

Whole Language Approach Based Reading and Writing Learning Model in Elementary School

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This research was conducted in an effort to develop a learning model that is able to improve students' reading and writing skills. The problem underlying the research is that there is a gap between the demands of the Education Unit Level Curriculum learning Indonesian conditions in elementary school. The gap occurs because the teacher in teaching and learning are not many opportunities to students to develop language skills within the context of real and complex situations. Thus, the problems faced by Indonesian language teaching is still complex and needs constant coaching. Therefore, this study developed a model of whole-language-based learning to improve reading and writing skills through learning activities in accordance with the demands of the curriculum, namely the view of language as a means of communication, which places students as the center of activity, and are easy to implement teachers in the classroom. This study used the research and development (research and development). Test results show the validation of learning to read and write model-based whole-language and clinical supervision (1) can improve reading and writing skills of students, (2) are able to rediscover the emergence of literacy skills in a meaningful context, and (3) can increase good cooperation between teachers and principals in the management of language learning meaningful. The practical implication of this result is the emergence of teachers' awareness of the importance of unification of reading and writing in Indonesian learning so that students feel reading and writing as a new way of communicating something different from the spoken language.

Key words; learning model, whole language, research and development

A. PREFACE

This research was conducted as an effort to develop an alternative learning model that can improve students' reading and writing skills. The problem behind the research is the gap between the demands of the Education Unit Level Curriculum and the conditions of learning Indonesian in elementary schools, resulting in the low reading and writing skills of most elementary school students. This happens because the quality of Indonesian language learning conducted by teachers in primary schools is inadequate. This gap occurs because teachers in the teaching and learning process do not provide many opportunities for students to develop language skills in real contexts and complex situations. Because most teachers are still struggling with the delivery of theories that are not relevant to the need to communicate.

One of indicators which shows that literacy ability tends to be low is the result of international assessment of student achievement. *Third International Mathematics and Survey Science Study* (TIMSS) and *Program for International Student Assessment* (PISA), which measures a 15-year-old's ability to read, mathematics, and scientific literacy are still low. *The Mainstreaming Good Practices in Basic Education* (MGP-BE), has conducted a performance assessment of SD/MI and SMP/MTs students in 12 districts in 6 provinces, the results of which are very concerning in the world of education in Indonesia. The types of tests include: reading ability, Indonesian, Mathematics, and Science for elementary/MI students. Indonesian Language Proficiency Test, Mathematics and English for SMP/MTs students.

To find out how weak the reading and writing skills of our students are, some of the test results can be seen as follows:

- 1) For Early Grade Elementary/MI Children, there are two reading tests, the average score reading ability (test-1: 56.4%, test-2: 19.9%).
- 2) To Elementary School/MI High Class children, a reading ability test in Indonesian and a writing test in Indonesian were conducted, the average score in Indonesian reading ability: 35.7 % while the writing score in Indonesian: 38.9%.
- 3) For SMP/MTs children, after the Indonesian reading ability test and Indonesian writing test were carried out, the average score in Indonesian reading skills was: 58.7% and writing scores in Indonesian: 46.6%. (Saliman and Sukarni, 2008:1).

In addition, the 2009 *Program for International Students Assessment* (PISA) report showed that Indonesia was ranked 57th out of 65 countries. The results were seen from reading, math, and science performance tests. The average test results for these three fields from 65 countries were

reading (493), mathematics (496), and science (501). The test results of Indonesian students showed that they were below the average in reading (402), mathematics (371), and science (383) (PISA, 2009).

The low literacy skills of Indonesian children above, this cannot be separated from one of them is the competence of teachers is still low in terms of teaching can be seen from the total number of teachers in Indonesia who take the Initial Competency Test (UKA). In general, the results of the 2012 teacher UKA show that the level of competence is still relatively low. This can be seen in the national average value, which is 42.25 with a standard deviation of 12.7. By using a *passing grade* of 30.0 out of 281,019 thousand UKA participants, as many as 248,773 thousand (88.5%) are entitled to continue to education and training programs. Meanwhile, as many as 32.2 thousand participants (11.5%) were still following the coaching and guidance (Kemendikbud, 2012:1).

This condition is very concerning because the relatively low competence for a teacher is certainly closely related to the quality of teaching that teacher. The teaching quality of elementary school teachers who are categorized as inappropriate will have an impact on the quality of basic education graduates. Whereas basic education held in elementary schools aims to provide basic skills in reading, writing, arithmetic, basic knowledge, and basic skills that are useful for students according to their level of development. With the teaching quality of elementary school teachers, the declared basic education goals will not be achieved optimally.

Wells (1990) asserts that one of the important skills needed to manage information for decision making and decisions and actions by individuals is literacy or the ability to "*literate thinking*". associated with the field of discourse, he defines "*literacy*" in a broader sense than just the ability to use message symbols in written form. He defines it as the ability to associate with discourse as a representation of experiences, thoughts, feelings, and ideas appropriately according to its purpose.

Therefore, the implementation of learning Indonesian, especially reading and writing in elementary schools, should be reviewed. For this purpose, efforts to create various models and approaches that allow teachers and students to feel satisfaction in achieving teaching and learning outcomes are highly anticipated by all parties. One alternative approach that looks promising with good results is the *whole language approach*.

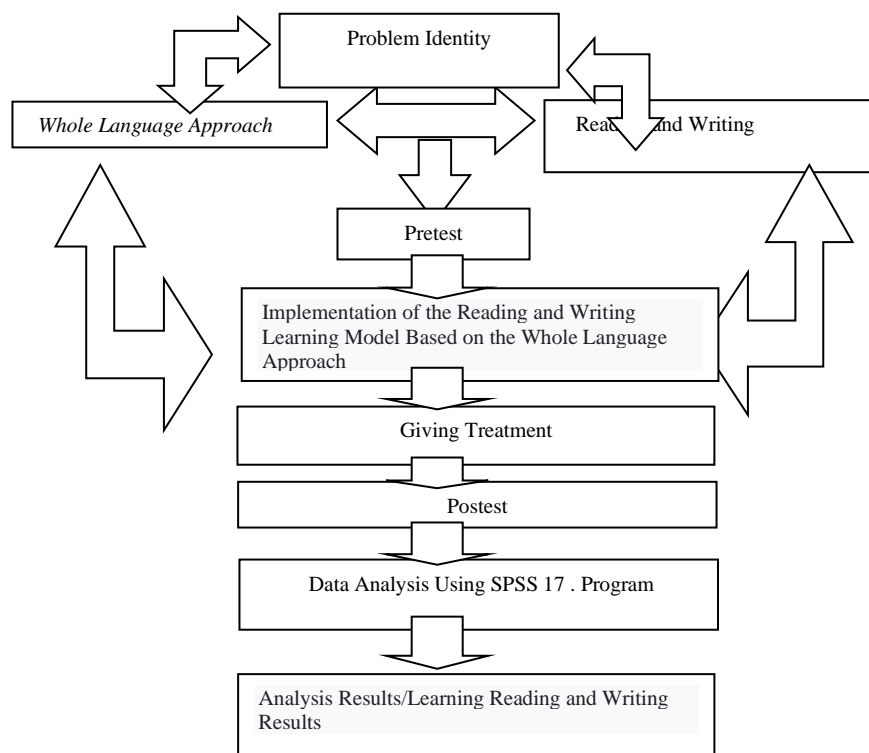
According to Goodman (1994), the whole language is a theory and practice of language learning that is very effective because it is developed based on the everyday language learning experiences of students. They learn language in a centralized, integrated, and comprehensive way, so using this approach in language learning will facilitate the development of students' language skills. So, an integrated approach in learning to read and write based on the Education Unit Level Curriculum (2006) is an approach that is in line with the whole language insight.

Based on some of the views or ideas above, this approach needs to be developed in learning to read and write in elementary school. This is important considering the study of whole language approaches in learning to read and write has not been widely done among Indonesian language researchers. This study is intended to produce a prescription for a reading and writing learning model, which can be used as a guide for elementary school teachers in their teaching and learning process. Of course, this model must be structured systematically, so that teachers are able to design quality reading and writing lessons.

This study aims to test a product, namely a reading and writing learning model based on a whole language approach. This model is designed to improve the reading and writing skills of fifth grade elementary school students and improve teacher performance in the Indonesian language learning process, especially reading and writing. All of this is an effort to provide a way towards increasing professional achievement to empower all components of Indonesian language education in elementary schools.

B. Research Paradigm

The paradigm in this study is presented in the form of a chart as follows.



C. Research Method

This study uses a quasi-experimental method. This method is used to examine the effectiveness of the learning model in improving reading and writing skills. Therefore, this research was developed through three stages. The first stage, a preliminary study (presurvey), is the stage of gathering information on the actual situation in the field. The second stage is designing a reading and writing learning model that is validated by language experts. From this stage, a hypothetical product was obtained in the form of a reading and writing learning model based on a whole language approach. The third stage, model testing is carried out in the form of validation tests, namely experiments, so that in the end a reading and writing learning model is obtained that is ready to be disseminated.

To ensure the comprehensiveness of the research findings, a quasi-experimental design has been used, namely the so-called *non-equivalent control group design* (Gall & Borg, 2003:403, Campbell & Stanley, 1976:77). A quasi-experimental research design was conducted to test the research hypothesis about the effectiveness of the whole language-based reading and writing learning model for elementary school students.

The location of this research was conducted in three elementary schools, namely Rancaloea State Elementary School, Cijawura State Elementary School, and Cisaranten Kidul State Elementary School in Bandung City. All of these schools were used as preliminary research. The model trial was conducted at the Rancaloea State Elementary School. Meanwhile, Cisaranten Kidul State Elementary School was used as an experimental elementary school which was grouped into two categories, namely: (1) a school for the experimental class, and (2) a school for the control class. The subjects of this study were teachers and students of grade 5 elementary school.

The data obtained from the experimental design in this study were analyzed with the characteristics of each type of data. Quantitative data was processed through statistical analysis using SPSS 17 software. Statistical analysis included testing for normality of data distribution, testing for homogeneity of variance and testing the significance of differences in the mean scores of pretests and posttest. The t-test was conducted to compare the average pretest and posttest results between the experimental group and the control group as a whole. The qualitative analysis is used to compare the results of class observations, describe the results of student and teacher questionnaires, and analyze and interpret the results of student essays.

D. Development of Learning Models

The learning model developed in this study went through the following stages.

1. Development of MMBPBU Learning Model

The development of a reading and writing learning model based on a whole language approach (MMBPBU) can be briefly described as follows

a. Model Orientation

This reading and writing learning model based on the whole language approach is oriented to the theory of Goodman, El-Koumy, and Cambourn, namely the *whole language approach*. This model aims to (1) improve the learner's ability to understand and use language effectively, especially reading and writing skills; (2) expand their imaginative and emotional sensitivity to and through language; (3) develop an understanding of various ideas and values through language; and (4) giving broad freedom or trust to students to develop their linguistic creativity in oral and written communication.

b. Assumptions and Principles

The MMBPBU learning model is built on several assumptions and principles of the whole language. The assumptions underlying this learning model are described as follows.

First, there is an assumption in the teaching of Indonesian that the basic problem faced in Indonesian language education, especially reading and writing in elementary schools is a difficult learning process, so that teachers do not provide opportunities for students to develop language skills (read and write) and reasoning abilities. Second, the implementation of the whole language approach *in* learning to read and write in the classroom, reading lessons are taught by asking students to read the entire text so that all reading skills are fully integrated and accessible to students. Third, the application of a whole language approach in learning to read and write is based on the typical problems of learning Indonesian in elementary schools. In addition, this model also pays attention to ongoing curriculum developments, in order to be able to adjust and accommodate students' reading and writing progress. Fourth, language teaching and learning activities (reading and writing) with a whole language approach are complex and complicated activities. This is due to the fact that (i) there are not many scientific disciplines that examine the symptoms of teaching and learning activities in reading and writing with a whole language approach, and interdisciplinary is always needed, (ii) reading and writing activities are interactive, dialogical, communicative, integrative. and multidimensional and, (iii) teaching and learning activities to read and write are located in a meaningful social context.

The principles that underlie this MMBPBU learning model are as follows: (1) the learning process takes place from general (*whole*) to specific (*part*); (2) *student-centered* learning because the learning process is the active formation of knowledge by students; (3) the lesson has a clear purpose and meaning for students; (4) the learning process takes place when groups of students engage in meaningful social interactions; (5) in second language learning, spoken and written languages are mastered simultaneously; (6) learning takes place in the first language to develop various concepts and facilitate mastery of the second language; and (7) unlimited learning potential (Goodman,

c. Learning Model

1. Syntax

This reading and writing learning model based on a whole language approach is a model consisting of five components that are essentially different from one another. The model focuses on teacher intellectual decision making before and after teaching. Therefore, this model seeks to present a complete model from planning, implementation to assessment with more emphasis on a "teaching procedure" model. First, prepare and determine specific learning objectives in the form of students' language behavior. Second, presenting and processing learning activities that must lead to the achievement of the intended goals. Third, develop students' literacy skills in reading activities to write and write to read. Fourth, conduct an assessment to achieve these goals by students. And fifth, reflecting on the activities that have been carried out in the learning process by teachers and students in achieving the success of learning objectives.

a) Preparation Stage

Deliver all the lesson objectives to be achieved in learning to read and write, and explain the learning model that will be applied, as well as motivate students to improve reading and writing skills.

b) Stage Serving and Processing

In this presentation and processing, students are more directed to reading comprehension for writing purposes. These learning steps are the essence of the steps that have been developed by Cambourne. The steps in this stage can be described as follows.

- (1) Formation of heterogeneous groups consisting of 4-6 people.
- (2) The teacher prepares a script/discourse with an interesting story theme, then distribute them to each group.
- (3) All students read the text of the discourse silently.
- (4) One or two students read aloud in front.
- (5) The teacher asks questions about the students' reading activities.
- (6) Students work together to find the main idea and provide feedback to discourse and written on a piece of paper.
- (7) The teacher appoints one group to read out their work.
- (8) The teacher motivates students so that students' answers are perfect.
- (9) Another group will follow up with reading the results of their group work.
- (10) The teacher makes a conclusion together with the students.

c) Discourse Development Stage

In developing the discourse, students are taught to master the competence of writing/composing freely according to their own creative power. Here students are given the freedom to express all ideas / ideas, opinions / opinions, imagination or imagination, and so on into writing / essays.

The learning steps can be described as follows:

- (1) A brief explanation of how to write an essay based on the results previous reading.
- (2) Distribution of worksheets to students to be filled in according to the work instructions.
- (3) Each student makes writings / essays with their own creativity and creation.
- (4) When finished, the teacher appoints one of the students to display/read aloud his essay.
- (5) Every student who finished reading his essay was immediately applauded. Other students are given the opportunity to express their responses, opinions, criticisms or comments suggestions for student writing.
- (6) The teacher appoints or offers other students who say they are ready to read his essay.
- (7) And so on until all students appear to read the results of their essays.

d) Assessment Stage

Assessment is more emphasized on testing students' literacy and writing competence during lessons. Testing is done by the teacher by asking questions orally and in writing to students and answered directly.

e) Reflection Stage

Five to ten minutes before the teaching and learning process ends, the teacher reflects on the results of the students' reading and essay discussions, and answers questions asked by students regarding the lessons that have been followed. This reflection is in the form of:

- (1) improper understanding or use of vocabulary;
- (2) sentence understanding or correction of sentences that are too long and complex, ambiguous, and incomplete;
- (3) identification of the main sentence of each paragraph;
- (4) mastery of essay concepts and development of content, essay organization (introduction of content, and closing); and
- (5) the use of spelling and writing techniques.

2. Social System

In the reading and writing learning model based on the *whole language approach*, more emphasis is placed on the active involvement of students in various language events both inside and outside school. This means that language and language acquisition are actually used for real life. This requires intense student involvement in various social interactions. Therefore, the language that students learn must be in accordance with its use. Thus, students are burdened with responsibility for their own learning process.

In addition, in implementing this learning model the teacher must provide various opportunities to carry out good activities for social interaction and conversation among students. Teachers also prepare various approaches and provide opportunities to develop students' language skills through meaningful experiences such as listening, reading stories, communicating, and writing students' own personal experiences. In this regard, the teacher must be able to connect the material being taught with the lives of students, either in the form of current or previous experiences.

3. Principles of Reaction

The principle of reaction in the reading and writing learning model based on this whole language approach, the teacher gives students the freedom to explore their language skills and helps children understand the language as a whole. This means that children's language development will be broad because children learn language through various elements related to the language they are learning. This is very important to improve children's skills in writing, listening, speaking and reading. For this reason, the reaction principle in this model must refer to the basic principles that underlie the whole language approach, namely: (1) the whole is better than just the parts, (2) language learning is a social process, (3) student-centered learning and process oriented; (4) learn language linking new information with previous knowledge; (5) the learning of spoken language and written language is obtained simultaneously and has a reciprocal effect on each other; and (6) students' mistakes are signals/signs of progress in learning their language.

4. Support System

The support system in learning to read and write based on this whole language approach, teachers need to prepare materials and places to improve language development such as story texts, wall magazines, reading corners containing folklore books, children's magazines or newspapers, tools for reading and writing. -play tools, pictures, puzzles, and game cards. The application of this learning model also requires teacher support in the use of the language. The teacher uses clear language accompanied by examples that have to do with real experience or the values that students have. Clear language is a language that is understood by students. Real experiences or experiences directly experienced by students can bridge them to new things. Experience in addition to providing fun for students, is also essential as a bridge leading to the same starting point in involving students mentally, emotionally, socially and physically. In the application of this learning model, it is also accompanied by the use of various alternative learning media that are suitable for achieving reading-writing learning objectives. Thus, it is possible to use a variety of learning media at each school written language skills learning activities.

d. Model Application

The implementation of this whole language-based reading and writing learning model in its implementation encourages students to be able to cultivate children's habits to study hard to read and write, generate a love for books, and be able to encourage children to be diligent in writing assignments. With such learning, it is at least patterned (1) the development of the formation of language behavior; and (2) development of basic literacy skills. In addition, teachers are able to apply varied teaching methods in the learning model, so that students feel comfortable in class and feel at home to learn, creating a monotonous learning atmosphere into an atmosphere full of dynamics, creative, and fun.

This MMBPBU learning model further develops students' abilities and skills in speaking, listening, reading, and writing operationally and thoroughly. With this model, students' interest in reading has been fostered as early as possible. The same is true for other language skills, such as his penchant for writing. Of course, this condition can arouse students to communicate well, orally and in writing.

In the process of this reading and writing learning model, the implementation of reading and writing learning in the classroom through the following activities:

- 1) Reading for writing activities

These activities can be divided into three stages as follows:

- (a) before reading activities, for example: asking students to write their own experience of a theme before they read it;
- (b) during reading activities, for example: asking students to take notes while reading; and
- (c) the end of the reading activity, for example: asking students to write a summary, synthesis and critique of what they read.

2) Writing activities for reading.

These activities can be divided into three stages as follows:

- (a) activities before writing, for example: asking students to read the material relating to various patterns of writing organization before writing;
- (b) activities while writing, for example: asking students to stop for a moment to scan and read while writing; and
- (c) the end of the writing activity, for example: asking students to read their writing each and respond to them.

e. Instructional and Accompanying Impact

In the implementation of this learning model, two kinds of learning impacts are produced, namely instructional effects (instructional *effects*) and nurturing *effects*. As explained by Joyce & Weil (1986), instructional impact is learning outcomes that are achieved directly by directing students to the expected learning objectives. Meanwhile, the impact of accompaniment is the behavior of learning outcomes obtained by students outside of the instructional impact.

The instructional impacts obtained from the application of this MMBPBU learning model are (1) increasing individual and group creativity through reading and writing activities, (2) growing active participation of teachers and students in reading and writing, and (3) establishing cooperation and helping each other. each other in reading and writing.

The accompanying impacts that students have after this learning process are (1) the growing awareness of students to respect each other both in their groups and in other groups; (2) obtaining character education from group work activities, including the spirit of cooperation, responsibility, social skills (communication), and (3) opening up opportunities to think and be creative, analyze, solve problems, and act without fear.

E. Research Results and Discussion

1. Research Results

In summary, the research results can be seen in the following tables and graphs.

Table 1
Reading and Writing Validation Test and Test Results

| Class | Kinds of Value | READ | | | WRITE | | |
|------------------------|--------------------|---------|----------|-------|---------|----------|-------|
| | | Pretest | Posttest | gain | Pretest | Posttest | gain |
| Control | Maximum | 40 | 80 | 0.44 | 70 | 80 | 0.45 |
| | Minimum | 45 | 60 | 0.14 | 45 | 60 | 0.22 |
| | Average | 56.30 | 69.07 | 0.29 | 54.63 | 69.93 | 0.34 |
| Experiment | Maximum | 65 | 85 | 0.63 | 70 | 85 | 0.60 |
| | Minimum | 45 | 65 | 0.25 | 50 | 65 | 0.13 |
| | Average | 54.80 | 74.20 | 0.43 | 59.20 | 74.40 | 0.37 |
| Experiment and Control | t _{count} | -0.727 | 3.263 | 6.017 | 1.964 | 3.432 | 2.436 |
| | Sig. (α = 0.05) | .474 | .003 | .000 | .164 | .002 | .007 |

Based on the table above, for the experimental class reading and writing pretest results, the experimental class reading and writing pretest results ranged from an average value between 54.80 to 59.20. This shows that the subject before being given treatment or the learning model has the same relative score below 60. This means that the subject has a low level of reading and writing. Meanwhile, the results of the post-test reading and writing ranged from an average value of 74.20 to 74.40. This shows that the subject after being given the treatment or learning model the value is relatively the same above 70. This means that the subject obtains a high level of reading and writing. So, there is a difference in the average value of reading and writing before being given treatment and after being given treatment. Thus, giving treatment in the form of applying the MMBPBU learning model to subjects in the teaching and learning process can improve students' reading and writing achievement.

If the above test results are converted into a chart, then the comparison of the results of the pretest, posttest between the experimental group and the control group can be seen through the following graph.

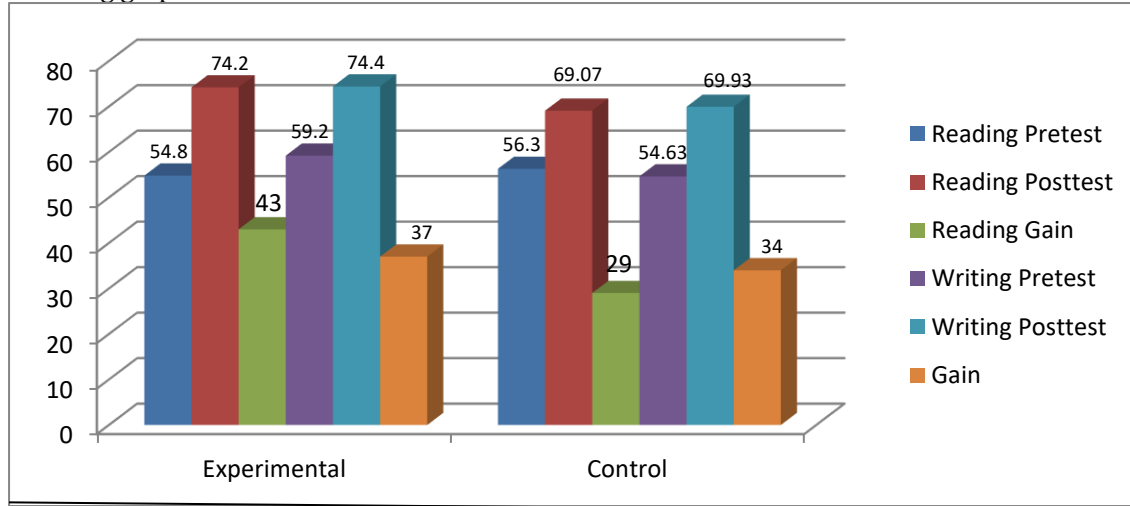


Figure 1. Graph of Average ED and KK Reading Scores

The graph above illustrates the difference between the pretest and posttest reading scores in the experimental class and the control class. This also applies to the results of the pretest and posttest writing in the experimental class and control class. The difference in values indicates that the reading and writing scores in the experimental class are higher than the reading and writing scores in the control class. Thus, it can be concluded that the teaching and learning process with the MMBPBU learning model outperforms the teaching and learning process with the conventional learning model.

Meanwhile, from the data on the value of learning outcomes with the MMBPBU learning model in the form of reading and writing pretest-posttest scores for experimental class students compared to the data on pretest-posttest scores of students in the control class, it can be seen that there is a difference. This difference is also proven statistically by conducting a t-test with normality and homogeneity tests first. The results of the normality test are shown in the following table.

**Table 2
Reading Normality Test Results**

| | Pretest Reading Experiment | Pretest Reading Control | Posttest Reading Experiment | Posttest Reading Control | Gain Reading Experiment | Gain Reading Control |
|-------------------------------------|----------------------------------|-------------------------------|-----------------------------------|--------------------------------|-------------------------------|----------------------------|
| N | 25 | 25 | 25 | 25 | 25 | 25 |
| Normal Parameters ^{a,b} | Mean | 54.80 | 56.20 | 74.20 | 68.00 | .4276 |
| | Std. Deviation | 5.679 | 7.257 | 4.933 | 7.2169 | .09769 |
| Kolmogorov-Smirnov Z | .970 | .828 | 1.022 | .770 | .647 | .846 |
| Asymp. Sig. (2-tailed) | .303 | .499 | .247 | .594 | .796 | .471 |

- a. Test distribution is Normal.
b. Calculated from data.

After knowing that the data is normally distributed, the homogeneity test is then carried out, the results of which are shown in table 3 below.

Table 3
Reading Homogeneity Test Results

| | Levene Statistics | df1 | df2 | Sig. |
|------------------|-------------------|-----|-----|------|
| Pretest Reading | 2,023 | 1 | 48 | .161 |
| Posttest Reading | 1.161 | 1 | 48 | .287 |
| Reading Gain | 2,336 | 1 | 48 | .133 |

From table 3 above, it is known that the reading homogeneity test result for the pretest is 0.161 while for the post-test it is 0.287 and the gain is 0.133, which means that the three data > 0.05 means that it comes from a population whose variance is homogeneous. Thus, it fulfills the requirements for a t-test, the results of which are shown in the table below.

Table 4
Reading t-test results

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|--------------------|----------------|-----------------|---|--------|-------|----|-----------------|
| | | | | 95% Confidence Interval of the Difference | | | | |
| | mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 1 Pretest Reading Experiment- Pretest Reading Control | -1,400 | 9,631 | 1,926 | -5.375 | 2,575 | -.727 | 24 | .474 |
| Pair 2 Posttest Reading Experiment- Posttest Reading Control | 5,200 | 7,969 | 1,594 | 1,911 | 8,489 | 3.263 | 24 | .003 |
| Pair 3 Gain Reading Experiment- Gain Reading Control | .15400 | .12796 | .02559 | .10118 | .20682 | 6.017 | 24 | .000 |

In the table above, it can be seen that the pretest reading $t = -0.727$ which is smaller than the $t_{table} = 2.0181$ for 24 degrees of freedom with $\alpha = 0.05$. This means H_0 accepted in other words there is no difference in the two data. So, the results of the pretest students in the control and experimental classes were no different, the two groups of students had the same initial ability.

As for the post-test reading $t_{count} = 3,263 > t_{table}$, which means that there are differences in the two groups of data. This shows that the posttest results of the students in the control class and the experimental class are significantly different. So, the results of the post-test of students with the MMBPBU model learning showed a significant difference. The difference in the increase in student learning outcomes can also be seen from the results of the t-test conducted on the gain value with $t_{count} = 6.017 > t_{table}$, which means that there is a significant difference in the two gain values. So, students with MMBPBU model learning have a significant increase in reading ability. Thus, it can be concluded that learning with full language in the aspect of reading is superior to conventional learning.

Table 5
Writing Normality Test Results

| | Experiment Writing Pretest | Pretest Writing Control | Experiment Writing Posttest | Posttest Writing Control | Gain Writing Experiment | Gain Writing Control |
|---------------------------------------|----------------------------|-------------------------|-----------------------------|--------------------------|-------------------------|----------------------|
| N | 26 | 26 | 26 | 26 | 25 | 25 |
| Normal Parameters ^{a,b} mean | 59.04 | 59.92 | 73.85 | 69.54 | .3712 | .2388 |
| Std. Deviation | 5.834 | 6.431 | 6.214 | 4.684 | .12053 | .06247 |
| Kolmogorov-Smirnov Z | .922 | 1.201 | .964 | 1.181 | .846 | .856 |
| asympt. Sig. (2-tailed) | .363 | .112 | .311 | .123 | .472 | .457 |

After knowing that the data is normally distributed, then a writing homogeneity test is then carried out, the results of which are shown in table 6 below.

Table 6
Writing Homogeneity Test Results

| | Levene Statistics | df1 | df2 | Sig. |
|-----------------|-------------------|-----|-----|------|
| Writing Pretest | .208 | 1 | 48 | .650 |
| Writing Posts | 2.388 | 1 | 48 | .129 |
| Writing Gain | 5.438 | 1 | 48 | .024 |

The results of table 6 show that the results of the writing homogeneity test for the pretest are 0.650, while for the post-test it is 0.129 and the gain is 0.24 which means the three data are > 0.05 meaning the data comes from a population with homogeneous variance. Thus, it fulfills the requirements for a t-test, where the results are shown in the following table.

Table 7
Writing t-test results

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|--|--------------------|----------------|-----------------|---|--------|-------|----|-----------------|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 1 | Experiment Writing Pretest - Control Writing Pretest | 4,800 | 8098 | 1,620 | 1,457 | 8.143 | 1964 | 24 | .007 |
| Pair 2 | Experiment Writing Posttest - Control Writing Posttest | 4.480 | 6.526 | 1.305 | 1,786 | 7.174 | 3,432 | 24 | .002 |
| Pair 3 | gain. Experiment Writing - Control Writing Gain | .03400 | .11839 | .02368 | -.01487 | .08287 | 2.436 | 24 | .164 |

On the table 7 above, it can be seen that the t_{count} of the pre-test writing = 1.964 which is smaller than the $t_{\text{table}} = 2.0181$ for 24 degrees of freedom with $\alpha = 0.05$. This means that H_0 is accepted, in other words there is no difference between the two-pretest data. So, the results of the pretest students in the control and experimental classes were no different, in other words, the two groups of students had the same writing ability.

As for the table for post-test writing $t_{\text{count}} = 3.432 > t_{\text{table}}$, which means that there are differences in the two groups of data. This shows that the posttest results of the students in the control class and the experimental class are significantly different. Thus, it can be concluded that the whole language learning in the writing aspect is superior to conventional learning.

So, the results of the post-test of students with the MMBPBU model learning showed a significant difference. The difference in the increase in student learning outcomes can also be seen from the results of the t-test carried out on the gain value with $t_{\text{count}} = 2.436 > t_{\text{table}} 2.0181$ which means that there is a significant difference in the two gain values. So, students with MMBPBU model learning have a significant increase in writing ability.

Table 8
FREQUENCY DISTRIBUTION OF PRETEST SCORE EVERY ASPECT OF WRITING

| Aspect | Score Range | Criteria | f | % |
|--------------------------|-------------|--------------|----|----|
| Contents of Ideas | 30 -27 | Satisfying | 0 | 0 |
| | 26-22 | Well | 7 | 28 |
| | 21 -17 | Currently | 17 | 68 |
| | 16 -12 | Not enough | 1 | 4 |
| Organization | 20-18 | Satisfying | 0 | 0 |
| | 17-14 | Well | 12 | 48 |
| | 13-10 | Currently | 10 | 40 |
| | 9-7 | Not enough | 3 | 12 |
| Sentence Structure | 20-18 | Satisfying | 0 | 0 |
| | 17-14 | Well | 0 | 0 |
| | 13-10 | Currently | 16 | 64 |
| | 9-7 | Not enough | 9 | 36 |
| Word Choice | 20-18 | Satisfying | 0 | 0 |
| | 17-14 | Well | 5 | 20 |
| | 13-10 | Currently | 16 | 64 |
| | 9-7 | Not enough | 4 | 16 |
| Spelling and Punctuation | 10 | Satisfactory | 0 | 0 |
| | 7-9 | Good | 0 | 0 |
| | 4-6 | Medium | 11 | 44 |
| | 2-3 | Less | 14 | 56 |

Table 8 above shows that the average writing ability of the subject when viewed from per aspect/component of the content of ideas has moderate ability. However, some of the subjects on the content and organizational aspects included good criteria. This means that on average the subjects have very limited knowledge of essay writing, content coverage is inadequate, and their thesis development is still limited but relevant to the topic. To find out the extent to which the subject is able to develop the components of writing a simple essay, it can be described as follows.

Table 9
FREQUENCY DISTRIBUTION OF POSTEST SCORE EVERY ASPECT OF WRITING

| Aspect | Score Range | Criteria | f | % |
|----------------------|-------------|------------|----|----|
| Contents of Ideas | 30 -27 | Satisfying | 8 | 32 |
| | 26-22 | Well | 11 | 44 |
| | 21 -17 | Currently | 6 | 24 |
| | 16 -12 | Not enough | 0 | 0 |
| Content Organization | 20-18 | Satisfying | 6 | 24 |
| | 17-14 | Well | 14 | 56 |

| | | | | |
|--------------------------|-------|--------------|----|----|
| | 13-10 | Currently | 5 | 20 |
| | 9-7 | Not enough | 0 | 0 |
| Sentence Structure | 20-18 | Satisfying | 0 | 0 |
| | 17-14 | Well | 9 | 36 |
| | 13-10 | Currently | 16 | 64 |
| | 9-7 | Not enough | 0 | 0 |
| | 20-18 | Satisfying | 5 | 20 |
| Word Choice | 17-14 | Well | 13 | 52 |
| | 13-10 | Currently | 7 | 28 |
| | 9-7 | Less | 0 | 0 |
| | 10 | Satisfactory | 0 | 0 |
| Spelling and Punctuation | 7-9 | Good | 5 | 20 |
| | 4-6 | Medium | 20 | 80 |
| | 2-3 | Less | 0 | 0 |

The table above shows that on average the subjects have adequate knowledge of the topic and content coverage, their thesis development is limited and quite relevant to the topic although it is still lacking in detail. In addition, the ideas developed are still jumping around and the main idea is there but it is well organized and logically not in a good order. The use of words is adequate and there are few errors and inaccuracies in the choice of words/idioms even though the meaning can still be understood. The subject in composing sentences is still chaotic, both in the construction of simple and complex sentences, there are still many mistakes. The average subject still made mistakes in the use of spelling.

2. Discussion of Research Results

The discussion is carried out on the research results based on important findings from the data in the field. In general, it can be concluded that the MMBPBU learning model significantly outperformed the conventional reading and writing learning model. The advantages of this learning model can be described as follows.

- a. This model is designed with a philosophical foundation that has strong theoretical support. In addition, this MMBPBU learning model provides teachers with broad freedom and instructional choices in their teaching activities.
- b. The advantage of this MMBPBU learning model is that the teacher must have strong commitment to implement this model in the classroom.
- c. Another advantage of this model is that it appreciates students' prior knowledge and in turn encourages and helps improve students' language understanding. From this idea, it appears that the recommendation for language teachers is to direct all their students to appreciate the knowledge they already have and to instill in them a strong desire to expand their knowledge and experience so that they really understand what they are learning.
- d. Another advantage of this approach is that it reduces behavioral problems. The statement above shows that in *whole language classes*, there are usually some behavioral problems, not only because students are more actively involved in learning but because students are given the opportunity to develop self-control rather than just being subject to teacher control. Instead of controlling children by their demands, whole language teachers learn to develop communities characterized by mutual respect and trust in a society in which many decisions are made cooperatively, and students have many opportunities to make choices individually and responsibly on their own work.
- e. The advantage of this approach is to develop students' creative and critical thinking abilities. This statement confirms that students in whole language classes are thinkers and doers. They are not just passive recipients of information. However, they learn to think critically and creatively, to be able to process and evaluate the information and ideas they receive.

The obstacles experienced by teachers and students in implementing the MMBPBU learning model include (1) the motivation of teachers to implement the MMBPBU learning model is less than optimal, (2) the teacher's lack of understanding about the concept of the MMBPBU learning model, (3) students' difficulties in following the MMBPBU learning model, and (4) teachers are not usually observed by their peers.

To determine the effectiveness of the implementation of a learning model in a study, it is necessary to carry out a validation test. The effectiveness of the model can be seen from how the model is

implemented in teaching and learning activities and is measured based on the achievement of learning outcomes of students who are given MMBPBU learning model therapy. Measurement of the success of the achievement of student learning outcomes can be seen when compared with student learning outcomes with conventional learning models.

Of course, optimal learning outcomes can be achieved through a change in the implementation of learning, which can answer the problems of learning to read and write students, namely by creating creative learning steps. So that it can encourage students to improve their reading and writing skills. Several aspects of the success of implementing the MMBPBU learning model are briefly described below.

a. MMBPBU learning model is effective to improve quality Indonesian language teaching and learning activities

Implementation of the MMBPBU learning model is one of the efforts to improve the quality of Indonesian language learning processes and outcomes. Therefore, in the application in the classroom, the teacher does it with a variety of methods and interesting presentations to produce a language teaching and learning activity that is meaningful both for the teacher and for the students. Therefore, through the application of this learning model, the language competencies developed are the formation of students who are able to know and understand the meaning of words in each discourse they read, are able to interpret words, and are able to use these words in productive language activities, especially writing. The emphasis on reading and writing in this model does not mean that listening and speaking activities do not get attention. During the learning process, the emphasis on these two language skills is indeed the central point of this model. So that this model can improve reading-writing competence in particular and generally improve the quality of Indonesian language learning.

The application of this learning model also has a positive impact on teachers in using their language. The teacher uses clear language accompanied by examples that have to do with real experience or the values that students have. Clear language is a language that is understood by students. Real experiences or experiences directly experienced by students can bridge them to new things. By mastering this model, the teacher is automatically able to connect the reading and writing material being taught with the students' language life, either in the form of current or previous experiences. Students feel that the reading-writing learning activities they participate in have value, are useful and useful for their lives. Students will be encouraged to learn something if what they are going to learn is relevant to their lives, and has a clear purpose.

So, the demands of this model on teacher performance in the classroom are to improve students' Indonesian language competence. So as to produce a reading and writing learning activity that takes place interactively, inspiring, fun, challenging, motivating students to participate active, and provide sufficient space for initiative, creativity, and independence in accordance with the principles and characteristics of the development of this model.

b. The MMBPBU model is effective for improving Indonesian language competence student

The effectiveness of the MMBPBU learning model in improving students' Indonesian language competence can be seen from the analysis of quantitative data and the results of qualitative data analysis. Based on the results of quantitative data analysis shows that there is a high increase in students' language competence. This is indicated by the average posttest score of the experimental group which is higher than the average pretest score, both on the reading and writing tests as well as with the average posttest score of the control group. When compared to the average pretest and posttest scores from the two groups (experimental and control), it appears that the average posttest score acquisition is higher than the average pretest score and the difference between the two is very significant, as well as the difference in the average pretest score. the two groups are different.

So, the position of conventional learning outcomes when compared with the learning outcomes of the MMBPBU model can be described as follows. Overall, the average post-test (reading and writing) of the experimental group was higher than that of the control group (see table 1). Measurements performed using the t-test statistic showed a significant difference (.005). Thus, it can be concluded that learning using the MMBPBU model produces better results and the difference is significant when compared to learning using the conventional model.

From the results of qualitative data analysis showed a significant increase in the quality of students' language both in discussion and in the quality of their writing. This increase can be illustrated by the increase in the ability to read aloud the students who have the opportunity to appear

in front of the class. Likewise, this quality can be seen from the development of writing which is seen from the ability to express their ideas or ideas when they read the results of their essays.

c. The MMBPBU model is effective for improving the professional competence of teachers through collaboration with peers

The implementation of the MMBPBU learning model can improve the professional competence of a teacher. This implies that this model encourages teachers as people who are at the forefront of implementing the learning process in schools. So, the teacher is the person who is most responsible for the quality and meaning of the learning process in the classroom, as well as the purpose of the model itself.

The implementation of this learning model has a positive impact on the teaching and learning process for reading and writing in elementary schools. This is shown from the results of observations of model teachers whose performance is quite high. The teacher is able to cultivate children's habits to study hard, practice reading and writing, generate a love for books, and be able to encourage children to work diligently on writing assignments. With such learning, it is at least patterned (1) the development of the formation of language behavior; and (2) development of basic literacy skills. Teachers are also able to apply varied teaching methods in the learning model, so that students feel comfortable in class and feel at home to learn, creating a monotonous learning atmosphere into an atmosphere full of dynamics, creative, and fun.

Thus, the application of this model is useful for improving teacher performance in the Indonesian language learning process and improving students' language skills. All of this is an effort to provide a way towards increasing professional achievement to empower all components of Indonesian language education in schools. All this information is obtained from observations, in connection with that collaboration with colleagues is very necessary.

K. Conclusions, Implications, and Recommendations

1. Conclusion

Based on the results of the research and discussion, the following conclusions can be drawn.

First, the basic reading and writing competencies required by the curriculum to be mastered by students include finding the main idea of a text that is read at a speed of 75 words per minute and writing an essay based on experience by paying attention to word choice and spelling use.

Second, the implementation of an integrated approach suggests that Indonesian language teaching be based on *Whole Language* insights, namely language learning insights which essentially suggest that Indonesian language learning activities be carried out in an integrated manner between reading, listening, writing, and speaking. With this concept, in the long term, the target of mastery of discourse can be achieved.

Third, the PBU MMB learning model as a model developed in this study has the following characteristics (1) reading as a tool for learning (*reading for learning*), not just (*learning to read*), (2) writing as a tool for expressing and conveying ideas. , (3) Class as a place to practice writing, reading, and speaking in Indonesian, (4) the implementation of the model is based on five main steps, namely preparation, presentation and processing, *whole language application* , assessment and reflection, and (5) in model implementation. emphasizing on reading and writing exercises, which is the dominant factor influencing the development of the MMBPBU learning model.

Fourth, the use of the MMBPBU model can increase the effectiveness of implementing the education unit level curriculum (KTSP) in the process of teachers training students in reading and writing. This is proven by an increase in the average score of students starting from the results of the first test (pretest) reading and writing in the trial to the test (post-test reading and writing) in the validation test. There is a very significant difference in learning achievement between before and after the implementation of the MMBPBU learning model in the Indonesian language learning process. After the learning model was tested, students got a higher score than before the learning model was tested.

Fifth, the MMBPBU learning model is simple and not difficult to implement by teachers in any elementary school, so it has a fairly high level of applicability. The theoretical integration of this model is based on a combination of theoretical models introduced by Goodman, El-Kouman, and others, namely the whole language learning *model*. This *whole language learning model* by Goodman was developed based on meaningful learning theory and constructivism so that the application of this model is aimed at developing students' language skills. Thus, the learning model developed in this study can increase the effectiveness of MMBPBU learning and its relevance to curriculum demands.

2. Implications

From the results of this study, theoretical implications and practical implications can be raised. These two implications can be described as follows.

a. Theoretical Implication

Theoretically it can be stated that reading and writing are closely related to each other. Because these two skills are one area in written language skills. Reading skill is a receptive written language skill, while writing skill itself is a creative product. A writer before producing a creative product he first goes through the stages of the creative process. Thus, it can be stated that teaching writing is closely related to the development of one's creativity. It can even be said that teaching writing is closely related to the development of one's creativity. It can even be said that teaching writing held in schools and universities must pay attention to this creative dimension. Creative people are people who have the ability to create new expressions and the ability to accept them.

The finding of a positive and significant relationship between students' reading and writing abilities, illustrates that students are able to think in both skills. One-sidedly it can be said that they master the two skills equally. In this study, literacy refers to the level of language development of students. This shows that the very significant contribution of reading and writing skills to creative thinking skills puts students in an important position for the development of their creative thinking skills. In this study, it refers to the ability to create new expressions and the ability to accept them. This shows that there is a positive relationship between written language skills and creative thinking skills.

b. Practical Implications

From the results of this study, it can be stated that the MMBPBU learning model is closely related to the teacher's ability to manage the teaching and learning process, especially the reading and writing skills of 5th grade elementary school students. The implication of this model is that if you want to improve students' writing skills, they must be balanced with efforts to improve their reading skills. If these two things can be improved, students will automatically familiarize themselves with reading and writing activities.

So that students are familiar with reading and writing activities, reading and writing learning can be designed with a whole language approach *which* in the learning process instills more creative thinking habits. To be able to read and write well, students need to master vocabulary. So, vocabulary is essential in reading and writing activities, especially in word meaning, sentence meaning, and discourse meaning (reading), word selection, sentence use, and writing mechanics (writing). Regular reading and writing exercises have a very big role to improve language skills and creative thinking. Thus, reading and writing are not just language activities, but also as a tool for thinking and a forum for conveying the results of thoughts.

The results of the study proved especially in the control class that there were still some weaknesses in students' writing, both from the logical and linguistic aspects. Although the ability of students' logical aspects, on average, is moderate. but in reality, students still have difficulty in expressing the ideas they have in mind into written form. Students have not been able to develop their ideas regularly and continuously. This implies that in the teaching and learning process of writing, teachers must strive to grow and improve students' critical and creative thinking skills and apply appropriate learning models.

The weakness of the control class students in reading can be seen from the reading test results. In average, the level of students' reading ability is moderate. This means that the average student has not been able to connect the words or ideas in the reading into a unified whole of meaning. This situation implies that students still need guidance and direction in utilizing their thinking potential.

The control class students' ability in linguistic aspect on average is moderate. This shows that students have not been able to master the language, as can be seen from the inappropriate choice of words, sentences that do not match the sentence pattern, and inaccuracy in the use of spelling and punctuation. This condition can cause students to encounter obstacles in completing written assignments, such as writing letters, compiling speeches, making reports, and others. This implies that learning to write is related to language acquisition. Therefore, elementary school teachers must always foster and train students in terms of the ability to use words, use sentences, and write mechanics. One alternative is to apply the MMBPBU learning model.

3. Recommendations

Finally, to close this research, the following recommendations can be made:

- 1) A reading and writing learning model that emphasizes aspects of students' language experience must be developed by the teacher. In reality, this aspect of language experience in learning to read

and write is still not touched by some elementary school teachers. In fact, reading and writing are embodiments of strategies to increase literacy.

- 2) The ability to read and write is closely related to the ability to think creatively as developed by the *whole language approach*, so it is necessary to develop creative thinking patterns in teaching reading and writing. Therefore, reading and writing are not only language activities, but also as a tool for thinking and a forum for conveying the results of thoughts. Advocating reading and writing exercises in an integrated and regular manner to students has a very big impact on increasing their creative thinking skills. The ability to think creatively can encourage the development of other potentials that exist in students.
- 3) The ability to read and write should be directed not just reading at a speed or writing for imaginative essays or other types of essays. The ability to read and write should also not be directed at just training and developing reading speed, the ability to choose words, make sentences, combine paragraphs or just a writing rule. However, the ability to organize the information they get. Thus, learning to read and write is also a medium for developing students' reasoning abilities, no matter how simple the level of abilities developed.
- 4) Students' incompetence in the mechanical component of writing essays must be found for the reasons, both for the students themselves, on the part of the teacher and for the method or model of learning to write.
- 5) Assessment of essays should be carried out comprehensively both in terms of logic and linguistic aspects. It is very good to see the ability to write essays as a whole. In other words, the teacher should analyze and examine the essay with these two aspects.
- 6) Language learning, especially reading and writing, will face greater challenges if non-language teachers do not pay attention to the language of their students. In other words, teachers should realize that at least they play a very important role in fostering students' written language.
- 7) Class teachers or teachers in the field of Indonesian language studies in elementary schools should prepare themselves as early as possible before carrying out the teaching and learning process of reading and writing, because the planned preparation before teaching is one of the success factors of teachers in carrying out their duties. In addition to thorough preparation, classroom teachers or teachers in the field of Indonesian language studies should also develop the creativity of their students and combine it with appropriate teaching methods and techniques. And, what is more important is that the class teacher or teacher in the field of Indonesian language studies should place more emphasis on the aspect of language experience by providing as many opportunities as possible for students to use the language during the teaching-learning process of reading and writing.
- 8) Principals in elementary schools should supervise teachers not only on teacher administration, but also supervise the teaching and learning process carried out by their teachers, especially in Indonesian subjects. This is important to do by the principal because the results of learning Indonesian will determine whether the results of learning other subjects are good or not. Because the basic ability to read, write, and count is a fundamental ability that must be mastered by students.

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