

Improving Beginning Reading Ability Using Letter Card Media

Luis Hermanto*, Sri Awan Asri, Budiono.
Pendidikan Guru Sekolah Dasar, STKIP Kusuma Negara Jakarta, Indonesia
*luishermanto20@gmail.com

Abstract

The ability to read is one of the key skills in language development and education in children graduating from elementary school. This research aims to analyze the initial reading ability of elementary school age children and the factors that influence it. The research method used is a quantitative approach with a descriptive research design. The research sample consisted of 150 children aged 6 -8 years from several elementary schools in region Data is collected through reading tests and questionnaires filled out by parents or guardians of students to identify factors such as family background, frequency of reading at home, and parental support in children's reading development. The results showed significant variations in beginning reading abilities in elementary school age children. Reading ability is influenced by factors such as parents' level of education, frequency of reading at home, and reading learning methods applied at school. It was found that children who received greater support from parents and had an active reading environment tended to have better reading abilities.

Keywords : Letter Card Media, Reading, Beginning Reading Ability.

1 INTRODUCTION

Mapping the quality of educational programs or educational units has previously been carried out through the Indonesian Student Competency Assessment (AKSI) program. The 2019 AKSI results, for example, show that there is a gap in the quality of education between Java and other regions in Indonesia. This is reflected in the AKSI SMP scores which show that the average scores for Indonesian Language, Mathematics and Science subjects for students on Java Island are higher than the scores for students outside Java Island. This ACTION could be said to be data from PIRLS Indonesia, but it did not continue. Even though national educational attainment is no longer recorded through AKSI and National Examinations, the government still has a national evaluation instrument, namely AKM (Minimum Competency Assessment). Conceptually, AKM is designed to thoroughly evaluate the learning process which will be followed by methodological error diagnostics and other supporting components and finalized by improving the learning process as a whole.

The general condition of education in Indonesia, specifically in developing reading skills, is still far from ideal. Quoting the 2019 End of Year Report, under the title "The promise of Indonesia Education", the World Bank emphasized that currently in the world there is "Learning Poverty" (in) learning poverty.

The use of learning models and media is very helpful in teaching beginning reading for first and second grade elementary school students, which is absolutely necessary. First and second grade elementary school children, who are generally only six years old, are still at the concrete thinking level, that is, children will easily recognize things that are real. In addition, the various tools used by the teacher will arouse students' interest in following the lesson. One of the media that can be used by teachers in teaching beginning reading is letter card media.

The teaching method that uses letter card media is done by pronouncing it with a pronunciation that matches the sound in the letter card media. For example: the letter 'b' is pronounced 'be' the letter 'c' is pronounced 'ce' the letter 'd' is pronounced 'de'. One important aspect in reading is: 1. Recognizing letter shapes 2. Reading syllables 3. Reading words 4. Read simple sentences.

According to Soedarso in his book *Abdurrahman* states that reading is a complex activity that requires a large number of separate actions including the use of understanding, imagination, observation and memory. Surya states that there are three cognitive factors that influence children in learning to read, namely: 1) experience and knowledge, 2) working memory and long-term memory skills, and 3) attention skills. Learning to read is a continuous effort. Children who see the high value of reading in their personal activities will study more actively than children who do not find benefits from reading activities. In reading, children must use understanding and imagination, observe and remember the shape of letters. Children cannot read without moving their eyes or without using their minds. Comprehension and reading speed are very dependent on the ability to operate every necessary organ in the body, namely the eyes.

According to the Ministry of Education and Culture, the consonant letters that must be pronounced correctly to read at the beginning are b, d, k, l, m, p, s, and t. These letters, plus vowels will be used as indicators of initial reading ability, so that they become a, b, d, e, i, k, l, m, o, p, s, t, and u. Based on the description above, it can be concluded that the definition of beginning reading ability refers to the skills that must be mastered by readers who are in the beginning reading stage. The skill in question is mastering the alphabetic code, where the reader is limited to reading letter by letter, recognizing phonemes, and combining phonemes into syllables or words.

Media is a tool to make it easier for teachers to convey learning material. Steps and strategies prepared to do a job. When connected to education, the media must be realized in the educational process, in order to develop mental attitudes and personalities so that students receive lessons easily, effectively and can be digested well. Card media is thick paper in the shape of a rectangle, which is used for purposes, such as: membership tokens, tickets, identification, and so on. Letter cards are the use of a number of cards as a tool for learning to read by seeing and remembering the shapes of letters and pictures accompanied by writing of the meaning of the pictures on the cards.

2 RESEARCH METHODS

The research method used is qualitative research with a case study approach to determine the initial reading difficulties of students at school. In qualitative research, the deeper the research, the deeper the data obtained, resulting in good quality research. It can be concluded that qualitative research using the case study method is a type of social research that investigates, understands and examines problems that occur. Methods that can be used to collect data are observation, interviews and documentation.

3 RESULT AND DISCUSSION

The data presented is data on initial reading ability through letter cards. In this chapter, data descriptions, research findings and discussion of research findings will be presented.

3.1 Sub Hasil

The findings of this research are in the form of a presentation of the results that researchers obtained through observation, interviews, field notes and documentation. Researchers conducted interviews with several grade 2 teachers at SDN 01 Pinang Ranti 01 Pagi. The data analyzed is in accordance with the research objectives and problem formulation in this research.

3.1.1 The process of learning initial reading skills using letter cards

Based on interviews with grade II teachers, it is known that teachers use various surface reading methods that are taught to students, because they use various methods.

Researchers use classroom action research using the Kemmis & Teggart research model. Researchers use this PTK design model because it has a fairly easy design. Apart from that, the procedure consists of four stages, namely starting with planning, implementation, observation and reflection.

3.1.2 Source of test data for class II students at Pinang Ranti State Elementary School 01 AM

Information :

Values on a scale of 0 – 100

1. Reading accuracy
2. Pronunciation
3. Intonation
4. Smoothness
5. Voice clarity

3.1.3 Action Description

In addition to conducting interviews with grade 1 students, the researcher also carried out planning based on the research problem. An action plan has been formulated that will be implemented to solve the problem in the research. The lesson material discussed in each cycle is beginning reading skills. The implementation of the action is carried out in the second hour. The material that will be discussed is reading the beginning with the theme "my experience" using letter cards. The following describes the real conditions experienced during the teaching and learning process. Before starting learning, the teacher first puts the students in order, after all the students sit in their respective places neatly and orderly, then the students pray led by the class leader. After completing the prayer, the teacher takes attendance according to the order of the students' names, then the teacher provides the subject matter to be discussed accompanied by the learning objectives to be achieved, students are instructed to open the textbook related to the material to be taught. Observations are seen from student tests, students' ability to read and students' ability to use letter cards when reading at the beginning.

Reflection is the final result or final conclusion that students will reach in processing the material that has been presented by the teacher.

3.2 Discussion of Findings

The success of a learning process through letter card media can be seen from the students' pre-cycle, cycle I and cycle II data before and after the learning process was carried out. First, pre-cycle research was carried out. The results of each action. Students' abilities in the teaching and learning process through letter card media with the aspect of students listening to directions, instructions and explanations from the teacher. Students determine the value of accuracy, pronunciation, intonation, ability, voice clarity.

3.3 Table

Students' abilities in the teaching and learning process through letter card media with the aspect of students listening to directions, instructions and explanations from the teacher. Students determine the value of accuracy, pronunciation, intonation, ability, voice clarity. The increase in student activity from cycle I and cycle II can be seen in the table below.

Table 1. results
Recapitulation of Values in Cycle I and Cycle II

Average value	70,38	81.00	86.00
Complete	14 student	26 student	28 student
Not finished	17 student	5 student	3 student
Completion percentage	45,16%	83,87%	90,32%

Based on the data above, it can be seen that using letter card media can improve the quality of initial reading learning for grade 2 students at State Elementary School 01 Pinang Ranti Pagi, this can be seen from the improvement of students in a better direction. Students' initial reading abilities using letter cards can be seen in the table above.

4 CONCLUSION

Based on the results of the research, using letter card media can improve the initial reading ability of grade 2 students at State Elementary School 01 Pinang Ranti Pagi, after using letter card media, students' reading ability has improved. The teacher and students learn to use letter card media to improve students' reading skills. The teacher asks the students to come forward to use letter card media alternately so that their ability and students' understanding in reading continues to improve so that they exceed the KKM score limit.

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