Research Article

Improve Beginning Reading Skills Through Flashcard Learning Media in Children Aged 5-6 Years

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Abstract

The development of reading skills needs to be stimulated from an early age through various media, starting with symbols. The media used must be able to stimulate children's interest in reading. The results of observations that have been made in Kindergarten Raudhatul Athfal (RA) Al Falah Bogor, there is a low initial reading ability, which is characterized by the low ability of children to recognize letter symbols, syllables, and words. Most children cannot read their own names yet. The learning method used by the teacher has not varied, it is done conventionally, namely through writing written by the teacher on the blackboard. The purpose of this study was to improve early childhood reading skills through flashcard media in RA. Al-Falah Bogor. The methodology in this study is Classroom Action Research which is qualitative with data collection techniques carried out through observation, interviews, or interview and documentation to obtain the necessary data. shows an increase in the ability to read beginners who can achieve success criteria, namely the acquisition of an average percentage of more than 75%. In the Pre-Action stage, children's initial reading ability obtained an average percentage of 36.09% with poor criteria and increased to 52.30% with moderate criteria in Cycle I, and to 79.86% with high criteria in Cycle II. Results of this study indicate that flashcard media can improve beginner reading skills.

Keywords: Classroom action research, early reading skills, flashcard

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INTRODUCTION

Aspects of development in children are aspects of language development, where language is the ability to communicate with other people and communication is one of the language skills in reading (Djamahar et al., 2018; Grover, 2016; Kivunja, 2015). By reading someone including early childhood will gain various knowledge. The development of reading skills needs to be stimulated from an early age through various media, starting with symbols. The media used must be able to stimulate children's interest in reading which includes all ways of communicating, mentioning thoughts and feelings expressed in the form of symbols or symbols to express an understanding, namely using oral, written, number signs, paintings, and facial expressions (Lile & Bran, 2014; Riis, 2017).

A child's initial reading ability requires a lot of stimulation from parents and teachers at school, in this case, the teacher and parents at home should provide a lot of stimulation to children so that early reading in children can be well directed. Weak early reading skills in children will have a negative impact on the children themselves, both in terms of mental and academic achievement. The habit of reading in this case is included in the literacy skills that are very important for students to have from an early age. The ability to read and understand the contents of the reading is important because it will make the child like reading and increase the child's knowledge (Hashim, 2018; Karpudawan et al., 2015; Saltan & Divarci, 2017). Early childhood education teachers must guide early childhood to get used to reading.

The weakness of a young child in reading will have an impact on the low understanding of things related to everyday life. This weakness will make children discouraged, have no self-confidence, and cause low motivation to learn in children (Owens et al., 2017; Wicaksono et al., 2018). Therefore, the role of teachers and parents greatly influences children's early reading skills. Beginning reading is the initial ability passed by children in the process of mastering reading skills as a whole. Beginning reading is usually found in children in kindergarten, which is around 4-6 years. Beginning reading is reading that is taught programmatically to children at school. A child's ability to read begins with the initial reading process, in which the child's initial activities will be introduced to symbols, letters, and how to connect words.

Learning media for early childhood is very helpful in growing their curiosity. The use of learning media in 21st century education is an aspect that needs to be considered by teachers in preparing lesson plans. Media that has developed starting from physical media and digital media. These various media will assist teachers in conveying learning material, in this case, starting from the topics of natural sciences, social sciences, to science related to the environment. Various other studies have been carried out to develop learning media that are useful for increasing students' abilities in learning. The media developed have varied according to the development of educational technology (Czerkawski, 2014; Liu, 2007; Martin & Betrus, 2019).

Children who like pictures, letters and story books from the very beginning of their development will have a greater desire to read. This is because children know that reading provides new and fun information. The results of observations that have been made in Kindergarten Raudhatul Athfal (RA) Al Falah Bogor, there is low initial reading ability, which is characterized by the low ability of children to recognize letter symbols, recognize syllables, and words. Most children cannot read their own names yet. If this problem is left unchecked, then the child's reading ability will decrease. This phenomenon makes researchers look for the
learning media to be used in RA. Al-Falah Bogor. Based on the description above, the purpose of this research was Improving early reading skills through flashcard media in children aged 5-6 years in RA. Al-Falah Bogor

METHOD

The method of this research is to use Classroom Action Research which is conducted on children aged 5-6 years at the Mutiara Islamic School of Character using the Kemmis and McTaggart models. According to Arikunto (2012) "Where each cycle is carried out four stages, namely the planning stage, the action stage, the observation and evaluation stage and finally the reflection stage.

Data collection procedures used in this study used observation, reflection, interviews and documentation techniques. The data analysis method used in this study is descriptive qualitative and quantitative data analysis. The researcher describes the situation empirically about the intensity of implementing learning activities about the early reading skills of children aged 5-6 years in RA. Al Falah Bogor. The calculation of quantitative data is by calculating the score obtained by the child from the observation sheet. The score for the assessment of the child's early reading development is written in the criteria of Very Well Developed, Developing As Expected, Starting to Develop, and Not Yet Developed.

RESULT AND DISCUSSION

Initial ability in the pre-action shows that the initial reading ability is not good. It can be seen that the child has not been able to name symbols, and letters, and how connect words. Based on these problems, efforts or actions are needed to improve initial reading skills, so the problems examined in this study are efforts to improve initial reading skills through flashcard media. Results of this research showed there was an improvement in the reading ability of children (See Table 1).

Table 1. Summary of Beginning Reading Ability Results Using Flash Card Media

<table>
<thead>
<tr>
<th></th>
<th>Pre-Cycle</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score</td>
<td>36.09 %</td>
<td>52.30 %</td>
<td>79.86 %</td>
</tr>
<tr>
<td>Category</td>
<td>Poor</td>
<td>Moderate</td>
<td>High</td>
</tr>
</tbody>
</table>

Based on the results of research conducted in Group B in RA. Al Falah Bogor, the use of flashcard media in learning activities can improve beginning reading skills. This can be seen from the data obtained in the Pre-action, Cycle I, and Cycle II which experienced a gradual increase. Flashcards are learning media in the form of picture cards with a size of about 9 cm x 12 cm. The advantages of this flashcard are that it is practical in making and using, easy to remember because the pictures are colored so that it attracts attention, and is fun. The flashcard media used in this study measured 4 cm x 4 cm for letter flashcards, and 5.5 cm x 8.5 cm for syllable flashcards.

Children's learning activities with the help of the media will produce better learning processes and results than without the help of the media (Wicaksono et al., 2018; Winarni et
The use of flashcard media in early reading learning activities can overcome the problems mentioned in the background because children are interested in carrying out learning activities. The child's interest in this learning activity is because the flashcard media contains various words and pictures with various colors. In addition, this method of learning to read at the beginning using flashcard media has never been done by researchers so it becomes something new for children. The use of flashcard media also does not require children to write, because the activities in this study are showing the media that corresponds to the letters and initial syllables that are the same as those shown by the researcher, as well as reading words or picture captions so it doesn't cause boredom.

Teachers in the 21st century must prioritize the development of education based on the use of learning media (Jewpanich & Piriyasurawong, 2015; Sumarwati et al., 2020; Urbani et al., 2017). Early childhood must be accustomed to reading so that literacy skills can increase. Reading literacy skills are among the skills that are needed in the 21st century. Flashcard learning media in this case helps in developing reading skills in early childhood. Future research is expected to develop more innovative learning media in the form of integrated media between digital media and conventional media that can be used in early childhood. The media developed will be very useful for the development of learning at the kindergarten level.

In addition to learning media that can be developed by teachers for the kindergarten level, more interesting learning strategies need to be developed to increase the activity of early childhood. Active learning will be beneficial for increasing the ability of early childhood to participate in contributing to discussion activities among peers (Buzov, 2014; Kim et al., 2020; Tesfaye & Berhanu, 2015). The most important thing to note is learning in early childhood play activities is carried out more than learning. This is following the stages of learning experienced in early childhood.

**CONCLUSION**

Based on the results of classroom action research that had been carried out collaboratively between the teacher and Group B, it can be concluded that children's early reading skills can be improved by using flashcard media. The results of this study indicate that there is an increase in beginner reading skills that can achieve the success criteria, namely the acquisition of an average percentage of more than 75%. In the Pre-action stage, children's initial reading ability obtained an average percentage of 36.09% which was included in the criteria of not being good, increased to 52.30% which was included in the criteria of moderate in Cycle I, and to 79.86% which was included in the criteria of good/high in Cycle II.

**REFERENCES**


