

Local Wisdom-Based Text Leveling Media: Improving Early Reading Skills of Elementary Students

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Abstract

One of the criteria for selecting text as teaching material is the suitability of the text's difficulty level with the students' abilities. The purpose of this study was a) to develop local wisdom-based text levelling media to improve elementary school students' early reading skills and b) to determine the effectiveness of local wisdom-based text levelling media to improve early reading skills of elementary school students. The method was used in this research was the R&D method. The research data were in the form of qualitative and quantitative data (teacher and student's need assessment data). The result of developed local wisdom-based text levelling media was: (1) coloured cover with the title on top; (2) the form of media to line up text based on local wisdom on A5 paper; (3) the language used is adjusted to the characteristics of the first grade of primary school students. The text levelling media feasibility test showed that the media was very feasible to improve early reading skills with an average pre-test score was 56 and percentage of completeness scores 43%, increasing in post-test with an average score of 87 with an average percentage completeness score 100%.

Keywords: Text leveling media, local wisdom, early reading skills, and elementary students.

1. Introduction

One important factor that can support students' literacy skills is effective literacy learning. Effective literacy learning is a literacy study that has a clear purpose, is supported by appropriate teaching materials, is implemented on the relevant learning cycle-based, and evaluated using authentic assessments (McWilliams & Allan, 2014). In the context of 21st-century education, literacy learning vision is focused on developing student literacy skills based on ownership of learning competencies including critical thinking skills, creative and innovative thinking skills, problem-solving skills, collaboration and communication skills, and ability to master media and ICT (Fadel & Trilling, 2009).

In 2015 the ministry of education paid full attention to two international research, PIRLS and PISA. This is because Indonesia achieved low achievement in both, as evidenced by data recorded in 2011 PIRLS concluded that the ability of fourth grade elementary school students in terms of reading ranks 45th out of 48 countries (IEA, 2012). PISA research in 2009, 2012, and 2015 showed Indonesia's order in 57 out of 63 countries, 64 out of 65 countries, and 64 out of 72 countries (OECD, 2016). Based on the data, it can be seen that the reading ability of students in Indonesia is still below the average country in the world. Based on the above description, teachers must be able to determine the difficulty of the text to obtain teaching materials that match the characteristics of the student. Text difficulty measurement efforts can be made using various text readability/difficulty testing tools. One of the text difficulty testing tools that can be used is text leveling. Therefore, this unit will be described in detail the concept and criteria of text tiering, the characteristics of the text based on the rating of the SD age reader, the characteristics of the text based on the stage of reading development, and examples of text-based on its rank as well as the illustration of the image showing the age level of the reader. Early reading is an early stage in learning to read that is focused on getting to know symbols or signs related to the letters so that it becomes the foundation for the child to continue the beginning reading stage (Shayne & Richard, 2010). According to Niklas, Cahrssen, & Tayler (2016) early reading is a programmatically taught reading to preschoolers. The program is an attention to whole words, meaningful in the personal context of children, and materials provided through interesting games and activities as an intermediary of learning. Reading and writing activities as communication activities can support each other. That is,

reading habits are impossible without writing habits, and vice versa. Thus, appropriate learning media is needed, namely text display media. Gagne (1985) states that "media is a different kind of component in the student environment that stimulates it to learn". Gerlach & Ely (1980) state that media is a condition, material, and human that helps students to acquire knowledge, attitudes, and skills. Teachers, books, and school environments can be said to be media in learning. Rog & Burton (2001) reveals that good text for students is both motivating and challenging to students. Motivating text is a text whose contents are easy enough for students to understand to develop their confidence. On the other hand, challenging text is a text whose contents are difficult enough for students to understand so they need to do various reading activities to understand the text.

Literacy (reading) learning should be supported by the existence of appropriate teaching materials, namely text that corresponds to the characteristics of students. Therefore, teachers should be able to select and sort suitable texts used as teaching materials for students. Efforts to sort and select text need to be done in line with the fact that each text has different characteristics according to the level of its provisioning. Attempts to select text that matches the characteristics of students can be done by considering some criteria for selecting text as teaching material. One of the criteria for selecting text as teaching material is the suitability of the difficulty level of the text with the student's ability. Material that corresponds to the level of text understanding and reader understanding can increase reading interest and have positive implications for improving literacy capabilities.

1.1 Objectives

The objectives of this study were a) to develop local wisdom-based text-leveling to improve elementary school students' early reading skills and b) to determine the effectiveness of local wisdom-based text leveling media to improve early reading skills of elementary school students.

2. Literature Review

2.1 Text Leveling Media

Clay (1991) states that a good text for students motivates and challenges students. Motivating texts are texts whose contents are easy enough for students to understand to develop their self-confidence. On the other hand, a challenging text is a text whose content is quite difficult for students to understand. It is necessary to carry out various reading activities to understand the text. Learning literacy (reading) must be supported by the existence of appropriate teaching materials, namely text that follows students' characteristics. Therefore, the teacher must select and sort out suitable texts as teaching material for students. Efforts to sort and select texts need to be carried out in line with the fact that each text has different characteristics according to the level of its designation. Efforts to rank reading material based on the features and reading abilities of students are complex assignments. The complexity of the factors that influence the difficulty level of this text can be seen from the variety of elements used by experts in developing the text difficulty formula. The second-generation readability formula, for example, relies on calculating the number of sentences, words, and syllables as the main factors that determine the difficulty or ease of a text. In the third generation, more elements are seen to influence the difficulty level of the text. Some of these factors include the following. 1) Book size, 2) print page layout, 3) level of support offered by illustrations, 4) complexity of concepts and familiarity of subject matter, 5) level of text predictability, 6) proportion of unique words or words that are repeated to familiarize students with words.

Based on the factors above, efforts to clarify text are not solely done by controlling vocabulary as is done in the traditional legibility formula. Bautista (2019) explains that the most appropriate reading material for novice readers is reading material or text composed using a meaningful and natural choice of words and language patterns. for the child and the words are used in high frequency. Also, the reader must be exciting and intriguing for children, use high-quality illustrations, and have literary benefits (Alizadeh, 2016; Alqahtani, 2015). The criteria that teachers can use to select and sort books to suit student characteristics are put forward by Hadaway and Young. Hadaway & Young (2010) argue that at least four criteria must be considered in choosing suitable books for children. The four criteria are 1) the level of familiarity/familiarity of the book content with the children's background and knowledge, 2) the level of the book's language, 3) the level of textual support, and 4) the level of cultural suitability.

2.2 Local Wisdom

Local wisdom can be interpreted as wisdom in ethnic-like-nation traditional culture. Each ethnic group has local wisdom values, both those that arise from local traditional culture, as a result of cultural adoption from outside (including the adoption of religious teachings) and as a result of cultural adaptation from outside to local traditions

(Mungmachon, 2012). Local wisdom is a thought or idea that contains wise, creative, good values, which are internalized from generation to generation as tradition (Pesurnay, 2018). These values are believed to contain the truth so that community members follow them, this local wisdom can be called the noble values of society which serve as the foundation of a good philosophy of behaviour towards harmonization (Sungkharat et al., 2010). Local wisdom can be interpreted as thinking about life which is based on clear reasoning, a sound mind, and contains positive things and can be interpreted as the work of reason, deep feelings, character, forms of temper, and encouragement for human glory (Kanto et al., 2020; Nuraini et al., 2019; Wagiran, 2012). View of life and knowledge and various life strategies in the form of activities carried out by local communities in answering various problems in meeting their needs are called local wisdom. Unwritten rules of reference which cover all aspects of life, in the form of 1) rules concerning relationships among human beings, for example, rules of marriage, manners in everyday life, 2) regulations concerning the relationship between humans and nature, animals, plants, which are more aimed at conserving nature, and 3) regulations concerning the relationship between humans and the supernatural, for example, God and supernatural spirits, which is also known as local wisdom. Local wisdom can be in the form of customs, institutions, wise words, and proverbs. Mustadi & Irvan (2021) state that the selection of local wisdom as the basis for learning and media development can create contextual and meaningful learning. Kosassy, Gistituati, Jama, & Montessori (2018) explain that contextual knowledge is learning that can help students to link learning with the context of daily life. Learning-related to the context of students' everyday lives will make students have good comprehension in learning.

2.3 Early Reading Skills

Ardhian, Ummah, Anafiah, & Rachmadtullah (2020) state reading is essentially an activity to capture reading information both express and implied in the form of literal, inferential, evaluative, and creative reading comprehension by utilizing the reader's experience. Klauda & Guthrie (2008) also mentioned that three terms are often used to provide the basic components of the reading process, namely recording, decoding, and meaning. Recording refers to words and sentences then associating them with their sounds according to the writing system used. Decoding is the process of translating a series of graphics into words. Emphasis on reading at the recording and decoding stages is a perceptual process, namely the introduction of correspondence to a series of letters with language sounds which are often referred to as pre-reading while meaning is emphasized more in elementary school high classes. According to Kaban & Lutmila (2015), reading ability is the basis for mastering various fields of study. If a child at the beginning of school cannot immediately read, he will have difficulty learning other fields of study. Early grade reading is a skill a student needs to help him become a reader. Many of these skills are acquired naturally, both at home, in the community, and at school. This skill is very important for students to have because it will affect their reading ability later. Early grade reading learning is given to students in first grade. The goal is that students can understand and voice writing with a reasonable intonation as a basis for further reading (Akhadiah, 1991). Preliminary reading learning is the level of the reading learning process to master the writing system as a visual representation of language. This level is often referred to as the learning to read level. For primary school students, there are six literacy skills for those who are just learning to read. Every ability in reading is closely related to writing skills. 1) Knowledge of letters, 2) ability to tell stories, 3) knowledge of sounds, 4) knowledge of writing, 5) vocabulary, and 6) handwriting.

3. Methods

The type of research used in this study is development research, there is the term Research and Development (R&D). Research and development methods are research mottos used to produce specific products, and test the effectiveness of such products (Sugiyono, 2012). In this study adapted the development model according to Sugiyono. The steps in this study are like Figure 1 below. namely: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trials, (7) product revision, (8) usage trials, (9) product revision, (10) mass production. Development Procedures details this research (R and D) is illustrated in the fishbone in the figure 1.

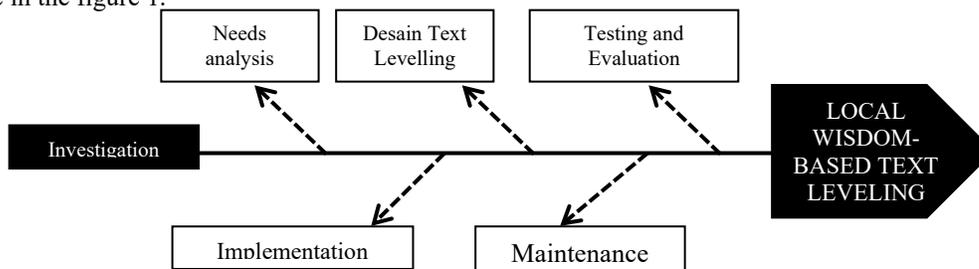


Figure 1. Development procedures

The subject of this development trial includes 3 parts namely the need analysis stage, the media development stage and the media effectiveness test stage. The subjects of this development research are teachers and students at Elementary School of Lab school UNNES. The details of participants in this study are described at table 1.

Table 1. Research subjects

Activities	Subjects	Description
Need Analysis Stage	UNNES Lab Elementary School Students and Teachers	
Media development stages	Researchers	1. Planning 2. Prototype 3. Revision 4. Media finalization
	Team of Experts	Team of Media experts, Language Education
Media Implementation Stages	UNNES Lab Elementary School Students and Teachers	Implementation through local wisdom-based text leveling media with pretest and posttest.

4. Data Collection

The research used some data collection techniques. There were observation, interviews, questionnaire, documentation, scale and test. There were two kinds of data in this research, qualitative and quantitative data. Qualitative data consist of need analysis data and quantitative data consists of expert team judgment and results of early reading skills test. The qualitative data was analyzed by descriptive analysis. The quantitative data was analyzed by N-Gain. The validity and reliability of instruments were tested. The instruments were used in this research were presented in the table 2.

Table 2. Research subjects

Stages	Instruments
Need Analysis Stage	Analysis Stage (Open and Closed Questions), Interviews, Observations, Documentation.
Media Development Stage	Media and Material Judgement Sheet
Implementation Stage	Early reading skill rubric sheet

5. Results and Discussion

There are two results from this study, (1) the design of local wisdom-based text leveling media to improve early reading skills of elementary students and (2) the effectiveness of local wisdom-based text leveling media to improve early reading skills of elementary students in first grade of Lab school UNNES. Text leveling is performed based on the characteristics and reading ability of students. The analysis of the needs of teachers and students as presented at table 3 and table 4.

Table 3. Teacher's need analysis

No.	Need Analysis Results
1	Students have not passed the criteria of completeness in vocabulary mastery and early reading.
2	Students need to have vocabulary and early reading skills.
3	There are constraints on students in vocabulary mastery and early reading skills.
4	There is no new media suitable for overcoming vocabulary mastery and early reading skills.
5	There needs to be new media suitable to overcome vocabulary mastery and early reading skills.
6	Reading evaluation using reading practices
7	The size of the leveling text book must suitable the readability
8	Minimum text leveling media size A2 and maximum A5
9	Text leveling media must be adjusted word count for early-stage students
10	Text leveling media no more than 15 pages

Table 4. Student’s need analysis

No.	Need Analysis Results
1	Students have not met the vocabulary mastery completeness criteria and early reading skills.
2	Students have difficulty mastering vocabulary and early reading.
3	Students love stories with children's characters
4	Students love true stories
5	Students love stories with environmental themes
6	Students need media to improve vocabulary and early reading skills.
7	Students are interested in text leveling media
8	Students like many images in text leveling media
9	Students love bright colors
10	Students don't like dark text leveling media

5.1 Development of Local Wisdom-Based Text Leveling Media

The development of local wisdom-based text leveling media to improve early reading skills of elementary school students consists cover, identity books, level book information, texts, and picture. There were two level of the local wisdom-based text leveling media, book A and book B. Book A contain is about traditional food from Semarang City. The local wisdom-based text leveling media for A level is presented at figure 2.

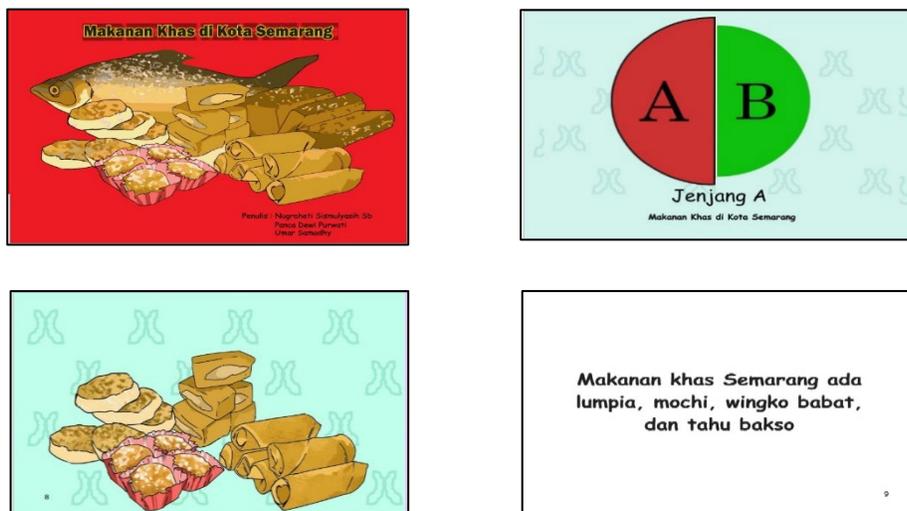


Figure 2. The local wisdom-based text leveling media for A level

Book B contain is about tourism place at Semarang City. The vocabulary in the B level is more complicated than in A level. The local wisdom-based text leveling media for B level is presented at figure 3.



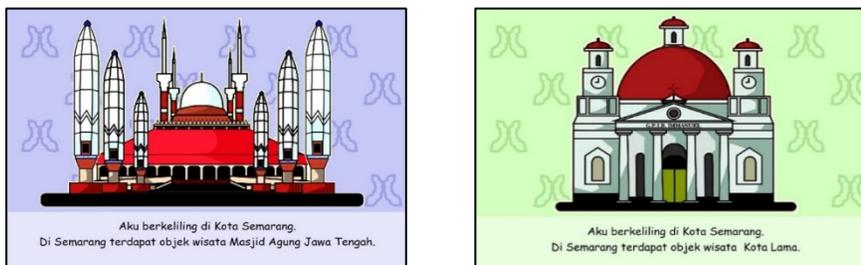


Figure 3. The local wisdom-based text leveling media for B level

5.2 The Effectiveness of Local Wisdom-Based Text Leveling Media

The effectiveness of local wisdom-based text leveling media was tested in large-scale test is a learning activity developed against the early reading skills of first graders of UNNES Lab elementary school as research sample. This study used local wisdom-based text leveling media to 23 students. Students learned vocabulary and early reading used local wisdom-based text leveling media. First, students read the book as a pretest to measure the student's early reading skills. Furthermore, with the direction and guidance of the teacher students are invited to interact using local wisdom-based text leveling media for A and B levels. After that, students read the media of the level B text tier for post-test results. The pretest and posttest results of the large group of class 1C students at UNNES Lab Elementary School is described at table 5..

Table 5. Students early reading skills results

No.	Subject	Pretest	Posttest
1.	R 1	80	100
2.	R 2	55	85
3.	R 3	75	100
4.	R 4	60	80
5.	R 5	85	100
6.	R 6	50	80
7.	R 7	75	100
8.	R 8	55	85
9.	R 9	60	75
10.	R 10	85	100
11.	R 11	75	100
12.	R 12	55	70
13.	R 13	75	100
14.	R 14	85	100
15.	R 15	65	90
16.	R 16	80	100
17.	R 17	65	85
18.	R 18	70	100
19.	R 19	60	85
20.	R 20	60	85
21.	R 21	50	75
22.	R 22	75	100
23.	R 23	70	95
Classical completeness		43%	100%
Classical mean		56	90,87
N-Gain		0,79	
Criteria		High	

Table 5 shows that the discussion includes four things: (1) media development; (2) advantages of local wisdom-based text leveling media to improve early reading skills; (3) how to use local wisdom-based text leveling media to improve early reading skills; and (4) research limitations. Here is the exposure of all four things.

The development of text leveling media has been implemented by researchers through several stages, including needs analysis, product design, implementation, and testing. At the potential and problem stage, researchers dig into the way of observation. The problem the researchers found was the low grades of students' early reading skills. The average grades of students are still low due to the lack of reading text that suits the needs of the students. In the second phase, researchers designed the product into a prototype. The design designed by the researchers determines the shape of the media, the level A and B reading text sing a level A with fewer sentences than level B. Level A contains the traditional food of Semarang City, and level B contains about tourism place at Semarang City with more complex sentences and vocabulary than level A. The third stage is the implementation stage. Implementation is the embodiment of design into a medium. The embodiment of design becomes a medium of text leveling, namely level A and level B, the level of text is packaged into a book with the label Level A which is for students of grade 1 beginners or early semester, and Level B namely the text leveling after level A. Local wisdom-based text leveling media contains about the local wisdom of Semarang City, especially food and tourism place in Semarang city. This is intended so that students know more about traditional food or tourism place at Semarang. The text-leveling media was created from A5-sized ivory paper. After the instrument was proven reliable then researchers conducted an effective test has been conducted on first grade students of UNNES Lab Elementary School.

Local wisdom-based text leveling media to improve early reading skills of first graders in UNNES Lab Elementary School, each text has different characteristics according to the level of provision. Material that corresponds to the level of readability of the text and the understanding of its readers, can not only increase the reader's reading interest, but can also have positive implications for improving its literacy capabilities.

How to use text leveling media to improve vocabulary mastery and early reading with the help of teachers. The teacher virtually begins by reading text leveling media through YouTube, the teacher shows to students how to read well and also explains the content of the reading text by showing the image and showing the reading sentence. students were then handed out media text messages through the WA group. Some students read directly from the computer, there are also from printed books. Then the teacher asks the student to send a reading video.

6. Conclusion

Based on the results and discussion there were some conclusion. First, the feasibility of the local wisdom-based text leveling media has: (1) the colored cover with the title located above, (2) a form of local wisdom-based text leveling media size of A5 paper, (3) The language used is adapted to the characteristics first grade of elementary school students. Second, the local wisdom-based text leveling media was effective to increase early reading skills of students based on the results of pretest and posttest. The early reading skills students for percentage completion pretest initial reading of 43% with an average score was 56, increasing in posttest with an average result of 90.87% with an average completion of 100%. The n-gain score was 0.79 with high criteria of increasing in early reading skills before and after used the local wisdom-based text leveling media. Based on the results of the study and concluded in this study, the researchers conveyed the following suggestions. (1) To improve early reading skills of elementary school students in first grade, it is recommended to use local wisdom-based text leveling media, (2) There needs to be further development of local wisdom-based text leveling media to improve early reading skills, to complete the level of text display media for grades 2 through grade 6 students.

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