

IMPROVING BEGINNING READING ABILITY THROUGH ALPHABETIC SMART CARD MEDIA IN CHILDREN AGED 4-5 YEARS TKIT CENDIKIA PURWAKARTA

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Abstract. This study aims to improve beginning reading skills at TKIT Cendikia. This research is motivated by several factors, one of which is the less attractive learning concept because the teacher is not precise in choosing and applying effective reading methods, the media used is also not varied. The purpose of this study was to describe the increase in the beginning reading ability of TKIT Cendikia Purwakarta students by using alphabet smart cards as media. The methodology in this study used classroom action research through the planning, action, observation and reflection stages which were carried out in 2 cycles starting with pre-cycle action. The subjects of this study were TKIT Cendikia Purwakarta students with a total of 10 students. The results of this study indicate that the use of word card media is proven to be able to improve the beginning reading skills of TKIT Cendikia Purwakarta students. This can be seen from the results of several studies conducted by researchers at the pre-cycle stage, which averaged 60%. In cycle I it reaches 70% then in cycle II with an average increase of 90%. It can be concluded that through the alphabet smart card media it is able to improve the ability to read beginning in group 4-5 year students at TKIT Cendikia Purwakarta.

Keywords: early reading skills, smart card media, children aged 4-5 years

INTRODUCTION

Education is an important need at this time for everyone and everyone has the right to get their right to get an education that is appropriate and according to their needs, therefore now the important role of a teacher is to carry out education for people in villages and cities, rich and poor. Therefore the teacher's duty is to realize a fair and equitable education and develop effective and efficient learning, so that the learning material delivered can be easily absorbed by students and the expected learning objectives can be easily achieved. With the development of this learning strategy it is intended as an effort to create conditions that can have an impact on the lives of students so that students are able to achieve satisfactorily, therefore learning activities require the seriousness of the teacher. that match the material presented so that learning is interesting and in using media so that it can activate students so that learning is no longer conventional learning.

The school is the center of all learning resources that function to prepare students so they can be involved in social life, in this case the teacher is only a facilitator for students. In this school education is given by a teacher to his students. In the development of learning that is being carried out at this time there are many problems regarding the lack of interest of students in participating in the learning process, so that many learning objectives that should be achieved and mastered by students are not in accordance with the expectations desired in learning indicators. In all subjects students are always required to master both theory and its application in everyday life, always starting with reading skills. But in reality, not everything that is expected by the curriculum can be achieved. (Konrad, 2009).

The ability to read means the child's ability to see or understand the contents of what is written by speaking or reciting a word. This is in line with viewing reading as a process to understand the meaning of a piece of writing. The process referred to in reading is the restatement of an activity starting from the introduction of letters, words, expressions, and sentences as well as connecting with their sound and meaning (Talitha et al., 2019). Beginning reading emphasizes conditioning the child to enter and get to know the reading so that they have not yet reached a deep understanding of the reading material. Beginning reading is an integrated unit of activity which includes several activities such as recognizing letters and words, associating them with sounds, their meanings, and drawing conclusions about the purpose of reading (Nurbiana Dhieni, 2008).

Reading at an early level or beginning reading can be given to children in Kindergarten. This depends on the child's readiness to read. The signs of a child who has 12 reading readiness are being able to understand spoken language, being able to pronounce words clearly, being able to remember words, being able to pronounce letter sounds, having shown an interest in reading, and being able to distinguish sounds or sounds and objects well (Nurbiana Dhieni, 2008). Some of the meanings above can be concluded that early reading is a programmatic process of recognizing reading that is intended for early childhood. Seeing this, early childhood can already be taught to read but it must be in accordance with the child's development/without coercion and in a fun way because the most important issue is the method used to learn it so that children perceive their learning activities as playing. Meanwhile, in this study, what is meant by reading is the child's ability to pronounce letter sounds, distinguish letters, name objects that have the same initial letter sound, understand the relationship between sound and letter (by connecting writing with the symbol that represents it), name words that have the same initial letter, and pronounce the word clearly (M. Fadlillah, 2017).

In the preschool period, children are stimulated to be able to read, according to Steinberg, early reading is reading taught programmatically to preschoolers. This program is a daily focus on words intact, meaningful in the personal context of children and materials provided through interesting games and activities as a medium of learning. According to Dhieni, beginning reading is reading that is taught in an integrated manner that focuses on recognizing letters and words, associating them with sounds. Meanwhile, according to Darmiyati Zuchdi and Budiasih, reading is given in stages, namely first reading and reading. The ability to read at the beginning of reading is very influential on the ability to read further. As the ability that underlies the next ability. Beginning reading skills require the teacher's attention because if the foundation is not strong, the next stage will experience difficulties. The ability to read by everyone who wants to expand knowledge and experience, enhance thinking power, sharpen reasoning to achieve progress and self-improvement (Nurbiana Dhieni, 2008). Therefore, however, the kindergarten teacher must be serious so as not to find problems that should not occur so that children entering elementary school have adequate basic reading skills. To carry out properly requires planning such as: materials, methods, or development. Based on the description above, it can be concluded that beginning reading is reading carried out in kindergarten which is carried out programmatically for preschool children starting with introducing letters and symbols of writing which focuses on aspects of the accuracy of voicing writing, proper pronunciation and intonation, smoothness and clarity of voice.

Alphabet smart card media is an alternative for educators to overcome the problem of beginning reading. To attract attention, alphabet smart cards are made containing letters of the alphabet strung together using pebbles so that they can distinguish and remember easily. Card media is one of the ideas for conveying conceptual opinions in written form. Meanwhile, the picture is an important visual tool and easy to get and concrete with the problem it describes. Picture cards can be used appropriately to introduce the concept of beginning reading to children aged 4-5 years with the alphabet as the symbol. According to Piaget, children at this age are in a concrete pre-operational period, which means that children can develop language skills with real objects as symbols such as picture cards (writing) (Suryani et al., 2018). The results of observations made by researchers at the Scholars Kindergarten show that the low ability to read at the beginning of children is due to the lack of innovation provided by the teacher so that the learning provided is very monotonous, the lack of innovation provided by the teacher so that researchers are interested in conducting research with the title increasing the ability to read beginning through card media letters of the alphabet in TKIT Scholar.

RESEARCH METHOD

This study uses a special Classroom Action Research (CAR) methodology to identify and deal with problems in learning to read in the beginning. This research has the meaning of a research that requires action to overcome problems in the field of education and is carried out in classes / schools to improve and improve the quality of learning. The strategy used is practice, with repeated practice reading will quickly become fluent. The design of this research is planning, action, observation and reflection. The data were obtained from resource persons: Students and Teachers of TKIT Cendikia Purwakarta, value archives, observation results, study results and research plans.

In this study, researchers used classroom action research with two stages of the cycle which began with pre-cyclical actions in three meetings in each cycle. Each cycle the researcher designs plans, actions, observations and reflections to get the best results. Each technique has its drawbacks but can be supported by other techniques, so that they can complement each other. Interviews are a technique of collecting information through direct communication with respondents (teachers, students, other people who are questioned). The data were analyzed properly (descriptive technique) then from the results of the analysis carried out actions to 1) use appropriate learning media in order to overcome difficulties in learning to read at the beginning; 2) Describe how to use alphabet smart card media; 3) Resolving the obstacles found in the use of alphabet smart card media.

RESULT AND ANALYSIS

In pre-cycle activities the researcher made observations or observations to determine the level of children's initial reading ability before implementing the alphabet smart card activity. It turns out that children's initial reading ability is still low. So far, in providing early reading learning that is used is a magazine, with the situation being done repeatedly, it makes children feel bored and bored. Based on the results of initial observations of children's initial reading ability, it was obtained that the average percentage of children's initial reading ability was just starting to develop. The results of pre-cycle activities can be seen that the average success of children is 60% or as many as 6 children out of 10 children begin to develop. So, there is a need for action efforts so that students' reading skills increase, namely with the actions of cycle I.

After the researcher planned the activities carried out in cycle I, namely by preparing a Learning Plan that was adjusted to the Weekly Learning Implementation Plan (RPPM) adjusted to the Theme and Sub-Theme, then prepared alphabet smart card media, worksheets, teacher and child assessment instrument sheets and evaluation sheets each stage of the assessment to find out the results of the classroom action research. With the hope that through the alphabet smart card media students' reading skills will increase so as to affect student learning outcomes. Stage of Implementation of Cycle I Actions, learning activities carried out for 3 meetings. At the end of the first cycle of learning activities, the average success of the child was 70% with the ability to develop as expected. Based on the results of observations in cycle I, it shows that the initial reading ability of children in the 4-5 year group has increased gradually.

In cycle II, it is a continuation of the actions of cycle I with efforts to increase the success of children in the lack of action in cycle I. The stages carried out are the same as cycle I starting with planning, implementing, observing and ending with reflection. The actions taken in cycle II were similar to cycle I, in the core stages of learning activities, preparation and identification of the problems that occurred were carried out. This refers to reflections on cycle I. After the problem is obtained, the right solution is given to regret the problem. In cycle II activities carried out 2 meetings. Activities carried out at the planning stage of the researcher prepared a Daily Activity Plan (RKH) for 2 meetings. The core activity of the First Meeting in Cycle II consisted of mentioning the symbol of the sound of letters contained in the alphabet smart card media, then the teacher took the card according to the sub-theme in the First Meeting of Cycle II, namely chicken, then the children mentioned words or nouns that had phonemes "a" around the child, then the

teacher shows picture word cards that start with "be" such as ducks, eels, grasshoppers, and bears. The child sticks the alphabet smart card under the corresponding picture card. If correct, the child will be rewarded in the form of a star and stick it on the achievement board. At the end of the activity the teacher invites the children to discuss the activities that have been carried out for 1 day. Before going home the children are invited to sing to be more enthusiastic, then continue with a prayer after learning and close with a closing greeting. At the cycle II meeting, the average success in this cycle was 90%, it developed very well. In the action cycle II, 9 out of 10 children already understood playing activities with alphabet smart card media and the children already knew the shapes and sounds of the letters in the initial reading process.

From several kinds of teacher efforts it is felt that there is an increase for students in improving their initial reading skills. The teacher is already maximal in conveying material to children. However, the media provided are not yet varied so that it makes children not motivated to take part in learning. Based on the results of observations in the pre-cycle, the results of the initial research showed that 60% of children had the ability to read at the beginning of the developmental stage. After the implementation of early reading activities using alphabet smart card media in cycle I, the researcher noted an increase of 70% or the average child's initial reading ability developed as expected. After the improvement was carried out in cycle II, there was a satisfactory increase, 90% of children with an average initial reading ability developed very well. The increase is seen compared to cycle I. This is because the children feel happy and enthusiastic in participating in reading activities that use smart card media. In addition, the teacher can take a directed approach to each individual appropriately and the teacher also always motivates and encourages children to participate in reading activities by using alphabet smart cards. This causes the child's initial reading ability to increase. Research conducted by Inawati (2010; 8) shows that there has been an increase in interest in knowing the concept of numbers by playing with manipulative media.

CONCLUSION

Based on the results of research conducted at the pre-cycle stage, cycle I and cycle II, it can be concluded that using alphabet smart card media can improve the initial reading ability of class A (An Nahl) TKIT Cendikia Purwakarta academic year 2022/2023. This can be seen from the results of the analysis of children's reading learning using a blackboard, seen at the pre-cycle stage of 60%, which means that children's reading skills are at the stage of starting to develop. In cycle I the average success was 70%, this means that children's reading skills are developing as expected, and in cycle II there is an increase in children's reading skills reaching 90%, which means that children's reading skills have developed very well. Thus, this study succeeded in improving children's early reading skills through the media of alphabet smart cards.

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