

IMPROVING THE BEGINNING READING SKILLS OF CHILDREN AGED 5-6 YEARS THROUGH KINTARA MEDIA (KINCIR SMART READING) AT DHARMA WANITA MULYOSARI PAGERWOJO TULUNGAGUNG KINDERGARTEN

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Abstract

This research aims to improve the reading skills of children aged 5-6 years at the Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten. The research method used is Classroom Action Research (PTK). The research results on the percentage of children who mentioned the same sound symbol before the action was 18.75%; The percentage increase in cycle I was 18.75%, in cycle II was 12.5%, and in cycle III was 12.5%. The percentage shows that the ability to read words before taking action increased by 43.75% in cycle I, 43.75% in cycle II, and 12.5% in cycle III. The proportion of the population who are able to speak clearly and concisely before an action is collected; This increased by 37.5% in cycle I, 43.75% in cycle II, and 75% in cycle III. It was concluded that Kintara media at the Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten could improve students' beginner reading skills.

Keywords: beginning reading ability, Kintara media, children aged 5-6 years

INTRODUCTION

In order to realize the future of children and Indonesian society as a whole, education is very important for the preparation of Indonesian society as a whole. Early childhood education must be provided, and this can be done by adults, including parents and instructors who work in official institutions. At the heart of PAUD is the idea that learning through play helps children acquire more adaptable skills, which will help them grow into strong adults ready to face the future (Kurniawan, Andrei: 2023).

The aim of early childhood education (PAUD) is to support children's optimal growth and development in various developmental domains, preparing them for entry into higher education. Early childhood (3-6 years) can be easily distinguished from older children based on their appearance and movements. There are unique characteristics associated with early childhood, including physical, psychological, social, moral and other aspects. The formative years are also the most crucial period in a person's life. Since childhood is a time when a child's personality is developing and becomes the basis for his future encounters.

There are several components to a language development context: speaking, listening, reading, and early writing. Early literacy development must prioritize the development of reading skills, especially early reading. The goal is to produce a generation who likes to read.

Early literacy development, especially early reading skills, is an important focus in language learning. The goal is not only to teach children to read, but also to foster their interest and love of reading. Children who enjoy reading tend to have better language skills and develop a wider vocabulary and understanding.

Initial observations at the Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten revealed that the children's language development had advanced in terms of speaking and listening. This is evident when learning occurs because children are enthusiastic and able to share what they know. However, early reading and writing skills are another language development problem that researchers have found. Based on observations made at school, it can be seen that of the 16 children, 35% were beginning to develop (MB) from 65% were retarded (BB) when language acquisition was included in the first reading activity. These children have progressed in line with expected levels of attainment. Children in group B or those aged between five and six years at Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten had weak first reading skills, as seen from their ignorance of the teacher's reading instructions. Children are among those who have difficulty memorizing words accurately and correctly, including how to pronounce the word IBU as JBU. In addition, although there are adequate learning resources at the Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten, the use of these resources is also below standard. Children's interest in learning is also influenced by this. However, playing techniques are still not used optimally. Play techniques are only used to help children with their motor skills.

Thus, the researcher chose the Kintara Kincir Pintar Reading media as the media that will be used for early reading for children aged 5-6 years because they are interested in conducting research using learning media that can create an active and enjoyable learning atmosphere without ignoring the initial goal of improving reading skills. early age in children. Media Because the colors in each vocabulary are very interesting to read, Kintara (Smart Reading Wheel) is a game that uses media to make children more interesting. It can also be used for beginning readers. Based on the background of the problem above, this research aims to improve the beginning reading skills of children aged 5-6 years at the Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten.

Language skill

Susanto (2014:74) states that "Language is a tool for thinking, expressing oneself and communicating." Formulating ideas, gathering information, and solving problems are areas where language skills are very important. Apart from that, through language humans can understand the delivery of ideas and emotions (Nurlaeni, 2017).

Beginning Reading Ability

According to Spodek and Saracho in Windarti (2015), early reading for preschool children is the process of obtaining meaning from written material. Suhartono, as

stated in Sujarwo (2016), believes that reading from an early age can be seen as a child's first step towards learning to read.

Criteria for Children Aged 5-6 Years

Children in the preoperative period are those aged 5-6 years. At this point, babies begin to show different thought processes. The child begins to identify various signs and symbols, such as words and pictures. Children can play games with symbols and have a methodical approach to language learning. But the youngster was still egocentric at this age Suyanto Slamet (2005: 5).

Media Kintara (Kincir Smart Reading)

One type of educational tool specifically designed to help children with their early reading skills is the Kintara (Smart Reading Wheel). The media called Kintara media (Kincir Pintar Baca) was created by Mutiara et al. (2020) and nicknamed Kintar (Smart Wheel). While Kintara media (Kincir Pintar Reading) concentrates on the reading skills of young children, this media has been shown in previous research to increase children's motivation to read.

METHOD

Research design

Using the Kemmis and McTaggart paradigm, the research methodology used is Classroom Action Research (CAR). Planning, carrying out an activity, observing, and reflecting are the processes involved in research. To create a new, more sophisticated plan to improve learning to a certain level, if cycle I has been implemented and has not achieved the goal, then research is carried out through planning, implementation, observation and reflection.

Research Subjects

This research will use data from children at the Dharma Wanita Mulyosari Pagerwo Tulungagung Kindergarten in group B, children aged 5-6 years, totaling 14 children, namely 8 boys and 8 girls as subjects. Because in the Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten, the lack of children understands initial reading, therefore researchers used the Kintara (Kincir Pintar Reading) media to improve initial reading skills.

Data collection techniques and tools

Collecting information in the field functions as a research data collection tool. Here the instrument is the device chosen by the researcher to collect data based on predetermined factors.

Observation sheet

Observation sheets are used from the beginning of the activity to its conclusion throughout the first reading learning stage. The observation sheet uses a check list of items to be observed or investigated, so all you need to do is tick (✓) the items to be observed.

Documentation

The documentation that will be used by researchers in this research is to collect information and to serve as evidence for researchers both in collecting data at school and in classes and students.

Data analysis technique

In order for the Kintara media (Kincir Pintar Reading) to show an increase in initial reading ability, the research data must be studied properly. Quantitative and qualitative descriptive analysis techniques are used in classroom research activities to calculate data collected in observation observation sheets descriptively and quantitatively to increase understanding. At the end of each cycle and after each face-to-face meeting, data analysis was performed. After providing Kintara stimulation media, the data was used as a reference to help make decisions about improving basic reading skills (Kincir Pintar Reading). The data that has been verified is: Process.

FINDINGS AND DISCUSSION

Findings

Implementation of Learning Actions Early Reading Criteria for Cycle I

Table 1. Initial Reading Ability Criteria for Cycle I

No	Aspects of Reading Ability	Total Children	Percentage	Criteria
1.	Spelling syllables	3	18,75%	Starting to Develop
2.	Reading Word	6	37,5%	Developing According to Expectations
3.	Word Pronunciation Fluency	7	43,75%	Developing Very Well

Cycle I planning activities consisted of 2 meetings held on Monday, 31 July 2023 and Thursday, 3 August 2023 at the Dharma Wanita Mulyosari Pagerwojo Kindergarten, Tulungagung. The researcher designs the actions that will be carried out in this research process, all designs in cycle I contain a form of trial.

The table explains how cycle I, which is considered to have developed very well, has been implemented in terms of the acquisition of initial reading ability in each element of initial reading ability, namely in the aspect of ability with an average of 18% of the data collected. in this abilities section.

In the aspect of ability to name sound symbols, data obtained 18.75% in this aspect of ability after the implementation of cycle I was classified as developing very well. This is known from some children who spell syllables correctly

In the aspect of ability to read words, data obtained 37.5% in this aspect of ability after the implementation of cycle I was classified as developing very well. This is known as a child who still has difficulty reading and is not yet fluent in expressing words.

In the aspect of word expression fluency, the data obtained was 43.75%. In this aspect, after carrying out cycle I, it was classified as developing very well. This is known as children grow up to be able to express words well.

Language learners who work to develop their early reading skills, particularly those between the ages of 5 and 6, have shown greater progress in children's abilities.

By comparing the percentage increase in initial reading skills before and after the action was taken, the growth in initial reading skills in cycle I can be calculated. The number of children who meet the criteria for very good growth in initial reading skills is increasing, according to the research data collected. 6 children (37.5%) from the pre-action activities were able to read with very good criteria; After the first cycle of action was implemented, this number increased to 7 children (43.75%) who were able to read with good criteria.

Implementation of Learning Actions Early Reading Criteria for Cycle II

Table 2. Initial Reading Ability Criteria for Cycle II

No	Aspects of Reading Ability	Total Children	Percentage	Criteria
1.	Spelling syllables	2	12,5%	Starting to Develop
2.	Reading Word	7	43,75%	Developing According to Expectations
3.	Word Pronunciation Fluency	7	43,75%	Developing According to Expectations

From the table it can be explained that the acquisition of initial reading ability in each aspect of initial reading ability is that the average data obtained is 31.25% in this aspect of ability after carrying out cycle II in the Very Well Developed (BSB) classification.

In the aspect of ability to spell syllables, 12.5% was obtained. This aspect of ability after the implementation of cycle II was classified as Starting to Develop (MB). This is known as children grow up being able to spell syllables.

In the aspect of word reading ability, data was obtained at 43.75% in this aspect of ability after the implementation of cycle II which was classified as Developing According to Expectations (BSH). This is known as children begin to become fluent in reading words.

In the aspect of fluency in expressing words, data was obtained at 43.75% in this aspect after carrying out cycle II and classified as Developing According to Expectations (BSH). This is known as the child begins to express words fluently.

Language learning to improve initial reading skills, especially for ages 5-6 years, has shown an improvement from cycle I which is better in terms of children's abilities.

By comparing the percentage growth in first reading ability from cycle I, it can be seen the increase in initial reading ability in cycle II. Based on research data, there is an increase in the proportion of children who meet the expected developmental requirements at the start of reading. Six children or 37.5% of the total number met the reading ability criteria in cycle I, namely Developing According to Expectations (BSB). After the activities in cycle II were completed, the number increased to seven children or 43.75% of the total children who met the reading ability criteria, namely Very Well Developed (BSB).

Implementation of Learning Actions Early Reading Criteria for Cycle III

Table 3. Initial Reading Ability Criteria for Cycle III

No	Aspects of Reading Ability	Total Children	Percentage	Criteria
1.	Spelling syllables	4	25%	Starting to Develop
2.	Reading Word	4	25%	Very Well Developed
3.	Word Pronunciation Fluency	12	75%	Very Well Developed

The initial reading ability in each aspect increased from cycle I to cycle III with an average increase in this aspect of 50%, as shown in the table. Cycle III has been completed and is rated as Very Developed (BSB).

Regarding the ability to pronounce previous symbols, 25% of the results obtained after the completion of the third cycle showed that children still met the developmental threshold.

A result of 25% was obtained in the word reading ability category. After the implementation of cycle III, the capacity component decreased. A young person who can read words fluently is referred to as this. Regarding word pronunciation, 75% of data was collected in this area with the start of cycle III, and improvement was reported. All known young people are able to speak and write fluently. Learning a language has provided significant improvements in early reading abilities, especially for children between 5 and 6 years old.

If we compare the reading ability at the beginning of cycle III with cycle II, it can be seen that the reading ability at the beginning of cycle III has increased. Based on the research data obtained, it experienced growth from the previous average of 43.75 and in cycle III reached 75% with Very Good Developing (BSB) conditions.

Table 4. Comparison of Percentage Improvement in Initial Reading Ability Implementation of Actions from Cycle I to Cycle II and Cycle III

No	Aspects of Reading Ability	Percentage of Cycle I	Percentage of Cycle II	Percentage of Cycle III	Percentage Increase in cycles I.II & III
1.	Spelling syllables	18,75%	12,5%	12,5%	14,59%
2.	Reading words	43,75%	43,75%	12,5%	33,33%
3.	Fluency in expressing words	37,5%	43,75%	75%	52,08%

Based on the table above, it is known that the initial increase in reading ability from the data obtained from cycle I to cycle III is classified as quite good. This is an improvement from the previous cycle, therefore the use of Kintara media (Kincir Pintar Reading) is declared successful for ability. beginning reading for children aged 5-6 years.

Discussion

The aim of this project is to use media Kintara (Smart Reading Wheel) to help children become more proficient beginning readers. There are several reasons why children's early reading abilities do not develop as expected:

1. Before the existence of Kintara (Smart Reading Wheel), the media used in class was less attractive to children and less interesting to them.
2. The approach is more routine and less varied, causing children to quickly lose interest and pay less attention to what the instructor explains.
3. Because the classroom environment is less supportive, it becomes less easy for children to learn.

Even though the results of the implementation of cycle I have not reached the indicators of success that researchers hoped for, cycles II and III still need to be completed to see whether the results have improved. Improvements in cycles II and III are needed to meet the expected success indicators, because the implementation of cycle I faced several obstacles.

Other classical learning, which is less successful because children only follow and hide their actions, is one of the obstacles in implementing cycle I, the lack of time for activities, especially if reading activities involve Kintara media (Kincir Pintar Reading) which has an impact on children. not given the opportunity to play with Kintara media (Kincir Pintar Reading), and the fact that the media must be used more often.

Improvements were developed in response to challenges encountered during implementation cycle I, thereby enabling resolution of current problems. These improvements include the use of classical education along with group learning, training children to remain involved throughout group learning using Kintara media (Kincir Pintar Reading), making more efficient use of class time when studying Kintara media (Kincir Pintar Reading), and giving children the opportunity to learn to read. under the direction of a certain teacher by utilizing several Kintara media (Kincir Pintar Reading). It turned out that there was a slight improvement compared to cycle I after improvements were made in cycle II. Furthermore, cycle III experienced many changes compared to cycle I, and cycle II experienced improvements and changes in very important initial reading abilities.

The results of this research show that young children between the ages of five and six years can improve their reading skills by using the Kintara media (Kincir Pintar Baca) at the Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten. The percentage increase in the number of children who were able to read in the good category both before and after this action shows how early reading ability has increased. This figure always increases, indicating that initial reading ability has increased. With a final score of 75%, each cycle shows a fairly good level of progress. The results of previous research support this.

Purwaningsi et al. conducted research with the title "Development of Kantar Media (Smart Wheels) on a Simple Airplane Meter for Class V Elementary School Students" in 2017. Purwaningsi ddk research analyzed student responses using the ADDIE model combined with learning and development research, resulting in an average of 92% .

According to Enggla Devitawati's research in 2017, "The Effectiveness of Word Mill Media on Children's Reading Ability at Harapan Dharma Wanita Painan Kindergarten, Pesisir Selatan Regency" This researcher used a quantitative technique

called quasi-experiment. The research population was 55 students at Harapan Dharma Wanita Pinan Kindergarten. Using the Cluster Sampling approach, students were divided into 4 study groups, with study groups B2 and B3 respectively as experimental and control groups because the two classes each had 14 students. The statement sheet is a tool for collecting data. The data was then analyzed using a difference test (t-test).

CONCLUSION

Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten conducted Classroom Action Research (PTK) to improve the reading skills of children aged 5–6 years using Kintara (Kincir Pintar Reading) media. The three indicators are: (1) mention of sound symbols; (2) word reading (MB); and (3) fluency in expressing words which increases with each reading ability. The percentage of children who mentioned the same sound symbol before the action was 18.75%; This percentage increased in cycle I by 18.75%, in cycle II by 12.5%, and in cycle III by 12.5%. This % percentage shows that the ability to read words before taking action increased by 43.75% in cycle I, 43.75% in cycle II, and 12.5% in cycle III. The proportion of the population who are able to speak clearly and concisely before an action is collected; This increased by 37.5% in cycle I, 43.75% in cycle II, and 75% in cycle III. It can be said that Kintara media at the Dharma Wanita Mulyosari Pagerwojo Tulungagung Kindergarten can improve students' initial reading abilities.

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