Article

LESSON STUDY ON EARLY READING WITH dia tampan READING STRATEGY AT SOME ELEMENTARY SCHOOL IN SUMEDANG

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Abstract

The purpose of early reading lesson with dia tampan reading strategy is to make early reading study easy and to avoid difficulties in early rading study. In the pilot study, this dia tampan early reading strategy have many fantastic result. In the pilot study, teacher saw that students motivation increasing day by day followed by their ability to read words and sentences. This articles discuss procedures of dia tampan early reading strategy and report the usage of dia tampan early reading strategy in some elementary school in Sumedang. Through lesson study, it has found many variations in early reading instruction with dia tampan reading strategy. Early reading with dia tampan reading strategy is one of many prospective strategy to increase students early reading ability in bahasa Indonesia.

Keywords: early reading, bahasa Indonesia, learning reading, elementary school, pre-elementary school

Pengantar

Procedure of early reading lesson with dia tampan reading strategy

early reading lesson with dia tampan reading strategy contains some steps i.e. (1) singing ABC's song, (2) training how to hold pencil, (3) scratching pensil ///// ||||| – – – – – ooooo, (4) knowing letter lesson sequence, (5) associating letter, such as a for ayam (chicken), i for lilin, titik(candle, dot), u for sumur (well), e for helm (helmet), (6) reading vowel and consonant (according to sequence), (7) reading syllabels, (8) reading words, (9) reading short senteces made by teacher.

Letter lesson sequence (step #4) of dia tampan reading strategy is described below.

Letter lesson sequence

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No.	Type	Letter
1.	Vowel	a, i, u, e
2.	Consonant I	d, n, t, p, m
3.	Consonant II	c, g, j, y, w
4.	Consonant III	b, h, k, l
5.	Consonant IV	s, r
6.	Consonant V	f, q, v, x, z

Consonant I is consonant of dia tampan reading strategy. Consonant II through V based on similarities. Therefore, the sequence of lesson is not begin by a, b, c, d, e, ... until z. This sequence has a purpose. The purpose is to make the student easier to write block letter style or script letter style.

The dia tampan (d, n, t, p, m) Early Reading Strategy

There are five steps in early reading lesson using dia tampan strategy according to letter d, n, t, p, m. The first lesson, after introducing vowel letter, teacher introduce letter d. Therefore teacher can make some sentences: *ada dada, ada didi, ada dudu, ada dede, ada dodo, ada dodi, ada dedi, ada dudi, ada ida, ada adi*. The second lesson, teacher introduce letter n. Therefore teacher can make some sentences: *ini nana, ini nini, ini nunu, ini nene, ini nono, ini noni, ini neni, ini nuni, ini ina, ini ani, ini ana*. The third lesson, teacher introduce letter t. Therefore teacher can make some sentences: *itu tata, itu titu, itu tutu, itu tete, itu toto, itu toti, itu teti, itu tuti, itu ita, itu ati, itu ata*. The fourth lesson, teacher introduce letter p. Therefore teacher can make some sentences: *apa ini papa, apa ini pipi, apa ini pupu, apa ini pepe, apa ini popo, apa itu popi, apa itu pepi, apa itu papi, apa ada ipa, apa ada api*. The fiveth lesson, teacher introduce letter m. Therefore teacher can make some sentences: *mana mama, mana*

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mimi, mana mumu, mana meme, mana momo, mana momi, mana memi, mana mumi, mana ima, mana ami, mana ama.

The dia tampan early reading strategy is one of the most effective strategy to teach students in early reading lesson. The strategi called dia tampan because it contains letter d, n, t, p, and m. The dia tampan early reading strategy consist some easy words that the student enjoy to study early reading. With the dia tampan early reading strategy, teacher can teach students to read the following sequence.

d – D					n – N				
da	di	du	de	do	na	ni	nu	ne	no
dada	didi	dudu	dede	dodo	nana	nini	nunu	nene	nono
ada dada		ada dadi			ini nana		ini nani		
ada didi		ada dodi			ini nini		ini noni		
ada dudu		ada dudi			ini nunu		ini nuni		
ada dede		ada adi			ini nene		ini ani		
ada dodo		ada ida			ini nono		ini ina		

t – T					p – P				
ta	ti	tu	te	to	pa	pi	pu	pe	po
tata	titi	tutu	tete	toto	papa	pipi	pupu	pepe	popo
itu tata		itu tati			apa ini papa		apa itu papi		
itu titi		itu toti			apa ini pipi		apa itu popi		
itu tutu		itu tuti			apa ini pupu		apa itu pupi		
itu tete		itu ati			apa ini pepe		apa ada api		
itu toto		itu ita			apa ini popo		apa ada ipa		

m – M				
ma	mi	mu	me	mo
mam	mim	mum	mem	momo
a	i	u	e	
mana mama			mana mami	
mana mimi			mana momi	
mana mumu			mana mumi	
mana meme			mana ami	
mana momo			mana ima	

The dia tampan early reading strategy suggest student to learn d, n, t, p, m earlier than another letter. Usualy after student learn d, teacher

don't introduce p imidiately because a lot of students exchange between d and p. This rule is the same with n and m. After dia tampan early reading strategy is done, teacher can introduce letter c with the exampe described below.

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c
ci - ci
cici

ada cici
ini cica
itu cece
apa itu cuci
mana cucu
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The rest of the dia tampan early reading strategy constains short sentence that teacher can give to students (step 9).

There are basic rules in using some early reading book. First, teacher don't have to force strudents to read words that is difficult to student. Forcing students to read in this condition can decrease students' motivation. Second, student does not have to read all senteces in the page if the students does not have strong motivation to do it. The lesson must be developed in fun and students must be enjoy to learn the lesson. In the other side, teacher can continue the lesson if student have strong motivation to learn it.

The d, n, t, p, m (dia tampan) Repetition Method
Some of the strong unique words in dia tampan can be use over and over. The strong unique words are *ada, ini, itu, apa,* and *mana*. Another strong unique words are names such as *cica* or *dodi*.

Integrated Language Teaching in Early Reading

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Integrated language teaching means that student can learn reading at the same time with learn writing. When the students read letter d, then they can write letter d as an integration (a companion) of the lesson. Students can write letter d for example in one line, five line or in a page. The number of line or page is based on students' need. Once again, teacher should not force students to write too much especially if the students does not have good motivation to do so.

Study on early reading trully engage with study on early writing. Further more, reading lesson also engage with listening because students have to listen to the teacher when teacher say, "d". Reading lesson also engage with speaking because students have to speak and say "d" as the teacher does. That is why reading lesson is engage with writing, listening and speaking.

Study to Read Noncapital Letter/Word before Capital

At many case, some students have difficulties in disticting capital letter and noncapital letter. Some of the students make mistake in discipline of writing noncapital letter. Therefore, teacher should teach noncapial letter before capital letter. Then after students mastery noncapital letter and students can read well, teacher can teach capital letter. For example, teacher can later teach capital letter at the beginning of the sentence, name of the people, et cetera. Therefore student can avoid making mistake such as *DoDi* atau *dOdi* because student is used to write *Dodi, Dodo* or *Dudi*.

Evaluation Sheet

Teacher can use evaluation sheet to communicate students progress to their parents. Therefore the progress of the students can be examined day by day. The example of evaluation sheet is described below.

Student name:

Class / Group:

No.	Date	Subject	Page	Enrichment / Remedial	Sign	
					Teacher	Parent
1.						

Contoh lembar komunikasi yang sudah diisi adalah sebagai berikut.

No.	Tanggal	Materi	Halaman	Pengayaan / Remedial	Paraf	
					Pengajar	Orang Tua
1.	27 Nov	a	1	P		
2.	29 Nov	i	1	P		
3.	30 Nov	u	2	P		
4.	1 Dec	e	2	P		
5.	2 Dec	o	2	P		
6.	3 Dec	d da	3	R		

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| 7. | 4 Dec | da dada | 3 | P |
| 8. | 6 Dec | n ini nana | 4 | P |

Report Sheet

Teacher can evaluate students ability by observing the students. For example teacher can ask to himself, "Can the students recognize letter d?" or "Can the students read syllable 'da' or word 'ada'?" Teacher can watch students progression as well as parents can do so.

In the other side, teacher and parents can watch student' motivation to learn and to read. If some students have good motivation, students can learn in fun and happily. Motivation is very important to speed up students' progress.

The lack of motivation can be seen in students behaviour. For example, it can be seen that students' motivation is down if student do not want to hold pencil, students do not want to follow the drill, or students do not want to see the page of the book (or the blackboard).

The example of report sheet is described below.

No.	Student's Name		Reading Ability							Total Score	Stanine
			a	b	c	d	e	f	g		
		Total score	2	5	16	2	2	2	2	31	9
1.	Dudi		1	0,5	0	0	0	0	0	1,5	0,44
2.	Dedi		2	5	0	0	0	0	0	7	2,03
3.	Dodo		2	5	16	0	0	0	0	23	6,68
		Average	1,67	3,50	5,33	0,00	0,00	0,00	0,00	10,50	3,05

Description of Reading Ability

Kode	Kemampuan	Skor total
a.	The ability of singing ABC's song	2
b.	Recognizing vowel letter (a-i-u-e-o)	5
c.	Recognizing consonant letter (d-n-t-p-m, c-g-j-y-w, b-h-k-l, s-r)	16
d.	The ability to read syllable	2
e.	The ability to read short words	2
f.	The ability to read short sentences	2
g.	The ability to read long sentences	2
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Reading and Writing Report Sheet (Alternative to Reading Report Sheet)

No.	Students' Name		a	b	d	E	f	g	h	i	j	k	l	Total Score	Stanine
		Total score	2	5	2	2	2	2	2	2	2	2	2	43	9
1.	Dudi		1	0,5	0	0	0	0	0	0	0	0	0	1,5	0,31
2.															
	Average														

Description of Reading and Writing Ability

Code	Ability	Total score
a.	The ability of singing ABC's song	2
b.	Recognizing vowel letter (a-i-u-e-o)	5
c.	Recognizing consonant letter (c-d-g-j-y-w, b-h-k-l-t, m-n-s-p-r)	16
d.	The ability to write letter (beside scratching, bolding)	2
e.	The ability to read syllable	2
f.	The ability to write syllable	2

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g.	The ability to read words	2
h.	The ability to write words	2
i.	The ability to read short sentences	2
j.	The ability to write short sentences	2
k.	The ability to read long sentences	2
l.	The ability to write long sentences	2
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The sheet above should be filled by teacher. If a student (Dudi for examle) can recognize vowel letter, then teacher can give students score 1 or 2 in coulumn a, and so on. Then students can have this final report. Parents also can see the students progress.

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