Collaborative Learning with Read Aloud Model In Supporting Reading Literacy In Elementary School

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Abstract.
This study based on base urgency in create understanding to text presented . Research objectives This For produces a collaborative interactive read aloud learning model as effort For create understanding to text . The model applied includes: 1) Designing; 2) Forming; 3) Facilitating; 4) Evaluating. Study This done with adapting McKenny & Reeves via stages procedure study EDR development which includes : 1) Identification Problem ; 2) Design and Construction ; 3) Evaluation and Reflection . Data collection techniques were carried out with interviews and observations . As for the subject research conducted _ involving teachers and students of SDN Karangsambung , Tasikmalaya City . Conclusion from study This show that the collaborative interactive read aloud model can implemented in learning read For support understanding read student school basic .

Keywords: Collaborative, Read Aloud, Reading Literacy

INTRODUCTION

In line with development Educational paradigm, education more emphasize to the process for get knowledge, study norms , develop reason , develop skills , up to to make conclusion between right and wrong . In the context of formal education, basic education is foundation beginning For develop abilities possessed _ students . Develop ability language is beginning For develop ability others . Ability language is most important ability in life Because works as tool For can access information , states thoughts , or ideas to other people (Nurzaman et al., 2020) . Basically , language plays a role as means For communicate . Four Skills language , that is listening , speaking , reading , and writing is four necessary skills _ mastered by students . Student proficiency in all four aspect the will possible student can communicate in a way effective Good oral or writing. (Gunawan et al., 2022)

Learning four Skills language that is listening , speaking , reading and writing is integrated skills that have been set in achievements learning in the curriculum unit education basic . Read own role central in effort improve education. Learning to Read is stage beginning towards Reading to learn, so ability read covers speed aspects of decoding, encoding as well understanding to content in a way comprehensive (Suggate et al., 2013) ; Tampubolon, 2015).

In context learning collaboration defined in fact ; 1) There is involvement student when Work together so that reach objective learning in a way together ; 2) Activeness is built when interact in group ; 3) engagement together in understand material as well as solve problem so that reach specified goals ; _ 4) engagement knowledge and skills in a way together For obtain more understanding _ Good so that reach more solutions _ good (Amalia, nd; Quinney, 2006)

Learning collaboration is situated learning _ cooperation as key success something group in reach objective together . Work same , build together , learn together , move forward together , and succeeded together are the key ideas in learning collaborative .. (Mahmudi, 2006; Nurzaman et al., 2023)

Internal constraints ability low reading and lack of motivation Study student moment This need method , source learning read what you can stimulating Spirit Study students . Learning must happen in a relaxed , comfortable and entertaining environment compared with activity learning formally which often makes _ student feel bored . (Halimatussakdiah et al., 2023) .

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One _ possible methods _ used For become solution is with apply readaloud . Government has do various effort For enhancement literacy for teachers and students . In episode 23 about curriculum Independence , Ministry of Education and Culture has do effort enhancement literacy for student with optimization book distributed reading _ to schools . Whereas effort enhancement literacy for teachers, government has do collaborative Teaching Reading and Writing Project program training with Columbia, United States America. In training the applied procedure *simple and predictable* . Which includes teachers modeling , teachers creating group small , independent reading, and reading club. However Thus , the efforts made government considered Still limited , according to Nurmalia , number of teachers participating training For level school base only 32 teachers in Indonesia. That means , still many teachers haven't get training enhancement literacy . (Nurmalia , 2023)

Readaloud is methods that focus on activities planning , implementation , and closing . Planning includes ; identify objective reading , predicting story read _ with use question lighter . Implementation stage covers make connection , do discussion ask answer , *make inference* or concluded . Closing stage includes retelling and reviewing. (S ntoro et al., 2008) Procedure This own significant similarities _ with what effort does _ _ government For increase adopted teacher literacy from TCRWP. It means Procedure This expected capable give contribution to teachers who haven't can follow training enhancement literacy organized by the government , as effort enhancement literacy in basic education units .

Focus literacy in research This is literacy reading . literacy read interpreted with reading printed words , speaking with clear , concise , and convincing . Meaning literacy covers Skills reading , speaking , and understanding written language . More in Again literacy is a process of interaction and transaction of ideas within text (Ansori , Damaianti . 2021) Meaning literacy involve various level understanding , interpretation text so capable interact with text , responding to it , and using it For communicate . scope text on p This No as well as immediately possible sentences _ gives meaning, however covers graphics (images), symbols , emblems , or meaningful sign . _

Problem read become a necessary focus resolved , how worrying connection ability read what was revealed by PIRLS, PISA, INAP, Alibaca which revealed that ability read the Indonesian people are in the category lower (Ministry of Education and Culture, 2019; OECD, 2017; Solihin et. al., 2019; Suryaman, 2015; Tjalla, 2010) .

Based on problem the naturally important For increase ability read student through activity reading at school . Ability reading in phase A requires attention specifically , so will more Good If get effective mentoring _ from educator . Student considered Good in read when capable digest and parse words, understand vocabulary , so capable read in a way meaningful , p This in line based on National Reading Panel presentation that literacy read involve ability phonemes , phonics , abilities vocabulary , abilities read with fluently and understand to read text . _ (Spink et al., nd; Stahl, nd). ability read tightly connection with ability think , with ability thinking , of course can utilized in the learning process , you can utilized For submit questions , and also for understand various significant problem (Damaianti , 2021) .

A number of study connection problem reading on range grades 1-3 school base has exposed by various countries including America, Ethiopia, Finland and Florida. Identify various problems that arise connection ability reading . Problem the covers lack : 1) lack interest read students ; 2) speed in read often _ low ; 3) lack support from parents _ related reading ; 4) limitations understanding student to text ; and lack thereof variation method learning applied by the teacher. (Kikas et al., 2018; Little et al., 2017; Makebo et al., 2022; Nevo et al., 2020) .

Information the become become base for Educator that problem the should quick resolved especially in context moment This Where student sued For understand and be able communicate read text . _ Within the framework achievement learning in Phase A of the curriculum independent explained that student expected show interest to reading , having ability read with smoothly , too capable understand information from reading (Amalia Yunia Rahmawati, 2020) .

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METHOD

Research used by researchers _ is study mix (mix method). According to Cresswell , research methods mixture is something procedure used _ For collect , combine , analyze data in form quantitative or functional qualitative _ For understand something problem study (Creswell, 2019) . The methods used in the research are : This is Educational Based Research (EDR) which is adopted from Reeves with using this model covers three stages ; 1) analysis , exploration ; 2) Construction Design ; 3) Evaluation and Reflection . Purpose For solve problem in Education, such as programs, strategies or material learning . As for the steps study according to Reeves (Valentine & Kopcha, 2013) , as following

Figure 1. EDR design
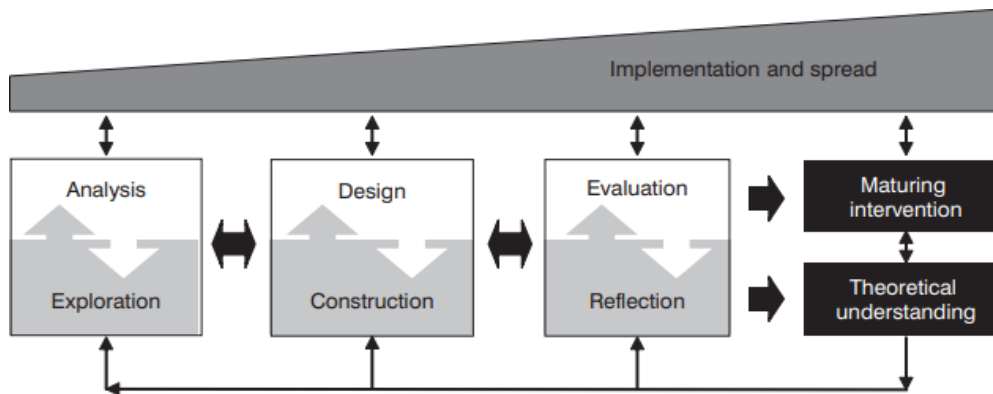
First stage that is analysis , exploration . This stage carried out by researchers and practitioners with did it studies introduction at SDN Karangsambung . This stage done through interviews and observations

Second stage that is exploration and construction , researcher using a collaborative interactive read aloud model based on established design principles prepared For support ability understanding students who include six indicators were adopted from Dalman, 2014. as following

Table 1. reading indicator

No	Indicator
1	Student capable answer " who " questions for ask characters in the story _
2	Student capable answer ' what " to ask goods or object
3	Student capable answer " when " to ask happen incident
4	Student capable answer " how " to ask the way incident
5	Student capable answer " why " to reason something mentioned _ in reading
6	Student capable conclude fill story

Third stage that is stage evaluation . Researcher do stage evaluation and reflection to design learning that has been done made . In case this , the shortcomings that have identified during the testing process will made base For repair so that reach possible results _ implemented with Good

Study This implemented at SDN Karangsambung , Tasikmalaya City to teachers and students totaling 28 students . Technique used through interviews and observations in a way straight away . With use analysis reduction , presentation , and withdrawal conclusion.

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RESULTS

Analysis and exploration

At stage This done For know base need from the learning model carried out . This stage done with interviews and observations . Data found that student Not yet capable identify characters , how? channel story , concludes story in the text being read . In case This is the teacher's view that student Not yet understand decoding and encoding, so in learning , the teacher focuses on using method phonics . as a result objective learning No achieved . Because of accomplishment learning in phase A , namely student can understand and can communicate read text . _

Observation results obtained _ that teachers are more emphasizes testing _ reading student One one by one with presenting students in nearby seats _ with the teacher. Whereas For understand and communicate read text _ For phase A is necessary exists modeling text served , then read by the teacher, Repeated practice , so student can reading and communicating what is read .

Design Stage

This stage done For know appropriateness design so that dnecessary done validation eligibility by validators. As for results validation from the validator as following

Table 2 Recapitulation Validation

Aspect	Validator 1	Validator 2
Suitability with objective learning	3	3
Shaping group small	3	3
Interaction with Friend peer	2	3
Modeling read loud	3	3
Direct activity pre read	3	3
Interaction dialogic	3	3
Direct activity post read	3	3
Train in a way repeated	3	3
Evaluate learning	2	3
Overall Average	**2.9**	**Very Worth It**

From the results validation , shows that the collaborative interactive reading model from the two validators got the average overall 2.9 means own very decent validity with A little revision . Researcher do discussion more in with validators. So that produce a number of necessary points revised . As for the necessary things revised among them

1. In aspect interaction with peer should get it bring up connection reflect in a way independent from text obtained . _ For example ability student connection matter What just what has happened and what hasn't understood by students
2. In aspect evaluate learning teachers should do reflection on learning read so the teacher can identify the felt part difficult for student

The purpose of the revision process For produce a collaborative interactive read aloud model that can makes it easier in practice learning and can fulfil standard validity Additionally _ done trial observation _ results reading . As for recapitulation of results data read student obtained as following .

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e-ISSN: 2808-8263
p-ISSN: 2829-0976

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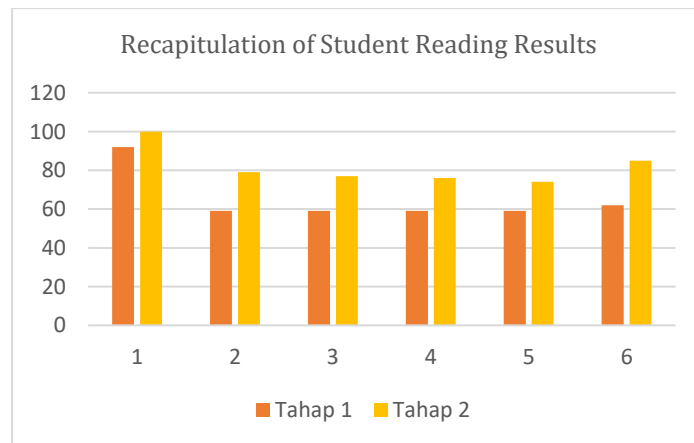*Overcoming Any Issues of Elementary Education in Smart Society 5.0*

Figure 2 Reading Recapitulation

The data shows that indicator 1 at stages 1 and 2 was found to be 92% stage 1 and 100 % for stage two . This means that in this indicator , the majority student can identify characters found in the reading . In the second indicator at stage One obtained 59% linkage results identify object or something on the text , and on stage second obtained 79%. On the third indicator yeah ability identify happen events in the reading obtained 59 and 77%. On the fourth indicator obtained results amounting to 59% and 76% on the understanding indicator sustainability something event . On the fifth indicator obtained results of 59% and 74%. Connection ability For put forward relevant reasons _ related with information obtained _ in reading . On the sixth indicator obtained 62% yield and 85% linkage conclude fill story . Majority student has succeed on ability read with using the collaborative interactive read aloud model . Grading done instrument based on understanding read literally . There is variations in abilities read students , although most _ student get good judgment , however _ Still still required regular habituation _ continously in a way consistent . Naturally need cooperation between teachers, parents For monitor as well as guide students to achieve set goals.

Evaluation and Reflection Stage

Based on trials that have been carried out carried out , the collaborative interactive read aloud learning model can be done used . That thing because of this model has validated by experts so that can used at school basic . With implementing collaborative read aloud where the teacher designs , shapes group small , facilitating For interact Good with a teacher or Friend peer and evaluate learning reading .

DISCUSSION

Read is a communication process that involves reception information from text written . With reading , someone can obtain information , improve knowledge , improve social status, expand understanding , so can develop his knowledge . Ability read become key success for students at school , as well life everyday . Through read somebody can overcome various challenges , and difficulties live . In literacy read , actually motivation read must originate from interest spontaneous individual and not from coercion from outside with such is the feeling of love read will appear in a way natural . (Juhaeni et al., 2022; Mäkinen, 2015; Masroah et al., 2020).

Teachers have influence big to objective learning . There is no teacher presence only know about material , but understanding related to mastery strategy literacy , or practice learning professionally . Various effort has carried out by the government For enhancement competence literacy for teachers , among others through the Microcredential program at Teachers College Columbia University. this program is arranged training _ special For strengthen Skills base student in reading , writing , and thinking through various text reading that applies . this program apply adopted training from the Teaching College Reading and Writing Project (TCRWP). Training This

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e-ISSN: 2808-8263
p-ISSN: 2829-0976

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includes the teacher demonstrating reading , students read independent , create group small together , and discuss together . (Director General of GTK, Ministry of Education and Culture, 2022; Meliyanti & Aryanto, 2022) .

This model chosen To use help in pursuing government programs relationship to mastery strategy literacy For strengthen Skills base student specifically reading . Study This is a learning model collaboration with read loud . Where teachers design , shape , facilitate and evaluate . At stage designing , the teacher plans learning , and determining objective learning . At stage shape , teacher shapes group small , On stage facilitating , teacher modeling read book in a way loud , here emphasizes activities _ read book in a way loudly performed by practitioners _ (Medina Chávez, 2019) When doing read loud , the teacher's position as guide and participants (Ceyhan & Yıldız, 2020) . Final stage stage evaluate where the teacher evaluates connection understanding student with do a stand and share interactive , this can give chance for student For talk , get information , and explanation about book read . _

The advantages of this model , all student pushed For active in activity reading , students will more interested Because work together so objective learning will easy For achieved , with collaborative support For give opinion , idea, so can makes it easier For reading . (Hmelo-Silver et al., 2013; Saenz et al., 2013) . In context read loud where the teacher does , the students do , teachers and students do , students and students do will makes it easier For understand student to text discourse . If it's easy understand text discourse so will grow get used to read so that love read (Fisher & Frey, 2008)

Success the implementation of collaborative read aloud is proven with the data obtained that it turns out with this model student can fulfil six reading indicators are set . Student capable determine figure , decisive When incident happened , why? incident That happens , students can retell . Even though There is a number of that aspect indeed felt the increase No so big , but in a way this entire model in a way real can facilitate understanding read students . Thereby case in study Yulianeta, et al. explain that implementation readaloud considered effective in mastery literacy (Yulianeta et al., 2020)

Implications from study This that the collaborative interactive read aloud model is proven effective in teach student reading . Study This own significant benefits _ for students and teachers. Teachers should can modeling learning read so that can grow student For love reading , you can too apply learning read with more easy . In addition , this model can push student For respond in a way active , responsible answer , work together, share can interact socially. (Watkins, 2020) . Other research proves this that with read loud can increase understanding read student (Fauziah et al., 2023)

Necessary thing prosecuted move on next is student Still need guidance in a way intensive from teachers to understand text . A number of student Still trouble on some indicator read understanding . Apart from that lack of means adequate infrastructure _ For support learning read be one _ obstacles at school at the time this .

CONCLUSION

Based on the description above , yes two points you can get concluded . First that study This give description that learning read understanding not optimal, lack artifact learning , not yet forms habituation _ reading , teachers need increase understanding about method carry out procedure interesting reading _ student so that student become more interested and happy reading . Second the collaborative interactive read aloud model seen effective For can used in learning read understanding , which is proven with accommodated indicators read understanding . This model can facilitate student For collaborate , interact , work together, participate active in understand read text.

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e-ISSN: 2808-8263
p-ISSN: 2829-0976

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