RESEARCH ARTICLE

LEARNING TO READ IN ELEMENTARY SCHOOL (ETHNOGRAPHIC RESEARCH IN GRADES IV-V)

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ABSTRACT

The objective of this study is to obtain a deep understanding of the learning to read in grades 4 and 5 at SDN Kompleks IKIP I Makassar with sub focus (1) the objectives learning to read, (2) reading materials, (3) strategy, approach, methods, (4) lesson plan procedures, (5) media (6) the roles of teacher and students, (7) evaluation. The study used ethnographic methods. This study concludes the objectives of learning to read, learning technique and reading comprehensive used analyzed contain material, the technique of learning is related to the characteristic of the students' age. The lesson plan steps there are learning to open, learning activity, and learning closed. The roles of teachers as partners of learner, organizer, facilitator, motivator, model, and the role of the students as a communicator. Learning used projected visual media and not projected visual media, formative and summative evaluation, reading stories is an activity the entrenched in high class, read the story of the popular primary students.

INTRODUCTION

Background Learning read is one of the cultural development activities in schools. Schools as centers of cultural studies represent a miniature school. This means that a school has the values, norms, habit, attitudes or actions demonstrated by all citizens of the school thus forming a school system. This characteristic is an accumulation of experience, observation, and appreciation of the citizens of the school since the school was established learning to read is a fundamental ability that must be mastered by students in learning activity, especially learning activities of Indonesian language. With the ability to read a student will more easily understand and communicate ideas or ideas orally students will be more successful in these studies. One measure of success is the increasing of students graduation score from year to year. In the current information age, reading skills (1) become the skill students must possess. It is proven, that the information (2) Age in the field of interpreters, reporters, news bearers/readers cannot be separated from reading skills. With the ability to read, a student will more easily in communication ideas or ideas orally so that students will be more successful in these studies. Based on statistical data. 2010/2011 the number of students is 483 people, (UAS) National test value 7,17. Year 2011/2012 the number of students 552.

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National Test value 8,37, year 2012/2013, the number of students 574 people the average value(National test 8,39), the average value of Indonesian class in second semester of 2010/2011, class IV Value 7,61 Year 2011/2012,grade IV value 8.6 class V value 8,2 year 2012/2013, grade IV value 8,.7, class V with value 8.7 for SDN Complex IKIP I Makassar (2011-2013).

Learning objectives: The purpose of this paper is the purpose related to learning. Learning objectives are statements about the knowledge and abilities expected of students after completion of learning understand the text; Find the mind; Principal text; do something; Recounts; Reading rhymes; (Standard of competence and basic competence of KTSP, 2012). In relation to the purpose of learning, Mager said that the learning objective is a description of the student's ability to show the desired performance they were previously unable to (Mager, 1975: 6). Donna (2016) says that for vocabulary teaching using multimedia to enrich students' knowledge is a good bridge to improve student awareness of reading.

Other opinions relating to the learning objectives Richards and Rodgers argue that some level of learning objectives in the communicative approach: 1) integrated in the content level of language are forms of expression (2) linguistic level and instrumental level (language as a system and objectives in learning); 3) the level of personal relations (language has a meaning in expressing values and judgments'); 4) the level of

learner needs (based on analysis error of learning); 5) the level of extra-linguistic goals (language learning follows the school curriculum (Richards and Rodgers, 2004: 163). The cooperative-learning approach emphasizes the goals rather than the goals of the compositions, develops critical thinking skills and communication skills through interaction (Richards and Rodgers, (2004: 163), Cronton explains the learning objectives are questions about the knowledge and abilities expected of learners after completion of learning, (Cronton, 1989: 56). Learning objectives are design elements that must be determined first before the other elements. Learning objectives can be defined as expectations or measurable changes that occur as a result of learning activities. So the main learning objective is to get information as a hope as a result of learning activities. The follow-up is in the form of activities to conclude, assess, and compare the content of reading. 2. Learning Reading Material The role of teaching materials in a method will be reflected according to the main purpose of the material, for example the material is presented as a form of demonstration or tells facilitating communication between students. The form of material such as textbooks, audiovisual, is also associated with other sources.

The material also involves the ability of the teacher. For example, the ability of teachers in the language or teachers have experience in teaching with the material. Certain designs will implement the role of specific learning materials to support the syllabus and the role of teachers as well as students. The following is an example of a material role based on a communicative methodology. 1) The material focuses on communication skills in interpreting, expressing, and negotiating; 2) the material will focus on understanding, relevant, interesting on the exchange of information, rather than displaying grammatical forms; 3) the material includes a variety of texts with a variety of media, which students can use to develop their abilities through various activities and exercises (Johnson, 2002: 3). In relation to teaching materials Pugh and Rohl say the reading-writing learning material is a children's story Stories of experiences, fun stories, success stories, and neighborhood, stories, and school environments suitable for reading learning (Pugh and Rohl, 2000: 166).

Teaching materials can help achieve goals, syllabi, and help the role of teachers and students in the learning process (Wright, 1998: 93). So the role of teaching materials can essentially help the achievement of goals, the achievement of the syllabus, and assist the role of teachers and students in the learning process, with materials that directly touch the psychiatric students. 3. Approaches, Methods, and Learning Techniques The term approach, method, and technique many people confuse, while the three terms have differences between one another. Edward M. Anthony in Richards and Rodgers provides an understanding of the difference approach or approach, method or method, and technique or technique (Richards and Rodgers, 2004: 30). However, these three terms are closely related. This means the technique is the implementation of the method in accordance with the underlying approach. Approach, Richards and Rodgers provide the following insight: ". An approach is a set of correlative assumptions dealing with the nature of language teaching and learning". An approach is axiomatic. The approach is a set of axiomatic assumptions about the nature and nature of language, language teaching and language learning (Richards and Rodgers, 2004: 30). Furthermore, it says Method is an overall plan for the orderly presentation of the language

material. All of which is based upon, the selected approach. An approach is axiomatic. A method is procedurally (Richards and Rodgers, 2004: 30). This means a thorough plan method of presenting the language teaching material on a regular basis and based on a chosen Approach. If the approach is axiomatic, then the method is procedural. It means to say that... A technique is the implementation of which the actually takes place in the classroom ... to accomplish an immediate objective. Technique must be consistent with an approach as well. It means that techniques are implantation, that is, what actually happens in the classroom to achieve specific goals (Richards and Rodgers, 2004: 28), Techniques must be in harmony with the method, and therefore it should not conflict with approach. In other words, technique is the translation of the method, while the method is the elaboration of the approach. 4. Learning Reading Activities Learning activities are the designs contained in the syllabus and in line with the objectives of learning that have been established and what competencies to be achieved in learning Here is one example of learning activities in Cooperative Language Learning approach by Coelho In Richards and Rodgers describes three types of learning activities in this approach: 1) skills development and mastery of facts; 2) jigsaw , example ,activities at the time of distinguishing facts and opinions; 3) cooperative projects, topics / resources were chosen by students-discovery learning (Richards and Rodgers, 2004: 197-198) and other views of Oisen and Kagan in Richards and Rodgers describe learning activities: 1) interviews; 2) roundtable,3) Think-Pair-Share; 4) Solve-Pair-Share, and 5) Numbered Head (Richards and Rodgers, 2004: 199).

When studying the curriculum of learning activities in the curriculum model KTSP is designed to provide a learning to experience That involves mental and physical processes through the interaction of students with students, students with teachers, the environment, and other learning resources in the context of achieving basic competencies (Curriculum KTSP, 2012: 584). Learning activities in question can be achieved through the use of a variety of learning approaches and student-centered. Learning activities contain life skills that need to be mastered by learners. 5. Reading Media Reading Learning media is basically a tool that can facilitate learning. In reading learning, learning media can be images (maps, tables, charts, charts, etc.), foreign films, literary and non-literary texts. The function of the media is to clarify the students' understanding in understanding the information being read. From the above explanation, it can be concluded that the function of media in reading learning is very important. By using the media, students will be interested and easy in understanding the information. 6. The Role of Teachers and Students in Learning Role in a method is related to several issues, as follows by Richard and Rodgers, the potential roles and responsibilities of teachers are numerous and varied. Some of the roles of teachers and students are asymmetrical, such as conductors at an Orchestra show, therapists and patients, and coaches and players. But in a contemporary view the relationship of teacher and student roles is more symmetrical like friends with friends, colleagues with colleagues. This means that the teacher's role is reflected both from the purpose and from a method and learning theory. Equally, important is the teacher acting as the creator of a fun and exciting classroom atmosphere reducing feelings of distress or fear, (Richard and Rodgers, 2001: 136). In addition, teachers also have an important role as leaders of class activities that student's different needs and interests.   In relation to the

teacher praise, Acknowledgements, that the role of teachers is very important. To help the subject learn to develop literacy skills, through learning centered on the subject of learning, oriented both to process and purpose, in situations and conditions that arouse interest and literacy, teachers should be able to act as learning partners, motivators, facilitators, and evaluates as well The general roles as a teacher. However, the important role is as a mental agitator, who always incites, traverses, activates the overall mental state of the subject's psychological learning towards the formation of plural intelligence and high-level literacy in order to build a human being as independent, independent, independent and (Pugh and Rohl, 2000: 60) So the role of students in addition to the reader as well as a good communicator Oral (receptive) and written (productive). 7. Evaluation in Reading Learning Evaluation is a standard instrument designed to assess a child's ability to benefit from formal instruction in reading. The extent to which they predict success in learning to read. That is, making a score on the test itself, should show what can be expected in reading achievement during the first year or formal reading instruction (Athur W. Heilman, (1972: 38).

Routman says that most of the evaluations that have been used in holistic language learning evaluations are informal evaluations. Observations and decisions made by teachers, especially on the learning process are the most valid tools for collecting and analyzing data on learning (Routman 1991: 307). In PP no. 19 of 2005 on National Education Standards Chapter I paragraph 17 assessments is the process of collecting and processing information to measure student achievement results. So evaluation is teacher activity begins by collecting data (test) to make decision to progress learn to read student.

MATERIALS AND METHODS

This study uses the method of ethnography according to James P. Spradley with a gradual step forward consisting of twelve steps, namely (1) Setting an informant; (2) interviewing an informant; (3) make an ethnographic note; (4) asking descriptive questions; (5) conducting interview analysis; (6) make domain analysis; (7) ask structural questions; (8) make a taxonomic analysis; (9) asking contrast questions; (10) make component analysis; (11) find cultural themes; (12) wrote an ethnography. Research data are curriculum, syllabus, material or teaching materials, evaluation tool, recording of learning process of reading Indonesian language, field note, and result of interview used in teaching and learning activity on reading learning Indonesian class IV and V at SDN IKIP I Makassar Complex. Technique of collecting data is done by observation, interview, field note, document study, observation process of reading learning activity. Data analysis was done by means of domain analysis, taxonomic analysis, component analysis, theme analysis and the discovery of cultural theme. The examination of data validity is done by examining data credibility, tranferability, dependability, and confirm ability.

RESEARCH FINDINGS

Based on the results of research, then submitted research findings related to the process of learning to read as follows: 1. Learning Reading Objectives The purpose of learning to read on high school students SDN Complex IKIP I Makassar refers to the standard competence and basic competence KTSP 2012, there are generally four purposes, namely: 1) Understanding the text, instructions for use, meaning of words; 2)

Understanding the text through intensive reading, loud reading and poem reading; 3) Finding the main thoughts of the text; 4) Do something; 5) read the poem.

These goals are still more concretely pursued by the teacher, such as: 1) activating and improving speaking skills (back story); 2) striving for future reading skills / skills to be applied to writing (rewriting); 3) graduation or graduation is acceptable in achieving schools. 2. Materials, Strategies and Learning Media Reading The role of the material in a method will be reflected according to the main objectives of the teaching materials, the examples of the texts containing instructions, texts containing instruction manuals, Indonesian dictionaries, rather 150 to 200 word texts, and literary texts And poetry.of (Buku Bina Bahasa Indonesia 4A) (KD-KTSP, 2012 Class IV). To enrich and develop the existing materials in the basic competence of the Indonesian language, teachers take learning materials IPS, IPA, Civics, newspapers or magazines as a source of learning.

The strategies used in reading learning are, (1) cognitive strategies, for example by comparing two texts in terms of content, (2) meta-cognitive strategies, such as learning (student), monitoring of self-development, Make plans; (3) resource management strategies, such as designing time and place of learning. In addition to these strategies, in the learning process using methods such as methods, methods, lectures, frequently asked questions, demonstrations, discussions, simulations. Further media used in reading learning in Indonesian language, namely: Package books, newspapers, magazines, display boards, the black board. White board. Electronic media, namely computer, LCD, and OHP. 3. The Role of Teachers and Students in Reading Learning The role of teachers in learning Indonesian language in the students of grade IV and V SDN IKIP I Makassar Complex as follows: 1) the teacher gives an example of how to read the right; 2) teachers monitor student activities; 3) teachers as facilitators; 4) the teacher as an innovator; 5) teachers as mentors or advisers. The role of the student as a teacher-and-student talk partner, acting as a model, facilitator, and motivator for other students, also acts as a reader and writer.

Evaluation and Assessment of reading: Evaluations and assessments developed in reading learning in primary school are tailored to the indicators to be achieved, through evaluation of results and process evaluation. Evaluation results include formative evaluation and summarize evaluation using oral, written, and action tests. Evaluation of the process includes evaluation of indicators, on learning to plan, management of learning processes, and evaluation of learning outcomes.

Conclusion

Based on the findings and discussion of research on the focus and sub focus of research, the conclusions of this study are summarized as follows:

- The learning objectives of reading in class IV and V still based on the standard of competence and basic competence, in grade IV more emphasis on reading technique and reading comprehension, While in class V the emphasis is on comprehension aspects of reading content. (a) using instructional language, (b) operational verbs, (c) formulating what the student will do, (d) Bloom's taxonomy formula, example: cognitive, effective, psycho motor; 2) Learning to read material,

subject matter set in the curriculum and supporting materials taken from other relevant fields of study 3) The strategy used is generally appropriate to the topic of learning, while the technique used by the teacher is the technique applicable to all learning on Generally, as well as special techniques of reading learning to have been used according to the character of elementary school age children; 4) Reading learning activities used by teachers are: (a) group work: (b) discussing the theme / content of the reading;

- Writing essays: (e) making clippings: (f) telling stories through blind images: 5) The media used in reading learning can be categorized visual media that does not use projection and visual media using projections. In connection with the selection of instructional media, teachers use two models, closed model and open model. 6) The role of teachers and students in reading learning the role of teachers tends to be learning partners, organizers, facilitators, motivators, models, encouragement. (B) The role of the student as a talk partner of the teacher and other students, as models, facilitators and motivators for other students, as well as communicators, both orally and in writing. 7) Evaluations and assessments used by teachers in reading learning: (a) Formative evaluation aims to obtain information about (a) students' knowledge, skills and attitudes, (b) to know the strengths and weaknesses of learning, (c) to make improvements to Learning to read.

- Evaluation of the process includes evaluation of objectives, planning, learning process, and evaluation of results. Regarding the way in which the evaluation is conducted, the teacher has performed several stages, such as determining assessment tools, evaluating, correcting learning outcomes, interpreting data and assigning values, and reporting. D) Type of evaluation (a) oral test, (b) written test, (c) portfolio, task, presentation, (d) objective test. Recommendation

Based on the conclusion of the research, it is recommended that the following research

- For elementary school teachers in goal planning to be designed and developed precisely and accurately, since the objectives / indicators in the curriculum are still general, still need to be operated by the teacher again;
- For teachers of Indonesian language should the selection of materials and learning media read selected learning.
- For elementary school teachers the learning-reading pattern should be student center rather than teacher center because students are required to be more active in practicing, concluding their own reading-learning activities and the teacher remains a facilitator and learning to partner.

- The assessment and evaluation of reading learning in class IV is not only the aspect of the content, but the language aspect, intonation, pronunciation and word pressure become very basic in the reading scoring rubric, for class V already needs to think about the effective, cognitive and psycho motor aspects that are challenging and Level of thinking according to age of child in elementary school.
- Teachers should make the most of their school infrastructure, such as libraries, language laboratories, school workshops, school parks, electronic equipment (television, tape recorders, LCD and laptops) and linguistic environments in schools such as posters, Labeled objects in order to motivate, inculcate habits and improve reading and writing interest, so as to create a fun and sustainable reading and writing culture.
- This research focuses only on learning to read Indonesian in class IV and V, in this regard, further research is still needed in improving the quality of reading learning in elementary school.

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