

IMPROVING EARLY READING ABILITY USING READING BOARD MEDIA IN CHILDREN AGED 5-6 YEARS IN RA AL FURQON, PASAWAHAN DISTRICT, PURWAKARTA REGENCY

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Abstract: Through this research it is expected to be able to develop methods and media so that learning activities can develop. The research technique used by researchers is classroom action research. In this classroom action research, the researcher used observation and documentation methods on the early reading development of students at RA Al Furqon Pasawahan. In this class action research, the researchers obtained results based on two cycles, namely cycle I and cycle II, in the first cycle the child still shows that in the process of development the results of the first cycle are as much as 60% developing better than the initial conditions. The results of cycle II also experienced an increase of 20%, the results obtained from cycle I and cycle II were as much as 80%.

Keywords: Reading, Reading Board, Classroom Action Research

Introduction

According to the Circular Letter of the Director General of Secondary and Education Ministry of National Education on July 27 1999 that reading skill is not the main goal in Kindergarten and is carried out through the "play" method. Therefore learning to read in early childhood education is carried out classically. Reading skill is not a requirement for entering further education nor is it a reference for a child's level of intelligence. However, there are some children who have memorized all the letters of the alphabet and are able to read when they enter school because of the demands of their parents at home. Therefore the teacher needs to mark children who are already able to recognize letter symbols and are able to assemble letters, with children who are still lacking in recognizing letter symbols or arranging them so that they can adjust in providing teaching at school, so that children who are still lacking are not pressured and are not overwhelmed in participating in learning at school. If a child who is still lacking is pressured and forced to adjust to a child who can already read, this will be very detrimental to further development.

Even though reading is not the main goal of early childhood education, there is something that needs to be considered in the development of children's reading at school, namely early reading skills, therefore the researcher will discuss the problem of children's early reading ability. The background of the researchers conducting this research, because researchers feel that class B1 students in their early reading skills have not progressed well. With this background, researchers feel interested in researching about developing children's early reading skills through

the medium of reading boards. In this study, the researcher wrote in the form of a class action research proposal with the title "Improving Early Reading Ability Using Reading Boards in Children Aged 5-6 Years Group B1 at RA Al Furqon Pasawahan, Purwakarta Regency Semester I, Academic Year 2022-2023".

As for this study, researchers formulated three problems including how to develop children's reading, what is meant by reading board media, and how to improve children's early reading skills through reading board media. The purpose of this study is in accordance with the formulation of the problem which is used, among other things, to find out how children's reading develops, then to find out what reading board media is, and to find out how to improve children's early reading skills through reading board media.

Through this research it is hoped that it will increase the knowledge of researchers in providing teaching to early childhood. Through this reading board media it is also hoped that it will improve children's early reading skills, then provide motivation and attract children's interest in learning.

Methods

This research method uses classroom action research with data collection techniques of observation, interviews, and documentation. The research subjects here were group B1 RA Al Furqon Pasawahan students, totaling 15 people with details of 9 girls and 6 boys. The selection of the research subject as the location for the research was based on several considerations, namely the development of early reading had not been well developed, the researcher was one of the PPL-G students at RA al-furqon Pasawahan so that this research was at the same time fulfilling the duties and responsibilities in carrying out the PPL-G, the research carried out does not interfere with the main task as a PPL-G student, and the research is carried out in group B1 classes and will not change the rules that have been determined in the sense of not changing the current schedule.

This research lasted for approximately 3 months from 12 September to 19 November 2022. Meetings which were held 3 times a week during this period focused on compiling data collection, organizing and preparing reports.

To obtain data in this class action research, researchers used 1 to 2 cycles. In this study the researchers tried to implement various techniques and strategies efficiently and effectively during learning. Besides that, through this research, the researcher wanted to see how effective the use of reading boards was to improve students' early reading skills. Researchers assume that this reading board media can increase children's interest in learning to read because the reading board media is made with bright colors so that it can be attractive when seen. The following is the research design that has been arranged by researchers Planning, Action Implementation, Cycle I. There are several processes that need to be carried out in cycle one, namely Planning, Observation to find out how effective the reading board media is, then Reflection. In addition, there are also several processes that need to be carried out in Cycle II, namely Planning, Implementation, and Reflection. From the observations that researchers make, researchers will correct the percentage of successful classroom action research based on the achievement of performance indicators. If it is not in accordance with the indicators then the next cycle is carried out.

Discussion

In the initial conditions before the classroom action research was carried out, the early reading skills of some children at RA Al Furqon were still in the developmental stage. Some students have difficulty when reading activities are carried out with a reading board that has simple words, and distinguishes between one letter and another. This can be seen from the children's learning activities in class when the teacher asks the letter symbols the children think for a while. This happens because of the lack of use of media, props, and play activities, the introduction of children's early reading and the methods used are less varied.

The first stage carried out by researchers in this classroom action research was observing children through additional activities at RA Al Furqon, namely morning Iqro activities. Researchers know that the ability of Al Furqon students to recognize letter symbols varies. There are those who already know it by heart or even those who are able to assemble various letters into words, besides that there are also children who have difficulty recognizing letter symbols, and there are also children who recognize letter symbols but have not been able to assemble letters into words.

After obtaining information through these observations, the next researcher made a plan to conduct classroom action research and look for suitable media to use. In this classroom action research, the researcher finally chose to use a reading board to help improve children's early reading skills at RA Al Furqon.

After planning, the researcher started the cycle I class action research. In the process of cycle I the researcher first introduced the reading board media to the children and how to use the reading board media with the classical method, after that the researcher gave an example of using a reading board by selecting the picture to be used first. After placing the picture in the picture bag, the researcher asked about the name of the picture, then the researcher asked what are the letters in the word "keju". One by one in the letter pockets to form the word "keju". In addition to images of cheese, researchers also use other images..

Because in this class action research the researcher uses two methods, namely the classical and individual methods. In the process of introducing reading board media the researcher also made observations using the classical method, which clearly shows that children who already have the ability and children who are still in the process of developing in reading development. Through the classical method in cycle I the researcher obtained data that 50% of the children already had the ability to recognize letter symbols and assemble letters into a word, and 50% of other children still had difficulty recognizing letter symbols and stringing them into a word.

Then the next method used by researchers in cycle I in developing early reading skills in Al Furqon students is the individual method. After the researchers obtained data on 50% of the children who were still lacking in reading skills, the researchers conducted research on the 50% of the children who were still lacking using individual or individual methods. In the process the researcher uses the same method, namely asking about the name of the image that has been provided and then asking what letters are contained in the name of the image. Through this individual method the researcher obtained data that 15% of the 50% of students had shown progress of 20% from the initial ability of 40%.

After conducting research in cycle I, the data obtained in Cycle I was based on the child's early reading ability to recognize letter symbols. It can be concluded that in Cycle I the child's early reading ability is still in the developmental stage or has not yet reached the set minimum completeness criteria.

In the initial conditions, 50% of the children already had the ability to read and 50% of the children did not yet have the ability to read. After conducting research using reading board media with classical and individual methods, it was found that 15% of the 50% of children who were not good at reading had shown progress of 20% from their initial condition so that in cycle I it could be concluded that 65% of children in RA Al Furqon experienced increase from the initial ability of 40% to 60%, the use of reading board media shows its effectiveness in helping to improve children's early reading skills even though in cycle I it is still in the developmental stage but has shown progress.

Because they had not reached the completeness criteria that had been determined in this classroom action research, the researchers continued the second cycle of classroom action research after holding reflection with the tutor.

In the implementation of cycle II the researcher added several pictures with bright colors to make it more attractive to children. In cycle II the researcher used the same method, namely the classical method and the individual method and in the process the researcher used the same method as cycle one, namely asking about the name of the object in the picture then the child looked for the letters in the name of the object, one of which was a picture of the object "teko".

Together with the researcher, the children spell the letters "teko" then arrange them into the bag of letters one by one.

In cycle II, some children are used to using this reading board media so that the researcher only helps a little in the learning process. After the researchers finished looking at the abilities of all children in this second cycle. Researchers obtained data that based on data in cycle I, namely 15% of 50% of children who did not yet have the ability to read experienced an increase of 20% from the initial ability of 40%, the result of cycle one was 65% of children increased to 60%. Then in II there was an increase of 15% of children and an increase in initial reading ability of 20%. So in cycle II it was obtained data that 80% of the children in RA Al Furqon experienced an increase in their initial reading ability through reading boards as much as 80% of the initial conditions. It can be seen from the initial condition that the child is still lacking in recognizing letter symbols and assembling letters into a word.

Then in cycle I the child's early reading ability increased by 20% from the initial condition of 40% to as much as 60%. In cycle I, 65% of the children experienced an increase in recognizing letter symbols, being able to distinguish one letter from another, and also experiencing an increase in assembling letters into a simple word according to the name of the object in the picture. Whereas in cycle II 80% of the 15 children's initial reading ability had increased from cycle I by 65% and increased in cycle II by 15% to 80%. This can be seen when spelling out the letters of the names of the objects in the pictures, the children immediately say the letters, then store the letters in the reading bag in the order they are then able to say the words from the names of the objects in the picture. Then the research results obtained in Cycle II, the child's ability increased and reached the minimum completeness criteria that had been set.

From this description it can be explained that reading board media can be used to improve children's early reading skills at RA Al Furqon. Improving children's early reading skills through reading boards at RA Al Furqon after conducting research starting from Initial Conditions, Cycle I and Cycle II has increased. Based on these initial conditions, the researcher conducted classroom action to improve children's early reading skills through the media of reading boards. Research in Cycle I researchers used a reading board media, equipped with pictures and letters, so that in Cycle I there was an increase in children's early reading skills compared to the initial conditions by 20%.

To get more optimal results in Cycle II the researcher added pictures of objects with colors that were more attractive to children and the learning process was made more enjoyable so as to make children more interested and motivated in carrying out activities, so that there was an increase in their initial reading ability.

Based on the research actions of Cycles I and II, the success of early reading activities for children can be explained as follows: Children can recognize letter symbols, name letters, and form these letters into words in simple pictures with an achievement of 20% in cycle I, 15% in cycle II with an initial condition of 40% increasing to 80% from 80% child.

Based on the description above, it shows that reading boards can improve children's early reading skills at RA Al-Furqon Pasawahan. Overall the indicators have reached the minimum expected completeness criteria, which is more than 75%.

Conclusion and Recommendations

From the classroom action research that was carried out at RA Al Furqon Pasawahan to B1 class students, through the media of reading boards, children's early reading abilities in B1 class students had increased compared to the children's initial conditions. Through this reading board media, children look enthusiastic and have a sense of curiosity, then there is an increase in recognizing letter symbols, because this reading board media is made in such a way as to include letters and pictures that have bright colors so that children are interested in learning it.

The development of students can be determined by how much stimulation is given to students. Therefore the researchers suggest that teachers be more creative and innovative in conducting learning. Varied learning based on learning while playing will be more fun for

students. That way the motivation and interest of the child in learning will increase so that it will continue to spur the enthusiasm of the child in obtaining new knowledge from the teacher.

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