapter III about the national education system that:

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.<sup>1</sup>

In accordance with the national education goal, teachers need to have some principle of teaching which refers to an increase in the internal capabilities of the students in designing strategies and implementing learning. Teachers must have the appropriate strategies in the learning process.

The appropriate strategy allows students capable of achieving competence in full, intact, and contextual. According to Sudirja and Siregar in Mulyono "Strategi pembelajaran adalah upaya menciptakan kondisi dengan sengaja agar tujuan pembelajaran dapat dipermudah."<sup>2</sup> The strategy reflects the necessity to facilitate students' achieve competence. Every teacher should have a variety of strategies that can be applied in the classroom, especially to help students who have difficulty learning.

<sup>1</sup> Pemerintah Republik Indonesia, *Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Semarang: Duta Nusindo, 2003), page. 7.

<sup>2</sup> Mulyono, *Strategi Pembelajaran* (Malang: UIN-Maliki Press, 2012), page. 9.

Learning difficulties can be experienced students as explained by Bambang Putranto “Kesulitan belajar yang dialami peserta didik dapat bersifat teknis, seperti sering terbolak-balik membaca kata atau bingung dalam membedakan huruf berbentuk mirip.”<sup>3</sup> It proves that in fact students can already read but sometimes still often mix up. Described by Dwi Sunar Prasetyo “Pada umur sekitar 3-6 tahun, kemampuan membaca anak berada pada puncaknya.”<sup>4</sup> Based on the opinion of students elementary school class I've been able to read since it was already past the age of 6 years. Described by Adam in a “*The ability to read has a lifelong impact on access to knowledge and economic success, yet from a relatively early age, the distribution of reading achievement is very different among socioeconomic classes and ethnic groups.*”<sup>5</sup> The opinion shows that the students’ reading skill since elementary school can make a good future.

With respect to these teachers should use appropriate strategies to improve students’ reading skill. Described by *Gerald G Duffey and James V. Hoffman* “*There is no one perfect method for teaching reading to all children. Teachers, policy makers, researchers, and teacher educators need to recognize that the answer is not in the method but in the tacher.*”<sup>6</sup> The opinion explains that teaches reading in children, success depends on the

<sup>3</sup> Bambang Putranto, *Tips Menangani Siswa yang Membutuhkan Perhatian Khusus* (Yogyakarta: DIVA Press, 2015), page. 39.

<sup>4</sup> Dwi Sunar Prasetyono, *Rahasia Mengajarkan Gemar Membaca pada Anak Usia Dini* (Jogjakarta: DIVA Press, 2008), page. 80.

<sup>5</sup> Marry Beth Calhoon dan kawan-kawan, *Improving Reading Skills in Predominantly Hispanic Title I First-Grade Classrooms: The Promise of Peer-Assisted Learning Strategies*, 2006, page. 261.

<sup>6</sup> Pamela J. Farris dan kawan-kawan, *Teaching Reading: A Balanced Approach for Today's Classrooms* (New York: McGraw-Hill, 2004), page. Xxv.

teacher. Reinforced by Snow in a journal *“Teachers commonly accept that the presence of a rich vocabulary plays an important factor in school success.”*<sup>7</sup>

The opinion explains when the teacher gives the student vocabulary on the lot will provide success of the school, of course with the right teachers and strategies accordingly. Described in the book teaching reading *“A balanced instructional approach to literacy education requires that the teacher be knowledgeable about a variety of effective teaching strategies in reading and writing. She must thoughtfully select from them to effectively meet the needs of the increasingly diverse student in her classroom.”*<sup>8</sup> The opinion describes the teaching literacy need teachers who know the variety of stratetgi teaching. Teachers should be able to use and choose a strategy to address the problem of the ability trouble reading.

Researcher observed in primary school at SDN Wonokerso 03 Malang, where in general the lesson that process take place properly. The school is the school that disciplined and clean, where each students implement the code of conduct and put shoes outside the classroom are neat. In addition, the researcher chose the first grade as the subject because of the first grade is a base grade with a minimum of 7 years of age where students just starting implement education elementary school. This research was carried out starting in August, due to the ability to view the reading students ranging from the odd semesters.

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<sup>7</sup> Karen Nitzkin dan kawan-kawan, *Improving Reading Comprehension One Word at a Time* (Middle School Journal, 2014), page. 27.

<sup>8</sup> Pamela J. Farris dan kawan-kawan, op.cit., page. 3.



Based on the results of interviews with Miss Lia as the classroom teacher who taught in grade 1, explaining that students need class in the appropriate strategies to improve reading. Miss Lia also explain the factors that inhibit the students' reading skills include factors family, school, and neighborhood. Miss Lia also explains the importance of research about the teacher strategy to improve first grade students' reading skill, for the students of first grade is base grade after school kindergarten.<sup>9</sup>

Teacher of grade I in the process of learning to use appropriate strategies notably in reading. Each student will get a chance to read. Most of the students I can read well, but there are some students who already know the alphabets, but still trouble reading when the given word consists of three syllables. Students who are able to read well sometimes still upside down.

Based on the above description, researcher interested in conducting research on the "The Teacher Strategy to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang". Given the importance of students' reading skills with regard to his intelligence and dealing with his life, then the very interesting aspect to examined more profoundly.

## **B. Research Focus**

Based on the background of research, problem formulations are.

1. How does the first grade students' reading skill at SDN Wonokerso 03 Malang?

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<sup>9</sup> Interview with Lia, The of grade I, SDN Wonokerso 03 Malang, 31 August 2017.



2. How does the teacher implement the strategies to improve first grade students' reading skill at SDN Wonokerso 03?
3. How does the teacher evaluated the strategies to improve first grade students' reading skill at SDN Wonokerso 03 Malang?

### **C. Research Objectives**

Based on the formulation of research, researcher took the research purpose are.

1. To describe the the first grade students' reading skill at SDN Wonokerso 03 Malang.
2. To describe the teacher implementation to improve first grade students' reading skill at SDN Wonokerso 03 Malang.
3. To describe the teacher evaluation to improve first grade students' reading skill at SDN Wonokerso 03 Malang.

### **D. Research Significances**

The results of this research are expected useful theoretically as well as practically. Theoretically, these studies are expected to be:

1. to provide a positive contribution towards increasing the role of the teacher to improve first grade students' reading skill at SDN Wonokerso 03 Malang.
2. Can be one of the inputs for teachers to improve first grade students' reading skill at SDN Wonokerso 03 Malang.

3. Add the libraries in education, especially in Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim State Islamic University Malang.

But practically, the research is expected to deliver benefits and in order to, among others:

1. For Institution

- a. For Academic in Maulana Malik Ibrahim State Islamic University Malang.

The results of this research are expected to provide knowledge, information, and reference in the form of scientific readings.

- b. For School

Expected to contribute thoughts to improve students' reading skill, as well as material input and consideration to optimize the institution primary school, especially through strategy teacher class for improve the capability of reading.

2. For Scientific development

The results of this research are expected to contribute in scientific education particularly in the elementary school.

3. For Authors

- a. Expected to provide knowledge and adds to the insights of writers about everything to do with improve the reading skill especially on teacher strategies to improve first grade students' reading skill at SDN Wonokerso 03 Malang

- b. As one of the final stage of the fulfillment of the requirements for completing a program of research (S1) on Maulana Malik Ibrahim State Islamic University Malang.

4. For the Library

As a very important input about scientific findings and library collections that can be used as a reference.

5. For Readers and Researcher Next

For others reading this paper is expected to be helpful in providing information and knowledge about the teacher strategies to improve students' reading skill in elementary school, or as further research material for researcher the next.

### E. Previous Research

The new research are supports, reject or have a different viewpoint with previous research. To avoid the repetition of the research of things that are the same and for the consideration, then the author presents some of the results of the previous research, are:

Karen Nitzkin and coauthors, 2014, Association for Middle Level Education, with the title *Improving Reading Comprehension One Word at a Time*. This research more on improve reading skills in middle school. The equation is the same as for researching about improving reading skills.

Marry Beth Calhoon and coauthors, 2006, The Defision for Learning Disabilities of the Council for Exceptional Children, with the title *Improving*

*Reading Skills in Predominantly Hispanic Title 1 First-Grade Classrooms: The Promise of Peer-Assisted Learning Strategies.* These studies focus on improving reading skills in Hispanic. The equation is the same as for researching about improve first grade students' reading skill.

Olynda Ade Arisma, 2012, Department of Undergraduate Education Indonesia Literary language, literature, Indonesia, and region, with the title *Peningkatan Minat dan Kemampuan Membaca melalui Penerapan Program Jam Baca Sekolah di Kelas VII SMP Negeri 1 Puri.* Research on the thesis focus more on increasing the interest through the application of program hours of reading school. The equation is the same as for researching on improvement of reading skills.

Sri Wahyuni and Laelatul Badriyah, 2015, Reality Article, with the title *Using Think Pair Share Method To Improve The Reading Skill On Narrative Text Of The Students Of Mtsn Kunir Blitar.* Research on the article is more focused on the application of the method to share the pair think improve reading skills of narrative text. The equation is the same as for researching about improving reading skills.

Erfin, 2016, the scientific journal of the teachers, with the title *Strategi KWL Untuk Meningkatkan Kemampuan Membaca Siswa Di Sekolah Dasar.* Research on the journal focus on implementation of the strategy of the KWL to improve reading. The equation is the same as for researching about improving reading skills.

Table 1.1 Previous Research

No	Name of researcher, the title of research, and year	Similarities	Differences	Research Originalities
1.	Karen Nitzkin and coauthors, with the title <i>Improving Reading Comprehension One Word at a Time</i> , 2014.	Research on improving reading skill	More focus to improve students' reading skill in SMP.	In a previous research is about improve students' reading skill SMP to be more intense and focused.
2.	Marry Beth Calhoon and coauthors, with the title <i>Improving Reading Skills in Predominantly Hispanic Title I First-Grade Classrooms: The Promise of Peer-Assisted Learning Strategies</i> , 2006.	Research on improving reading skill	More focus to students' reading skills in Hispanic.	Previous research studies are learning strategies to improve reading skill for Hispanic students.
3.	Olynda Ade Arisma, with the title <i>Peningkatan Minat dan Kemampuan Membaca melalui Penerapan Program Jam Baca Sekolah di Kelas VII SMP Negeri 1 Puri</i> , 2012.	Research on improving reading skill	More focus on increasing interest through the implementation of the school reading program.	In the previous research the research was about qualitative approach by using classroom action research design.
4.	Sri Wahyuni and Laelatul Badriyah, with the title <i>Using Think Pair Share Method To Improve The Reading Skill On Narrative Text Of The Students Of Mtsn Kunir Blitar</i> , 2015	Research on improving reading skill	More focused on the application of the method to share the pair think improve reading skills of	In the previous research the research was about the application of the method to share the pair think improve students' reading skills in MTSN



			narrative text.	
5.	Erfin, with the title Strategi Kwl Untuk Meningkatkan Kemampuan Membaca Siswa Di Sekolah Dasar, 2016	Research on improving reading skill	More focus on implementation of the strategy of the KWL to improve reading.	In the previous research the research was implementation of the strategy of the KWL to improve students' reading skill.

Then it can be inferred that the latest researcher has its own characteristic because it is more oriented to improve reading skills and strategies teachers conducted more thorough in addressing first grade reading skill.

#### F. Key Terms Definition

The following definition of the term to clarify and simplify the understanding and avoiding misunderstanding in understanding the intent of the thesis entitled " The Teacher Strategy to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang", then researcher need to give an affirmation and a discussion of the terms relating to the thesis title, as follows:

##### 1. Teacher Strategy

The strategy is the way teachers used teachers as an educator at SDN Wonokerso 03 to improve students' reading skill.

##### 2. Read



Reading is an activity carried out by students in critiquing a reading that was carried out during school hours.

### 3. Reading Skills

Reading skills are the skills students in reading activities.

## G. Research Findings Composition

To simplify writing and understanding extensively about this research, then systematic discussion in research thesis proposals are organized into three chapters, are.

CHAPTER I: Introduction, in chapter introduction contains tentng contexts of research so that issues that are examined it can be known to the direction of the problem and its context, which includes research background, research focus, research objectives, research significances, previous research, key terms definition, and research findings composition.

CHAPTER II: Review literature, chapter which discusses the theoretical research presented about: A. Teacher, 1. Definition of teacher, 2. role, fuctions, and responsibilities of teacher, B. Strategy, 1. Definition of strategy, C. Read, 1. Definition of read, 2. Purpose of read, 3. Reading skill, D. the teacher strategy to improve students' reading skill E. Literature review.

CHAPTER III: Methods of research, this chapter describes the research methods, including approach and this type of research, the presence of researcher, research location, type and data resources, procedures of data collection, data analysis, checking the validity of the findings, and the stages of research that aims to ease in research in the field.

CHAPTER IV: Exposure data and research findings. This chapter describes the object of research and exposure data research findings that includes The Teacher Strategy to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang

CHAPTER V : This chapter, researcher will discuss and analyzing of data that explained before. Answer of problem in this result, will discussed on thin chapter.

CHAPTER VI: This chapter describes with conclude all discussion and give some suggestions in improving the quality of learning. The goal is to ease the reader in taking the essence of the discussion.

## CHAPTER II

### REVIEW LITERATURE

#### A. Teacher

##### 1. Definition of Teacher

Definition of teachers according to the legislation of the Republic of Indonesia No. 14 year 2005 about teacher Chapter 1 article 1 described “Teachers are educators professional with the main task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education in the formal education, elementary education, and secondary education.”<sup>10</sup>

Teachers are educators who provide a number of science to students in the school. In addition to giving a number of science teachers, also in charge of instilling values and attitudes to the protege, and has a good personality. With science, the teacher guides the student in developing its potential.<sup>11</sup>

The teacher is the dominant element and judged significant in path of school education (formal) in General, because teachers can make students can acquire skills in reading with a good strategy implementation. Similarly, in the process of learning, teachers must have the ability to achieve its own expectations that aspired to in carrying out

<sup>10</sup> Undang-undang RI No. 14 Tahun 2005 Tentang Guru dan Dosen, (Jakarta: Sinar Grafika, 2006), page. 2

<sup>11</sup> Pupuh Faathurrohman dan Sobry Sutikno, Strategi Belajar Mengajar, (Bandung: PT Refika Aditama, 2007), page. 43

the process of teaching and learning. The ability to have the teacher need to nurture yourself optimally as a professional job characteristics.

Definitively operational, there are a variety of views on the definition of a teacher, namely:

- a) According to the traditional view, a teacher is a person who stands in front of the class to pass on knowledge.
- b) According to the education, the teacher is a person who causes another person knowing or being able to implement something or skills to others.<sup>12</sup>

According to McLeod, cited by Muhibbin Shah of the figure of the teacher is defined as "a person whose occupation teaching others" (the teacher is a person that his job teaching others).<sup>13</sup> The purpose of transmitting knowledge and culture to other people (cognitive), train physical skills to others (psychomotor), and instill the values and beliefs to others (affective).

## 2. The Roles, Functions, and Responsibilities of Teachers

The role of primary teachers, providing cognitive, affective, and psychomotor to students, in other words duties and the role of the teacher is the main one located in the field of teaching.<sup>14</sup> Teaching is itself a means to goal the purpose of education.

<sup>12</sup> Roestiyah, N.K., *Strategi Belajar Mengajar*, (Jakarta: PT. Bina Aksara, 2007), page. 176

<sup>13</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT. Remaja Rosdakarya, 2010), page. 222

<sup>14</sup> H. Zahara Idris, dkk, *Pengantar Pendidikan I*, (Jakarta: PT. Gramedia Widiasarana Indonesia, 1992), page. 47

There are several roles of a teacher, among its role also guides the teaching-learning process to achieve the goal of education. In other words, tasks and role of teachers just not teach, but also have to educate. A teacher should to educate participants of his protege into a human adult.<sup>15</sup>

The role of teachers is a set of behaviors that are related with the progress changes behaviors and the development of students who became the goal.<sup>16</sup> The work that teachers must be done by a person who has expertise as a teacher. People who can understand and master very well of education and teaching with a variety of science that needs to be nurtured and developed.

The function and role of teachers is very influential towards the implementation of the education at the school. For it to function and the role of the teacher is as follows:

- a) Teachers as educators and teachers, i.e. must have emotional stability, wants to advance students, be realistic, be honest, and open, sensitive to the developments, especially the educational innovation. To achieve all that, teachers need to have and control different types of lesson, mastering educational theory and practice, mastering the curriculum and teaching methodology.
- b) Teachers as members of the community, namely penadai have to get along with people. for that, the teacher must master social

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<sup>15</sup> *Ibid*, page. 47

<sup>16</sup> User Usman, *Menjadi Guru Profesional*, (Bandung: PT. Remaja Rosda Karya, 1995), page 1



psychology, have knowledge about human relationships, and as a member of the community, the teacher must have the skill correct nurture groups, skills work together in groups, complete the skills shared tasks in groups.

- c) Teachers as leaders, should be able to lead. That teachers need to have mastered the science of leadership personality, mastering the principles of human relationships, communicating techniques, as well as various aspects of the Organization's existing activities in the school.
- d) Teachers as implementers of administration, to the Administration will be faced with-administrasi to do in school. To that end, the educators should have the personality of honest, meticulous, diligent, mastering the science of light bookkeeping, correspondence, archival storage and expedition as well as the administration of other education.
- e) Teachers as manage of learning process, must master many methods of teaching and the teaching and learning situation must master, both in the classroom and outside the classroom.<sup>17</sup>

Every teacher should be qualified as human beings responsible for education. Teachers as educators is responsible for inherited values and norms to the next generation so that the educational process is happening

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<sup>17</sup> Cece Wijaya, dkk, *Kemampuan Dasar Guru dalam Proses Belajar Mengajar*, (Bandung: PT. Remaja Rosda Karya, 1991), page. 10-11



laboured to the creation of new values. Every responsibility requires more specialized capability, among others:

- 1) Moral responsible, every teacher must have the capability of living up to the *peerilaku* and ethics in accordance with moral *pancasila* and practice it in everyday life.
- 2) Responsibility in the field of education in school, that every teacher must master the ways of effective teaching and learning, able to create a unit of lessons, capable and understanding curriculum as well, being able to teach in the classroom, able to become a model for students, can provide advice, mastering the techniques of the grant guidance and services, able to make and carry out the evaluation.
- 3) The responsibility of the teachers in the field of civic participation, supporting the development in society, for that teachers should be able to guide, serve, and serve the community.
- 4) Responsibility in the field of science, namely the teacher as scientist responsible and participate advancing science, especially science that has become her specialty, by carrying out research and development.<sup>18</sup>

Lots of teacher roles and responsibilities including teaching and improve students ' ability. Teachers must develop and use learning strategies and approaches are already in compliance with the workings of

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<sup>18</sup> *Ibid*, page. 10

the students.<sup>19</sup> So teachers can help students to achieve the mastery research.

## B. Strategy

### 1. Definition of Strategy

The strategy is a science and tips in utilizing all resources owned and which can be mobilized to achieve the goals that have been set.<sup>20</sup> The strategy should be applied by the teacher in the learning and should be carried out by teachers and students in order to achieve the objectives effectively and efficiently. Other uses of the word "strategy" is a large bow stripes to act in achieving the objectives that have been determined. To understand the word "strategy" or "technique" in a more steady, then the explanation is usually associated with "approach" or "method".<sup>21</sup>

While the term strategies in Big Indonesian Language Dictionary means:

Ilmu dan seni menggunakan semua sumber daya bangsa-bangsa untuk melaksanakan kebijaksanaan tertentu dalam perang dan damai; ilmu dan seni memimpin bala tentara untuk menghadapi musuh dalam perang, dalam kondisi yang menguntungkan. Rencana yang cermat mengenai kegiatan untuk mencapai sasaran khusus. Tempat yang baik menurut siasat perang.<sup>22</sup>

<sup>19</sup> Mulyono, *Strategi pembelajaran*, (Malang: UIN-Maliki Press, 2012), page. 147

<sup>20</sup> *Ibid*, page. 14

<sup>21</sup> Henry Guntur Tarigan, *Strategi Pengajaran dan Pembelajaran* (Bandung: Penerbit Angkasa, 1993), page. 2

<sup>22</sup> Tim Penyusun, *Kamus Bahasa Indonesia* (Jakarta: Pusat Bahasa, 2008), page. 1377

The word strategy comes from the word Strategies (Greece) or Strategius. Strategus means General or officer means the State (States Officer).<sup>23</sup> Then a lot of the opinions of the experts that define learning strategies with a variety of different terms and notions, though actually the difference only lies in aksentuasinya only.<sup>24</sup> For example H. Mansyur explained that "the strategy can be defined as the outlines of the bow that act in order to achieve the targets that have been determined."<sup>25</sup>

In the process, the concept of strategy has been widely used, including in education. The strategy is an action from teachers using the skills and the education resources available to achieve the objectives through effective relationships between the environment and the most advantageous conditions.

The use of strategies in the learning activities are highly necessary to simplify the learning process so as to achieve optimal results. Without a clear strategy, the process of learning will not be routed so that the learning objectives have been implemented tough achieved optimally, in other words not learning cannot take place seecara effective and efficient. Learning strategies are very useful, both for teachers as well as students. The strategy can be used as a guideline and reference of acting in the execution of systematic instruction. The students use learning strategies

<sup>23</sup> M. Sumantri dan J. Permana, *Strategi Belajar Mengajar* (Depdikbud Dirjen: PT. Proyek Pendidikan Guru SD, 1999), page. 40

<sup>24</sup> Sunhaji, *Strategi Pembelajaran* (Yogyaakarta: Grafindo Litera Media, 2009), page. 1

<sup>25</sup> Mansyur, *Strategi Belajar mengajar* (Jakarta: Dirjen Pembinaan Kelembagaan Agama Islam dan Universitas Terbuka, 1995), page. 3

can facilitate the learning process, because each learning strategies designed to ease the process of learning to the students.

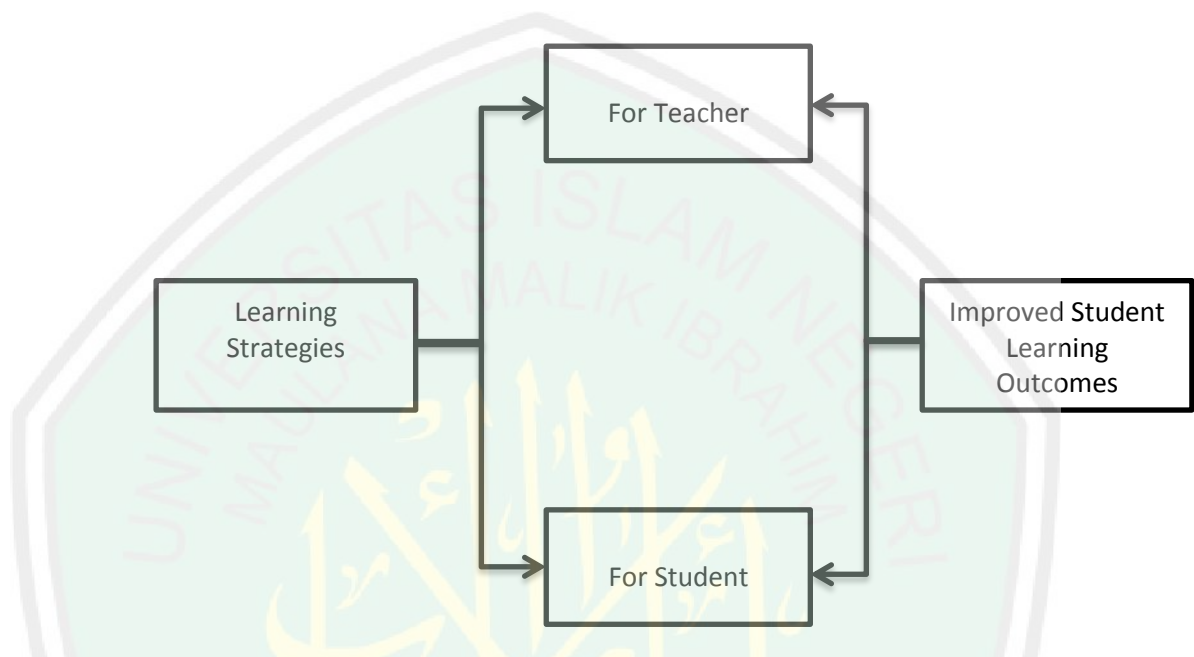


Figure 2.1 Relationship Of Learning Strategies- Teacher-Student-Learning

## C. Read

### 1. Definition of Read

Read is one of the four main language skills and is a part or component of the communication.<sup>26</sup> "Reading is an activity of the brain to digest and understand and interpret the symbols."<sup>27</sup> While according to Soedarso "reading is a complex activity by exerting a huge

<sup>26</sup> Tampubolon, *Kemampuan Membaca: Teknik Membaca Efektif dan Efisien* (Bandung: Angkasa, 1987), page. 5

<sup>27</sup> Dwi Sunar Prasetyo, *Rahasia Mengajarkan Gemar Membaca pada Anak Sejak Dini* (Jogjakarta: Diva Press, 2008), page. 57

amount of action terisah-split, include: people must use sense and delusion, to observe, and to remember."<sup>28</sup>

Reading can be done anytime and anywhere. In addition, reading has many benefits. As described in a journal that quoted from Adams, Snow, Burn, And griffin "*The ability to read has a lifelong impact on access to knowledge and economic success, yet from a relatively early age, the socioeconomic classes and ethnic.*"<sup>29</sup> Through reading, someone is expected between other as follows, (a) to obtain information and the proper response, (b) finding sources, concludes, crawl, and menyerpa information from readings, and (c) capable of imitation, live, enjoy, and take advantage of the readings.<sup>30</sup>

Reading has a very important social role in human life of all time because first, reading it is a communication tool that is sorely needed in a society culturally, both that the reading materials produced in each the period in history is largely influenced by the background of social belkang place is evolving, and third, that the recorded history of all time. Therefore, it can be known by reading the history of a people, events or the events of time past, time present or elsewhere, or a variety of interesting stories about life in this world.<sup>31</sup>

<sup>28</sup> Soedarso, *Speed reading: Sistem Membaca Cepat dan Efektif* (Jakarta: Gramedia Pustaka Umum, 2004), page. 4

<sup>29</sup> Marry Beth Calhoon dkk, *Improving Reading Skills in Predominantly Hispanic Title 1 First-Grade Classrooms: The Promise of Peer-Assisted Learning Strategies* (The deviation for Learning Disabilities of the Council for Exceptional Children, 2006), page. 261

<sup>30</sup> Syafi'I, *Pandai Berbahasa Indonesia* (Jakarta: Depdikbud, 1993), page. 2

<sup>31</sup> Munaf, *Upaya Meningkatkan Minat Baca Siswa* (Jurnal Pendidikan Bahasa dan Sastra Seni, 3 (2), 2002)page. 241



Based on the opinions above it can be concluded that reading is one of the language proficiency has many benefits that are complex and complicated with the goal of gaining a deeper understanding of nature.

## 2. The Purpose of Reading

Reading is not just reading, but it had a goal, namely to get some new information.<sup>32</sup> The purpose in reading will determine the results that will be obtained.

Every reader has a different purpose. The purpose of the determination is based on the individual needs of each. Based on the opinions of the womb there are several kinds of reading purpose, namely:

- a. Pleasure
- b. Refine a loud reading
- c. Using a particular strategy
- d. Updating of knowledge on a topic
- e. Associate information with the new information that has been caused
- f. Obtaining information for oral or written reports
- g. Confirm or reject predictions
- h. Showing an experiment or applying the information obtained from a text in other ways and learn about the structure of the text
- i. Answer specific questions

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<sup>32</sup> Dwi Sunar Prasetyo, *op.cit.*, page. 59

#### **D. Reading Skills**

According to Tampubolon, the capability of reading is the reading speed and comprehension of the contents as a whole.<sup>33</sup> Syamsi and Kusmiyatun also explained that students have adequate reading skills will be able to absorb a wide range of information is needed.<sup>34</sup> He also concluded that based on the findings of the field, it turns out that there are several factors that cause the low ability of reading comprehension of students. the cause factors can be classified in the internal and external factors. Internal factors are factors that exist from within students, while external factors are from outside of the student. Internal factors can be a motivation, enthusiasm, ability and others, while external factors can be either a teacher, a model of learning, learning techniques and approaches, the media, the means, and so on.

#### **E. The Teacher Strategy to Improve Students' Reading Skill**

Learning strategies are used to increase the ability of teachers read students include:

##### **1. Literacy Strategies**

Literacy is inseparable from the world of education. Literacy became a means of students in the know, understand, and apply the

<sup>33</sup> Tampubolon, *Kemampuan Membaca: Teknik Membaca Efektif dan Efisien* (Bandung: Angkasa, 1987), page. 7

<sup>34</sup> Syamsi, Kusmiyatun, *Peningkatan Kemampuan Membaca Siswa dengan Pendekatan Proses* (Litera, 2006), page. 2019-220

knowledge he obtained at school. Literacy is also related to the lives of students, both at home and in the surrounding environment.

The literacy strategy aims so that students can read ability increased with integrating/follow up school programs with school activities and communities. The PBB Convention in Praha 2003 year of basic literacy skills and effective library skills is key for people new in the face of literat flow of information technology.<sup>35</sup>

Literacy is more than just reading and writing, but include thinking skills using knowledge sources in print, digital, visual, and auditory. In this 21st century, this ability is referred to as literassi information. Clay and Ferguson lays out information literacy component that consists of didni literacy, basic literacy, media literacy, library literacy, technology literacy, and visual literacy.<sup>36</sup>

Refers to the method of curriculum pmbelajaran 2013, literacy activities were no longer focusing on the sheer students. The teacher as facilitator, also became the subject of learning. Therefore, the activities of the students in the literacy should not be separated from the contribution of teachers, and teachers should strive to become a qualified facilitator.

Literacy program Literacy movement activities in School (GLS) was implemented gradually taking into account the readiness of schools across Indonesia. The following stages of pelaksanaan GLS:

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<sup>35</sup> *Desain Induk Gerakan Literasi Sekolah* (Jakarta: Direktorat Jendral Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan, 2016), page. 4

<sup>36</sup> *Ibid*, page. 9-10

- a) Growing interest read through 15 minutes of reading (Permendikbud No. 23 Year 2015).
- b) Improve literacy through activities respond to the enrichment of book.
- c) Enhancing literacy in all subjects: using the book of enhancements and strategies of reading in all subjects.<sup>37</sup>

## 2. PORPE Strategies

Simpson stated that "*PORPE is an independent study strategy which operationalized the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material.*"<sup>38</sup> This statement means that PORPE is the conduct of independent learning process of cognitive and operationalize mtakognitif that effectively engage readers in understanding then research the content of the material.

According to Zuchdi and Simpson there are five stages of PORPE, namely:

- 1) *Predict*  
The first stage is to predict the possible questions essay on the material to guide the next lesson.
- 2) *Organize*  
The next step is to organize or organize information that will answer questions essay predictions.
- 3) *Rehearse*  
Practicing with the organization or structure of a concept map or outline containing the key ideas through active memorization.
- 4) *Practice*

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<sup>37</sup> *Ibid*, page. 27

<sup>38</sup>

Students practice by writing the answers from question predictions with the process of remembering.

5) *Evaluate*

Students evaluate the results of the writing by filling out the checklist on the completeness, accuracy, and suitability of the essay.<sup>39</sup>

### 3. Reading Aloud Strategies

The power and benefits of reading aloud to children have been thoroughly documented in the educational literature as far back as 1908, when E. B. Huey stated in his textbook on reading that “*the secret of it all lies in parents reading aloud to and with child.*” Reading aloud fosters a child’s affective knowledge about reading. Teacher often forget the power of reading aloud to older students. Reading aloud to older students helps improve their comprehension and increase their vocabulary and knowledge base. “*Primarily, however, the read aloud time will cause shildren to want to read. Once children have heard a good book read aloud, they can hardly wait to savor again. Reading aloud thus generates further interest in books. Good oral reading should develop a taste for fine literature.*” Reading aloud should take place in classrooms on a regular basis.<sup>40</sup>

Reading aloud every day to students is a research based, proven way to motivate your students to read on their own, model good reading, promote critical thinking, and create a sense of community in classroom.

According to Linda Hoyt in a journal:

<sup>39</sup> Zuchdi, *Strategi Meningkatkan Kemampuan Membaca Peningkatan Komprehensi* (Yogyakarta: UNY Presss, 2008), page. 153

<sup>40</sup> Pamela J. Farris dan kawan-kawan, op.cit., page. 100



I believe that read-alouds reach their highest level of potency when they are based on a careful balance between fiction and nonfiction exposing students to the language forms and structures of the many different text types they need to control as a reader. The language of a set of directions, an informational poem, a Seymour Simon description, and a newspaper all differ dramatically from the language of a novel or picture book. If we are to empower students as readers of all the texts in their world, we must ensure they have ample opportunity to listen to and reflect upon the broadest possible range of text types. Read-aloud weaves a rich tapestry of wonder and thoughtful reflection that gains strength and momentum when built upon a wide range of subjects and differing text structures.<sup>41</sup>

#### 4. Shared Reading Strategies

A community of students interacting with a text and with each other is one of the goals of shared reading. Bobbi Fisher and her daughter Emily Fisher Medvic paint an inspiring picture of shared reading:

A daily shared reading time in primary classrooms supports the foundation of literacy teaching and learning for all children. It continues to build on the literacy started at home with the bedtime story, and it helps children develop a love of learning as they learn about literacy and learn to read. It involves rigorous teaching and learning, and provides models for extending these literacy experiences to practice and sharing times throughout the day. It also promotes community and builds self esteem.<sup>42</sup>

<sup>41</sup> Lori, *Best Ever Literacy Survival Tips: 72 Lessons You Can't Teach Without* (International Reading Association, 2012), page. 20

<sup>42</sup> Pamela J. Farris dan kawan-kawan, op.cit., page. 101

Shared reading supports the diverse students in a classroom because it is a non competitive time when children of different abilities and experiences learn from and with each other. The key steps of shared reading are:

- a) The teacher selects a text which will support an identified teaching focus.
- b) The teacher builds the students' semantic knowledge of the topic of the text to prepare them for reading the text.
- c) The teacher introduces the text, discussing its features such as the cover, the title, illustrations to help the student predict what the text might be about.
- d) The teacher reads the text for the first time, with as few stops as is appropriate. The students join in and participate in the reading if they are able.
- e) The text is reread.<sup>43</sup>

## 5. Flexible Grouping

Michael Opitz suggests the following teaching strategies for flexible grouping:

- a) *Cooperative Reading Activity (CRA)*

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<sup>43</sup> Department of Education and Early Childhood Development (State of Victoria, 2008), page. 2

This technique is most often used for content area reading. First the teacher divides the text into manageable chunk. Next, he assigns each group a portion of the text to read and discuss. After reading, each group reports to their classmates the information they gleaned from the text.

b) *Cut Apart*

The cut apart activity provides an opportunity for the entire class to orally read either a sentence or paragraph from a story or poem. The teacher divides a story or poem into sections and assigns each section to a student group to read orally. Student practice, and then the class read the entire story aloud. This tactic enables all students to succeed, builds listening comprehension, and increases fluency.

c) *Genre Research/ Text Sets*

This strategy provides all students in the classroom an opportunity to read books in the same literature genre or about the same curricular topic and contribute to class discussions and projects regardless of their reading level.

d) *Single Title, Varied Mode*

Another method to offer the same reading experience for all readers is to provide different modes for experiencing the same text. Students can read the same text either independently, collaboratively, or using a tape recorder version.<sup>44</sup>

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<sup>44</sup> Pamela J. Farris dan kawan-kawan, *op.cit.*, page. 104-105

## F. The Teacher Strategy to Improve Students' Reading Skills in The Islamic Prespective

Teaching and learning process can run well and fluently when there is interaction between teachers a conducive and students. Good communication and thoughtful giving a deep impression to the students so that "teacher oriented" will turn into "student oriented". A wise teacher will always provide opportunities and opportunities to their students to flourish. As stated in the Al-Qur'an:

فَقُولَ لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَحْشَىٰ

“And speak unto him a gentle word, that peradventure he may heed or fear.”(QS. Taha: 44)

Strategies used should correspond to the level of teacher cleverness students. The teacher should provide good teaching. The teacher should provide learning with the wisdom, advice, and discussion. As described in the Al-Quran as follows:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ  
بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Call unto the way of thy Lord with wisdom and fair exhortation, and reason with them in the better way. Lo! thy Lord is Best Aware of him who strayeth from His way, and He is Best Aware of those who go aright.”(QS. An-Nahl: 125)

The verse explains that in teaching of religion must utilize a variety of ways and based on the conditions and needs which are invited, so that what is delivered can be influential. The implementation of the strategy should be in accordance with the level of intelligence.

Read in the teachings of islam is clear and unequivocal. Described in Tafsir Al-'Usyr Al-Akhir write read is the key of knowledge.<sup>45</sup> In the Al-Quran reading command is the first revelation and the first word that God was revealed to the Prophet Muhammad. It is contained in the Al-Quran:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ  
اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ  
مَا لَمْ يَعْلَمْ

“Read: In the name of thy Lord Who createth (1), Createth man from a clot (2), Read: And thy Lord is the Most Bounteous (3), Who teacheth by the pen (4), Teacheth man that which he knew not (5).” (QS. Al-Alaq: 1-5)

Trees of the contents of the mail command is a partial reading of the Al-Quran; man was made from a mass of blood. As translations of verse 4,

<sup>45</sup> Tafsir Al-'Usyr Al-Akhir dari Al-Quran Al-Karim juz (28,29, 30), page. 66



that is to say: God who taught man to the intermediary read write.<sup>46</sup> From the aspect of the goal looks that command (iqra ') is not only addressed to personal Prophet Muhammad, but also to all humanity. Since the realization of this command is the key to opening the way to happiness life world and the hereafter. On the other hand, the word iqra ' when its object is not called, then common, could read the text could not write, could not also be lettered fonts, it can be the fate of human nature can also be takambang so teachers and others. It is also in line with the meaning of the iqra ', namely conveying, studying, researching, learning, knowing, and others.<sup>47</sup>

#### **G. Method to Teach Reading Skill**

In the Indonesian Language there are four aspects of the language skills and interconnected that must be mastered. These four aspects are listening, speaking, reading, and writing. If a student does not mastering one aspect, then students will fail in other aspects. Example if students cannot yet speak, naturally the students could not read. As explained by Darmiyati Zuchdi:

Empat keterampilan berbahasa yaitu menyimak, berbicara, membaca, dan menulis memiliki hubungan yang sangat erat, meskipun masing-masing memiliki ciri tertentu. Karena adanya hubungan yang sangat erat ini, pembelajaran dalam satu jenis keterampilan sering meningkatkan keterampilan yang lain. Misalnya pembelajaran membaca, di samping meningkatkan keterampilan membaca dapat meningkatkan keterampilan menulis.<sup>48</sup>

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<sup>46</sup> *Ibid*, page. 66

<sup>47</sup> Quraish Shihab, *Membumikan Al-Qur'an*, (Bandung: Mizan, 1992), page. 167-171

<sup>48</sup> Darmiyati Zuchdi dan Budiasih, *Pendidikan Bahasa Indonesia di Kelas Rendah*, (Jakarta: Depdikbud, 1996/1997), page. 100



Figure 2.2 Mastery of Language Skill

In education in the elementary school, the language skills are taught aspects are integrated. This means that the aspect of mutual berkaitan with each other. These four aspects are also affecting other subjects. When students learn about natural science, students should read the material so that clear what the teacher taught.

Learning to read in elementary school is divided into two levels, namely read the beginning and read further. "In class I and II subject to read be read beginning, whereas class III – VI develop subject matter reading comprehension a variety of discourse, such as narration, description, exposition, and argumentation".<sup>49</sup> In addition to reading technical, there are also advanced in reading reading inside, speed reading, reading, reading and reading the literature. The steps to teach beginning reading:

### 1. Prereading

In prereading students taught by teachers how a good sitting posture while reading, how to put the book on the table, how to hold a book, the way of flipping book pages, and see or pay attention to pictures and texts.

### 2. After Prereading

<sup>49</sup> Supriyadi, dkk, *Pendidikan Bahasa Indonesia 2*, (Jakarta: Depdikbud, 1992), page. 115

After the stages of prereading, the students began to be taught:

- a. Pronunciation and intonation of words and simple sentences with impersonate the teacher.
- b. The alphabets that are widely used in simple words and sentences that are already known to the students. For example the alphabets m, n, a mama's words, names, in this sentence mama.
- c. The words new meaning (using the alphabets already known). For example, father, mother, flower, cheeks, etc.
- d. Pronunciation and intonation of the words that are already known and new words. For example, fork, Ribbon, teapot, etc.
- e. Poems that suit your level and ability of students.
- f. Readings of less than 10 sentences and read with pronunciation and intonation are reasonable.
- g. The sentences are simple to grasp its meaning, and
- h. A capital letter at the beginning of the name of the people, God, and religion.<sup>50</sup>

#### H. The Teacher Evaluation The Strategies To Improve Reading Skill

Learning and assessment are the two things that can not be separated with each other. Learning won't be able to measurable level of success without the assessment. Thus the assessment of one function to measure the achievement of the learning process. Bloom argues that "assessment as

<sup>50</sup> Darmiyati Zuchdi dan Budiasih, *Pendidikan Bahasa Indonesia di Kelas Rendah*, (Jakarta: Depdikbud, 1996/1997), page. 51

evidence gathering activities systematically to see if the individual has experienced a change in behavior, as well as how the magnitude of the change.”<sup>51</sup>

Based on the evaluation of the two languages, are the evaluation of conventional and alternative evaluation or authentic. Authentic evaluation will have a larger portion because this kind of evaluation has a very important significance for the improvement of reading skills of students. This is an authentic evaluation stages in learning to read:

1. Determination of the standard

The standard is intended as a statement about what should or can be done.

2. Determination of the authentic task

Authentic tasks are tasks that a real live charged to students to measure the achievement of the competencies taught.

3. Creation of the criteria

The criteria is a statement that describes the level of product and real evidence close to learning the subject studied with particular qualities desired.

4. Making rubric

Rubric can be understood as a scoring scale used to assess student performance against the criteria for each particular tasks.<sup>52</sup>

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<sup>51</sup> Yunus Abidin, *Pembelajaran Membaca Berbasis Pendidikan Karakter*, (Bandung: Refika Aditama, 2012), page. 120

<sup>52</sup> *Ibid*, page. 136-138

## **I. Research Roadmap**

Reading is a very important skill possessed by every individual. Someone will get information from anywhere with the reading. In this case, the ability to read at a basic level students has not been as expected. Still there are some students who have difficulty reading. The difficulties experienced by students can be caused by several factors that include the school environment, the environment of the home, and family.

School environment, which contained the teacher as a facilitator to improve student reading skills. The teacher should have the proper strategy to improve the ability of the students read. Teachers should mempersiapkan of learning ranging from planning, learning, and evaluation process.

As for the picture frame thinks in this research that is as follows:



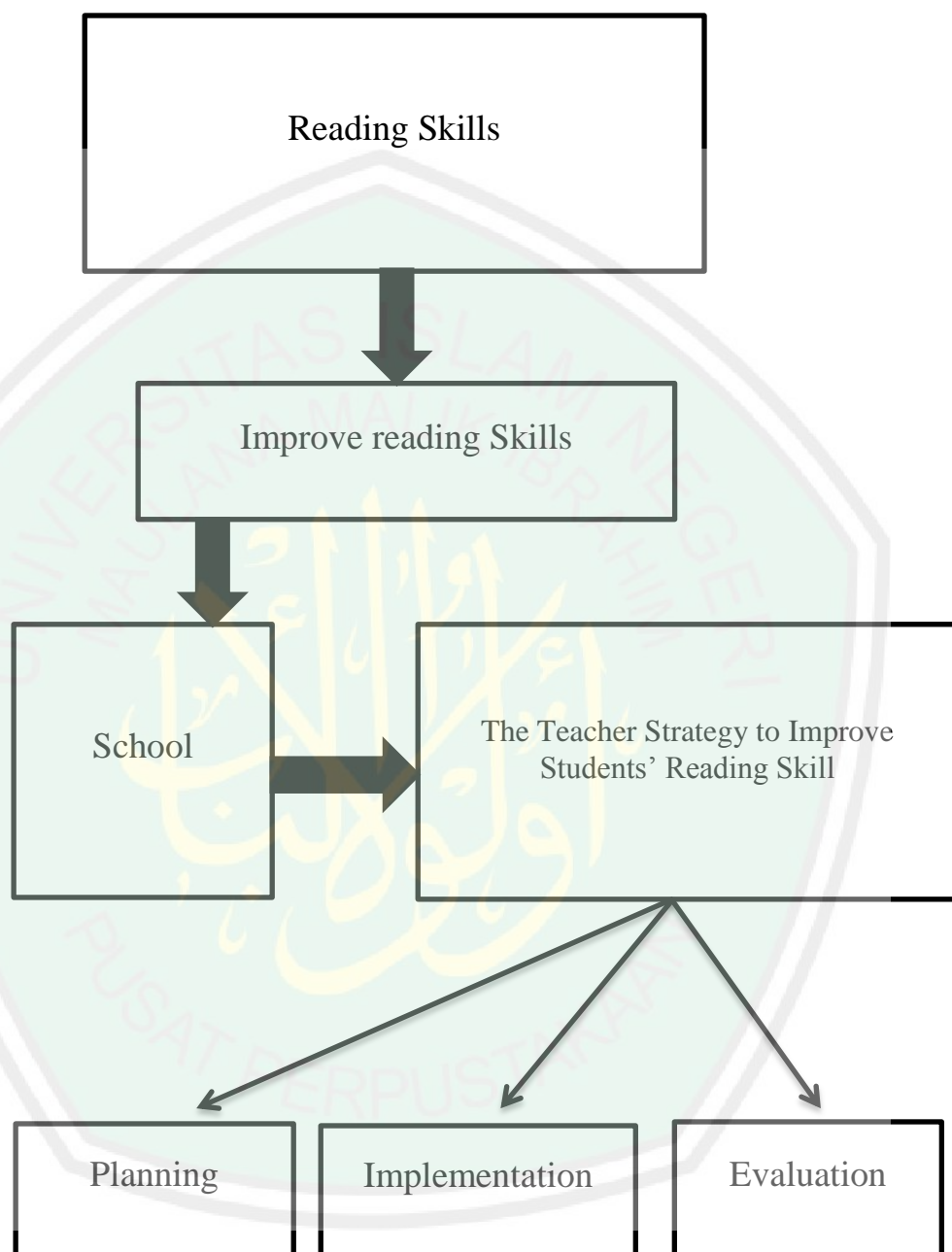


Figure 2.3 Research Roadmap

## CHAPTER III

### RESEARCH METHOD

#### A. Approach and Research Design

Based on focus of research, The Teacher Strategy to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang, then to reveal the substance of the phenomenon required a profound observation by setting background natural (natural setting). Therefore, the approach used in this research is qualitative or approaches in the field of education is referred to as the naturalistic approach.

Data collection technic are interviews and observation. This research seeks to explain, describe and learn how strategy or increase the ability of teachers in students reading class I SDN Wonokerso Malang.

The qualitative approach of directly showing the settings and individuals in the setting as a whole, and not narrowed down into separate variables. In addition, research results are shown for what they are, without the element of manipulation or treatment of the object of research, as it has the characteristics; (a) naturalistic, (b) field work, (c) the main instrument is the human being, and (d) a descriptive nature. The data collected in the form of more words than numbers. For these reasons, in addition to the other factors into consideration qualitative approach for using researcher is because researcher want to understand in depth the problems observed, rather than just describe the relationship as causal done in quantitative research. Type of this research is a case research and the field research.

## **B. Attendance of The Researcher**

Researcher act as instrument key (key instrument) which act as planners, implementers, collecting, and processing of data, as well as the reporting of research results. The presence of researcher in this research is to find out more about the teacher strategy to improve first grade students' reading skill at SDN Wonokerso 03 Malang.

The role of the researcher in this research, are: 1) research planners, in this stage the researcher devised a plan of research that include; research proposals, determine the location of research, observation and research, before meeting with informants (the principle at SDN Wonokerso 03), 2) collecting data, in this stage the researcher using the methods and techniques of data collection that is already determined, dig up the data from the data resources, data Analyzer, 3) after the data is collected, then the researcher is the reduction and perform analysis to answer a research focus, and 4) filers research, analysis results are then interpreted and dikomparasikan with theories that are used, the results are then compiled in a research report.

## **C. Location of The Research**

This research was carried out at SDN Wonokerso 03, sub-district of Pakisaji Malang, East Java. As for the class that is used in data retrieval is class I. Some of the reasons the selection of the location of the research are as follows. First, the location of research SDN Wonokerso 03, sub-district of Pakisaji, is one of the school's national standards (SSN) in Malang. Second,

the location of research has never been used to research on read upgrade students in the class. Third, the research is in the area of the village is still pretty thick with the culture and values of the sublime. In addition, one of the class that is associated with an increased first grade reading skill.

#### **D. Data and Data Resources**

As for the data collected in this research is the data corresponding to the focus of the research, which is about the teacher strategy to improve first grade students' reading skill at SDN Wonokerso 03 Malang. The data are divided into two, namely primary and secondary data. Primary data is provided by the primary informant at SDN Wonokerso 03 Malang, interviews with informants (The first grade teacher at SDN Wonokerso 03 Malang, and The Principle at SDN Wonokerso 03 Malang). Whereas, secondary data in this research of a documents such as curriculum, lesson plan and data statistics at SDN Wonokerso 03 Malang.

The main data resources in qualitative research is the words and actions, the rest is additional data, such as documents and others. The data resources can be an informant, documents, or photos. As for the data resources in this research include:

##### **1. Informant**

Informants in this research differentiated into two, namely key informant and support informants. Key informants in this research is the first grade teacher at SDN Wonokerso 03 Malang. As for the support

informant from this research is the principle of the school, staff, and students from the two institutions.

## **2. The activities or actions**

Activity or action in question here are all forms of activities, actions, and behavior of informants associated with improve first grade students' reading skill at SDN Wonokerso 03 Malang.

## **3. Documents**

The data resources document lesson plan, curriculum documents, reference paper of KKM, statistical data, as well as photo documentation activities SDN Wonokerso Malang. 03.

## **E. Data Collection**

In order to obtain valid data and has a high reabilitas, then in the research it used some of the techniques of data collection as follows:

### **1. Interview**

There are several types of interviews that can be used in a qualitative research research, but in this type of interview is unstructured interviews.

Unstructured interviews used to dig up information relating to: (1) implementation of research to improve first grade students' reading skill at SDN Wonokerso 03 Malang, (2) teacher strategy to improve first grade students' reading skill at SDN Wonokerso 03 Malang, (3) evaluation



teacher strategy to improve first grade students' reading skill at SDN Wonokerso 03 Malang.

## **2. Observation**

As for things that are observed in this research are (1) the implementation to improve first grade students' reading skill at SDN Wonokerso 03 Malang, (2) teacher strategy to improve first grade students' reading skill at SDN Wonokerso 03 Malang, (3) evaluation teacher strategy to improve first grade students' reading skill at SDN Wonokerso 03 Malang.

## **3. Documentation**

The use of this technique is to obtain the necessary documents which include curriculum documents, lesson plan, reference of KKM, stats and data SDN Wonokerso 03 Malang.

Some of the reasons why this white techniques, among others; First, the data resources is always available so easily accessible. Besides his takes not much cost and time. Second, the data resources documentation is a stable of data resources its accuracy in describing the data of the past and present. In addition, the data obtained can easily check their validity.

## **F. Data Analysis**

Data analysis in this research was conducted in three stages, namely; before entering the field, while in the field and once completed in the field.

Before entering the field, the analysis conducted to determine the focus of the research, so the focus is still temporary. However, at this time, research, data analysis, more focused during the process in the field in conjunction with the data collection and once completed the data collection, namely for the preparation of research reports.

Procedures of data analysis in this research are using inductive models, Miles and Huberman, namely interactive model. Activity in the analysis of this data, namely data collection, data reduction, data display, and then finishes with a verification conclusion or withdrawal.

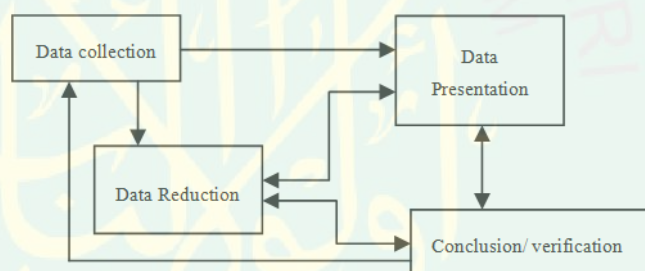


Figure 3.1 Interactive Model (Miles dan Huberman)

### 1. Data collection/data Collection

Data collection in the research carried out using the method of interviewing, observation, and documentation. The use of methods adapted to the type of data required.

### 2. The reduction of Data/Data Reduction

Reduction of research data is done by collecting results notes during observation, interviews with informants record results, and the results of the recording of the documentation. Data is already collected are then sorted in accordance with the focus of the research.

### **3. Display Data**

At this stage, researcher doing organizing data that's been reduced to in the narrative text, when needed the data summarized into tables, charts, and diagrams for easy analysis and interpretation. This data includes the results of bservasi, interviews and documentation.

### **4. Conclusion/Verification**

Conclusions of preliminary still is temporary, and will undergo a change, if not found concrete evidence that a strong support at the stage of data collection. But if the preliminary conclusions expressed are already supported by evidence of a valid and consistent, then the conclusion is a credible conclusion.

## **G. Research Procedure**

Research procedures used in this research the researcher adapted from measures developed by Miles and Huberman. Given the limited time and the cost of belonging to a researcher, outline the steps of the research that has been expressed previously, simplified according to the needs of researcher.

Taking major steps, Miles and Huberman, a research procedure is divided into 4 steps, namely; 1) preparation phase/pre-research 2) phase field work, and 3) stages of analysis/data processing, 4) checking validity of data.

### **1. Preparation/pre-research**

#### **a. Drafting research**

The research will be carried out within the scope of the problem departing from events that are ongoing and could be observed and verified for real at the time of the research. The events are observed in this context is an event or activity that took place in an environment of people or the surrounding communities, and going on right now.

b. Choose the research

In accordance with the issues raised in the research, then selected the location of the research surrounding communities experienced the diversity of the problems raised by the researcher. The location was used as a place of research and data resources by researcher.

c. Data collection

The techniques used in the form of data collection activities:

1) Observation

This observation is done to collect the data by doing a direct observation of the subject against which their daily are normal and do activities. The utilization of information technology is spearheading the observation activities undertaken, such as the utilization of Tape recorders and a Handy Camera.

2) Interview

Interview is to obtain a rational meaning, then the observation needs to be corroborated by interviews. Researcher conducting a direct dialogue with the data resources, where respondent get

freedom and the opportunity to take out the thoughts, views and feelings are natural. Researcher in conducting the interview, prepare some questions in the form of the instrument being put to the subject of research.

## **2. The field**

### **a. Understand and enter the field**

Researcher observed directly, understand the customs, habits, ordinances and cultural background research. Connecting researcher with all the citizens of the school of education, and familiarity with the subject.

### **b. Active in activities (data collection)**

This qualitative approach puts researcher as an instrument in the excavation and processing of the acquired data. Qualitative research or often referred to with the naturalistic method, researcher take data directly from a natural setting.

## **3. Data processing**

### **a. Data reduction**

Data obtained by the researcher are written in the form of a report or the detailed data. The report was compiled based on data obtained is reduced, summarized, selected staple things, as well as focused on the things that are important.

### **b. Display data**



The data obtained are categorized according to the principal problems and made in the form of matrices making it easier for researcher to see the patterns of relationships one data with other data.

c. Deduction

The next step is concluded and verified over the data that was already processed into forms that fit the pattern solution of problems that do.

#### 4. Checking of the validity of the data

So that data obtained from location research has credibility and can scientifically accountable, then the researcher checked the validity of the data. As for the steps taken are (1) data resources and triangulation triangulation of data collection techniques, (2) checking of members, and (3) a discussion of the associate.

Triangulation of data resources is performed by comparing the information obtained from interviews, observation, and documentation. For example, researcher compared the results of interviews with key informants (master class I SDN Wonokerso03 Malang) and non-key informants such as school principals, teachers, and vice versa. Whereas, for the triangulation of methods researcher compare between observation results with the results of an interview or with documentation.

Another technique that is used to check the validity of the data in this research is checking a member (the member check). Member checking done by researcher came to every informant and shows the

results of the interview and observation data including the results of the interpretations of researcher. The informant asked to re-read, comment, add or subtract when deemed necessary.

In addition to checking and triangulation techniques members, researcher also use techniques to examine the validity of peer discussions of data. This technique is performed either by people who have experience in qualitative research, as well as with student of Islamic primary Teacher Education Program, Tarbiyah and Teaching Training Faculty Maulana malik Ibrahim State Islamic University Malang. The steps taken are: researcher presenting data which is already interpretation and analyzed to colleagues. Researcher then asked for feedback regarding the data already presented. This discussion is intended to find out the level of coverage data, are too narrow or too broad, if data is already relevant to the focus of the research or not.

## CHAPTER IV

### EXPOSURE DATA AND RESEARCH FINDINGS

#### A. Description of Research Object

##### 1. Profile of SDN Wonokerso 03 Malang

###### a. School Identity

School Name : SDN Wonokerso 03  
 NPSN : 20517635  
 Education Level : SD  
 School Status : State  
 School Address : Jl. Segenggeng no.30  
 RT / RW : 17 / 4  
 Pos Code : 65162  
 Village : Wonokerso  
 Subdistrict : Pakisaji  
 City : Malang  
 Province : East Java

Geographical Position : -8.0777 Latitude

112.6294 Longitude

###### b. Complementary Data

Establishment of SK : 21-12-1978  
 Ownership Status : Local Governments  
 Land Area Owned (m2): 1134  
 NPWP : 3.65628E+12

c. School Contact

Email : sdnwonokerso03@gmail.com

d. Periodic Data

The Time of Organizing: Morning

Willing to Accept Bos : Accept

Power Source : PLN

Electrical Power (watt) : 1300

e. Other Data

Headmaster : Suparmi

Operator : Fitriyah Hanim

Accreditation : B

Curriculum : Curriculum 2013

**2. Organizational Structure**

Attached

**3. Vision, Mision, and Purpose SDN Wonokerso 03 Malang**

a. Vision

Bersama keluarga dan masyarakat mencetak peserta didik yang unggul dalam prestasi akademik dan non akademik, berakhlak mulia, berdisiplin tinggi, peduli terhadap lingkungan berdasarkan iman dan taqwa.

b. Mission

1) Menumbuhkan semangat untuk berprestasi kepada seluruh warga sekolah.

- 2) Melaksanakan pembelajaran secara aktif, kreatif, efektif, dan menyenangkan sehingga peserta didik dapat mengembangkan potensi yang dimiliki.
  - 3) Menumbuhkan dan meningkatkan penghayatan dan pengalaman beragama.
  - 4) Meningkatkan kerjasama dengan keluarga, masyarakat dan dunia usaha dalam menyelenggarakan layanan pendidikan baik akademik maupun non akademik.
  - 5) Menerapkan manajemen berbasis sekolah, yang berdasarkan pada peningkatan mutu partisipasi aspiratif dan transparansi.
- c. Purpose
- 1) Mengembangkan berbagai kegiatan dalam proses belajar di kelas.
  - 2) Mengembangkan budayaa sekolah yang religius melalui kegiatan keagamaan
  - 3) Menjalin kerjasama dengan keluarga, masyarakat, dan lembaga lain dalam merealisasikan program sekolah.
  - 4) Mengembangkan pembelajaran secara aktif, kreatif, efektif, dan menyenangkan di setiap kelas.
  - 5) Memanfaatkan dan memelihara fasilitas mendukung proses pembelajaran.



- 6) Membentuk karakter peserta didik menjadi manusia yang berperilaku baik, berakhlak mulia, berdisiplin tinggi, dan unggul dalam prestasi akademik maupun non akademik.

#### **4. Teachers and Guard School Data**

Attached

#### **5. List of Student Achievements**

Attached

### **B. Research Findings**

The presentation of data is meant to convey the data have been obtained from the results of research. Researcher conduct interviews with the teacher of grade I, the headmaster of SDN Wonokerso 03 Malang, the teacher of grade II, and the religion teacher of SDN Wonokerso 03 Malang. In addition to interviewing researcher also perform observations with regard to The Teacher Strategy To Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang as well as the documentation for complete research data.

#### **1. The First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**

The first grade students at SDN Wonokerso 03 Malang start the learning process with initial activity of praying, singing, and apersepsi. Teachers call students one by one to a charity every day, before continuing to the next activity, that the core activity. On a core activity,

the students perform the reading material to be studied. The teacher of grade I wrote down the core material in front of the class. Then the students read with following the teacher reading. Most students read correctly and the sound is loud, there are some who are busy talking to friends, anyone taking a pencil, there is that take a book from the bag. Teachers call students to pay attention to reading in front of the class. After reading together, the teacher pointed at some of the students to read. At the time of the process of reading researcher pay attention to students. Researcher also try approaching a students' seat at the time teacher of grade I out of class. Researcher try to look at the students' reading skill by way of asking students to read. There are some students who read with spelling, most students can already read properly without having to spell it out, but still confused because it is less noticed. As described by Dessi Kifliyah, S.Pd as a teacher of grade I that:

“Anak-anak di kelas satu ini sebagian besar sudah bisa membaca mbak, tapi ada 5 orang yang belum bisa membaca dengan baik. lima orang itu Zaki, Alif, Ridwan, Dio, dan yang satu Udin. Kebetulan hari ini Ridwan tidak masuk. Udin itu yang masih belum dapat membaca a, b, c, d, dan e itu masih belum bisa mbak, yaa belum bisa. Kalau Alif sama Dio itu tidak TK mbak, tapi dia sudah mulai bisa membaca. Sedangkan Udin ini TK, tapi mungkin ketika TK kurang mendapat perhatian, sehingga dia belum bisa membaca dan masih bingung dengan abjad abjad.”<sup>53</sup>

Researcher in the next month is still continuing to do research. In April, the students of class one shows the results for a better reading skills

<sup>53</sup> Interview with Dessi Kifliyah, The teacher of grade I, SDN Wonokerso 03 Malang, August 31, 2017

than ever before. Students can read some sentences with fluently at the time of reading in front of the class. But there is still one the students who are not yet able to read correctly. As described by Dessi Kifliyah, S.Pd as a teacher of grade I that:

“Di kelas satu ini Fakhruddin itu yang masih belum bisa membaca mbak. Dia itu yang mungkin harus menambah di kelas satu. Kalau belum bisa membaca bagaimana nantinya kalau naik ke kelas dua. Kalau Dio dan Alif itu sudah bisa.”<sup>54</sup>

The opinion also supported by the opinion from Suparmi, S.Pd as the headmaster at SDN Wonokerso 03 Malang who explained that:

“Kemampuan membaca peserta didik di kelas satu kalau dalam perkembangannya sudah bagus, tetapi karena anak kelas satu juga perlu ketelitian dan kemampuan guru untuk membimbing supaya anak itu bisa berkembang membacanya. Pada umumnya dari bulan ke bulan anak-anak sudah ada kemajuan yang baik. Karena kemampuan anak berbeda, pasti ada yang kurang, tapi kurangnya tidak banyak. Kalau dalam satu semester ini bisa dibimbing oleh gurunya sendiri mungkin bisa, supaya bisa menyetarakan dengan temannya.”<sup>55</sup>

It is in accordance with the observations of the researcher on August 31, 2017 until April 21, 2018 at grade I SDN Wonokerso 03 Malang. Researcher observed reading skills students class when the learning in the classroom. The ability to read some of the students are:

- a. Dio, as told to read the writing on the front of the class, Dio still spell the alphabet one by one.
- b. Alfian, reading aloud and properly without having to spell.

<sup>54</sup> Interview with Dessi Kifliyah, The teacher of grade I, SDN Wonokerso 03 Malang, April 5, 2018

<sup>55</sup> Interview with Suparmi, The headmaster, SDN Wonokerso 03 Malang, April 18, 2018

- c. Dinda, read correctly using sound softly.
- d. Ridwan, when told to read and spell still with a voice softly.
- e. Rehan, as the chairman, was daring to read advanced to the next grade, reading with a voice that was loud and true.

Based on the research, the researcher can find out that students class one at first there are some students who are not yet able read fluently. With the passing of the learning process, from month to month, the researcher observed the learner already can read fluently, although there is still a learner who has yet to be read fluently.

## **2. The Teacher Implementation The Strategies to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**

The teacher implementation strategies to improve students' reading skill covers the planning and processes. The first is the teacher plan the strategy. The teacher plan the strategy can be seen from the plan of implementation of the learning (RPP). Before carrying out the learning process of teacher making the RPP in advance.

The existence of the activity of reading in core activities listed in the RPP, shows the use of the shared reading aloud which students read with loud sounds. Applied also to familiarize with the reading strategies, students imitate the teacher's reading, usually known by the term talqin. The teacher write on the Board, then the teacher read aloud, then students followed readings from the teacher.

The second is the process of teachers' strategies to improve first grade students' reading skill at SDN Wonokerso 03 Malang. The strategy process is applied to teachers in the beginning teacher handing out books, story books or book learning theme. The teacher asked the students to read for 15 minutes. Then the teacher wrote down the material in front of the kels. Teacher writing while pronouncing the alphabet is written. Next the teacher invites students to imitate a reading teacher. On another day, the teacher also lets the students to read individually. Students read passionately. After reading, the teacher gives emphasis to the students about the readings are read. Then the teacher pointing students in turn to read. Teachers use the feather duster to designate words that should be read by the students.

It is in accordance with that described by Dessi Kifliyah, S.Pd as a teacher of grade I that:

“Sebelum pelajaran anak-anak saya suruh membaca buku, baik buku cerita maupun buku pelajaran. Saya memberikan waktu 15 menit untuk membaca. kemudian pada proses pembelajaran saya itu kalau menulis sambil berbicara, agar anak-anak dapat menirukan dan mengingat abjad demi abjad. Saya menunjuk peserta didik untuk membaca kata yang saya tunjuk, seringnya yang saya tunjuk itu 5 anak tadi. Saya juga memberikan penekanan seperti suara saya lebih lantang dan mimic wajah itu agar mereka memperhatikan dan dapat memahami dengan baik.”<sup>56</sup>

The opinion also supported by the opinion from Suparmi, S.Pd as the headmaster at SDN Wonokerso 03 Malang who explained that:

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<sup>56</sup> Interview with Dessi Kifliyah, The teacher of grade I, SDN Wonokerso 03 Malang, August 31 2018



“... Strategi pertama anak-anak diberi waktu untuk membaca 15 menit setiap pagi hari, kemudian disediakan buku-buku yang menarik sesuai dengan usia mereka, yang ketiga bimbingan dari guru kelas”<sup>57</sup>

At the time researcher observed in first grade, Miss Lia shows smart card read and alphabet cards. Smart card reading there are two sides, the front side there are two alphabets, and then on the back side there is a picture and words. While the alphabetic card card is tang consists of the alphabet A-Z. the card is used so that all students can read well and true. In the classroom there is a usable alphabet poster for students to practice reading. At the break of the teachers also encourage students to to the school library to read. There is available a wide range of readings that correspond to a single class, students use the alphabet with large size images followed by supporters. Everyday, except Fridays, Miss Lia gives an extra hour for 30 minutes to 5 students who have not been able to read in order to emulate his classmates who can already read well and true. At the time the additional hours, Miss Lia asks students to write the alphabets mentioned. Miss lia also gives competition to be able to write then read quickly.

It is in accordance with that described by Dessi Kifliyah, S.Pd as a teacher of grade I that:

“Ini saya punya kartu pintar membaca, bisa dibolak balik, yang satu ada gambar dan kata dan yang satu ada dua abjad. Sama ini mbak, saya juga ada kartu abjad yang saya gunakan untuk tebak-tebak abjad dengan menunjukpeserta didik. 5 anak yang belum bisa

<sup>57</sup> Interview with Suparmi, The headmaster, SDN Wonokerso 03 Malang, April 18, 2018

membaca dengan baik itu juga saya kasih jam tambahan setengah jam setelah pulang sekolah untuk materi membaca. tapi kalau nanti kebetulan saya ada acara, jadi besok saja bisa mengikuti jam tambahan.”<sup>58</sup>

The opinion also supported by the opinion from Riska Alani Dian O, S.Pd as the teacher of grade II at SDN Wonokerso 03 Malang who explained that:

“Peserta didik kelas bawah untuk meningkatkan kemampuan membaca tidak bisa lepas dari yang namanya gambar, tulisan. Misalkan dikasih kartu-kartu baca kemudian ada juga gambar kelinci di bawahnya ada angka satu, berdasarkan suku kata juga misalkan ada gambar buku, kemudian di bawahnya ada tulisan buku. Itu untuk anak kelas bawah, jadi ada siklus-siklus atau tahapannya. Jadi dari gambar-gambar, gambar yang ada keterangannya.”<sup>59</sup>

The opinion also supported by the opinion from Arub, S.Ag as the religion teacher at SDN Wonokerso 03 Malang who explained that:

“Anak itu diajari membaca sedini mungkin, karena saya di SD jadi mulai kelas satu harus dibiasakan membaca. Orang tua juga harus membiasakan untuk melatih membaca dan memberikan motivasi. Saya juga melakukan interaksi dengan orang tua agar mendampingi anaknya belajar dan melatih membaca. Kita harus memberikan penekanan. Misalkan saat disuruh membaca tidak tahu. Peserta didik juga disuruh membaca maju di depan kelas agar yang lain memperhatikan. Kalau pelajaran agama, dari kelas 1-6 saya biasakan membaca juz amma sebelum pelajaran. Kalau anak saya dulu saya biasakan mendengarkan lagu-lagu agama dan pendidikan. Jadi, sebelum bisa membaca, anak sudah tahu karena terbiasa mendengarkan.”<sup>60</sup>

<sup>58</sup> Interview with Dessi Kifliyah, The teacher of grade I, SDN Wonokerso 03 Malang, September 1, 2018

<sup>59</sup> Interview with Riska Alani Dian, The teacher of grade II, SDN Wonokerso 03 Malang, September 6, 2018

<sup>60</sup> Interview with Arub, The teacher religion, SDN Wonokerso 03 Malang, April 6, 2018

It is in accordance with the observations of the researcher, in which either a classroom teacher or teacher of religion, giving emphasis when rowdy start class condition. The emphasis given also gives a positive effect towards students. Students more pay attention to the teachers and lessons are learned.

### **3. The Teacher Evaluation The Strategies to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**

The evaluation is conducted to see the outcome of a planning process that has been done. Evaluation of teacher learning strategies to improve first grade students' reading skill can be seen from the assessment contained in the RPP. The assessment in the form of observations, tests, and performance. The assessment can also be done with exams, assessment can also be taken with daily tasks. In addition through the RPP, the evaluation can be seen from the observation of the researcher when making observation.

Evaluation to see reading skills students performed by first-rate teachers using an instrument or a reference to assess reading skills students. The teacher used the KKM for grade 1 in SDN Wonokerso 03 Malang. Teachers see the ability of the students in the elaborate vocal and consonant sound symbol in Indonesia language or language of the region. KKM should obtained was 79.0.

In the first one the students should be able to read the words. Semester two students should be able to read the sentence. Teachers see

the ability of students in a way seen reading skills students in reading literacy for 15 minutes. At the time of learning, teachers saw learner at the time students read in front of a class of individual commandments themselves. The teacher is also dictating the students to be written correctly.

It is in accordance with that described by Dessi Kifliyah, S.Pd as a teacher of grade I that:

“Setiap hari anak-anak ada kegiatan literasi sebelum pelajaran dimulai. Pedomannya dari kriteria ketuntasan minimak (KKM) kelas mbak. Untk kelas satu targetnya calistung (membaca, menulis, dan berhitung). Pada semester satu peserta didik membaca tahapan kata, pada semester dua sekarang ini peserta didik sudah tahapan kalimat. Saya mendekte dan peserta didik sudah harus bisa menulis dengan benar.”<sup>61</sup>

At the moment the researcher doing the observations on August 31, 2017 there some students who are not yet able to read fluently. On April 21, 2018, the students in class one can read fluently, good and true, Researcher try to come to some students who originally could not read, such as Dio and Fakhrudin. Dio can already read well and true, whereas Fakhrudin haven't been able to read well.

There are several factors in improving reading skills students. Supporting factors in improving reading skills: students ' ability, discipline, books provided the school, media images, cards, alphabet cards, words, songs, and stationery. Restricting factors in improving

<sup>61</sup> Interview with Dessi Kifliyah, The teacher of grade I, SDN Wonokerso 03 Malang, April 27, 2018

reading skills are: students not through the level of kindergarten (kindergarten), not conditioned by memorizing the family, lack of interest in the students to read, the lack of facilities that support for improve reading skills at the moment at home, less disciplined, less regard for the students, and the influence of the environment.

It is in accordance with that described by Dessi Kifliyah, S.Pd as a teacher of grade I that:

“Faktor penghambatnya itu tidak TK, saat di rumah tidak dibiasakan untuk menghafa abjad, terus faktor dari anaknya sendiri kurang ada minat membaca, kurang disiplin, masih beradaptasi mengenati peralihan dari TK ke SD, peserta didik kurang memperhatikan, kurang ada fasilitas, biasanya di rumah disediakan seperti abjad-abjad abjad. Kemarin itu ada yang saya tanya katanya tidak punya abjad-abjad abjad. Kalau faktor penunjangnya di sini lengkap, ada media gambar, kartu kata, kemudian ada kartu abjad, terus biasanya saya ada lagu dari hp atau dari tipe, seperti lagu ABC, dan alat tulisnya peserta didik.”<sup>62</sup>

The opinion also supported by the opinion from Suparmi, S.Pd as the headmaster at SDN Wonokerso 03 Malang who explained that:

“Faktor pendukung itu: kemampuan siswa, kerajinan atau kedisiplinan anak-anak, dan buku-buku yang disediakan sekolah sangat mendukung anak-anak untuk gemar membaca, tidak hanya buku pelajaran, harus juga diberikan buku fiksi dan non fiksi. Kemudian faktor penghambatnya itu: tidak ada buku yang menarik dan kurang disiplin.”<sup>63</sup>

Thus it can be noted that the evaluation strategy of teachers in improving reading skills can be taken from task and examination. While supporting factors in increasing the students' reading skill can be viewed

<sup>62</sup> Interview with Dessi Kifliyah, The teacher of grade I, SDN Wonokerso 03 Malang, April 5, 2018

<sup>63</sup> Interview with Suparmi, The headmaster, SDN Wonokerso 03 Malang, April 18, 2018



from the ability of students and the environment. The factors that inhibit the increase reading skills students can be due to less disciplined and lack of support of parents in providing facilities that support to improve reading skills.



## CHAPTER V

### DISCUSSION

#### A. The First Grade Students' Reading Skill at SDN Wonokerso 03 Malang

Based on research, on the early researcher doing research there is still some students who cannot read well and fluently. Students often chatting when the teacher reads out the class readings. Not all students follow a reading teacher. When the teacher do the emphasis by calling pserta students, students can focus back to reading. Here is the ability to read the first-class students with characteristics that are owned at the time in the classroom:

**Table 5.1 First Grade Students' Reading Skill**

No	Name	First Grade Students' Reading Skill	Characteristic
1.	Aprilliano Reyhan M	Read fluently	Disciplined and Brave to appear in front of the class
2.	Ahmad Nur Afandi	Read fluently	Discipline on the process of learning
3.	Alvin Gustav Inzaghi	Already memorized the alphabet still spell	Discipline on the process of learning
4.	Anastasya Yuan Restika	Read fluently	Often speaking at the time of writing
5.	Andika Dwi Maulana W	Read fluently	Like play in the classroom
6.	Devi Aprillia Wardani	Read fluently	Diligent
7.	Dinda Fitri Wulandari	Read fluently	Diligent
8.	Dimas Alfian Harimurti	Read fluently	Quiet and discipline

9.	Dita Ayu Puspitasari	Read fluently	Diligent
10.	Ega Raditya Ramadhan S	Read fluently	Baik hati
11.	Fahruddin Syahid	Still mix up distinguishing the alphabet	Like to talk and often permits whittle a pencil
12.	Fajar Agung Sugiarto	Already memorized the alphabet still spell	Like talking with friends
13.	Faruridza Aprillio	Belum menghafal abjad	Like play in the classroom
14.	Indra Asih	Read fluently	Diligent
15.	Indra Kurnia	Read fluently	Diligent
16.	Marvel Nur Rohman A	Already memorized the alphabet still spell	Quiet and discipline
17.	Moch. Alif Maulana A	Still mix up distinguishing the alphabet	Like play in the classroom
18.	Muhaamad Ridwan	Still mix up distinguishing the alphabet	Little regard for teachers
19.	Reza Maulana Putra	Read fluently	Discipline
20.	Tina Natasya Indriani	Read fluently	Diligent
21.	Tommy Kurniawan	Read fluently	Discipline
22.	Veronica Natalia	Read fluently	Diligent
23.	Dio Prasetyo	Still mix up distinguishing the alphabet	Reticent and shy
24.	Zaki Ekaputra Prayoga	Still mix up distinguishing the alphabet	Like play in the classroom

Based on the table can be aware that students can read the first-class fluently still 58.3%. Researcher see it due to various factors such as the physiological factors of students. Students who are less noticed and lack of

interest from students. As described by Lamb and Arnold in the book of Farida Rahim:

Walaupun tidak mempunyai gangguan pada alat penglihatannya, beberapa anak mengalami kesukaran belajar membaca. Hal itu dapat terjadi karena belum berkembangnya kemampuan mereka dalam membedakan simbol-simbol cetakan, seperti huruf-huruf, angka-angka, dan kata-kata, misalnya anak belum bisa membedakan b,p, dan d. Perbedaan pendengaran (*auditory discrimination*) adalah kemampuan mendengarkan kemiripan dan perbedaan bunyi bahasa sebagai faktor penting dalam menentukan kesiapan membaca anak.<sup>64</sup>

At the teacher of grade I ask the students to read together. Next the teacher asked the students to come forward one by one. At this event there is still some students who read with the shy and softly voice. The students also often mix up to distinguish the alphabet. This is where researcher can find out from reading skills students class. Reading skills students first class has not been good enough at that point in the semester one. Here's some reading skills students in grade one in the first half:

1. Can already read the sentence fluently.
2. Can already read well, but still confused when combining into a sentence.
3. Read how to spell, already know the alphabet and can merge, but still often confused when combining in a Word.
4. Already know the alphabet, but haven't been able to combine well.
5. Mix up distinguish the alphabets.
6. Not yet memorizing the alphabets.

<sup>64</sup> Farida Rahim, *Pengajaran Membaca di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2011), page. 17

One class of students who can already read fluently is in compliance with the ability a must-have at age 7. As explained by Bob Harjanto that at the age of 7 years old kids can already connect between the sounds of the letters, the written word with the spoken. They've been able to read the book with a simple and short text. At this age children have started to read a book reading and enjoying it.<sup>65</sup>

With the passing of proes in early research, learning students who can read fluently amounted to 14. With the learning process, students who had initially been able to read the more fluent in reading. Once students still confused, still spell, and sometimes still mix up in distinguishing letters, now can read fluently and correctly. But in the first two after the midterm is no single students who cannot read, still not fully alphabet menghafal. This occurs due to the lack of willingness of the students. By the time the researcher doing the study, students continue to chat and often permits, be it pencil or whittle permission permission to a toilet.

Researcher assumed that the first grade student's reading skill at SDN Wonokerso 03 Malang already good. To improve the reading skill it more as good teachers more frequently again, in cooperation with the parents to ask the parents provide the motivation and taking the time to accompany the students learned when at home. So to expect the students don't get left with her classmates.

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<sup>65</sup> Bob Harjanto, *Merangsang dan Melejitkan Minat Baca Anak Anda* (Yogyakarta: Manika Books, 2011), page. 38



## **B. The Teacher Implementation The Strategies to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**

Research that has been done researcher about the teacher strategy to improve first grade students' reading skill at SDN Wonokerso 03 Malang is composed of planning and processes. Research has been done about strategy researcher teacher in improving reading skills students class one in Malang Wonokerso SDN 03 include planning and processes. Researcher see the RPP from the teacher of grade I with regard to reading skills. In its implementation the teacher implements listed in the RPP.

On the process of implementation, the researcher has seen strategies that used teacher to improve first grade students' reading skill. The teacher strategies used to improve first grade students' reading skill are:

1. Literacy Strategies
2. Reading Aloud
3. PORPE
4. Talqin
5. Competition in the additional hours

Of the five strategies that have been implemented by the teacher of the grade I at SDN Wonokerso 03 Malang, there are several strategies that fits with a strategy that has been described by researcher in the previous chapter. Appropriate strategies are:

1. Literacy Strategies

The literacy strategy aims so that students can read ability increased with integrating/follow up school programs with school activities and communities. The PBB Convention in Praha 2003 year of basic literacy skills and effective library skills is key for people new in the face of literat flow of information technology.<sup>66</sup>

The strategy that is applied at SDN Wonokerso 03 Malang. In accordance with the programs listed in the Permendikbud No. 23 of the year 2015. Researcher agree with that program. The teacher implements the literacy strategy with good activities read within 15 minutes. Every day teachers provide time to read the book before the lesson begins. Books books fiction or non-fiction. Teachers invite students to read in our hearts.

In the process of literacy there are certainly some students who are less busy because of the focus on his friend. But since this strategy was carried out every day, gradually terbiasan students to read. The strategy is delivering results that students will be more considering the letters of the alphabet and vocabulary. The results can be seen when the researcher did a research at SDN Wonokerso 03 Malang.

## 2. Reading Aloud

The power and benefits of reading aloud to children have been thoroughly documented in the educational literature as far

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<sup>66</sup> *Desain Induk Gerakan Literasi Sekolah* (Jakarta: Direktorat Jendral Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016), page. 4

back as 1908, when E. B. Huey stated in his textbook on reading that *“the secret of it all lies in parents reading aloud to and with child.”* Reading aloud fosters a child’s affective knowledge about reading. Teacher often forget the power of reading aloud to older students. Reading aloud to older students helps improve their comprehension and increase their vocabulary and knowledge base.

Theories about the strategy of Reading Aloud described by E. B. Huey provide motivation for students to keep up with her classmates in terms of reading. In its application the students to read aloud on a particular reading. Not on the text of a long story. Students read aloud on the reading problem and the answer so that all students will be focus more to listen and understand the question and answers given. Teachers also carry out the strategy of reading aloud on the vocabulary of the objects around the classroom is used as a medium, such as erasers and slates. The teacher also implemented the strategy of reading aloud with the way students read a reading that is written on the Board. Teachers call students one by one. Teachers are more often implemented the strategy of reading aloud at the time to evaluate reading skills students.

The implementation of the strategy of reading aloud this make students more diligent to read bejalar. by reading aloud the students who are not yet able to read fluently will feel embarrassed

to read aloud to the class. So the students will be motivated to improve reading skills.

### 3. PORPE

Simpson stated that *“PORPE is an independent study strategy which operationalized the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material.”*<sup>67</sup> This statement means that PORPE is the conduct of independent learning process of cognitive and operationalize Metacognition that effectively engage readers in understanding then study the content of the material.

The theory Simpson is applied by the teacher in the learning. Students are given time to read and understand the readings in individual. The implementation of this strategy at a reading that is long enough so that students can add to the vocabulary and be able to answer questions from the material with good and true. In practice this theory gives understanding to students in more thorough. The results of the application of this strategy is that the students can read individual well will be able to absorb the information and get good grades. However, the application of this theory to make a small percentage of students do not read and even play with objects around it. Thus teachers

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<sup>67</sup> Simpson, *An Initial Validation of a Study Strategy System* (Journal of Literacy Research, 2, XX, 1988), page. 152

should pay more attention to and see the students at the time of reading.

In addition to these three strategies above, there are two strategies, found researcher at the SDN Wonokerso 03 Malang. The Chief of the first, commonly called a talqin strategy. This strategy is often used by teachers of religion when reading short letters. At the time the learning process, the teacher reads out the readings then students followed the readings. The teacher also gives the image that correspond to the readings and more realist. As described by Bob Tan in his book that the phase of 6-8 years of age children usually are able to read. to improve its ability in reading, we can give the books a story with more complex sentence again but still using words that are easy to understand, or use the words often spoken everyday. In this phase of the book is the book with his pictures a more realist again, because of the focus here is the skill of reading.<sup>68</sup>

The second strategy is a strategy of competition. This strategy is implemented by way of master class provides additional hours 30 minutes after school other than Friday. At the time the additional hours of researcher see there are five students who follow the additional hours. Teacher give a competition to compose quickly in accordance with the request of the teacher. Researcher argue the existence of these strategies the students will have the

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<sup>68</sup> Harjanto Bob, *Merangsang dan Melejitkan Minat Baca Anak Anda* (Yogyakarta: Manika Books, 2011), page. 87-88.



competitiveness so that the students will continue to learn to read both at school and at home.

Of the five strategies applied at SDN Wonokerso Malang of students from month to month can already read the sentence fluently and correctly. However, there is one student who until now have not been able to read well, even still confused by the alphabet. Researcher consider such things happened because of the lack of willingness of the students and the lack of support from family to improve reading skills students.

### **C. The Teacher Evaluation The Strategies to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**

The teacher evaluation the strategies to improve first grade students' reading skill at SDN Wonokerso 03 Malang was implemented by the class teacher. Teachers evaluate reading skills students using instruments which are listed in the KKM grade I at SDN Wonokerso 03 Malang with the value of the KKM 79.0, namely students can decipher the coat of arms of vocal and consonant sounds in the Indonesia language or the language of the region.

Teachers evaluate reading skills students with approached the sitting students. Teachers also evaluate the way students reading one by one in front of the class. Teachers also take the value from the daily duties and Deuteronomy students. Results from daily duties and Deuteronomy provided in the RPP shows signings along with students from a good reading skills to be able to understand the readings.

In early research, researcher saw some students who are not yet able to read well. That is because some of the factors that can inhibit the reading skills students. Restricting factors are:

1. Students not through the level of kindergarten
2. Not conditioned by memorizing the family
3. Lack of interest the students to read
4. Lack of supporting facilities to enhance reading skills at the time at home
5. Lack of discipline
6. Students are less attentive to the
7. The influence of the environment.

The researcher's observations according to which has been described by Bob Tan that there are several factors that can inhibit the reading interest in children which amongst others are:

1. The resistance of the family environment
  - Old people don't like to read and give an example
  - Lack of time with parents
2. The resistance of the school environment
3. The resistance of the environment community
4. The resistance of the limitation of access to books<sup>69</sup>

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<sup>69</sup> *Ibid.*, page.70-79

The opinion proves that the results of the research in accordance with the existing theory. Environmental factors of families, schools, and communities is very influential on the development of the students, in this case in particular in improving the reading skills of one class of students. Parents should be aware of its role and must participate in order to provide a range of supporting media to improve reading skills. Researcher also get results in the form of some factors that can increase reading skills students are:

1. The ability of the students
2. Discipline
3. The books provided the school
4. Image Media
5. Word Cards
6. The alphabet Cards
7. Song
8. Stationery

Researcher assumed that various factors supporting the need to really watch out for. Very good reading skill required by students. To read and work on the tasks of school students must be able to read.

## CHAPTER VI

### CLOSING

#### A. Conclusions

Based on the results of research and discussion, it can be summed up as follows:

##### **1. The First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**

The first grade students' reading skill at SDN Wonokerso 03 Malang from first semester still 58.3% that can be read fluently. Some students still read by way of spelling, sometimes mix up because of confused with the alphabet, and some who haven't memorized the alphabet. In the second semester, from month to month the learners can read the first-class with good and true. But there is one yet to learners who can read well because it still hasn't memorized the alphabet.

##### **2. The Teacher Implementation The Strategies to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**

The teacher strategies to improve first grade students' reading skill at SDN Wonokerso 03 Malang is literacy strategies, reading aloud, PORPE, talqin, strategy and competition. The fifth strategy is exercised continuously so that learners can read fluently. There are two semester one students who have not been able to read. that is because the physiological factors of the students own peseta less have a willingness to learn to read.

### **3. The Teacher Evaluation The Strategies to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**

Evaluation of the strategies to improve first grade students' reading skill at SDN Wonokerso 03 Malang using the reference from the KKM. The supporting factor is the ability of students, discipline, books provided the school, media images, cards, alphabet cards, words, songs, and stationery. Factors restricting the students not through the level of kindergarten (kindergarten), not conditioned by memorizing the family, lack of interest in the students to read, the lack of supporting facilities to improve reading skills at the moment at home, less disciplined, less regard for the students, and the influence of the environment

#### **B. Suggestions**

##### **1. For Headmaster**

Headmaster need to improve library facilities so that learners feel more comfortable while reading in the library. With the existence of the facilities in a cosy library will increase interest in reading the students reading skills so that learners can increase.

##### **2. For Teacher of Grade One**

Master class one needs to improve coordination both with the elderly learners so that parents can monitor and control the learners when in the home environment.



### 3. For Other Researchers

Although the researchers expected further develop this research so that research can be better and more useful to the world of education.



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Nomor : 310 /Un.03.1/TL.00.1/02/2018  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

23 Februari 2018

Kepada  
Yth. Kepala SDN Wonokerso 03 Malang  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Semester - Tahun Akademik : Genap - 2017/2018  
Judul Skripsi : **The Teacher Strategy to Improve First Grade Students' Reading Skill at SDN Wonokerso 03 Malang**  
Lama Penelitian : **Februari 2018 sampai dengan April 2018**  
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**



Dekan  
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2. Arsip





**PEMERINTAH KABUPATEN MALANG**  
**UPT KANTOR DINAS PENDIDIKAN KEC. PAKISAJI**  
**SD NEGERI 3 WONOKERSO**

Alamat : Jl. Raya Segenggeng No 30 Wonokerso

**SURAT KETERANGAN**

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Yang bersangkutan diatas benar-benar telah melakukan penelitian guna penyusunan skripsi mulai tanggal 31 Agustus – 27 April 2018 di SD Negeri 3 Wonokerso dengan judul *“ The Teacher Strategy to Improve First Grade Students’ Reading Skill at SD Negeri 3 Malang ”*.

Demikian surat keterangan ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

Malang, 14 Mei 2018

Kepala Sekolah



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Judul : THE TEACHER STRATEGY TO IMPROVE  
FIRST GRADE STUDENTS' READING SKILL AT SDN  
WONOKERSO 03 MALANG  
Dosen Pembimbing : Dr. Alpiana Yuli Eflyanti, MA

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	12/04/2018	Bab IV	
2.	16/04/2018	Revisi Bab IV	
3.	19/04/2018	Bab V dan VI	
4.	23/04/2018	Revisi BAB VI	
5.	27/04/2018	Translate Inggris	
6.	01/05/2018	Revisi Translate	
7.	03/05/2018	Abtrak Indonesia	
8.	14/05/2018	Abstrak Inggris dan Arab	
9.			
10.			
11.			
12.			



Certificate No. ID08/1219

Malang, ..... 20.....

Mengetahui

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## INTERVIEW GUIDE AND RESULT

Informan : Ibu Dessi Kifliyah, S.Pd

Jabatan : Guru Kelas I

Tempat : Ruang Kelas I

1. Bagaimana kemampuan membaca peserta didik kelas I di SDN Wonokerso 03 Malang?

Peserta didik kelas satu sudah bisa membaca tiap kata dengan lancar. Ada beberapa peserta didik yang masih sering terbolak balik dalam membaca dan ada juga yang masih belum hafal huruf sama sekali, peserta didik itu Dlo, Zaki, Ridwa, Udin, dan Alif. Pada semester dua ada satu peserta didik yang masih belum dapat menghafal abjad.

2. Bagaimana strategi yang diterapkan guru untuk meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Guru menerapkan strategi membaca dengan suara keras yang biasa disebut *reading aloud*, strategi membaca literasi selama 15 menit, membaca dengan menggunakan kartu huruf, kartu kata, dan guru memberikan jam tambahan selama 30 menit. Guru memberikan jam tambahan setiap hari kecuali hari jumat. Guru juga memberikan contoh bacaan kemudian ditirukan oleh peserta didik.

3. Bagaimana perencanaan guru dan proses guru dalam meningkatkan kemampuan membaca peserta didik kelas I di SDN Wonokerso 03 Malang?

Guru membuat RPP dan guru juga menerapkan RPP dengan baik. Guru menggunakan strategi dan media yang sesuai dengan tingkat membaca untuk peserta didik kelas dasar.

4. Bagaimana guru mengevaluasi kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Guru menghampiri tempat duduk peserta didik untuk mengetahui kemampuan membaca peserta didik. Guru juga mengevaluasi berdasarkan tugas harian dan ulangan. Guru juga mengambil nilai ketika peserta didik membaca satu persatu di depan kelas.

5. Acuan apa yang digunakan untuk mengevaluasi kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Guru menggunakan acuan berdasarkan kriteria ketuntasan minimal (KKM) dengan nilai minimal 79.0. Tertera di dalam KKM peserta didik mampu menguraikan lambing bunyi vocal dan konsonan dalam bahasa Indonesia atau bahasa daerah.

6. Apa saja faktor pendukung dalam meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Faktor pendukung dalam meningkatkan kemampuan membaca:

- Media
- Kartu huruf
- Kartu kata
- Lagu
- Alat tulis
- Dukungan keluarga
- Kemampuan dan kemauan peserta didik

7. Apa saja faktor penghambat dalam meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Faktor penghambat dalam meningkatkan kemampuan membaca:

- Tidak dibiasakan menghafal abjad di lingkungan keluarga
- Tidak TK
- Kurang adanya minat belajar membaca
- Kurangnya fasilitas pendukung belajar di rumah
- Kurang disiplin
- Peserta didik kurang memperhatikan

Informan : Arub, S.Ag  
Jabatan : Guru Agama  
Tempat : Ruang Kelas I

1. Secara umum bagaimana kemampuan membaca peserta didik kelas I di SDN Wonokerso 03 Malang?

Peserta didik dari kelas satu sampai enam dapat membaca dengan baik. Akan tetapi ada anak kelas 4 orang tuanya bekerja di luar negeri, memberikan uang saku 50 ribu untuk satu minggu, kadang 3 hari uang sudah habis. Ketika kelas satu jarang masuk, jadi kelas 4 jarang masuk bahkan setiap pelajaran agama jarang sekali masuk.

2. Bagaimana strategi yang diterapkan guru untuk meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Dari sejak kecil harus dibiasakan membaca, orang tua harus memberikan motivasi dan guru harus berkoordinasi dengan orang tua. Guru juga harus memberikan penekanan ketika peserta didik mulai gaduh di dalam kelas.

3. Apa saja faktor penghambat dalam meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Faktor yang menghambat dari lingkungan. Misalkan ketika mengaji, kebiasaan yang ada harus ditanamkan, kalau tidak ditanamkan tidak mau berangkat. Kesibukan guru melakukan pelatihan-pelatihan juga menyebabkan peserta didik kurang fokus dan sering ramai di kelas.



Informan : Riska Alani Dian O, S.Pd

Jabatan : Guru Kelas II

Tempat : Ruang Guru

1. Bagaimana strategi yang diterapkan guru untuk meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Strategi untuk peserta didik kelas dasar itu harus menggunakan bacaan yang sesuai. Bacaan yang bergambar dengan huruf yang memiliki ukuran agak besar. Dalam hitungan juga memerlukan gambar bagi peserta didik kelas dasar, misalkan ada satu kelinci ditambah dua kelinci.

2. Bagaimana kemampuan membaca peserta didik kelas I dan II di SDN Wonokerso 03 Malang?

Peserta didik di kelas II sudah dapat membaca dengan baik dan lancar semua. Peserta didik dapat mengerjakan tugas dengan baik karena memiliki kemampuan membaca yang baik.

3. Apa saja faktor pendukung dalam meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Faktor pendukungnya buku-buku yang disediakan sekolah di perpustakaan sekolah sudah sangat memadai bagi peserta didik untuk meningkatkan kemampuan membaca.

4. Apa saja faktor penghambat dalam meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Kurangnya dukungan keluarga untuk meningkatkan kemampuan membaca peserta didik. Kesibukan orang tua dalam pekerjaan sehingga kurang memperhatikan peserta didik ketika di rumah.

Informan : Suparmi, S.Pd  
Jabatan : Kepala Sekolah  
Tempat : Ruang Kepala Sekolah

1. Bagaimana kemampuan membaca peserta didik kelas I di SDN Wonokerso 03 Malang?

Peserta didik kelas satu ada satu yang belum dapat membaca. akan dilihat terus perkembangannya karena kemampuan membaca sangat dibutuhkan di kelas berikutnya.

2. Mengapa harus membentuk peserta didik kelas satu yang mempunyai kemampuan membaca yang baik?

Membaca itu faktor yang utama. Sampai kapanpun orang butuh dan harus dapat membaca. dalam dunia pendidikan membaca sangat dibutuhkan apalagi ketika mengerjakan tugas.

3. Secara umum bagaimana kemampuan membaca peserta didik kelas satu?

Secara umum sudah dapat membaca semua. Peserta didik dapat membaca dengan baik dan benar.

4. Apa saja faktor pendukung dalam meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Faktor pendukung buku-buku di perpustakaan sudah sangat lengkap dan dapat dibaca oleh peserta didik pada waktu jam istirahat.

5. Apa saja faktor penghambat dalam meningkatkan kemampuan membaca peserta didik di SDN Wonokerso 03 Malang?

Faktor penghambatnya adalah kurang disiplinnya peserta didik, faktor dari lingkungan, dan faktor dari peserta didik sendiri yang kurang adanya kemauan untuk belajar membaca.



**RENCANA PELAKSANAAN PEMBELAJARAN  
KELAS I**

SATUAN PENDIDIKAN : SDN 3 WONOKERSO  
KELAS / SEMESTER : 1 / 1  
TEMA / SUB TEMA : 3. Kegiatanku / 1. Kegiatan Pagi Hari  
Pembelajaran : 1  
ALOKASI WAKTU : 5 X 35 Menit  
Hari / tanggal : .....

**A. Kompetensi Inti**

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan anggota keluarga, teman, dan guru.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

**B. Kompetensi Dasar dan Indikator**

**B. Indonesia**

- 3.7 Mengenal kosakata yang berkaitan dengan peristiwa siang dan malam melalui teks pendek (berupa gambar, slogan sederhana, tulisan, dan atau syair lagu)
  - 3.7.1 Menunjukkan kosakata tentang kegiatan pagi hari sebagai bagian dari peristiwa siang dan malam yang tepat sesuai gambar
- 4.7 Menjelaskan kosa kata Bahasa Indonesia dan ejaan yang tepat terkait peristiwa siang dan malam dalam teks tulis dan gambar
  - 4.7.1 Menuliskan kosa kata terkait kegiatan pagi hari sebagai bagian dari peristiwa alam PPKN

- 3.1 Memahami simbol sila-sila Pancasila dalam lambang negara Garuda Pancasila
  - 3.1.1 Menyebutkan rumusan bunyi sila-sila Pancasila
- 4.1 Melakukan kegiatan yang sesuai dengan sila-sila Pancasila dalam lambang negara "Garuda Pancasila"
  - 4.1.1 Melafalkan bunyi sila-sila dalam Pancasila SBDP
- 3.2 Memahami elemen musik melalui lagu
  - 3.2.1 Membedakan panjang pendek bunyi dalam sebuah lagu
- 4.2 Menirukan elemen musik melalui lagu
  - 4.2.1 Memeragakan panjang pendek bunyi dalam sebuah lagu

**Tujuan Pembelajaran**

- Dengan menyimak gambar dan teks yang disampaikan oleh guru dan permainan menyusun kartu huruf menjadi kata, siswa dapat menemukan kosakata tentang kegiatan pagi hari dengan tepat
- Dengan mengerjakan lembar kerja, siswa dapat menuliskan kosa kata tentang kegiatan pagi hari dengan tepat.
- Melalui penjelasan guru, siswa mampu mengidentifikasi bunyi sila-sila Pancasila.
- Dengan mengikuti petunjuk (contoh) guru, siswa mampu melafalkan bunyi sila-sila Pancasila dengan tepat.
- Dengan menyimak lagu dan peragaan guru, siswa mampu membedakan panjang pendek bunyi dengan tepat
- Dengan mengikuti petunjuk guru, siswa mampu memeragakan panjang pendek bunyi dengan suara atau dengan alat bantu seperti peluit, marakas, dan sejenisnya

**C. Materi Pelajaran**

- Mempelajari kosa-kata yang berhubungan dengan pagi hari
- Mendiskusikan kebiasaan yang baik di pagi hari sambil menghubungkan dengan bunyi Pancasila
- Bernyanyi lagu bertema pagi (Bangun Tidur) hari sambil membedakan panjang pendek bunyi

#### D. Pendekatan dan Metode Pembelajaran

- Pendekatan : Saintifik, kolaboratif
- Metode : Tanya jawab, Demonstrasi, Kerja kelompok, Diskusi, Peragaan

#### E. Media dan Alat Pembelajaran

- Gambar suasana pagi hari
- Lembar kerja
- Poster teks Pancasila
- Kartu huruf
- Alat yang bisa mengeluarkan bunyi (marakas, tamborin, peluit, dan sejenisnya)

#### F. Langkah-langkah Kegiatan Pembelajaran

##### a. Kegiatan Pembuka ( 10 menit )

- Guru menyapa siswa dan mengondisikan kelas agar siap untuk belajar.
- Salah satu siswa diminta untuk memimpin doa.
- Sebagai pembuka pelajaran, guru dapat melakukan “ice breaking” untuk menghidupkan suasana kelas agar semangat (misalnya dengan bernyanyi dan meneriakkan yel-yel penyemangat)
- Guru menjelaskan kegiatan yang akan dilakukan dan tujuan kegiatan belajar.

##### b. Kegiatan inti ( 150 menit )

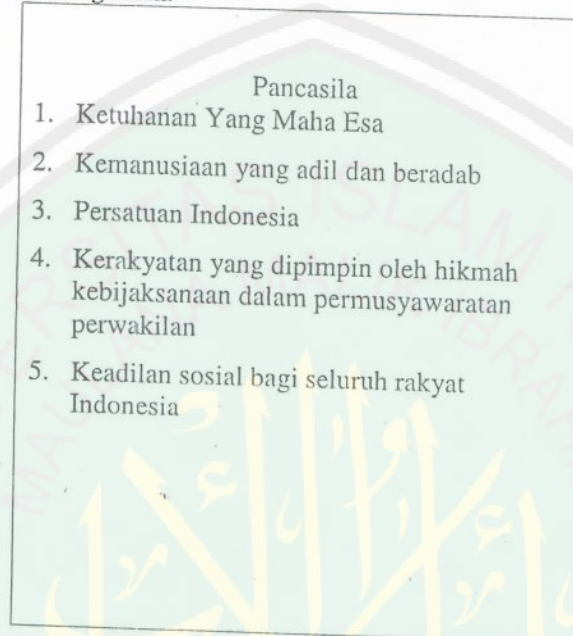
- Guru mengajak siswa untuk duduk melingkar. Guru meminta semua siswa memejamkan mata. Suasana dikondisikan agar hening. Lalu guru meminta semuanya menarik nafas dalam-dalam dan menghembuskannya, diulang beberapa kali. Lalu siswa diminta mendengarkan suara-suara yang ada di sekitar mereka. Sambil membayangkan bagaimana biasanya suasana di pagi hari. (Guru dapat menyetel musik instrumental sebagai musik latar).
- Setelah sekitar 5 menit sebelum siswa membuka mata kembali guru bisa menyampaikan motivasi yang dapat mendorong siswa untuk bersyukur pada Tuhan atas karunia pagi hari ini.
- Setelah siswa membuka mata kembali guru meminta siswa menyampaikan perasaan masing-masing dan meminta mereka menjelaskan suasana pagi hari yang tadi mereka bayangkan. Guru memberi kesempatan beberapa anak menyampaikannya suasana pagi yang tadi mereka bayangkan.
- Kemudian siswa mengamati gambar dan suasana pagi yang ditunjukkan oleh guru (guru dapat menggunakan gambar di buku teks atau gambar yang disiapkan secara khusus sebagai media atau bisa juga video)



- Siswa diminta mengajukan pertanyaan-pertanyaan terkait gambar yang mereka amati. Guru memancing sikap kritis siswa dengan mengajukan pertanyaan “adakah yang ingin kamu ketahui dari gambar yang kamu amati?” Siapa yang mau mengajukan pertanyaan?
- Guru mengajak siswa mendiskusikan kegiatan-kegiatan di pagi hari baik di rumah maupun di sekolah.
- Siswa diminta menyebutkan kata-kata yang berhubungan dengan pagi hari. Guru menuliskan kata yang disebutkan siswa di papan tulis agar dapat di baca oleh siswa lainnya. Setelah tidak ada lagi siswa yang menyebutkan, guru dapat menambahkan kosa katanya jika diperlukan, dengan cara memberikan pertanyaan yang memancing ingatan siswa.
- Untuk memperkuat pemahaman tentang kosa kata yang dipelajarinya, guru melakukan permainan menyusun kartu huruf menjadi kata.
- Setelah itu siswa diminta menyelesaikan lembar kerja tentang pengenalan kosa kata yang berhubungan dengan kegiatan pagi hari.



- Kepada siswa yang masih menemui kesulitan, guru melakukan asistensi dan pengarahan.
- Kemudian guru melanjutkan diskusi berkaitan dengan kegiatan pagi hari di sekolah. Salah satu rutinitas di sekolah di pagi hari adalah upacara. Saat pelaksanaan upacara biasanya ada kegiatan pembacaan teks Pancasila.
- Lalu guru menggali pengetahuan siswa tentang teks pancasila dengan bertanya dan memberi kesempatan bagi yang sudah hafal untuk melafalkannya di depan teman-temannya.
- Untuk memperkuat pengetahuan siswa tentang bunyi sila-sila Pancasila guru mendemonstrasikan pembacaan teks Pancasila dengan lafal dan intonasi yang benar. Setelah itu guru menunjukkan poster bertuliskan teks Pancasila dan sekali lagi meminta siswa melafalkannya bersama-sama atau bergantian.



- Selain mencermati kegiatan pagi hari, guru juga meminta siswa mencermati perbedaan panjang pendek bunyi pada lagu tersebut. Guru menunjukkan bagian syair lagu mana yang dibunyikan pendek dan mana yang dibunyikan panjang.
  - Guru juga memberi contoh jika lagu tersebut dinyanyikan tanpa ada perbedaan panjang pendek bunyi.
  - Siswa diminta membedakan rasa saat mendengarkannya.
    - Dengan menggunakan alat bantu seperti peluit, marakas, dan atau tamborin guru melatih siswa memeragakan bunyi pendek dan bunyi panjang dalam sebuah lagu.
    - Guru mencontohkan dengan menggunakan peluit, marakas, atau tamborin perbedaan panjang pendek bunyi.
    - Siswa diminta memeragakan secara mandiri atau berkelompok.
    - Setelah semua siswa selesai mencoba memeragakan, guru meminta seluruh kelas diminta menyanyikan kembali lagu Bangun Tidur dengan penuh semangat.
- c. Kegiatan Penutup ( 15 menit )
- Sebagai penutup guru menanyakan bagaimana perasaan siswa setelah mengikuti seluruh kegiatan.
  - Siswa bergantian merespon pertanyaan guru.
  - Guru membagikan form penilaian diri sendiri yang telah disiapkan sebelumnya.
  - Siswa juga diminta melakukan penilaian diri sendiri dengan mengisi form yang telah diberikan.
  - Kemudian guru menutup kelas dengan berdoa bersama siswa.
- G. Penilaian Pembelajaran:
- Penilaian Sikap : Observasi selama kegiatan (Lihat panduan penilaian sikap)
- Penilaian Pengetahuan:
- Menyelesaikan LK tentang kosakata berhubungan dengan kegiatan pagi hari
- Menyusun kata-kata menjadi bunyi sila-sila Pancasila
- Penilaian Keterampilan:



Keterampilan	Tahap			
	Sangat baik	Baik	Cukup	Perlu Perbaikan
1. Menyusun kartu huruf menjadi kata	Hanya terdapat paling banyak 1 kesalahan	Terdapat 2-3 kesalahan	Terdapat 4-5 kesalahan	Terdapat lebih dari 5 kesalahan
2. Melafalkan bunyi teks Pancasila	Semua suku dilafalkan secara tepat	Terdapat kekeliruan pada satu suku	Terdapat kesalahan pada 2 suku	Terdapat 3 atau lebih suku yang salah
3. Memeragakan panjang pendek bunyi pada sebuah lagu	Memeragakan panjang pendek bunyi tanpa kesalahan	Ada 1-2 kali kesalahan	Ada 3-4 kali kesalahan	Terdapat lebih dari 5 kali kesalahan

## Menyusun kartu huruf menjadi kata

No.	Nama Siswa	Hanya terdapat paling banyak 1 kesalahan	Terdapat 2-3 kesalahan	Terdapat 4-5 kesalahan	Terdapat lebih dari 5 kesalahan	Predikat
1.	Dayu	✓				Sangat baik
2.	Udin		✓			Baik
3.	—					

## Melafalkan bunyi teks Pancasila

No.	Nama Siswa	Semua suku dilafalkan secara tepat	Terdapat kekeliruan pada satu suku	Terdapat kesalahan pada 2 suku	Terdapat 3 atau lebih suku yang salah	Predikat
1.	Dayu	✓				Sangat baik
2.	Udin		✓			Baik
3.	—					

## Memeragakan panjang pendek bunyi pada sebuah lagu

No.	Nama Siswa	(Baik sekali)	(Baik)	(Cukup)	(Perlu Perbaikan)	Predikat
1.	Dayu	✓				Sangat baik
2.	Udin		✓			Baik
3.	—					

Malang, ..... 2017

Kepala Sekolah

Guru Kelas I

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## RENCANA PELAKSANAAN PEMBELAJARAN KELAS I

SATUAN PENDIDIKAN : SDN 3 WONOKERSO  
 KELAS / SEMESTER : 1 / 1  
 TEMA / SUB TEMA : 3. Kegiatanku / 1. Kegiatan Pagi Hari  
 Pembelajaran : 2  
 ALOKASI WAKTU : 5 X 35 Menit  
 Hari / tanggal : .....

### A. Kompetensi Inti

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan anggota keluarga, teman, dan guru.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

### B. Kompetensi Dasar dan Indikator

#### B. Indonesia

- 3.7 Mengenal kosakata yang berkaitan dengan peristiwa siang dan malam melalui teks pendek (berupa gambar, slogan sederhana, tulisan, dan atau syair lagu)
- 4.7 Menjelaskan kosa kata Bahasa Indonesia dan ejaan yang tepat terkait peristiwa siang dan malam dalam teks tulis dan gambar
- 3.7.1 Menunjukkan kosakata tentang kegiatan pagi hari sebagai bagian dari peristiwa siang dan malam yang tepat sesuai gambar
- 4.7.1 Menuliskan kosa kata terkait kegiatan pagi hari sebagai bagian dari peristiwa alam PJOK
- 3.3 Memahami prosedur pola gerak dasar manipulatif sesuai konsep tubuh, ruang, usaha, dan keterhubungan dalam berbagai bentuk permainan sederhana dan atau tradisional
- 4.3 Mempraktikkan prosedur pola gerak dasar manipulatif sesuai konsep tubuh, ruang, usaha, dan keterhubungan dalam berbagai bentuk permainan sederhana dan atau tradisional
- 3.3.1 Menjelaskan prosedur gerakan melempar sesuai dengan konsep tubuh, ruang, usaha dan keterhubungannya dalam permainan sederhana dan atau tradisional
- 4.3.1 Mempraktikkan prosedur gerakan melempar sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam permainan sederhana dan atau tradisional

#### Tujuan Pembelajaran :

- Dengan menyimak penjelasan dan contoh yang diberikan guru siswa mampu menunjukkan prosedur gerakan melempar dengan tepat.
- Melalui kegiatan praktik siswa mampu melakukan gerakan melempar dengan tepat.
- Melalui tanya jawab siswa mampu menyebutkan kosa kata yang berhubungan dengan pagi hari dengan lafal dan ejaan yang tepat.
- Dengan menggunakan kartu-kartu huruf siswa mampu menyusun kata-kata yang berhubungan dengan pagi hari dengan tepat.

### C. Materi Pelajaran

- Olahraga di pagi hari lewat permainan melempar bola .
- Bermain menyusun huruf menjadi kosa kata tentang kegiatan pagi hari

#### D. Pendekatan dan Metode Pembelajaran

- Pendekatan : Saintifik, kolaboratif
- Metode : Tanya jawab, Demonstrasi, Kerja kelompok, Diskusi, Peragaan

#### E. Media dan Alat Pembelajaran

- buku teks
- bola
- keranjang
- benda sasaran melempar (bisa botol plastik, kaleng, dll)
- set kartu-kartu huruf yang mewakili kosa kata yang berhubungan dengan pagi hari (jumlahnya disesuaikan jumlah kelompok yang akan dibentuk)

#### F. Langkah-langkah Kegiatan Pembelajaran

##### a. Kegiatan Pembuka ( 10 menit )

- Guru menyapa siswa dan mengkondisikan kelas agar siap untuk belajar.
- Guru mengingatkan siswa tentang pelajaran sebelumnya dan mengaitkan dengan pelajaran yang akan disampaikan.
- Guru menjelaskan kegiatan yang akan dilakukan dan tujuan kegiatan belajar.

##### b. Kegiatan Inti (150 menit )

- Siswa ke luar kelas menuju halaman sekolah/lapangan olahraga sekolah.
- Siswa melakukan gerakan pemanasan dengan panduan guru.
- Siswa memperhatikan penjelasan dan peragaan guru tentang teknik-teknik melempar sesuai dengan konsep tubuh, ruang, dan usaha. Dimulai dari gerakan



- melempar dengan tangan kanan dan kiri. Guru menjelaskan bagaimana posisi tangan saat melempar serta bagaimana jari-jari memegang bola. Di lanjutkan dengan gerakan melempar ke berbagai arah. Guru juga menjelaskan prinsip melakukan gerakan melempar secara benar sesuai dengan konsep tubuh.
  - Siswa melakukan latihan melempar seperti yang telah dicontohkan oleh guru secara bersama-sama dengan panduan guru selama lebih kurang 15 menit.
  - Kemudian guru memberikan permainan sederhana yaitu permainan melempar bola ke arah sasaran dan melempar bola ke dalam keranjang.
  - Guru menyiapkan kaleng, botol plastik, dan keranjang yang diletakkan pada posisi tertentu, sebagai sasaran lemparan. Guru meminta siswa melempar bola ke arah sasaran tersebut. Setiap siswa diberi kesempatan untuk melakukannya.
  - Siswa secara bergantian melakukan permainan tersebut. Guru melakukan pengamatan dan melakukan evaluasi terhadap perilaku dan kemampuan siswa.



- Selesai berolahraga siswa mengucapkan syukur kepada Tuhan dan melanjutkan kegiatan berikutnya
  - Setelah siswa siap melanjutkan pelajaran guru mengingatkan kembali tentang kosa kata yang berhubungan dengan pagi hari. Siswa menyebutkan kosa kata yang mereka ingat dan guru menuliskannya di papan tulis.
  - Kemudian siswa dibagi menjadi beberapa kelompok yang terdiri dari paling banyak 4 orang. Masing-masing kelompok diberikan kartu-kartu kata yang mewakili kata-kata yang berhubungan dengan pagi hari.
  - Setiap kelompok diberi waktu 10 menit untuk menyusun kartu-kartu yang ada menjadi kata yang berhubungan dengan pagi hari. Kelompok pemenangnya adalah yang berhasil menyusun kata paling banyak.
  - Setelah bermain siswa diminta mengerjakan lembar kerja tentang menyusun huruf menjadi kata.
- c. Kegiatan Penutup ( 10 menit )
- Guru mengulas kembali apa yang sudah dipelajari.
  - Siswa menyimpulkan apa yang telah mereka pelajari.
  - Siswa menyampaikan perasaannya setelah mengikuti kegiatan hari ini.
  - Guru meminta salah satu siswa memimpin doa penutup.

#### G. Penilaian Pembelajaran:

- **Penilaian Sikap :** Observasi selama kegiatan (Lihat panduan penilaian sikap)
- **Penilaian Pengetahuan:**  
Tes lisan tentang prosedur melakukan gerak melempar  
Menyebutkan kosa kata yang berhubungan dengan kegiatan pagi hari
- **Penilaian Keterampilan:**  
Melakukan gerakan melempar  
Menyusun huruf menjadi kata

Keterampilan	Kriteria			
	Sangat Baik	Baik	Cukup	Perlu Pendampingan
1. Melakukan gerakan melempar	Gerakan melempar benar, selalu tepat sasaran, melakukan gerakan tanpa bantuan, percaya diri.	Gerakan melempar benar, tepat sasaran, namun dengan bantuan	Melakukan gerakan melempar dengan benar, namun tidak tepat sasaran, dan dengan bantuan	Belum mampu melakukan gerakan melempar
2. Menyusun huruf menjadi kata	Terdapat paling banyak 1 kesalahan	Terdapat 2-3 kesalahan	Terdapat 4-5 kesalahan	Terdapat lebih dari 5 kesalahan

## 1. Melakukan gerakan melempar

No.	Nama Siswa	Gerakan melempar benar, tepat, seimbang, melakukan gerakan tangan bantuan, penguatan dari	Gerakan melempar benar, tepat, seimbang, gerakan tangan bantuan	Melakukan gerakan melempar dengan benar, gerakan tangan bantuan	Belum mampu melakukan gerakan melempar	Predikat
1.	Dayu	✓				Sangat Baik
2.	Udin		✓			Baik
3.	Fulan					Kurang

## 2. Menyusun huruf menjadi kata

No.	Nama Siswa	Terdapat pada huruf ke-1 kesalahannya	Terdapat pada huruf ke-2 dan ke-3 kesalahannya	Terdapat pada huruf ke-4 kesalahannya	Terdapat pada huruf ke-5 kesalahannya	Predikat
1.	Dayu	✓	✓	✓		Sangat Baik
2.	Udin	-	✓	✓		Baik
3.	Fulan	-	-	-		Kurang

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RENCANA PELAKSANAAN PEMBELAJARAN  
KELAS I

SATUAN PENDIDIKAN : SDN 3 WONOKERSO  
KELAS / SEMESTER : 1 / 1  
TEMA / SUB TEMA : 3. Kegiatanku / 1. Kegiatan Pagi Hari  
Pembelajaran : 3  
ALOKASI WAKTU : 5 X 35 Menit  
Hari / tanggal : .....

**A. Kompetensi Inti**

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan anggota keluarga, teman, dan guru.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

**3. Kompetensi Dasar dan Indikator PPKN**

- 3.1 Memahami simbol sila-sila Pancasila dalam lambang negara "Garuda Pancasila"
- 4.1 Melakukan kegiatan yang sesuai dengan sila-sila Pancasila dalam lambang negara "Garuda Pancasila"

- 3.1.2 Mengidentifikasi simbol-simbol yang ada dalam Pancasila
- 4.1.2 Menentukan simbol yang tepat dari sila-sila Pancasila

**B. Indonesia**

- 3.7 Mengenal kosakata yang berkaitan dengan peristiwa siang dan malam melalui teks pendek (berupa gambar, slogan sederhana, tulisan, dan atau syair lagu)
- 4.7 Menjelaskan kosa kata Bahasa Indonesia dan ejaan yang tepat terkait peristiwa siang dan malam dalam teks tulis dan gambar

- 3.7.1 Menunjukkan kosakata tentang kegiatan pagi hari sebagai bagian dari peristiwa siang dan malam yang tepat sesuai gambar
- 4.7.1 Menuliskan kosa kata terkait kegiatan pagi hari sebagai bagian dari peristiwa alam

- Matematika**
- 3.1 Menjelaskan makna bilangan cacah sampai dengan 99 sebagai banyak anggota suatu kumpulan obyek.
  - 4.1 Menyajikan bilangan cacah sampai dengan 99 yang bersesuaian dengan banyak anggota kumpulan obyek yang disajikan

- 3.2 Menjelaskan lambang bilangan sampai dua angka dan nilai tempat penyusun lambang bilangan menggunakan kumpulan benda konkret serta cara membacanya
- 4.2 Menuliskan lambang bilangan sampai dua angka yang menyatakan banyak anggota suatu kumpulan objek dengan ide nilai tempat

- 3.1.2 Membilang secara urut, bilangan 11 sampai dengan 20 dengan bantuan benda konkret
- 4.1.2 Mengelompokkan benda sesuai dengan bilangan yang ditentukan (11 sampai dengan 20)

- 3.2.1 Mengenal lambang bilangan 11 sampai dengan 20 dengan tepat
- 4.2.2 Menuliskan lambang bilangan 11 sampai dengan 20 dengan tepat

**Tujuan Pembelajaran :**

- Melalui kegiatan membaca siswa mampu mengidentifikasi kosa kata terkait kegiatan pagi hari dengan tepat
- Melalui kegiatan menjiplak siswa mampu menuliskan kosa kata terkait kegiatan pagi hari dengan tepat
- Melalui pengamatan dan penjelasan guru siswa mampu mengidentifikasi simbol sila-sila Pancasila pada lambang negara Garuda Pancasila
- Melalui permainan "Berburu Harta Karun" siswa mampu menentukan simbol yang tepat dari sila-sila Pancasila
- Dengan menggunakan benda-benda konkret/gambar siswa dapat membilang 11 sampai dengan 20 secara urut dengan tepat
- Dengan menggunakan gambar dan kartu bilangan siswa mampu menunjukkan lambang bilangan 11 sampai dengan 20 dengan tepat
- Dengan menggunakan benda-benda konkret/gambar, siswa dapat mengelompokkan benda sesuai dengan bilangan 11 sampai dengan 20 yang ditentukan, dengan tepat
- Dengan menggunakan lembar latihan soal siswa mampu menuliskan lambang bilangan 11 sampai dengan 20 dengan tepat



- Beberapa siswa membaca wacana tersebut bergantian. Kemudian guru meminta siswa membacanya bersama-sama.
- Siswa melafalkan setiap kata yang ada dalam wacana tersebut dengan bimbingan guru.
- Sesudah kegiatan membaca siswa diminta mencari kosa kata yang hilang dari teks yang baru dipelajari.
- Setelah bermain mencari kata yang hilang siswa diminta mengerjakan teka-teki kosa kata yang ada di buku teks.
- Kemudian guru meminta siswa kembali mengamati gambar ilustrasi bacaan yang tadi mereka baca. Kali ini siswa diminta mengamati banyaknya benda-benda yang ada pada gambar. Dengan bantuan gambar tersebut siswa belajar membilang benda berjumlah 20-11. Untuk memperkuat pemahaman siswa guru dapat melakukan permainan menghitung benda menggunakan biji-bijian, manik-manik, batang kayu, kelereng, dan lain-lain.
- Untuk memperkuat konsep guru melakukan permainan membentuk kelompok. Caranya adalah guru menentukan suatu bilangan antara -11 20, lalu siswa berlomba membentuk kelompok dengan jumlah yang ditentukan guru. Kelompok yang berhasil bisa diberikan reward oleh guru.
- Selanjutnya siswa berlatih berhitung secara mandiri dengan mengerjakan lembar kerja.
- Setelah siswa selesai mengerjakan latihan matematika, guru melanjutkan pelajaran dengan menunjukkan poster simbol sila-sila Pancasila.
- Guru memantik ingatan siswa tentang bunyi teks Pancasila dan meminta seluruh kelas melafalkan bunyi Pancasila sambil berdiri dengan penuh semangat.
- Guru memberikan kesempatan kepada siswa untuk menyampaikan apa yang ingin diketahui dari gambar lambang negara Garuda Pancasila yang ditunjukkan oleh guru. Guru mengarahkan pertanyaan siswa kepada simbol-simbol sila Pancasila. Guru menunjukkan simbol masing-masing sila Pancasila.
- Siswa dibagi beberapa kelompok. Masing-masing kelompok diberi 1 set kartu bergambar simbol dan bunyi sila Pancasila pada kartu yang berbeda. Siswa bermain memasang kartu bunyi sila Pancasila dan lambangnya.
- Setelah waktu bermain selesai siswa mengerjakan lembar kerja tentang simbol sila Pancasila.
- Selesai mengerjakan LK, sebagai penutup guru mengajak siswa menyanyikan lagu Garuda Pancasila, ditentukan guru. Kelompok yang berhasil bisa diberikan reward oleh guru.
- c. Kegiatan akhir ( 10 menit )
- Selanjutnya siswa berlatih berhitung secara mandiri dengan mengerjakan lembar kerja.
- Setelah siswa selesai mengerjakan latihan matematika, guru melanjutkan pelajaran dengan menunjukkan poster simbol sila-sila Pancasila.
- Guru memantik ingatan siswa tentang bunyi teks Pancasila dan meminta seluruh kelas melafalkan bunyi Pancasila sambil berdiri dengan penuh semangat.
- Guru memberikan kesempatan kepada siswa untuk menyampaikan apa yang ingin diketahui dari gambar lambang negara Garuda Pancasila yang ditunjukkan oleh guru. Guru mengarahkan pertanyaan siswa kepada simbol-simbol sila Pancasila. Guru menunjukkan simbol masing-masing sila Pancasila.
- Siswa dibagi beberapa kelompok. Masing-masing kelompok diberi 1 set kartu bergambar simbol dan bunyi sila Pancasila pada kartu yang berbeda. Siswa bermain memasang kartu bunyi sila Pancasila dan lambangnya.
- Setelah waktu bermain selesai siswa mengerjakan lembar kerja tentang simbol sila Pancasila.
- Selesai mengerjakan LK, sebagai penutup guru mengajak siswa menyanyikan lagu Garuda Pancasila,

#### G. Penilaian Pembelajaran:

- Penilaian Sikap : Observasi selama kegiatan
- Penilaian Pengetahuan:
  - Lembar latihan tentang simbol sila Pancasila
  - Menyusun huruf menjadi kata Lembar latihan tentang bilangan 11-20

- Mendiskusikan simbol yang sesuai dengan bunyi sila-sila Pancasila
- Membaca pemahaman tentang kosa kata yang berhubungan dengan pagi hari.
- Membilang 11 sampai dengan 20 dengan cara mengelompokkan benda

#### D. Pendekatan dan Metode Pembelajaran

- Pendekatan : Saintifik, kolaboratif
- Metode : Tanya jawab, Demonstrasi, Kerja kelompok, Diskusi, Peragaan

#### E. Media dan Alat Pembelajaran

- Buku teks
- Poster simbol-simbol sila Pancasila
- Kartu gambar simbol Pancasila
- Kartu-kartu bertuliskan teks Pancasila
- Kartu-kartu bilangan 11 sampai dengan 20
- Kartu-kartu gambar benda yang menunjukkan bilangan 11 sampai dengan 20

#### F. Langkah-langkah Kegiatan Pembelajaran

##### a. Kegiatan Pembuka ( 10 menit )

- Guru menyapa siswa dan mengondisikan kelas agar siap untuk belajar
- Salah satu siswa diminta untuk memimpin doa.
- Guru mengingatkan siswa tentang pelajaran sebelumnya dan mengaitkan dengan pelajaran yang akan disampaikan.
- Guru menjelaskan kegiatan yang akan dilakukan dan tujuan kegiatan belajar.

##### b. Kegiatan inti ( 150 menit )

- Guru memandu siswa untuk membaca wacana sederhana yang berhubungan dengan kegiatan pagi hari, dengan lafal dan intonasi yang benar.





## Penilaian Keterampilan

Keterampilan	Kriteria			
	Sangat Baik	Baik	Cukup	Perlu Pendampingan
1. Menentukan simbol Pancasila	Tidak ada kesalahan	Ada satu kesalahan	Ada 2 kesalahan	Lebih dari 2 kesalahan
2. Menentukan kata kesembunyi	Semua kata ditemukan	Ada 1-2 kata yang tidak ditemukan	Ada 3-4 kata yang tidak ditemukan	Lebih dari 4 kata tidak ditemukan
3. Membilang dengan benda konkret	Ada paling banyak 1 kekeliruan dalam membilang 11-20	Ada 2-3 kekeliruan dalam membilang 11-20	Ada 4-5 kekeliruan dalam membilang 11-20	Ada lebih dari 5 kekeliruan dalam membilang 11-20

### Format Penilaian Keterampilan

#### 1. Menentukan simbol Pancasila

No.	Nama siswa	Kriteria				Penilaian
		Tidak ada kesalahan	Ada satu kesalahan	Ada 2 kesalahan	Lebih dari 2 kesalahan	
1.	Dayu				✓	Perlu Pendampingan
2.	Udin		✓			Baik
3.	—					



## 2. Menemukan kata tersembunyi

No.	Nama Siswa	Kriteria				Predikat
		Semua kata ditemukan	Ada 1-2 kata yang tidak ditemukan	Ada 3-4 kata yang tidak ditemukan	Lebih dari 4 kata tidak ditemukan	
1.	Dayu	✓				Sangat Baik
2.	Udin		✓			Baik
3.						

## 3. Membilang dengan benda konkret

No.	Nama Siswa	Kriteria				Predikat
		Ada paling banyak 1 kekeliruan dalam membilang 20-II	Ada 3-2 kekeliruan dalam membilang 20-II	Ada 5-4 kekeliruan dalam membilang 20-II	Ada lebih dari 5 kekeliruan dalam membilang 20-II	
1.	Dayu	✓				Sangat Baik
2.	Udin		✓			Baik
3.						

Kepala Sekolah

SUPARMI, S.Pd  
NIP:19641204198504 2 003

Malang, .....2017

Guru Kelas I

DESSI KIFLIYAH, S.Pd



8	3.9	Merinci kosakata dan ungkapan pengenalan diri, keluarga dan orang-orang di tempat tinggalnya secara lisan dan tulis yang dapat dibantu dengan kosakata bahasa daerah	75	80	75	75	80,0
9	3,1	Menguraikan kosakata hubungan kekeluargaan melalui gambar/ bagann silsilah keluarga dalam bahasa Indonesia atau bahasa daerah	75	80	75	75	80,0
10	3,11	Mencermati puisi anak/ syair lagu (berisi kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, persahabatan) yang diperdengarkan dengan tujuan untuk kesenangan	75	75	75	75	75,0
11	4,1	Mempraktikkan kegiatan persiapan membaca permulaan (duduk wajar dan baik, jarak antara mata dan buku, cara memegang buku, cara membalik halaman, gerakan mata ke kiri dan ke kanan, memilih tempat dengan cahaya yang terang) dengan benar	75	75	75	75	75,0
12	4,2	Mempraktikkan kegiatan persiapan membaca permulaan (duduk wajar dan baik, jarak antara mata dan buku, cara memegang buku, cara membalik halaman, gerakan mata ke kiri dan ke kanan, latihan pelenturan gerakan tangan dengan gerakan menulis di udara/ pasir/ meja, melemaskan jari dengan mewarnai, menjiplak, menggambar, membuat garis tegak, lengkung, miring, lurus, menjiplak berbagai bentuk gambar lingkaran dan bentuk huruf di tempat bercahaya terang) dengan benar	80	80	75	75	80,0
13	4.3	Melafalkan bunyi vokal dan konsonan dalam kata bahasa Indonesia atau bahasa daerah	78	80	75	75	79,0
14	4,4	Menyampaikan penjelasan berupa gambar dan tulisan tentang anggota tubuh dan pancaindera serta perawatannya menggunakan kosakata bahasa Indonesia dengan bantuan bahasa daerah secara lisan dan / tulis	80	78	75	75	79,0
15	4,5	Mengemukakan penjelasan tentang cara memelihara kesehatan dengan penghafalan kosakata bahasa Indonesia dan dibantu dengan bahasa daerah mengenai peristiwa siang dan malam dalam teks tulis dan gambar	78	78	75	75	78,0
16	4,7	Menyampaikan penjelasan dengan kosakata bahasa Indonesia dan dibantu dengan bahasa daerah mengenai peristiwa siang dan malam dalam teks tulis dan gambar	80	80	75	75	80,0
17	4.8	Mempraktikkan ungkapan terima kasih, permintaan maaf, tolong dan pemberian pujian dengan menggunakan bahasa yang santun kepada orang lain secara lisan dan tulis	80	75	75	75	77,5
18	4,9	Menggunakan kosakata dan ungkapan yang tepat untuk pengenalan diri, keluarga dan orang-orang di tempat tinggalnya secara sederhana dalam bentuk lisan dan tulisan	80	75	75	75	77,5
19	4,1	menggunakan kosakata yang tepat dalam percakapan tentang hubungan kekeluargaan dengan menggunakan bantuan gambar/ bagan silsilah keluarga	75	75	75	75	75,0



**KRITERIA KETUNTASAN MINIMAL (KKM)**  
**KELAS 1 SD NEGERI 3 WONOKERSO**  
**TAHUN PELAJARAN 2017/ 2018**

MATA PELAJARAN : PENDIDIKAN KEWARGANEGARAAN

KI 1	Menerima dan menjalankan ajaran agama yang dianut
KI 2	Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga
KI 3	Memahami pengetahuan faktual dengan cara mengamati, mendengar melihat, membaca dan menaya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan sekolah
KI 4	Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak yang beriman dan berakhlak mulia

No	KD	KETERANGAN	Penetapan Kriteria Minimal				KKM
			Kompleksitas	Daya Dukung		Intake (Potensi Siswa)	
				Pendidik	Sarana dan Prasarana		
1	3,1	Menjelaskan kegiatan persiapan membaca permulaan (cara duduk wajar dan baik, jarak antara mata dan buku, cara membalik halaman buku, gerakan mata dari kiri ke kanan, memilih tempat dengan cahaya yang terang) yang benar secara lisan	75	80	75	75	76,3
2	3,2	Mengemukakan kegiatan persiapan membaca permulaan (cara duduk wajar dan baik, jarak antara mata dan buku, cara membalik halaman buku, gerakan mata dari kiri ke kanan, memilih tempat dengan cahaya yang terang) yang benar secara lisan	75	80	75	75	76,7
3	3,3	Menguraikan lambang bunyi vokal dan konsonan dalam bahasa Indonesia atau bahasa daerah	78	80	75	75	79,0
4	3,4	Menentukan kosakata tentang anggota tubuh dan pancaindra serta perawatannya melalui teks pendek (berupa gambar, lukisan, slogan sederhana, dan/ atau syair lagu) dan eksplorasi lingkungan	80	80	75	75	80,0
5	3,5	Mengenal kosakata tentang cara memelihara kesehatan tubuh melalui teks pendek (berupa gambar, lukisan slogan sederhana)	80	75	75	75	80,0
6	3,7	Menentukan kosakata yang berkaitan dengan peristiwa siang dan malam melalui teks pendek (berupa gambar, lukisan, slogan sederhana, dan/ atau syair lagu) dan eksplorasi lingkungan	75	78	75	75	76,5
7	3,8	Merinci ungkapan penyampaian trima kasih, permintaan maaf, tolong dan pemberian pujian, ajakan, pemberitahuan, perintah, dan petunjuk kepada orang lain dengan menggunakan bahasa yang santun secara lisan dan tulisan	75	78	75	75	78,0

20	4,11	Meliskan puisi anak atau syair lagu (berisi ungkapan kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, atau persahabatan) sebagai bentuk ungkapan diri	75	75	75	75	75,0
Jumlah KD = 20							77,9
s 1 semester 1 (ganjil)							

Mengetahui



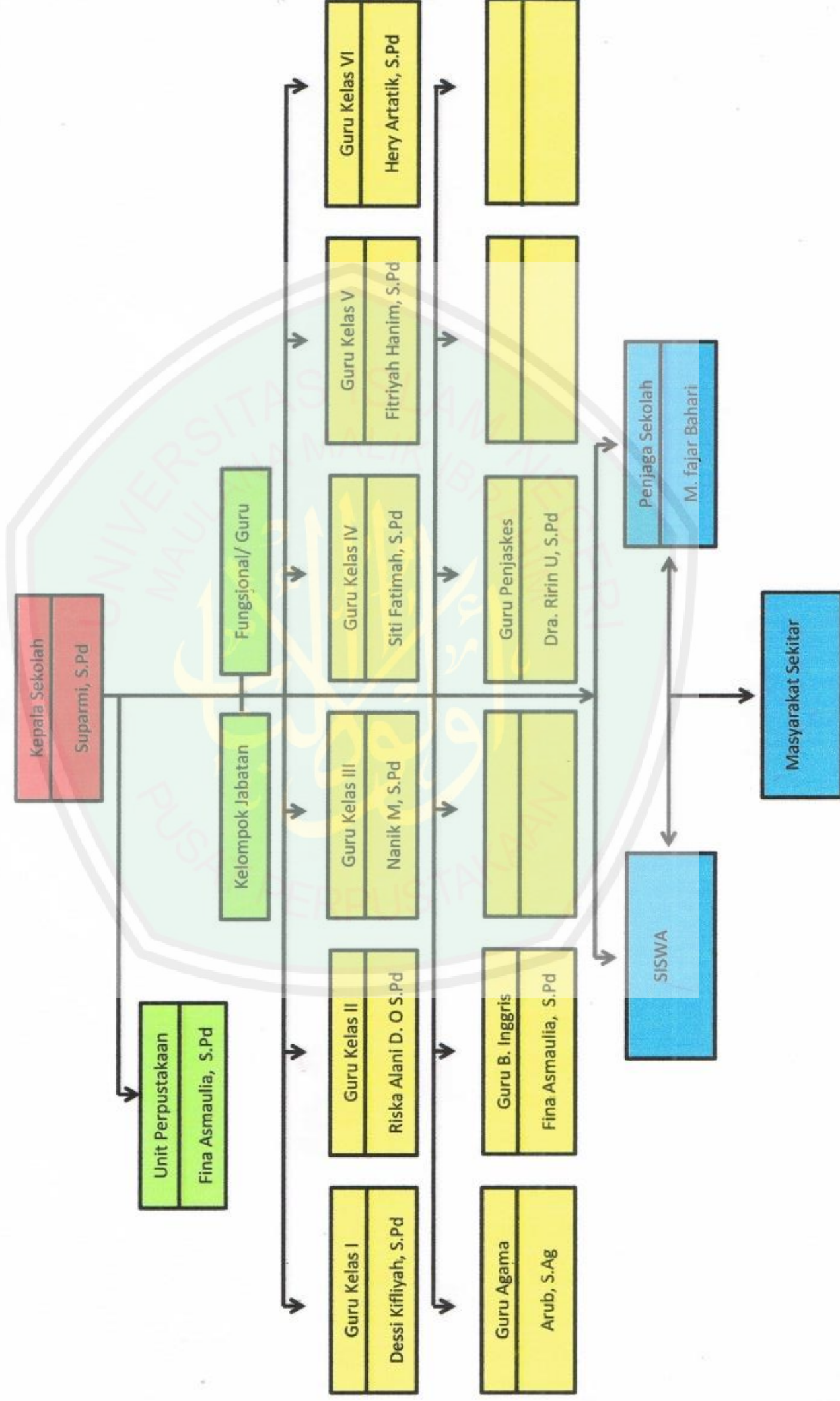
Guru Kelas I

  
DESSI KIFLIYAH, S. Pd





# BAGAN STRUKTUR ORGANISASI SDN WONOKERSO 03 MALANG



REKAPITULASI PRESENSI, DATA GURU DAN PENJAGA SEKOLAH  
SD NEGERI 3 WONOKERSO  
BULAN FEBRUARI TAHUN 2018

NO	NAMA	NIP	TEMPAT LAHIR	TANGGAL LAHIR	UNIT KERJA	L/P	UJAZAH TERTINGGI	JABATAN DI SEKOLAH	STATUS KEPEGAWAIAN	TANGGAL MULAI DIANGKAT	TANGGAL MULAI BEKERJA DI SINI	NOMOR SK TERAKHIR
1	SUPARMI, S.Pd	19641204 198504 2 003	Malang	04-12-1964	SDN 3 WONOKERSO	P	S-1	KEPALA SEKOLAH	PNS	01/04/1985	01/02/2017	822.4/572/421.10 2/2016
2	HERY ARTATIK, S.Pd	19590201 198010 2 005	Malang	01-02-1959	SDN 3 WONOKERSO	P	S-1	GURU KELAS	PNS	01/10/1980	23/03/1982	822.4/160/421.2 01/2015
3	ARUB, S.Ag	19590905 198308 1 004	Malang	05-09-1959	SDN 3 WONOKERSO	L	S-1	GURU AGAMA	PNS	01/08/1983	29/08/2005	822.4/1554/421.2 01/2014
4	Dra. RIRIN UDAYANI, S.Pd	19601115 198504 2 002	Malang	15-01-1966	SDN 3 WONOKERSO	P	S-1	GURU OLAH RAGA	PNS	01/04/1985	01/07/1994	822.4/1190/421.2 01/2014
5	SITI FATMAH, S.Pd	19650715 200701 2 011	Malang	15-07-1965	SDN 3 WONOKERSO	P	S-1	GURU KELAS	PNS	01/04/2007	01/06/2008	822.2/1541/421.2 01/2014
6	MANIK MULYANAWATI, S.Pd	19651114 200801 2 010	Malang	14-11-1966	SDN 3 WONOKERSO	P	S-1	GURU KELAS	PNS	01/01/2008	01/06/2008	822.2/1540/421.2 01/2014
7	FITRIYAH HANIM, S.Pd		Malang	16-05-1986	SDN 3 WONOKERSO	P	S-1	GURU KELAS	GTT NON KATEGORI	01/07/2007	01/07/2007	
8	DESSI KHELIYAH, S.Pd		Malang	08-12-1988	SDN 3 WONOKERSO	P	S-1	GURU KELAS	GTT NON KATEGORI	01/12/2009	01/12/2009	
9	RISKA ALANI DIAN O.S.Pd		Malang	18-10-1991	SDN 3 WONOKERSO	P	S-1	GURU KELAS	GTT NON KATEGORI	14/07/2014	14/07/2014	
10	FIANA ASMAULIA, S.Pd		Malang	17-07-1990	SDN 3 WONOKERSO	P	S-1	GURU MAPEL LAIN	GTT NON KATEGORI	14/07/2014	14/07/2014	
11	MOH. FAJAR BAHARI		Malang	17-09-1993	SDN 3 WONOKERSO	L	SMA	PENJAGA	PTT NON KATEGORI	14/07/2014	14/07/2014	
12	LISA MAYASARI, S.Pd		Malang	15-10-1990	SDN 3 WONOKERSO	P	S-1	OPERATOR	PTT NON KATEGORI	17/07/2017	17/07/2017	

KET : S = SAKIT

CB = CUTI BERSALIN

CD = CUTI DOKTER

DS = DISPENSASI

I = IJIN

A = ALPHA



### LIST OF STUDENT ACHIEVEMENTS

NO	NAMA	JENIS	TAHUN
1.	Dewi Purwaningsih B	Harapan I Lomba Olympiade IPA	2016
2.	Viandra Dicki Prasetya	Juara I Lompat Tinggi Putra	2015
3.	Mochamad Sahrul Gunawan	Juara I Lompat Jauh Putra	2015
4.	Arselia Refina Putri	Juara III Menyanyi Tunggal	2014
5.	Reni Ramadani	Harapan II MTQ Putri	2014
6.	M. Sahrul Gunawan	Harapan 2 Lomba MTQ	2014
7.	Mei Putra Nanda Perwira	Peringkat III perolehan nilai Ujian Nasional se-Kecamatan Pakisaji	2012

## DOCUMENTATION









**Religious studies**

**Tree of achievement**

**Researcher substitute teacher**

**Book for literacy**

**Adiitiional class**



## BIODATA MAHASISWA

**Nama** : Risda Silvia Mukarromah  
**NIM** : 14140002  
**TTL** : Malang, 22 Mei 1996  
**Alamat** : Jl. Raya Kendalpayak, Pakisaji, Malang  
**Moto** : Masa mudamu adalah masa tuamu  
**Email** : [53risdasilvia@gmail.com](mailto:53risdasilvia@gmail.com)



### Riwayat Pendidikan:

- TK At Taqwa Bululawang
- MINU Bululawang
- MTs An Nur Bululawang
- MA An Nur Bululawang
- Sedang menempuh S1 jurusan PGMI di UIN Maulana Malik Ibrahim Malang

### Pengalaman Organisasi :

- PMII Rayon Kawah Condrodimuko : KOPRI
- HMJ PGMI : Wakil Ketua
- Musyrifah MSAA : Devisi Bahasa

### Prestasi:

- Pemateri dalam Acara Educatinal Training BEM Qotrun Nada 2014
- Unstitut Agama Islam Darullughoh Wadda'wah pada Tahun 2017