

The Use of Word Card Media to Improve Early Reading Skill at Preschool

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Abstract

Reading is a complex process involving many different parts of the developing brain. Language acquisition, symbolic representation, and the ability to hear and discriminate between sounds are all developmental abilities that are acquired over time and cannot be forced or rushed. The aim of research is to find out how far the word card media was effective to improve early reading skill of group B students at TK Kemala Bhayangkari Kota Ternate. This research applied classroom action research. It consisted of 20 students of first semester academic years 2017/2018. The quantitative data collected using rate of percentage and qualitative data collected using observation, interview technique and analyzed descriptively. From this research, it was concluded that the students reading skill was improved after the implementation of word cards media in class. It could be seen in average score for each test that showed improvement from 60% (12 students) to 80% (16 students) from 20 students. In addition, 8 students failed in the criteria of success in reading on their first evaluation, finally they success on their second evaluation. Therefore, it can be concluded that the implementation of word media can improve the young learners reading skill.

Keywords

early reading skill, word card media

1. Introduction

Reading is an important activity in every language. Reading is only incidentally visual; the reader then contributes more information by the print on the page (Brown 2001:299). In early reading activity, kindergarten students are not only reading the text, but also trying to be aware of words, to increase their intelligence as well as their vocabularies. Being able to apply the exact word to communicate what we mean benefit both speaker and listener or reader. At any time, they can expand the content on the word card to include part of the speech, synonym, antonym or other features.

Early childhood education is the basic education aimed to stimulus students from birth up to the age of six by providing education to help the growth and development of physical and spiritual so that students have readiness in entering further education held on formal, informal and informal. Kindergarten is an early childhood education institution on formal education that organizes education programs for students aged 4-6 years. Children are in the process of the growth period, namely the development of all aspects of the physical ability, cognitive, language, social and emotional growing rapidly. Moreover, the child is an individual who has a particular characteristic of every aspect of its development especially language skills. Based on observation conducted in TK Bhayangkari Kota Ternate, that in general, learning to read is done is to follow the orders of teacher a child with a task in a worksheet even by having children write and read the words on the board. Students at the group B had difficulties in early reading, because they are not familiar with certain words, less understanding of the meaning of words and also less interest to read. Moreover, the way of teachers in teaching seems monotonous and the learning process does not vary, less maximizes the use of learning media so that students quickly feel bored. In this case, their ability deal with early reading ability is still low. It can be seen in answering some related questions to the reading contain.

Other factors also are caused by the condition of classical learning model implemented in TK Bhayangkari. The concept of this model is that all children do the same learning activities at the same time during the day. These models seem less give the child the freedom to choose learning activities for teachers a more active role in the classroom and the children follow the teacher commands. Lack of ability of teachers to take advantage of a child's learning media are also increasingly making the conditions for effective learning, fun, and exciting for young children did not go well. Availability of instructional media and tools of educational games is still very limited, especially for the media introduction of the concept of reading for early children.

In accordance with the problem above, the researcher will use word card media so that it can facilitate the purpose of understanding and remembering the information and messages contained in card and it also facilitate students who are learning to read the text. The card referred to a 10x15cm size card made of thick paper that has words and drawings that match the theme of teaching and learning such as fruits, animals, plants and many others designed by researchers to help students to practice early reading.

2. Research Methods

The research design used classroom action research with Kemmis dan M.C Taggar (1988) model. Each cycle consists of four phases namely planning, action, observation, and reflection . This research was conducted at TK Kemala Bhayangkari Ternate academic year 2017/2018. The subjects were B2 class students in the first semester of academic year 2017/2018 with the number of 20 students, while the data were gathered from observation sheet, field notes, evaluation result test and interview. To analyze the data, the technique is a qualitative data analysis developed by Miles and Huberman (Corebima, 2010: 79) consisting of three stages performed sequentially those are: 1) data reduction, 2) presents data, 3) draw conclusions and verification. From the results of observation in learning activities on the assessment of child development, it can be formulated the percentage. The criterions of child development assessment in kindergarten are: BB (<50), MB (50 <75), BSH (75 <87.5), and (87. 5 > 100)

3. Results and Discussion

3.1 Results

Classroom action research is conducted in 2 cycles. The results as follow:

3.1.1. Research Cycle I

a. Planning

It starts with daily activity plan (RPKH) that focuses on the reading activity used word card with a "read simple-sized drawing". The theme is "My Clothing". Meanwhile, the learning objectives are the students are expected to read the words that exist in the card. Teacher prepares the observation sheet and evaluation sheets. Then the researcher prepares word cards that will be used for the learning process. It also prepares the tools to be used during the assignment activities of student's worksheets and crayons.

b. Action

In the learning is done in 3 meetings. The activities are opening of the class by greetings, praying and make sure the readiness of the students and continued singing together. Then the researcher conveys the theme and objective learning by giving question and answer about clothes, and also to motivate the students to read the word card well and understand letter by letter. The objective of learning is that the students are expected to be able to read the word card deal with clothes, shoes, ties and hats. The researcher asks the students to read the word and mentions letter by letter together. Then the researchers do an evaluation by calling them one by one to read the word card. To strengthen the evaluation results, the researcher also assigned the assignment of connecting picture and words. After the learning activities have been completed the researchers do question and answer about the learning activities that have been done and followed by reading and closing the meeting by giving feedback and prayer.

c. Observation

Observations conducted by involving peers and observation sheet. The observations include learning activity, pay attention to teacher; early reading skill, and completing the task given.

Table 1. Student Observation Results Cycle I

Assessment Criteria	Number of Students	Observer I	Number of Students	Observer II
BSB	5	25%	5	25%
BSH	5	25%	5	25%
MB	6	30%	6	30%
BB	4	20%	4	20%

Based on the table above, it can be seen that the readiness of students in learning is still lacking, there are some students who are still late, a little disruption in the learning process. Students are able to recognize card well and there is an improvement in recognizing every letters. They do not understand the material given, because they are less attention to teachers and still less interest to read. Moreover, there are still some students cannot complete the task well. Meanwhile, based on the teacher observation sheet in cycle I categorized good (85.7%). Things need to be improved are: teachers are still lacking to create a fun learning atmosphere and the teacher has not concluded the activities of each meeting.

d. Reflection

The reflection is done to determine the results in cycle I. It found that 8 students namely AR, NR, AQ, NB, IN, TR, IQ, NL who still have not success in developing their early reading skill because their understanding in the introduction of letters is still lacking, they often do not go to school, less attention to teachers and busy by themselves. Teachers are still lacking to create a fun learning atmosphere. In 3 meetings that have been done in the cycle I shows that the completeness of learning in reading using word card is 60% (12 students) and 40% unfinished (8 students) of 20 students. From the results of the evaluation in cycle I, it does not reach the expected of criteria is 75%, and it needs to proceed in cycle II.

3.1.2. Research Cycle II

The activities conduct in cycle II described as follows:

a. Planning

Same with the activities in cycle I, in cycle II the researcher prepares some instruments used in teaching learning. It starts with preparing a daily activity plan (RPPH) with theme “My Food and Drink”. Then, researcher prepares word cards to be used in in classroom. Moreover, she also prepares pieces of pictures and words, books, glue on students’ activities, observation sheets and evaluation sheets to find out students’ improvement in early reading skills.

b. Action

The activity in cycle II begins by greeting, prayer, giving motivations to know the condition of the students and checking the readiness to study. For the warming up, the teacher also asks the students to sing a song together. They seem more excited to follow the learning activities. And of course the researcher motivates them to be more active. In this time, the researcher repeats the activities at previous meetings with learning objective is students are able to read the word card deal with rice, bread, milk, and coffee. The researcher asks the students to read the word and mentions letter by letter simultaneously. Then, she calls the students one by one to read the word card and assign them to take pieces of words that fit picture and paste it in the task book. At the end of the activity, the researcher concludes the material that has been studied and giving feedback of activities that have been done and continued praying.

c. Observation

Based on observation in cycle II, the researcher finds that there are some students are on time to school. Meanwhile, there are 2 students who are still come late and preparedness in dressing is neat. In this case, students’ activity in learning has been better. Almost all students pay attention to the explanation given. They are eager to see word cards and pictures showed by researcher. In classroom assignment of matching word cards, most students can do well.

Table 2. Students Observation Results Cycle II

Criteria assessment	Number of Students	Observer I	Number of Students	Observer II
BSB	8	40%	7	35%
BSH	9	45%	10	50%
MB	3	15%	3	15%
BB	-	-	-	-

It can be seen in cycle II that there has been an improvement compared to cycle I. In cycle II, it reaches 85% which categorized good with 35% improvement. From the results of teacher observations in early reading skill in cycle II is 100% and it categorized very well. The improvement of teacher activity as follows: they have been able to manage teaching activity by creating a good atmosphere and guiding the conclusion of learning with the students.

d. Reflection

The teachers can create a fun atmosphere so students are more eager to read the illustrated cards accompanied by the word. Their activeness is good. They have focused to teachers. Besides, their abilities to match word card is better. There are 3 students who have not been able to complete matching the word card namely TR, IQ, NL because their understanding of the letter is still lacking. The completeness in cycle II is better than the result

of the evaluation of cycle I. From 20 students, which reached the Number result of 16 students (80%) and 4 students (20%), they are AR, TR, IQ, and NL due the student just understands some letters that have not been able to read them.

3.2. Discussion

From the finding in cycle I and cycle II, it shows that by using word card media can improve the kindergarten student ability in early reading skill especially class B2 TK Kemala Bhayangkari Ternate academic year 2017/2018. This can be seen from the results obtained at the end of the cycle to measure the success achieved. The rate percentage of students in cycle I is 60%, 4 students (20%) got very good (BSB), 8 students (40%) got the (BSH), and 8 students (40%) got (MB). The improvement of students in cycle I is good enough, but not in accordance with the indicators to be achieved. In this case, there are still some students who have not understood the material submitted by researchers due to students less attention and play alone, they cannot know the letters so that they are less interested to read. There are still students who are reluctant and shy to guess the word card shown, because they cannot read well. In addition, in guessing and reading the word card, students are assigned to connect card with words. Some students have not been able to complete the task given, there are students who are lazy, they do not understand the task given, they want to color the picture only, and also they have not been able to recognize the writings.

Table 3. Result of evaluation cycle I and cycle II

Assessment criteria	Cycle I (%)	Number of Students	Cycle II (%)	Number of Students
BSB	20%	4	30%	6
BSH	40%	8	50%	10
MB	40%	8	20%	4
BB	-	-	-	-

Figure I prove that the completeness of students' early reading is good. In cycle I, it reaches 40% and decreases in cycle II 20% while the completion in cycle I reaches 60% and 20% increase in cycle II, it reaches 80%. The improvement has reached the expected indicator that is 75% of the success rate of students. It also supports the opinion of Doman in Aulia (2012: 94); the use of word cards is one of the media that can be used to stimulate the coordination of the eyes and ears of students, so as to increase the student's teaching learning. In conclusion, the ability of students in class B of TK Kemala Bhayangkari Ternate in early reading is good, so it does not need to continue in next cycle.

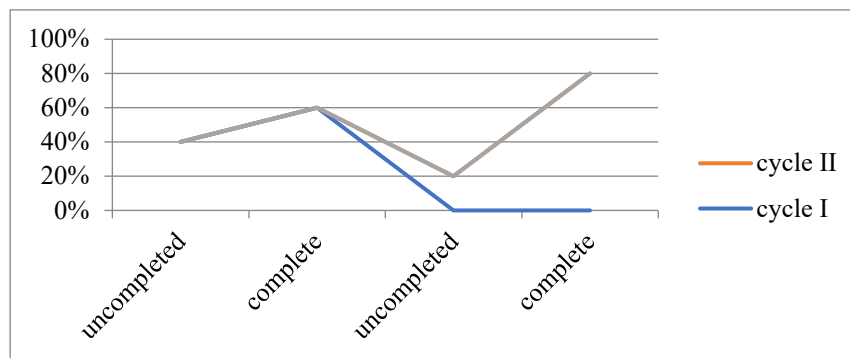


Figure 1.Result of Cycle I and Cycle II

4. Conclusion

The researcher concluded that the use of word card media improve early reading ability of the students in group B TK Kemala Bhayangkari Ternate academic year 2017/2018. It can be seen from the completeness of students' learning in cycle I reached 60% (12 students) and increased in cycle II is 80% (16 students) from 20 students.

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