

NEEDS ANALYSIS OF EARLY-STAGE READING MATERIALS DEVELOPMENT FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

Teaching materials for early-stage reading are generally summarised in Indonesian language teaching materials, causing the content of early-stage lessons to be less intensive. At the same time, teaching materials are essential in realizing optimal early reading learning. This study aimed to analyze the need for the development of teaching materials, especially in the context of early-stage reading, as a complement to the Indonesian teaching materials used in the research school. This research uses the research and development (R&D) model with the ADDIE approach. Still, it only focuses on the needs analysis developed based on the first stage of the ADDIE development model, namely analysis. The data collection technique used interviews, document reviews, and questionnaires to examine the need for developing early reading teaching materials. Respondents and resource persons in this study were the principal, the grade 1 teacher, and the grade 2 teacher of SDN Cigoong 3 Serang City. The results showed that the Indonesian Language Learning Outcomes (CP) in Phase A requires students to master the competence of early-stage reading. Therefore, it is necessary to develop teaching materials for early-stage reading with the type of printed publication, which refers to the SAS (Structural Analytic Synthetic) method. Based on the needs analysis results, it can be concluded that the early-stage reading teaching materials to be developed are printed teaching materials based on the SAS early reading method. Furthermore, developing teaching materials refers to the development model with the ADDIE approach.

Keywords: early-stage reading; need analysis; teaching material

Abstrak

Bahan ajar membaca permulaan umumnya terangkum dalam bahan ajar Bahasa Indonesia, sehingga menyebabkan konten membaca permulaan menjadi kurang intensif. Padahal bahan ajar memiliki peranan penting dalam mewujudkan pembelajaran membaca permulaan yang optimal. Tujuan dari penelitian ini untuk menganalisis kebutuhan terhadap pengembangan bahan ajar khususnya pada konteks membaca permulaan, sebagai pelengkap bahan ajar Bahasa Indonesia yang telah digunakan dalam sekolah tempat penelitian. Penelitian ini menggunakan model penelitian dan pengembangan (R&D) dengan pendekatan ADDIE, namun hanya difokuskan pada analisis kebutuhan yang dikembangkan berdasarkan dengan tahap pertama model pengembangan ADDIE, yaitu *analyze*. Teknik pengumpulan data menggunakan metode wawancara, telaah dokumen, dan angket analisis kebutuhan pengembangan bahan ajar membaca permulaan. Responden dan narasumber pada penelitian ini adalah kepala sekolah, guru kelas 1, dan guru kelas 2 SDN Cigoong 3 Kota Serang. Hasil penelitian menunjukkan bahwa Capaian Pembelajaran (CP) Bahasa Indonesia pada Fase A, menuntut siswa untuk menguasai kompetensi membaca permulaan. Sehingga butuh dikembangkan bahan ajar membaca permulaan dengan jenis publikasi cetak, yang mengacu pada metode membaca permulaan SAS (Struktural Analitik Sintetik). Berdasarkan hasil analisis kebutuhan tersebut, maka dapat disimpulkan bahwa bahan ajar membaca permulaan yang akan dikembangkan berupa bahan ajar cetak berbasis metode membaca permulaan SAS, sedangkan proses pengembangan bahan ajar mengacu pada model pengembangan dengan pendekatan ADDIE.

Kata Kunci: analisis kebutuhan; bahan ajar; membaca permulaan

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Introduction

The government has been vocalizing the importance of literacy through the Ministry of Education and Culture of the Republic of Indonesia. The effort to improve the nation's literacy is framed in a program called the "National Literacy Movement". This movement seeks synergy between the entire community, from the family, and schools, to all communities in Indonesia, to participate in fostering a culture of love for literacy. The Directorate General of Primary and Secondary Education also developed the "School Literacy Movement" program to foster a literacy culture among students. It seeks students to have literacy skills that can be measured by the ability to access, understand and use something intelligently through various activities such as reading, writing, listening, viewing, or speaking (Kemendikbud, 2016; Anindya et al., 2019). All these activities are included in language learning at school. Language is critical in education because it is the primary medium in learning activities; it is also used as a means of interaction between teachers and learners in the classroom (Chee et al., 2017).

The most common learning problems found today are problems in literacy skills, especially in the reading aspect of students. In Indonesia, reading problems have been a problem for a long time. The 2018 PISA (Programme Student for International Assessment) score released by the OECD shows that Indonesian students' reading ability achieved an average score of 371, with an average OECD score of 487. As a result, this places Indonesia in 74th place out of 79 countries. The low literacy skills in the reading aspect of students are then reinforced by the covid-19 pandemic that hit the world, causing the process of running education around the world to be disrupted. In addition, it also impacts education in Indonesia, so the urgency to improve the quality of Indonesian education is very high, both in terms of teachers, students, and parents as student companions (Listyoningrum et al., 2023). Since reading literacy is a basic ability a person must have, someone who needs help to read will also be hampered in participating in learning. Therefore, the problem of low reading literacy in students must be considered. Based on several statements from the National Economic and Social Forum (NESF), low literacy in students will cause serious learning problems, even resulting in dropping out of school (Wahyuningsih, 2021; Madu & Jediut, 2022).

The School Literacy Movement is a social movement with collaborative support from various elements. The efforts taken to realise it are in the form of habituation of students' reading (Teguh, 2020). Reading is one of the four main language skills. *Reading* is a thinking process that includes understanding, narrating interpreting the meaning of written symbols by involving vision, eye movements, mental speech, and memory (Harianto, 2020). In short, reading is an activity to understand the message conveyed by writing. Reading aims to understand information, ideas, messages, and discourse by analysing the meaning of language symbols arranged in words (Muhsyanur, 2019). Reading is critical to a person's long-term academic success (Dickinson et al., 2012). Mastery of reading skills is one of the foundations for gaining knowledge that will allow a person to develop in social and academic aspects and adapt more easily to their environment (Akyol & Kayabaşı, 2018). Consequently, reading skills are very important to learn in the first years of primary school because students who do not master reading skills will have difficulty understanding the information provided; on the contrary, reading can facilitate students to access complete knowledge and information (Chee et al., 2017). Therefore, these reading problems must be addressed early to reduce the possibility of delays in learner development, which will impact various aspects in the long run (Gao et al., 2018)

These reading skills begin to be learnt during primary school. Reading learning in schools emphasises the goal of understanding, absorbing, and obtaining explicit messages and ideas (Harianto, 2020). Reading learning in elementary school is divided into two parts; 1) Early-stage Reading which is taught in the lower grades, and 2) Advanced reading, which is taught in higher grades (Lestari et al., 2021). Early-stage reading is the basis for learning advanced reading and includes recognising letters, syllables, words, and sentences so that students can understand and sound out writing with good intonation (Hapsari, 2019). Early-stage reading requires students to recognise writing and sound the symbols of language learned during the first two years at the primary school level (Zubaidah; Pratiwi & Ariawan, 2017). Early-stage reading is the initial stage in learning to read, which aims to enable students to read fluently. Only then do students learn how to understand a reading passage; this process is learnt in the reading comprehension/advanced reading stage in higher grades. The importance of the role of reading requires teachers, as implementers of the learning process in schools, to maximise students' reading learning, starting with the learning of early-stage reading in the lower grades.

Mastery of early-stage reading skills will greatly help students to understand a reading and follow reading comprehension learning and even other learning at an advanced level (Suastika, 2018). Hence, efforts are needed to optimise this early-stage reading learning, which can be started with teaching materials that focus on it. In addition to preparing methods, strategies, and media, teachers also need to develop teaching books/materials that attract students' attention to support reading learning (Suryaman, 2012; Sutrisno & Puspitasari, 2021). Teaching materials are an important aspect of the teaching and learning process, which must be well developed by considering its users' context and needs (Vongvilay et al., 2020). Teaching materials play a role as a support for learning in the classroom so that learning is more effective and student-centred; teaching materials that adjust student needs will increase student motivation and learning outcomes (Muslaini et al., 2018; Rosilia et al., 2020). Ideally, language teaching materials should be informative, instructional, provide learning experiences, encourage the use of language, and be explorative (Tomlinson, 2003; Vongvilay et al., 2020). So special teaching materials are needed in early-stage reading material to support the main teaching materials provided by the government, which are expected to make early-stage reading learning for students can be carried out optimally. This opinion is reinforced by research (Mulyati & Nugrahani, 2019); one way to influence learning activities is to include learning materials in these activities. Learning materials that are fully designed, adequate media elements and learning resources will affect the learning atmosphere so that the learning process that occurs in students becomes more optimal.

This research aims to see the need for the development of teaching materials, especially in the context of early-stage reading, as a complement to the Indonesian teaching materials used in the research school. Furthermore, it is hoped that this research will help teachers develop teaching materials specifically for early-stage reading learning and can help students in mastering early-stage reading skills as a basis for following learning at school. This research is based on previous research on developing a Global Method-Based early-stage Reading Book as a Companion Book for Grade I Elementary School Teachers (Setyowati et al., 2021). The study developed a companion book for early-stage reading based on the global method because teachers needed help teaching students reading due to the lack of companion books. The research was declared victorious with the results of the product feasibility test, which showed that the product developed was adequate for use in reading learning.

Meanwhile, researchers used the SAS method in teaching materials in this study. They referred to the Merdeka Curriculum, which was only implemented early in the new academic year, 2022/2023. In the primary teaching materials of the Merdeka Curriculum, the early-stage reading material is designed using the Structural Analytic Synthetic (SAS) method. As a result, specialized teaching materials for early-stage reading that refer to the Merdeka Curriculum have yet to be made available.

Research Method

This research uses the research and development (R&D) model with the ADDIE approach. The development procedure in this study has five steps/phases: Analysis, Design, Development/Production, Implementation/Delivery, and Evaluation (Branch, 2009). The ADDIE research and development procedure can be seen in the following figure:

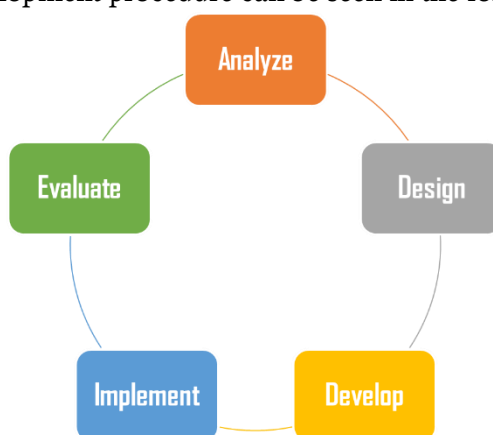


Figure 1. Steps of the ADDIE Research and Development Model

Based on figure 1 above, that the needs analysis research refers to the analyse stage of the ADDIE development model. However, this research only focuses on analysing the needs developed based on the analysis stage. The main purpose of this research is to find out which products are suitable to be developed based on the needs of students and what problems are found in learning, especially in early-stage reading material. The data in this study were collected using interviews, document reviews, and questionnaires developed based on analysing indicators at the ADDIE development model stage. The questionnaire was distributed to respondents directly, and the data obtained were then analysed using descriptive analysis based on the results of the answers given by the respondents. Finally, it can be used as a reference in developing early reading teaching materials in elementary schools that will be designed and developed at the next stage in the ADDIE approach, the design and development stages. This research was conducted at SDN Cigoong 3, a public primary school in Serang City. Since early-stage reading is focused on the lower grades in elementary school, the subjects of this study were the principal, grade 1 teacher, and grade 2 teacher.

Results and Discussion

The first needs analysis is by interview method conducted with the principal, grade 1 teacher and grade 2 teacher. It aims to see the competencies that students are expected to have after learning in grades 1 and 2, the problems that occur in learning early-stage reading, the percentage of students' early-stage reading competence, and the suggested efforts to overcome these problems. This interview was conducted with the following guidelines:

Table 1. Interview Guidelines

No	Aspect	Indicator
1	Early-stage learning	reading Percentage of students' early-stage reading competence Problems in students' early-stage reading Problem-solving efforts Competence that students are expected to have Early-stage reading method
2	Teaching material	Use of teaching materials Types of teaching materials Constraints on the Use of teaching materials Availability of supporting teaching materials Teachers' efforts to fulfil teaching materials

Based on the results of interviews with resource persons, it is known that the school currently applies two curricula: Merdeka Curriculum (Grades 1&4) and 2013 Curriculum (Grades 2, 3, 5, 6). In learning early-stage reading, the teacher uses Indonesian teaching materials in the form of teacher books and student books provided by the government. They said the teaching materials are suitable because they show many exciting illustrations. However, the specific content for learning early-stage reading needs to be completed, such as not showing examples of syllables from A to Z.

The incomplete content of early-stage reading in the existing teaching materials causes less than optimal learning of early-stage reading in students. It can be seen in the reading ability map of grade 1 and grade 2 students that of the total number of students, around 20% still have not mastered early-stage reading. So, the resource person suggested that teachers should be able to develop supporting teaching materials to complement learning early-stage reading. After learning in grades 1 and 2, students are expected to have mastered the competence of early-stage reading. In addition, the resource person also revealed that an effective method for beginning reading is the syllable method or the SAS method (Structural Analytic Synthetic), following the method contained in the primary teaching materials provided by the government. Because this method does not make reading concept errors in children as when using conventional or spelling methods, it is expected that the supporting teaching materials that will be developed will also use the syllable method/SAS method as an introduction to learning early-stage reading.

The following needs analysis was a document review of students' Indonesian learning outcomes, particularly in the reading element in Phase A or equivalent to grade 1 and grade 2 of primary school. It is to identify the reading competencies that students should have in that phase. The learning outcomes review is based on the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture Number 008/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Merdeka Curriculum. The results of the review can be seen in the following table;

Table 2. Phase A Reading Learning Outcomes

Elements	Learning Outcomes
Reading and Viewing	<ol style="list-style-type: none"> Learners can behave as readers and viewers interested in the texts they read or view. Learners can read familiar everyday words fluently. Learners can understand information from reading and viewing about self and environment, imaginative

narrative, and children's poetry.

4. Learners can interpret new vocabulary from texts read or shows viewed with the help of illustrations.

Based on the results of the learning outcomes review in the table above, it can be concluded that learning to read for students in phase A aims to enable students to 1) show interest in the text read, 2) be able to read words fluently found daily 3) understand information and interpret new vocabulary from the text read.

The second document review was conducted on the primary teaching materials used in learning early-stage reading due to the material for early-stage reading is located in the Indonesian language subject in grade 1, the teaching material that will be reviewed is "Bahasa Indonesia Aku Bisa! SD Kelas 1", published by the Centre for Curriculum and Bookkeeping of BALITBANG KEMENDIKBUD in 2021. This review of teaching materials is based on the framework of teaching material elements proposed by Hutchinson and Waters: input, content, language, and tasks (Erlina, 2018). The following is a results review of the teaching materials in the table below:

Table 3. The results review of teaching materials used

Elements of materials reviewed	The content of teaching materials
Input	The teaching material consists of 8 chapters equipped with exciting illustrations.
Content	The content of the teaching material varies and covers the four language skills in each chapter: reading, writing, listening, and speaking. In almost every chapter, there is always a short story as an introduction to learning material.
Language	The language used adjusts to the level of development and age of children in grade 1 elementary school, namely using explanations that are easy for children to understand.
Tasks	Tasks are available at the end of each chapter. Most of them are in the form of completing words, connecting pictures with words, and other exercises on the writing aspect.

Based on the results of the content substance review on the table above, it is found that the review of the "input" element shows that the teaching materials are varied and exciting because they use many illustrations and pictures to deliver Indonesian teaching materials. The review of the "content" element of the teaching materials found four aspects of language skills (reading, writing, listening, and speaking) contained in one book and are intended for Indonesian language learning for two semesters. Consequently, it causes the content in the reading aspect to be limited. In contrast, early-stage reading learning needs complete and intensive teaching materials so that learning can strive for students to master the skills of early-stage reading to the maximum. The "language" element review results show that the teaching materials have used Indonesian that adapts to the age level of grade 1 elementary school children. The language used is also very interactive and invites children to communicate with language that is easy to understand. The results of the last review on the "tasks" exercise element show that the teaching materials have various exercises in each learning chapter. So that students are given reinforcement of the learning process that has been carried out in each chapter.

Based on the document review, the content of teaching materials in early-stage reading can be considered incomplete because it cannot realise intensive early-stage reading learning.

Therefore, special teaching materials for early-stage reading are needed to complement and support existing teaching materials to maximise students' learning of early-stage reading. Furthermore, efforts to improve students' early-stage reading skills are very important because that skills influence student learning outcomes, so teachers must be able to use various media and materials that can attract students' attention to learning (Yolanda & Quro, 2022).

Following the document review results above, the questionnaire data given to the research respondents were analysed. To find out the substance of the content of teaching materials to be developed according to respondents tailored to their needs. The results of the needs analysis questionnaire will be the basis for the content of Indonesian teaching materials specifically for early-stage reading that is suitable for students. The following presents data on the analysis of the results of the questionnaire on teaching material needs adjusted to the reference framework of teaching material elements proposed by Hutchinson and Waters, namely: input, content, language, and tasks:

Table 4. Needs Questionnaire Analysis Results

Element	Majority Percentage Choices	Category	
Learning Mediators that become Inputs	Specialised teaching materials for early-stage reading	100%	Essential
	Software-based teaching materials such as e-modules	50%	Necessary
Topics that become content	Printed teaching materials	100%	Essential
	Alphabet (A-Z) with small letters	92%	Essential
	Alphabet (A-Z) with uppercase	92%	Essential
	Syllables combined with vocal letters (ba-bi-bu-be-bo until za-zi-zu-ze-zo)	100%	Essential
	Example of two syllables	100%	Essential
	Example of three syllables	92%	Essential
	Example of a simple sentence	92%	Essential
	How to read a combination of two consonant letters (ng, ny, kh, sy)	100%	Essential
	Examples of simple words/sentences with a theme	83%	Essential
	Guessing simple words/sentences by looking at pictures (structural process)	92%	Essential
	Decomposing simple sentences into smaller forms such as words, syllables, and letters (analytic process)	92%	Essential
	Recombining simple sentences that have been decomposed into their original form (synthetic process)	92%	Essential
	Identifying simple words/sentences by looking at pictures	92%	Essential
	Analysing the smallest form of a simple sentence	92%	Essential
Types of assignments or exercises (tasks)	Synthesising the decomposition of a simple sentence into its original form/whole sentence	92%	Essential
	Completing words	100%	Essential
	Linking pictures with words	100%	Essential
	Reading simple sentences	100%	Essential

Based on the table above, it was found that in the "input" aspect, respondents wanted printed early-stage reading teaching materials (100%) compared to teaching materials in the form of e-modules (50%). While in the aspect of "content", respondents with a percentage (83-

100%) want content that includes; an alphabet with lowercase letters, an alphabet with uppercase letters, complete syllables (ba-bi-bu-be-bo to za-zi-zu-ze-zo), two syllables, three syllables, simple sentences, a combination of two consonant letters (ng, ny, kh, sy), simple words/sentences with themes, reading process with SAS (structural analytic synthetic) method, based on these contents, it can be concluded that the content desired by respondents is the process of early-stage reading using the SAS (Structural Analytic Synthetic) method, with introductory content in the form of examples of letters, syllables, words, and simple sentences, as initial knowledge before students learn to read with the SAS method. Then on the aspect of "tasks" exercises, respondents with a percentage (92-100%) want the types of assignments/exercises such as; 1) Identifying simple words/sentences by looking at pictures, 2) Analysing the minor form of a simple sentence, 3) Synthesising the decomposition of a simple sentence into its original form/whole sentence, 4) Completing words, 5) Connecting pictures with words, and 6) Reading simple sentences.

Based on the needs questionnaire analysis results, it can be concluded that the content and exercises desired by respondents are the processes of early-stage reading using the SAS (Structural Analytic Synthetic) method, with introductory content in the form of examples of letters, syllables, words, and simple sentences, as initial knowledge before students learn to read using the SAS method. Then it ends with an exercise that can measure the extent of students' reading skills development.

The SAS (Structural Analytic Synthetic) method is an early-stage reading and writing (MMP) method. An analytical method that combines the sentence method and the word method whose purpose is to prioritise the meaning of reading, consisting of a form, arrangement or structure with meaning rather than the sum of its elements (Momo, 1980; Khoridah et al., 2019). This method has several advantages that can encourage early-stage reading learning to be more optimal. These advantages include: 1) this method can be the basis for students' analytical thinking in elementary school; 2) well-organised steps make it easier for students to follow the reading procedure, so it will be able to make students read quickly; 3) it can help students become more fluent in reading (Wardiyati, 2019). The SAS method is appropriate for early-stage reading in elementary schools based on these advantages. Furthermore, it is presented that previous research regarding the success of the SAS method shows that the method can improve students' reading skills (Rahmi et al., 2022). In addition, the proper application of the steps of the SAS method, accompanied by activities and good learning, are supporting factors in improving students' reading skills (Kusmaningsih, 2021).

Conclusion

Based on the results of research through the method of interviews, document reviews, and needs analysis questionnaires conducted on the principal, grade 1 teacher, and grade 2 teacher at SDN Cigoong 3 as resource persons and research respondents, the results stated that there was a need for teaching materials for early-stage reading with the type of printed publications. In addition, respondents also wanted the content of teaching materials and the type of exercises that followed the process of early-stage reading using the SAS (Structural Analytic Synthetic) method, with some introductory content such as examples of letters, syllables, words, and simple sentences. Finally, it can realise the Indonesian Learning Outcomes in Phase A that have been determined in the Merdeka Curriculum, namely; 1) showing interest in the text being read, 2) being able to read words fluently found daily, 3) understanding information and interpreting new vocabulary from the text being read. The

results of this need analysis will then be used as a reference in the manufacture and development of teaching material products, which will be carried out at the next stage in the ADDIE approach, namely the design and development stages.

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