



Development Of Child Beginning Reading Ability Through Snake And Ladder Game



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Abstrak

Di Indonesia, kegiatan membaca masih menjadi perdebatan, karena anak usia dini belajar sambil bermain atau bermain sambil belajar atau dengan sesuatu yang menyenangkan sehingga apabila anak usia dini sudah diajarkan untuk membaca maka akan menjadi tertekan dikarenakan ketidak siapan anak dalam menerima. Oleh karena itu, agar pembelajaran dapat dilakukan dengan cara yang menyenangkan maka perlu adanya alat permainan untuk mendukung kegiatan belajar anak agar menjadi lebih kreatif menggunakan permainan ular tangga yang dimodifikasi. Penelitian ini menggunakan jenis penelitian deskriptif yang mana digunakan untuk memperoleh data berupa teks baik tertulis maupun lisan. Pengumpulan data pada penelitian ini menggunakan teknik observasi, wawancara dan dokumentasi. Teknik analisis yang digunakan yaitu analisis model Miles dan Huberman yang terdiri dari tiga kegiatan yaitu reduksi, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan dengan menggunakan permainan ular tangga dapat mengembangkan kemampuan membaca permulaan pada anak usia dini khususnya anak berusia empat sampai lima tahun, dan menunjukkan rasa semangat dalam belajar serta antusias mengikuti hingga selesai.

Abstract

In Indonesia, reading activities are still being debated, because early childhood learn while playing or playing while learning or with something fun so that if young children are taught to read, they will become depressed because the child is not ready to accept. Therefore, so that learning can be done in a fun way, it is necessary to have game tools to support children's learning activities so that they become more creative using a modified snakes and ladders game. This research uses a descriptive research type which is used to obtain data in the form of both written and spoken text. Collecting data in this study using observation techniques, interviews and documentation. The analysis technique used is the analysis of the Miles and Huberman models which consist of three activities, namely reduction, data presentation and drawing conclusions. The results showed that using snakes and ladders games can develop early reading skills in early childhood, especially children aged four to five years, and show a sense of enthusiasm in learning and enthusiastic about following it to completion.



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INTRODUCTION

Early childhood is children aged 0 to 8 years as stated according to National Association Education for Young Children (NAEYC) that early childhood is an individual who is in the age range 0-8 years. In the age range of children is a very appropriate period in the aspect of child development through early education. There are many aspects that early childhood can develop, one very important aspect is language, because language is one of the tools or means for someone to interact or communicate with other people.

Language development is grouped into two groups, namely listening and speaking, and reading and writing. Listening and speaking activities are very often done before children can read and write. This is in accordance with Permendikbud number 137 of 2014 on the scope of language development which states that children aged five to six years have the level of achievement of development, namely communicating orally, having vocabulary, and knowing symbols in preparation for reading, writing and arithmetic.

In Indonesia, reading activities are still being debated, because early childhood learn while playing or playing while learning or with something fun so that if young children are taught to read, they will become depressed because the child is not ready to accept. In contrast to the opinion of some experts, such as Montessori in Feez, it is stated that children aged four and a half to six years are in a sensitive period for learning to read, because they already have reading readiness or an emerging interest in reading. (Herlina, 2019)

Everyone's ability to read is different, this is influenced by a person's ability to grasp implied meaning from what is written, and also directs symbols with the right pronunciation and tone. Differences in one's ability depend on one's ability to capture, understand and express. So that it is necessary to have stages of activities that must be given to children so that in each stage children can master them properly so as to reduce the occurrence of obstacles and difficulties in children. The ability to read can be obtained with three conditions, namely the ability to sound written symbols, mastery of vocabulary and incorporate meaning into language skills. (Rachmawaty, 2017)

Therefore, in order for learning to be carried out in a fun way, it is necessary to have game tools to support children's learning activities so that they become more creative. As research conducted by Ana Nur Hidayah, et al with the title "Strategy for Developing

Reading Ability in Children Aged 4-5 Years through the Snakes and Ladders Game" shows that the modified snakes and ladders game to develop children's reading skills has been validated by experts and stated that it meets the criteria and is feasible. used to develop language skills of children aged 4-5 years.

Similar research was conducted by Rita Kurnia with the title "Development of Early Childhood Reading Ability". Research conducted by Rita Kurnia uses puzzle media by matching pictures with writing. From this research, it shows that using puzzle media using this method can improve children's reading skills and cognitive abilities. Not only that, with the existing puzzles you can also develop other aspects. However, in the research conducted, it only reached the manufacturing stage.

Likewise with the research conducted by Dhita Paranita Ningtyas entitled "Improving Beginning Reading Ability Through the Snakes and Ladders Game" shows that using the snakes and ladders game can make beginning reading learning activities easier and the reading ability in group B increases from 38.88 % to 79.67%, and stated that the game was used as an alternative to developing early reading skills in early childhood.

Based on the above background, reading activities for early childhood have pros and cons so the aim of this research is to try to develop early childhood reading skills by using a modified snakes and ladders game so that children do not only focus on beginning reading but children playing snakes and ladders with a sense of enthusiasm and joy as a medium for developing early reading skills in children.

METHOD

This research uses a descriptive qualitative research type. According to Bogdan and Taylor, research using qualitative methods is a research procedure that will produce data in the form of words, both written and spoken, from the people studied. (Mardawani, 2020)

In collecting the necessary data, this study used data collection in the form of observation, interviews and documentation. Observation consists of participatory observation, overt or covert observation and also unstructured observation. The observation used is participatory observation, namely observations made by involving researchers with activities carried out by the people being observed as research data.

(Mardawani, 2020) In this case the researcher observed children who were playing modified snakes and ladders, and participated in providing obstacles to reading syllables for children to complete. Success in observing is determined by the observer himself, because it is the observer who sees, hears, and so on directly. (Yusuf, 2014)

The data collection was done by interviews with children while playing where these children were the subject of this study to obtain the required data. The interview is a face-to-face conversation between the interviewer and the interviewee by asking directly about an object under study. (Muri: 2014) The interview was conducted using a semi-structured interview technique, namely by conducting free questions and answers without using a structured interview guide. (Mardawani, 2020) The subjects who were interviewed consisted of 2 children (E and I) who were 4-5 years old.

Then to be more accurate, this data collection is complemented by using documentation techniques, namely data collection techniques that are carried out by obtaining information in the form of documents such as written information, pictures, and so on that exist on the subject where the observed activities occur. (Mardawani, 2020) Documents are records or work of someone regarding something that has happened. Documents about an individual or group, events or incidents are a very useful source of information in qualitative research. (Yusuf, 2014)

After the data was collected, the data obtained was analyzed using the Miles and Huberman model analysis techniques which argued that qualitative data analysis activities were carried out interactively and continued continuously until the data reached a saturation point. The series of activities in analyzing the data is by reducing the data then displaying the data and finally verifying the data or drawing conclusions. (Umarti & Wijaya, 2020)

RESULTS AND DISCUSSION

Activities to develop early reading skills in early childhood are packaged using fun games. Games allow children to develop their abilities, such as Rani Yuliaty's opinion, which states that games are very important interactions for children, games increase affiliation with peers, reduce pressure/stress, increase cognitive development, improve children's ability to speak and interact with one another. each other, increase cruising range, and provide knowledge about life. (Putri, 2012)

The game used is a game of snakes and ladders which has been specially modified to develop early reading skills. Through this game of snakes and ladders, children not only learn to count but also learn to read syllables. This modified snakes and ladders game can be played by 2 or more people, made using 20x20 cm paper consisting of 100 squares with a size of 2x2 cm. In this snake and ladder game there are 5 pictures, namely snakes, ladders, red hearts, yellow books and red books.

According to Melsi, snakes and ladders is a children's game in the form of a board which is played with two or more players. The game board is in the form of small boxes in which some of the boxes have pictures of ladders or snakes that connect them to other boxes. According to Ratnaningsih, snakes and ladders is a game that uses dice to determine how many steps you can take to move your pieces. Meanwhile, according to Haryono, snakes and ladders are a common game and are very much liked by all groups, from children to adults. In this game, players are required to be careful with every step taken in order to get to the finish box. (Matondang et al., 2021).

According to Rahman, snakes and ladders game is a board game that is popular and is light, simple, educational, fun, and very interactive. Snakes and ladders game is a type of board game with a total of 100 squares consisting of 10 rows and 10 columns with simple rules that make it easier for players to play. (Setiawati et al., 2019)

From the above understanding it can be concluded that snakes and ladders game is a game played by two or more people consisting of boxes in which some of the boxes have ladders or snakes as a link to other boxes and by using dice as a determinant of the steps on the pieces so that can quickly arrive at the finish box carefully.

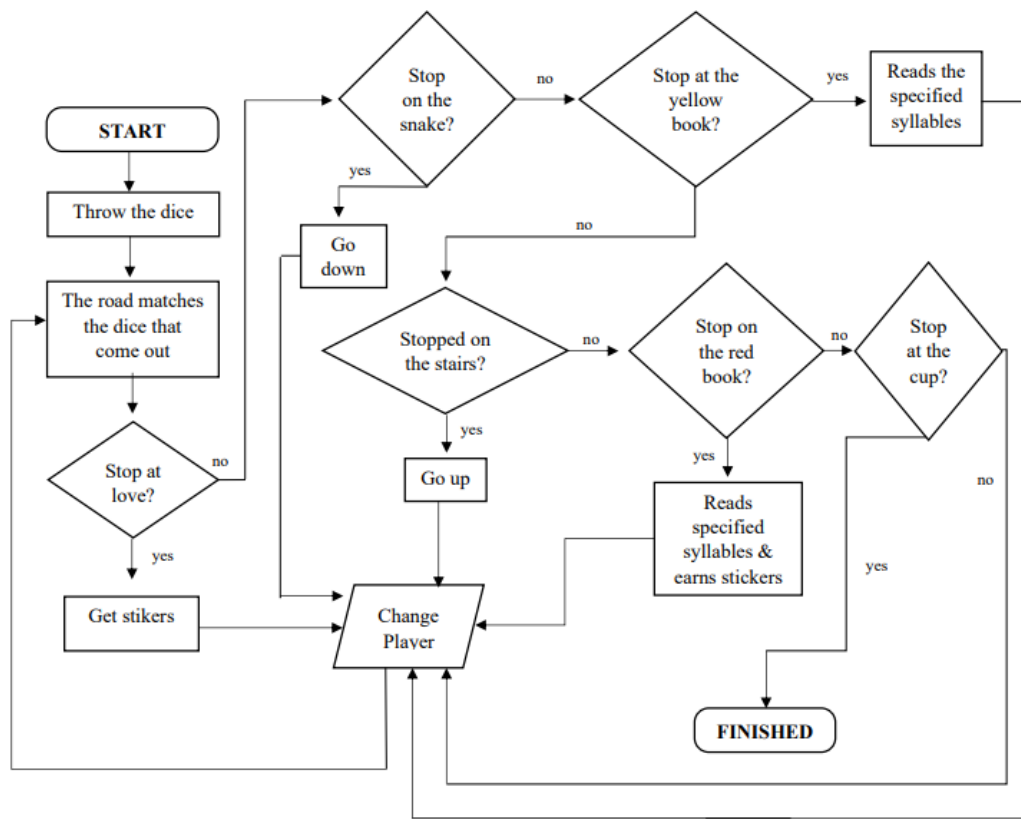


Figure. 1 Flow chart of snakes and ladders game

In this study, the game was carried out by 2 children, namely E and I. Before starting the game, what was done was preparing the necessary tools in the form of a board of snakes and ladders, dice, pieces, reading books, and rewards hidden in paper. Then, after the children and the tools used were ready, the researcher conveyed the rules that had been determined, namely the player who started first was determined through the Japanese suit (rock, paper, scissors), the winner was the one who started. After that, it was explained the use of the available tools and also the pictures on the board. The board of snakes and ladders as the playing medium, the dice to determine the steps of the pieces and the pieces to mark the position they occupy. There are three pictures of snakes on the snake ladder board. If the player is in a box that has a snake's tail, they have to go down to the snake's head. The picture of a ladder consisting of three ladders shows that if the player occupies the box with the picture of the ladder, it means going up to the end of the ladder. There are seven pictures of red hearts as a symbol. If the player arrives at a box with a red heart, the player is entitled to get a reward provided by the researcher.

Furthermore, there are eleven pictures of yellow books and one red book, indicating that if the player occupies the box with pictures of colored books then the child reads the syllables specified in the book, but if he occupies the box with pictures of red books then the child reads the specified syllables and has the right to receive a reward provided by the researcher. The game continues until it reaches 100 boxes with a trophy symbol indicating whoever reaches the box first, that is the winner in the snakes and ladders game. And if the player gets a total of 6 dice, then he gets the opportunity to shake the dice again.

After the rules are understood by the child, the game begins with the Japanese suit (rock, paper, scissors). From the research conducted, the researchers observed two children, namely E and I. After doing this several times, it was found that the first player started with I. In the first shuffle, I got 2 dice. Followed by the same E getting 2 dice as well. Then in the next shuffle made by I, getting 1 die means I occupies the box with number 3 which has a red heart on it and chooses a reward wrapped in paper with the vowel letters that must be mentioned. Next, E gets 6 dice occupying box number 8, and has the right to make a second shuffle. 2 dice get 2 dice occupying box number 10 with a picture of a yellow book, which means that the child needs to complete the challenge in the form of reading the syllable "a ba ca". The challenge was completed with enthusiasm and passion.

Then the first player gets 1 die to occupy box number 4. Then in the next shuffle, the second player gets 1 die to occupy box number 11. Then the next player gets the shuffle which is one die and is in box number 5. Followed by E get a total of 6 dice occupying box number 17 with a picture of a yellow book. The challenge this time is to read the syllable "a ba ca da". Then the next shuffling is done to get 1 die and the second player occupies box number 18. To catch up with the second player, the first player shuffles enthusiastically and shows 1 die that comes out so that it occupies box number six. the second player (E) continues by getting a total of 5 dice and occupies box number twenty three.

Then the first player follows with the 2 dice that come out occupying box number eight. In this position, I was not discouraged and continued to pursue the second player. Followed by the second player getting 4 dice, occupying the twenty-seventh box. And so on until the end of the game, one of the players reaches box number one hundred with a

picture of a trophy. However, in this game those who don't win will still be rewarded as a reward for children for accepting and still happy.

This game ends by giving rewards in the form of prizes. Children are given the option to choose the desired gift by solving the obstacle by mentioning the syllables available on the gift wrap. The prizes given are in the form of character stickers that are liked by the children.

CONCLUSION

Based on the results of research conducted by researchers, it was found that the ability to read early childhood is growing evidenced by the ability of children who can read two to three syllables then read randomly into a word. A 4 year old child can read two syllables and a 5 year old can read three syllables accompanied by a sense of pleasure because it is carried out using games and enthusiasm in completing existing obstacles to reach the last box of the board and become a winner. The development of reading ability begins with preparing the necessary tools in the form of a board of snakes and ladders, pieces, dice, rewards, explaining the rules of the game of snakes and ladders, which have been determined, that is, the player who starts first is determined through the Japanese suit (rock, paper, scissors), who wins. that's what started it. After that, it was explained the use of the available tools and also the pictures on the board.

This game ends by giving rewards in the form of prizes. Children are given the option to choose the desired gift by solving the obstacle by mentioning the syllables available on the gift wrap. The prizes given are in the form of character stickers that are liked by the children.

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