

**INDONESIA LANGUAGE SKILLS MAP ELEMENTARY SCHOOL
STUDENTS PHASE 1 IN THE BOOK "AKU BISA" SOFIE DEWAYANI**

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ABSTRAK

Tujuan dalam penelitian ini yaitu untuk menganalisis dan mengidentifikasi keterampilan berbahasa siswa fase A kelas 1 dalam buku Bahasa Indonesia *Aku Bisa* yang ditulis oleh Sofie Dewayani. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan jenis studi kepustakaan. Jenis penelitian kualitatif ini tidak melibatkan peneliti dalam pengumpulan data di lapangan secara langsung. Pendekatan kualitatif adalah metode penelitian yang berfokus pada pemahaman mendalam dan interpretasi makna dari data. Penelitian kepustakaan adalah penelitian yang dilaksanakan dengan menggunakan literatur (kepustakaan), baik berupa buku, catatan, maupun laporan hasil penelitian terdahulu. Penelitian ini berfokus pada analisis sumber-sumber literatur yang ada. Data penelitian ini dikumpulkan dengan membaca berulang secara intensif, mencatat, dan memberi tanda pada bagian-bagian yang termasuk ke dalam keterampilan berbahasa Indonesia. Adapun teknik yang digunakan untuk menganalisis data dalam penelitian ini yakni teknik analisis isi atau konten. Hasil penelitian menunjukkan bahwa dalam buku Bahasa Indonesia *Aku Bisa* SD Kelas 1 terdapat 6 keterampilan berbahasa Indonesia, yaitu (1) menyimak, (2) membaca, (3) berbicara, (4) menulis, (5) mengamati, dan (6) menirukan dan melakukan. Keterampilan berbahasa dalam buku ini membentuk pola dan menunjukkan penekanan prioritas terhadap keterampilan yang diajarkan kepada siswa fase A kelas 1. Melalui penelitian ini, para pendidik diberikan gambaran terkait keterampilan berbahasa apa saja yang penting untuk diberikan kepada peserta didik dengan mempertimbangkan perkembangan dan kebutuhan belajar bahasa Indonesia.

Kata kunci : *keterampilan berbahasa, fase A, Aku Bisa*

ABSTRACT

Goals this research to analyze and identify the language skills of phase A class 1 students in the Indonesian book Aku Bisa written by Sofie Dewayani. The method used in this research is a qualitative method with a type of literature study. This type of qualitative research does not involve researchers in collecting data directly in the field. A qualitative approach is a research method that focuses on in-depth understanding and interpretation of the meaning of data. Library research is research carried out using literature (libraries), whether in the form of books, notes or reports of previous research results. This research focuses on analyzing existing literature sources. This research data was collected by intensive repeated reading, taking notes, and marking the parts included in Indonesian language skills. The technique used to analyze data in this research is content analysis technique. The results of the research show that in the Indonesian language book Aku Bisa SD Class 1 there are 6 Indonesian language skills, namely (1) listening, (2) reading, (3) speaking, (4) writing, (5) observe, and (6) imitating and doing . The language skills in this book form a pattern and show priority emphasis on the skills taught to phase A class 1 students. Through this research, educators are given an overview of what language skills are important to give to students by considering the development and needs of learning Indonesian.

Keywords: *skills language, phase a, I can*

INTRODUCTION

In the world of education, learning must have aspects to help achieve achievements. Every lesson in the course, of course, has its own aspects, including in the field of language. Language skills are one important aspect that supports the learning process. The Indonesian Language Text Book "Aku Bisa" for grade 1 elementary school students, written by Sofie Dewayani, is the focus of this study. This study aims to analyze and identify language skills that are integrated into the book, especially for phase students. Through a qualitative method approach with this type of library study, this study avoids data collection directly in the field but instead prioritizes deep understanding of the material there.

Literature research allows researchers to explore further relevant literature, including books, records, and reports of existing research results. This process

involves intensive readings, records, and marking of segments that reflect Indonesian language skills. The analysis technique uses Tekni to read and record data while analyzing the data using content analysis, which is the main tool in parsing and understanding the data obtained.

The initial results of this study showed six Indonesian language skills contained in the book "Aku Bisa," namely: listening, reading, talking, writing, mimicking, and doing. This article will describe more about how these skills are presented and the percentage of language skills in the book.

DISCUSSION

In the big Indonesian dictionary (2016), the language means the arbitrary sound symbol system, which is used by members of a society to work together, interact, and identify themselves. Muzni Ramanto and Wikdati Zahri (1991: 1) State skills, or deft, are the intelligence to do something quickly and correctly. Someone who can do something quickly but is wrong cannot be said to be skilled. A person who is skilled in a field does not hesitate to do the work, as if it will never think about it; there are no more difficulties inhibiting.

My book can be designed to form a systematic pattern with an emphasis on the priorities of Indonesian language skills. This book is in accordance with the independent curriculum that is applied in the Indonesian education system. My book can be aimed at the stage of language development in children in grade 1 elementary school.

In this book, there are two categories of Indonesian language skills: receptive and productive. Receptive-language skills are:

1. Receptive skills

a. Listening

The main focus of this language skill is fixed on hearing, where this skill involves understanding and interpretation of information heard. In the process, listeners must pay attention, process, and understand the information delivered.

b. Read

In the process, someone is required to understand the available written text. This requires the ability to understand words and integrate them into wider meanings. The goal is that the reader can imagine and understand the written text easier.

c. Observe

Local skills Observation includes complex language skills, where this skill involves many aspects. Observing involves the ability to distinguish sounds that

distinguish meaning in the target language. These skills also include the ability to recognize special words and understand the meaning of the words heard. Observing language is not only limited to verbal aspects but also involves analysis of nonverbal contexts. This includes paying attention to body language, facial expressions, and other elements that can provide instructions on the meaning or speaker's intention. After understanding the message delivered, one must be able to respond both in the form of expression, actions, and verbally. These skills are also included in the skills that develop critical thinking. This skill can help someone develop other language skills, namely reading, writing, and talking.

2. Productive-language skills

a. Talk

The use of this skill is in oral language, which is then used to convey feelings, thoughts, and information to others. This skill requires a more complicated process, namely the use of the right words, the use of correct grammar, the appropriate intonation, and a respective reflex.

b. Write

These skills are contrary to reading skills that focus on understanding written text, while writing skills involve using language to communicate feelings, thoughts, and information. This skill requires a good understanding of the authority structure and clear and logical text.

It can be seen that language skills are very important to apply, because if we do not have language skills, we cannot express our thoughts, express our feelings, declare our will, or provide information. On the other hand, we also cannot understand the thoughts, feelings, ideas, and facts submitted by others.

In real life, this language skill has actually been implemented early. Where the toddler has also begun to be taught to listen to and speak. Therefore, language skills are not only important to be applied to language learning, but they also have an impact on everyday life and in the future.

c. Mimic and do

These language skills are the beginning of language acquisition. Mimicing, which can also be called imitation, is the process in which a person is also called imitation, namely the process in which a learner hears and repeats the sound, said, or phrase spoken by speakers. This is why this language skill is the beginning of language acquisition for children who are learning to talk.

By imitating, learners can also imitate language, tone, or rhythm, such as those in regional languages that have characteristics of intonation and their tones. While

doing is a process where a learner starts applying the vocabulary he imitates into real communication, like when chatting with friends, parents, or society.

In fact, both adults and children are often carried away by language accents when they move or settle in an area within a certain period of time. This can happen because humans tend to imitate and do something around them to make adjustments.

In the book I could be by Sofie Dewayani, designed for grade 1 elementary school students and following the independent curriculum, This book aims to develop Indonesian language skills through a pleasant and interactive approach. From the analysis of the book, it can be seen that this book provides various activities designed to improve student-language skills. These activities include:

a. Listening



Figure 1. Learning listening skills.

The content listed above is on pages 3–7 in the Indonesian book "Aku Bisa." In elementary school, class 1, we learn to listen to the substance of pictorial story material.

b. Read



Figure 2. Learning reading skills

The content of the above is on pages 8–9 in the Indonesian book "Aku Bisa." Elementary School Class 1 presents reading and learning with substances, recalling letters.

c. Talk



Figure 3. Talking learning

The content read above is on page 96. In the Indonesian language book "Aku Bisa," elementary school class 1 presents learning to talk to the substance and observing images with friends.

d. Write



Figure 4. Writing learning

The content written above is on page 11. In Indonesian books, "Aku Bisa," elementary school class 1 presents learning writing with the substance of product making.

e. Observe



Figure 5. Observing learning

The content observing above is on page 13 in the Indonesian book "Aku Bisa." Elementary School Class 1 presents learning observing with image substance.

f. Mimic and do

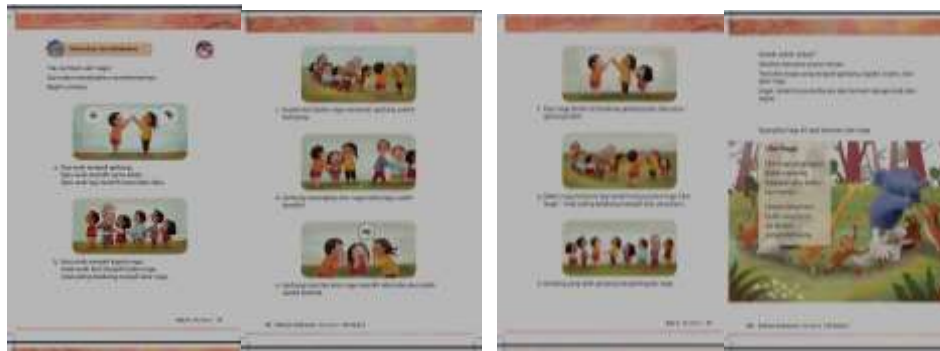


Figure 6. Mimicing and doing learning

Content imitating and doing above, pages 97–100 In Indonesian books, "Aku Bisa," elementary school class 1 presents observing learning and imitating with the substance of instructions and images that will be exemplified by the teacher and imitated and carried out by students.

Content: Related content about language skills is raised in several parts of the initial material to the last, along with the number of emergences of the content:

Table 1. Indonesian language skills portions in books *Aku Bisa*

No.	Skillfulness	Emergence
1.	Listening	13
2.	Read	24
3.	Talk	19
4.	Write	10
5.	Observe	11
6.	Mimic and do	3

From the table view above, it can be seen that the type of Indonesian language skills that often arise are reading skills, followed by speaking, listening, observing, writing,

mimicking, and doing. The author concludes that the emphasis on certain skills in this book reflects the learning priorities that are considered important for students at that age. As on reading skills, there is more space, and the activities are based on other language skills. The emphasis on language skills in this book also provides insight into teachers regarding teaching priorities by adjusting the development stage and their learning needs. With this, educators can make a more effective and planned learning design in accordance with the teaching methods that will be used with the aim of supporting the effectiveness of language skills.

CONCLUSION

The results of the analysis of this study showed that there were six language skills that were categorized into two groups, namely receptive and productive language skills. This study produces data in the form of skill descriptions, evidence of the appearance of language and table skills and tables, and a percentage explanation of the appearance of language skills. The weakness of this study is that it only shows evidence of limited content and does not cover the effectiveness of the content-language skills contents in the book. The hope of this study is to provide an illustration to educators related to any language skills that are important to be given to students by considering the development and learning needs of Indonesian.

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