



Developing Early Reading Ability Of Early Childhood Through A
Setting Of Letters Cards On Objects In Group B At TK Tunas Bawang,
Lapandewa District, South Buton Regency



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Abstrak

Penelitian ini bertujuan mengembangkan kemampuan membaca permulaan anak melalui permainan kartu huruf. Jenis penelitian ini adalah jenis penelitian tindakan kelas menggunakan model Kurt Lewin meliputi: perencanaan, pelaksanaan, pengamatan dan refleksi. Tindakan ini dilakukan dua siklus setiap siklusnya dua kali pertemuan dengan subjek berjumlah 16 anak pada kelompok B TK Tunas Bawang. Objek penelitian berfokus pada pengembangan kemampuan membaca permulaan anak melalui permainan kartu huruf. Metode pengumpulan data berupa observasi, wawancara, dan dokumentasi. Data dianalisis dengan teknik deskriptif kualitatif dan kuantitatif berupa persentase hasil observasi. Hasil penelitian menunjukkan bahwa terjadi peningkatan kemampuan membaca permulaan hal ini dapat dilihat dari sebelum tindakan 40%, pada siklus I meningkat menjadi 64,06%, pada siklus II meningkat sebesar 90,95%. Peningkatan kemampuan membaca permulaan terlihat dari anak mampu menyebut simbo-simbol huruf yang dikenal, mampu menyebut dan mengelompokkan huruf vokal dan konsonan, mampu menyebut dan mengelompokkan gambar, mampu merangkai huruf menjadi kata yang bermakna, dan mampu memahami makna gambar

Abstract

This research aimed to develop early reading ability of early children through letter card games. This type of research is a type of classroom action research using Kurt Lewin's model including: planning, implementation, observation and reflection. This action was carried out in two cycles, each cycle in two meetings with the subject of 16 children in group B of Tunas Bawang Kindergarten. The object of research focused on developing children's early reading skills through letter card games. The data collection methods covered observation, interviews, and documentation. Data were analyzed by qualitative and quantitative descriptive techniques in the form of percentages of observations. The results showed that there was an increase in early reading ability which can be seen from 40% before the action. In the first cycle, it increased to 64.06% and in the second cycle, it increased by 90.95%. The improvement in early reading skills can be seen from the child being able to mention letter symbols, being able to name and grouping vowels and consonants, being able to name and grouping pictures, being able to combine letters into meaningful words, and being able to understand the meaning of pictures.

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INTRODUCTION

Early childhood is a child as a pre-school age whose growth and development is very rapid and sensitive. Early childhood 0-6 years need to get coaching efforts because that age is a golden age for children. According to (Suyadi, 2009:14), it is well-known as the golden age because early childhood is a period of growth and brain development that has reached 80%. During this period of growth (golden age), it is very possible for children to develop all aspects of their development. Slamet (2005:31) stated that the development area of PAUD is the totality of the potential of the child or the whole child. The development areas include physical-motor, moral-social, emotional and language. All aspects of development are important to be developed properly so that children grow and develop optimally.

The language development of early childhood as a whole includes various aspects including: listening, speaking, writing, and reading skills. One of the aspects of language development is reading. Reading is a complex process, meaning that there are many aspects and many factors that influence it. The ability to read is a very fundamental ability because the ability to read is the basis for developing other abilities. The ability to read in Kindergarten is known as the beginning reading ability, developing aspects of beginning reading skills should be done through learning activities while playing, and playing while learning (Aprinawati, 2017:73).

The media used is by utilizing surrounding objects as a medium for learning beginning reading through a number of letter cards as a tool to develop reading by seeing and remembering the shape of letters and pictures accompanied by writing from the meaning of the pictures on the cards. (Susanti et al., 2021: 1989) explained that one of the most effective ways in the learning process in the classroom is the teacher must provide interesting media to children.

The observation that the researcher made in the place where the researcher taught, the researcher found problems with the undeveloped reading ability of children, such as children not being able to name the symbols of the letters requested, children not being able to name and classifying vowels and consonants, children not being able to name and grouping pictures, children have not been able to combine letters into meaningful words, and children have not been able to

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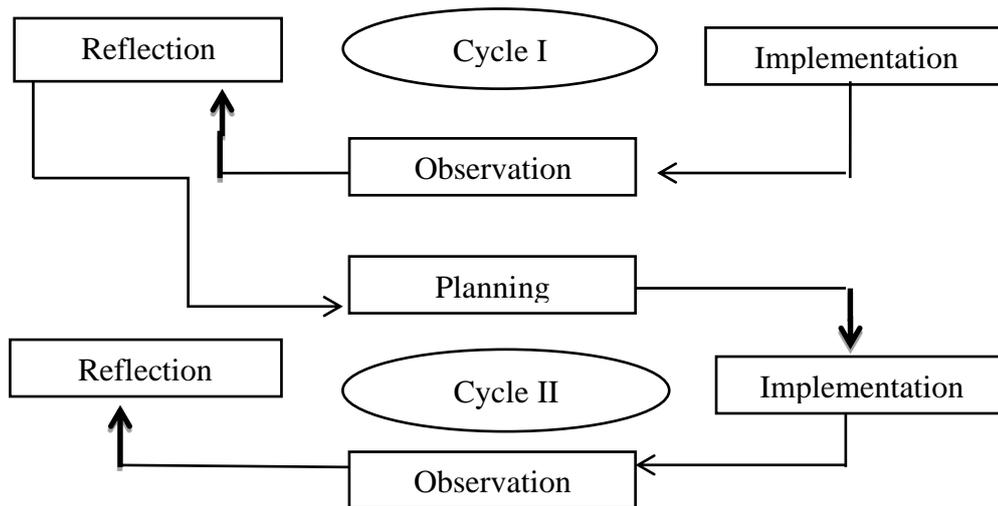
understand the meaning of picture. The media used by teachers in developing children's beginning reading skills have not varied, teachers only use children's worksheets (LKA) and blackboards as teaching material and learning tool, so that children's ability to read early has not developed optimally.

Based on the existing problems above, the early reading ability needs to be developed optimally. The researchers aimed to improve children's early reading skill by using interesting educative learning media, namely the game of combining letter cards around objects. Through the game, children were asked to guess what pictures of objects are and assemble the letters into a word, so that children have an enthusiastic curiosity to know and active in the learning process.

RESEARCH METHODOLOGY

This research was the type of action research in the form of classroom action research. Classroom Action Research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together (Suharsimi Arikunto, 2006: 91). The research model chosen in this classroom action research is a cycle model. The model developed by Kurt Lewin (in Suharsimi Arikunto, 2006: 92) was based on the concept that in one cycle consists of four components, namely planning, action, observation, and reflection. The research is located in Tunas Bawang Kindergarten, Lapandewa Kaindea Village, Lapandewa District, South Buton Regency. The research subjects in this study were 16 children in group B aged 5-6 years in Tunas Bawang Kindergarten, 7 boys and 9 girls, in Lapandewa Kaindea village, Lapandewa sub-district, South Buton Regency.

Research Procedure



Picture 1. Research procedure by Kurt Lewin Model

Data analysis technique

Data collection technique is ways that can be used by the researchers to collect data. Data collection technique used in this research included observation, interview, and documentation technique. To find out the increase in children's early reading ability, the formula was implemented according to (Sudijono, 2017: 43) as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

P : Percent value sought or expected

F : Raw score obtained

N : The ideal maximum score of the existing value

100 : Constant

RESULT AND DISCUSSION

Pre-cycle result

Based on observation in the learning activities that have been presented, it can be seen that learning was less done with a pleasant atmosphere and the media was less interesting and having essence of playing so that children get bored quickly. The early ability data before the action was also obtained through the data

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owned by the teacher. The following is a table of result observation of early reading ability before action.

Table 1. The Achievement of Early Reading Ability of Pre-Cycle

No	Early Reading ability Indicator	Percentage of Pre Cycle
1	Mentioning the known letter symbols	37.5%
2	Mentioning and grouping vocal and consonant letters	42.19%
3	Mentioning and grouping picture	39.1%
4	Arranging letter into meaningful word	35.93%
5	Understanding the meaning of picture	45.31%
6	The average child's achievement	40%

The table above illustrates out of 16 children who became object of research on early reading ability in terms of mentioning known symbols, 8 children have not developed and 8 children began to develop (37.5%). The indicator of mentioning and grouping vowels and consonants letter showed 42.19%, namely 5 children have not developed and 11 children began to develop. The indicator of mentioning and grouping picture showed 39.1% including 7 children have not developed and 9 children began to develop. The indicator of arranging letters into a meaningful word showed 35.93%, namely 9 children have not developed and 7 children began to develop. The indicator of understanding the meaning of the picture showed 45.31%, namely 3 children have not developed and 13 children began to develop.

Cycle I

The results obtained from cycle 1 activity seen from the average child's achievement in the table 2 illustrate that out of 16 children who became the subject of research, the early reading ability on the indicator referring to the symbol-symbol known, there were 8 children who began developing and 8 children develop as

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expected (62.5%). The indicator mentioning and grouping vowel and consonants showed 64.1%, namely 7 children began to develop and 9 children developed as expected. The indicator mentioning and grouping pictures showed 65.62%, namely 6 children began to develop and 10 children developed as expected. The indicator of arranging letter into meaningful word showed 60.93%, 9 children began to develop and 7 children developed as expected. The indicator of understanding the meaning of the picture showed 67.7%, namely 5 children began to develop and 11 children developed as expected.

Table 2. The Achievement of Early Reading Ability Cycle 1

No	Early Reading Ability Indicator	Percentage of Cycle I
1	Mentioning the known letter symbols	62.5%
2	Mentioning and grouping vocal and consonant letters	64.1%
3	Mentioning and grouping picture	65.62%
4	Arranging letter into meaningful word	60.93%
5	Understanding the meaning of picture	67.2%
6	The average child's achievement	64.06%

Cycle II

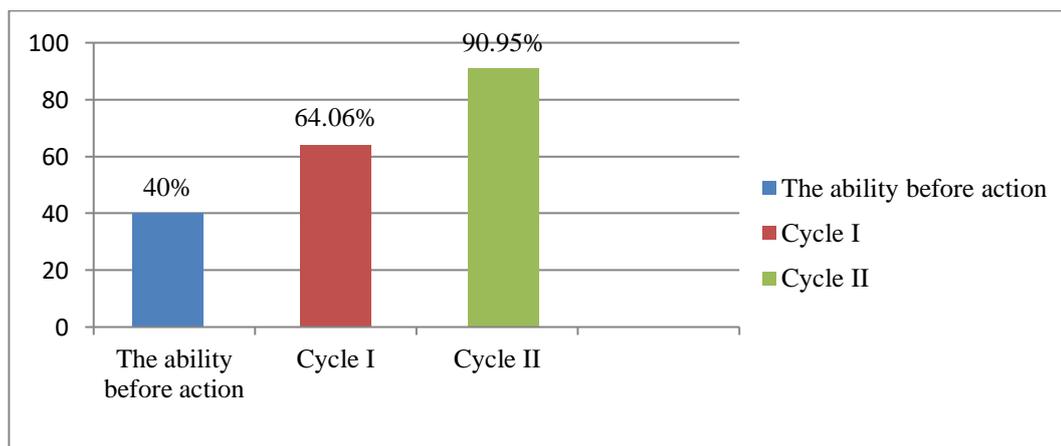
The result obtained from the cycle II activities can be seen from the average achievement of children in the Table. It can be concluded that out of 16 children who became the subject of the early reading ability research in terms of the indicator of mentioning known symbols, there were 8 children developed as expected and 8 children developed very well (87.5%). The indicator of mentioning and grouping vowels and consonants showed 89.1% including 7 children developed as expected and 9 children developed very well. The indicator of mentioning and grouping picture showed 93.75% including 4 children developed as expected and 12 children develop very well. The indicator of combining letters into meaningful words

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showed 89.1% including 7 children developed as expected and 9 children developed very well. The indicator of understanding the meaning of the picture showed 95.31% including 3 children developed as expected and 13 children develop very well.

Table 3. The Achievement of Early Reading Ability Cycle II

No	Early Reading Ability Indicator	Percentage of Cycle II
1	Mentioning the known letter symbols	87.5%
2	Mentioning and grouping vocal and consonant letters	89.1%
3	Mentioning and grouping picture	93.75%
4	Arranging letter into meaningful word	89.1%
5	Understanding the meaning of picture	95.31%
6	The average child's achievement	90.95%



Picture 1. Average data on the improvement of early reading ability

Based on the results of the end implementation of the cycle II, it can be seen clearly that the development of early reading ability through the combining letter

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card game can increase well, from pre-cycle to cycle II, increasing very well, this can be seen from Picture 1.

DISCUSSION

The research conducted in group B of Tunas Bawang Kindergarten started from a problem that the child's early ability to read has not been maximally developed. This problem is seen when the observation was carried out. There were still many children who have not been able to know letters and to identify the shape and sound of the letters of the alphabet. Based on the existing problems, the researchers conducted classroom action with two cycles of action. Each cycle was carried out in two meetings.

This letter card game method has proven to improve early reading ability in children. The increase that occurs can be seen from the beginning that the majority of children have not been able to mention known letter symbols, to mention and to group vowels and consonants, to mention and to group picture, to combine letters into words, and to understand the meaning of picture. After the first cycle of action, there was an increase, although not maximal.

The result obtained in the cycle I has not reached the specified criteria for the success of the action, and therefore the cycle II of action was carried out with a few game changes. In the reflection of cycle I, it can be seen that the children's enthusiasm for participating in the game was not balanced with the children's interest in participating the game, so the child was busy with his/her friends after he got his turn. This condition caused children's enthusiasm to explore with letter cards to be less, and the result obtained not being maximal so that the implementation of cycle II was needed.

In the implementation of the cycle II, the game implementation procedure was slightly changed, namely by using a group competition model, so that all children can be actively involved. Thus, the enthusiasm in children of identifying letters increased. The child who was busy playing with an APE nearby before, becoming busy and enthusiastic in helping to find the letters needed so that the group won. The results of the interaction are proven to be able to increase the early reading ability.

CONCLUSION

Based on the description of the result research and discussion, it can be concluded that the early reading ability in group B children of Tunas Bawang Kindergarten, Lapandewa sub-district, South Buton can be improved by using letter card game with pictures of objects around the children.

The research results showed that there was an increase in the early reading ability from the ability before the action reaching 40% which is included in the category of starting to develop, in the cycle I it increased to 64.06% of the category developed as expected, and the cycle II increased to 90.95% in the very well-developed category. This figure has reached the success criteria of 76.00% and based on the criteria that have been obtained, it reached to 90.95% classified in the very good category. Therefore, in this early reading ability, children were able to mention the symbols of the letters requested, to mention and to group vowels and consonants, to group pictures, to assemble letter cards into meaningful words, and to understand the meaning of pictures.

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