

Research Article

Improve Children's Early Reading Skills Through Picture Word Card Media

Nuryati¹, Rita Rizadatun²

STKIP Site Banten -Indonesia

Corresponding Author: nuryatimamah70@gmail.com**Abstract**

This article aims to examine the problem of early reading skills in group B students in Kutilang Kindergarten, Kramatwatu District, Serang Regency. This article aims to determine the improvement of the initial reading skills of group B students in Kutilang Kindergarten after using picture word card media using Classroom Action Research which consists of two cycles each cycle held as many as two meetings which include planning, implementation, observation and reflection. So it can be concluded that the reading ability of group B children of Kutilang Kindergarten can be improved through picture word card activities.

Keywords: Improved Beginning Reading Skills, Picture Word Card Media**INTRODUCTION**

Early Childhood Education (PAUD) according to the 2003 National Education System Law article 1 Paragraph 14 is "A coaching effort aimed at children from birth to the age of six years (0-6 years) carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education"

At an early age there are several aspects of development that must be developed including aspects of religious and moral values, physical motor, cognitive, language, social emotional and art.



Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 146 of 2014 concerning the 2013 curriculum for early childhood education must be able to develop areas of development, namely spiritual attitudes, social attitudes, knowledge and skills, while the ECCE curriculum structure develops six developments that include religious and moral values, physical, motor, cognitive, language, social emotional, and art. Based on aspects of child development, aspects of cognitive and language development are the main aspects that can influence or lead other aspects of development.

Language skills are very important for children, because language is a tool used by children to convey desires, thoughts, hopes, and others for their personal interests. Language is a medium of communication, because it provides skills to children to be able to communicate and express themselves so that children can become part of their social group.

Reading is an activity of translating sounds and understanding their meaning. Every child has a different kind of intelligence, one of which is language intelligence. The ability to read is part of the development of anaku sidini language. In kindergarten, it is carried out with the principle of playing while learning or learning while playing.

Early childhood is a golden age where children experience very rapid growth and development, one aspect that needs to be developed from an early age is the language aspect, Reading is one type of receptive writing ability. By reading children will gain new information, knowledge and experience.

The importance of developing aspects of reading ability from an early age is because the ability to read is the most important ability, because a person will be faster in acquiring knowledge starting from the ability to read. The ability to read is obtained through stages, including the initial stage that must first be passed, namely initial reading.

The development of children's reading skills is strengthened through various experiences such as when conversing, when reading stories, when drawing and

writing. The ability to read itself begins with recognizing letters. Recognizing letters is the basis that children must have so that they can read.

Various teaching methods are practiced by teachers in the hope that they can help children to master reading skills. Many things can be prepared to teach children to read, because reading cannot just appear in every child, but must go through a long process with the need for stimulation and fun learning according to the child's stage.

The ability to read is the basis for mastering various fields of study. If children at the beginning of school do not immediately have the ability to read, children will have difficulty in learning other fields of study. The ability to read children does not develop by itself, in it there is a process in its development, the process can be influenced by internal and external factors.

The importance of developing aspects of early reading skills because early reading is very important for children to have. Children who like to read will have a higher sense of language. The love of reading should be introduced from an early age.

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The role of teachers or parents since early childhood is very important in an effort to form an environment that invites children to do fun and comfortable learning so that it can help improve children's early reading skills. The development of reading skills is directly related to the level of adult guidance in using language and emphasizes the relationship of writing to the alphabet, words, and messages.

The most important issue for teaching reading to children is how to teach children so that children consider their learning activities like playing and even in the form of an interesting game.

Based on the results of initial observations on August 3-5, 2020 at Kutilang Kindergarten, Kramatwatu District, Serang Regency, group B for one week because the ability of language aspects in children in terms of early reading still tends to be very lacking, this we can see from some learning activities that there are still many children who do not know some letters, children are still rigid and hesitant in

pronouncing and children are not able to express some types of letters. So that children out of 14 there are only 2 children who have developed early reading skills.

The problems that occur are inseparable from the lack of teacher insight in choosing and applying learning methods. If the problem is left unchecked, the condition of learning outcomes is lower. Therefore, researchers try to conduct research to find solutions so that these problems can be solved, so that the ability to read the beginning of children becomes optimal. For this reason, researchers are interested in conducting a study entitled "Improving Children's Early Reading Skills through Picture Word Card Media in Group B of Kutilang Kindergarten, Kramatwatu District, Serang Regency".

RESULT AND DISCUSSION

1. Reading Comprehension

Children's ability to read will affect their future lives, for that the ability to read must be possessed by children from an early age so that it becomes a habit in themselves until adulthood reading is a process carried out and used by readers to obtain the message that the author wants to convey.

Language development obtained in the world of education, especially in kindergarten, must be developed optimally because language development is very important. Language development should include four elements including listening, speaking, reading, and writing. The four elements always combine in one activity. In this case, reading is a very influential element with language.

Reading activities for early childhood within the scope of literacy language development (Permendiknas No. 137 of 2014). As for the items of the age group of 5-6 years here the child will learn to name known letter symbols, recognize the sound of the initial letters of the names of objects around him, name groups of pictures that have the same initial letter sounds, understand the relationship between sounds and letter shapes, read their own names, understand the meaning of words in the story. Reading at the beginning level or beginning reading can be given to children in kindergarten.

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Reading is an important activity in everyday life because reading is not only to obtain information but also as a tool to expand one's language knowledge. In the education system 20 years 2003 Chapter 1 article 1 paragraph 14. One of the goals of beginning reading in lower grades is to be able to recognize letters not only for children to have the ability to read and distinguish all letters of the alphabet properly and correctly. When the child can master the whole alphabet properly and correctly. Mastering the letters of the alphabet is the first step that must be mastered before going to simple syllables, words and sentences.

There are several definitions of reading from several experts in Nurbiana D, (2014: 7.3) which include:

1. According to Farida Rahim that reading is the process of translating written symbols into sound
2. According to Soerdaso that reading is a complex activity by directing a large number of separate actions
3. According to Etty Hasmawati that beginning reading is an inseparable part of Indonesian field of study. Reading at the beginning of this child is given a reading lesson until mastering the letters

There are several links in language skills including, "listening skills, speaking skills, reading skills, and writing skills" (Nurbiana D, 2014: 6.2)

By looking at the description above, that reading is the process of translating written symbols into sounds, reading is a complex activity that cannot be distinguished between actions and thoughts, therefore in learning activities, especially in early reading learning, a medium is needed that can support the occurrence of early reading learning.

2. The Meaning of Startup Reading

Preliminary reading (early) is a reading that is taught programmically (formally) to pre-school children. Where the teaching of reading in general can be divided into two stages, namely the initial reading teaching and further reading teaching.

As for according to Nurbiana D (2014: 6.3) states that: initial reading is the initial stage in reading learning which is focused on recognizing symbols or signs related to letters so that it becomes a foundation so that children can continue to the initial reading stage.

While the advanced reading stage according to (Tarigan HG. 2015: 211) "Advanced reading is that children do not just recognize symbols or signs but have used them to read words or sentences so that children understand what they read.

Beginning reading is a critical and strategic moment in the development of the ability to read without text, namely reading by narrating available situational images. Proper development of this initial reading is necessary, usually the most suitable and appropriate for the child's nature is reading while playing, for example reading using picture word card games.

As for Tarigan (2015:126) states that "Reading the beginning is a more directed stage of reading to reading".

At the initial reading stage, children read letters or words no longer too dependent on the environment, but when the sensitive period comes, children aged 6 years or 7 years for normal children. At this stage of reading, the independence of children when reading begins to exist, but cannot be completely released when reading words or sentences, for this stage there still needs to be help provided by teachers or parents to children through various guided exercises.

Thus, the author can conclude that early reading is the initial stage of children learning to read with a focus on recognizing symbols, letters and aspects that support further reading activities. Therefore, remedial teaching in early reading has an important role to overcome reading difficulties faced by children.

The four language skills above are a unity that cannot be separated from one another, but we can only distinguish. One skill, depends on the skill of the other.

Examples; A person can speak because he is able to listen, or is skilled in reading and writing. Similarly, a skilled writer, he is also skilled in listening, speaking and reading (Tarigan, 2015: 50)

Thus the ability to read beginning is the beginning of language learning, with children able to read the beginning will certainly be able to be skilled in other language skills, for that we need to know what the purpose of reading is, so that in providing learning we do not deviate from the goal. The purpose of reading as stated by Tarigan (2015: 55) includes:

1. Read to discover or know the discoveries that have been made by the character
2. Read on to find out why it's a good and interesting topic in a story
3. Read on to discover and find out what happened first, first, second, third, and so on
4. Read on to discover and find out why the characters feel the way they do, what the author wants to show the reader

While the purpose of beginning reading is to aim to:

1. Recognizing letters

Letters are the first and main and most basic material before other materials that must be learned and mastered, alphabet letters must be introduced to children from an early age

2. Reading syllables

Often called fragments or chunks of words, syllables are taught to children after having the skills to know, understand, and distinguish all letters

3. Read words

Early childhood must be introduced to various forms of words, the more children know many words, the more helpful children master how to read words, the most important words and needed by children that must be introduced are the words closest to children

4. Read sentences with reasonable intonation and pronunciation

After the child is able to read the words correctly, then the child is introduced to simple sentences that are easily understood by the child

The above description reinforced by Fahmi (2018: 66) is as follows

1. Fantasy Stage

At this stage children have begun to learn to use books, look at and turn the pages of books or carry books as they like.

2. Stages of formation of self-concept

At this stage the child begins to see himself as a child reader, has begun to be seen in reading, pretending to read books, interpreting images based on previous experiences and using book language that is not in accordance with his writing.

3. Image reading stage

At this stage the child begins to be aware and care about the writing in the book and find words that have been found before.

4. Stages of language identification

At this stage the child has begun to be interested in reading, can remember writing in a certain context.

3. Understanding Early Childhood

Early childhood is a group that is in the principle of early childhood education is a unique individual who has a pattern of growth and development in physical, cognitive, social emotional, creativity, language and communication aspects that are specific to the stages being passed by the child.

In article 28 of the National Education System Law No. 20/2003 paragraph 1, it is stated that children who belong to early childhood are children who fall into the age range of 0-6 years. Early childhood is a child who ranges from 0-6 years has extraordinary growth and development so that various uniqueness appears in him. Early age is a period of development that determines further development. Various studies conducted by experts conclude that early childhood education can improve achievement and increase adult cooperation productivity.

From the above understandings, it can be understood that early childhood is a child aged 0-6 years who has a period of growth and development of various aspects and has a uniqueness in its characteristics.

4. **Characteristics of Children's Reading Ability**

The characteristics of children's reading ability can differ from their age stage. Regulation of the Minister of National Education Nomor 137 of 2014 concerning early childhood education standards shows that the level of achievement of language aspects in the scope of literacy development in the indicators of early reading ability of children aged 5-6 years, namely (a) can mention familiar letter symbols, (b) can recognize the sound of the prefix letter from the names of objects around it, (c) can name groups of images that have the same initial letter sound, (d) be able to understand between sounds and letter shapes, (e) read one's own name

The reference used as an indicator in making learning planning in this study is to mention known letter symbols, mention pictures that have the same prefix letter sounds and read their own names. Early childhood has the potential or penchant for developing reading skills. This is based on the stage of development experienced, in the pre-operational stage it is known that the element at this stage that stands out is symbolic language that seeks images and speech language. Early childhood characteristics of 5-6 years they begin to recognize letter symbols in preparation for reading.

5. Early Childhood Reading Process

A child's reading ability takes place at several stages of development. According to Steinberg (Ahmad Susanto 2011: 90) that, early childhood reading skills are divided into four stages of development, which are as follows:

- a. The stage of awareness of writing at this stage, children begin to learn to use books and realize that this book is important, look at books and flip through books sometimes children carry books everywhere where they are happy.
- b. The stage of reading pictures of kindergarten-age children can already see themselves as readers, and begin to involve themselves in reading activities, pretending to read books, giving meaning to pictures, reading books using book language even though it does not match their writing. Kindergarten children have realized that a book has special characteristics, such as titles, pages, letters, words and sentences and punctuation marks even though children do not understand everything.

- c. At this stage kindergarten children can use three language systems, such as phonemes (letter sounds), semantics (word meaning), and syntax (word or sentence rules) together. Children who are already interested in reading material begin to recall the shape of letters and their context. Children begin to recognize the signs that exist on objects in their environment.
- d. At this stage, children can read fluently a variety of different types of books and materials that are directly related to everyday life.

6. Picture Word Card Media in Kindergarten Children's Learning

1. Understanding Media

The word media comes from Latin, whose singular form is medium. Media is one component of communication, namely as a messenger from communicator to communicant. Based on this definition, it can be said that learning media is an intermediate means in the learning process (Criticos in Daryanto, 2015: 4).

This is in accordance with Hamalik's opinion in Arsyad (2013: 2) the knowledge that must be possessed by teachers about learning media includes:

- a. Media as a communication tool to further streamline the teaching and learning process;
- b. The function of the media in order to achieve educational goals;
- c. The subtleties of the learning process;
- d. The relationship between teaching methods and educational media;
- e. The value or benefits of educational media in teaching;
- f. Selection and use of educational media;
- g. Different types of educational media tools and techniques;
- h. Educational media in every subject;
- i. Innovation efforts in educational media.

Thus, it can be stated that the media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning objectives in schools in particular

From the description above, it can be affirmed, learning media is everything that can be used to clarify and facilitate the material or message that will be conveyed by teachers to children, early childhood learning media in the form of game tools, through these game tools can stimulate children's interest and motivation to learn. The types of media are graphic media, audio media, and still projection media. Based on the type of media used in Indonesia, picture word cards are visual media in the form of cards made of cardboard and rely on the five senses of sight.

2. Understanding Picture Word Cards

According to Amir Hamzah Sulaiman Marlina Wulandari (2014: 40) is an important visual tool that is easily available and concrete with the problem it describes. Picture word cards are one of the types of visual media which means that the recipient of the child's message will receive information through his sense of sight because the message to be conveyed is poured into visual communication symbols

Dina Indriana (2011: 65), argues that image media is able to provide details in the form of pictures as they are, so that they can help children to remember.

Picture cards, which are cards that contain words and contain pictures.

According to Jaruki (Lilis Madyawati, 2016: 213),

"Saying that the picture card is able to deliver what will be conveyed has good quality, has a relevant purpose, is clear, contains truth, actual, complete, simple, interesting, and suggests truth" (make 1 example space in the gallery)

Picture cards are a medium for communicating with others. Picture cards serve as a stimulation for the emergence of new ideas, thoughts, and ideas. This idea then encourages children to act, follow thinking patterns such as pictures or even new ideas emerge and arouse feelings.

According to Pamadi (Lilis Madyawati, 2016: 214)

"It suggests that a picture card is a separate set of images that contain units of images and represent a series of stories. These drawing cards can be of various types, including drawing cards with a separate appearance of sheets" (spaced one see example in gallery)

Dina Indriani (2011: 65) explained that image media is able to provide details in the form of pictures as they are, so that they can help children to remember.

According to Ahmad Susanto (2010: 108)

"Explaining that the picture word card media in this study is a development of picture word card media. Word card media are cards that contain words that are familiar with the child's life, for example mama, milk, books, grandma. Your child's familiarity with these words will greatly help increase his response to what we read, and ultimately to the reading activity itself. While image media is visual media used for certain learning purposes.

The picture word card media referred to in this study is a card made of thick cardboard measuring 15 x 20 cm in a rectangular shape containing word cards, prefix letters and images used to develop initial reading skills. The specification of picture word card media in this study is that the writing contained in the card is not spelled but combined, for example "eyes". Image size 75 mm x 70 mm writing size 110 pt using hvs base paper.

Based on the description above, it can be concluded that picture word cards are a visual medium used for initial reading learning in the form of thick cardboard in the form of rectangles in which there are words, prefix letters and pictures. This medium is also clearly made as well as attractive and colorful images. The images and words available vary according to the theme that the teacher teaches to the child.

3. Advantages and Disadvantages of Photograph Word Card Media

- a. Easy to carry around
- b. Can be performed inside or outside the classroom
- c. Told with stories, playing and singing
- d. Learning will be easier to understand because with the card the material will be easily repeated, so that learning objectives can be achieved, namely children's understanding can be achieved optimally.
- e. The images used are images of benda-objects with interesting colors that are often encountered by children in everyday life.

In this study using picture word card media as a learning medium to develop the initial reading skills of Group B children in Kutilang Kindergarten, Kramatwatu District, Serang Regency. In its use should pay attention to the characteristics of the child. That is, before providing for initial reading learning, first know the ability that children have to be able to use picture word cards and pay attention to the principles of learning, namely through word play, through word play can stimulate children to be creative and active with the aim of learning letters, syllables, words, and various kinds of picture symbols

4. Steps to Use Picture Word Card Media in Learning to Read Beginnings

According to Kirana Rahmalya (2019: 29), the steps for using picture card media in learning to read are as follows:

a. Determine the theme you want to achieve

In determining the theme to be achieved, teachers can make learning designs, namely:

- 1) Annual Planning. An annual program is a plan for allocating one year's time to achieve predetermined educational goals. Determination of time allocation is needed so that all basic competencies (KD) in the curriculum can all be achieved by students.
- 2) Semester Program. Semester planning is a learning program that contains theme networks arranged sequentially and systematically, the allocation of time needed for each theme network and its distribution into semester 1 and semester 2
- 3) Weekly Learning Implementation Plan (RPPM) This RPPM contains activities in order to achieve the indicators that have been planned in the week in accordance with the breadth of discussion of themes and sub-themes that have been planned in the semester program.
- 4) Daily Learning Implementation Plan (RPPH). Daily activity planning is the explanation of a weekly activity plan that makes learning activities, both carried out individually, in groups, and classically in one day. The daily activity plan consists of initial activities, core activities, rest/meal, and final activities.

b. The teacher prepares a media with picture words and introduces it to the child.

Learning picture word card media can be introduced to children and can be combined with various games so that children will feel happy and fast to socialize. By preparing and introducing picture word card media to children, teachers can teach language to children so that children can know the letters, vocabulary and pictures listed on the picture word cards.

c. Teachers introduce and teach vocabulary and symbol letter sounds to children in turn.

In introducing letters and words to children, the first step is to introduce the letters of the words listed on the picture word card, for example the picture listed on the card is a horse, then the teacher introduces the letters k-u-d- and a and the teacher teaches how to sound letters and vocabulary. Introducing letters and words to children aims to develop early childhood language skills. In this ability, children are expected to be able to recognize and mention the letters and words listed on the picture word card.

d. The teacher prepares tools and materials.

Preparing tools and materials serves to get to know the environment and guide children to recognize their strengths and weaknesses. Students actively carry out activities optimally using all their five senses actively. What must be considered by teachers in preparing tools and materials before activities is to determine the activity program and children's learning goals.

e. The teacher divides into groups.

Preparing tools and materials serves to get to know the environment and guide children to recognize their strengths and weaknesses. Students actively carry out activities optimally using all their five senses actively, which must be considered by teachers in preparing tools and materials before activities is to determine the activity program and children's learning goals. For example, in the activity of stringing letters of the alphabet into a word, the teacher divides children into 3 and 4 groups. Group work is a teaching and learning strategy where children are divided into groups and work together in completing tasks or solving certain problems, and trying to achieve common goals

f. Teachers provide activities to children

In providing learning activities to children, teachers must create a fun learning atmosphere for children to increase their learning motivation. Therefore, teachers must be able to implement appropriate learning strategies in order to encourage active, productive, and efficient children's learning actions. Teachers are required to provide learning activities that are in accordance with children's interests and are always child-centered so that children are always encouraged to become critical thinkers, able to solve problems, able to make the right choices, active, creative, imaginative and have awareness in the midst of their environment.

CONCLUSION

Based on the results of data analysis and discussion above, it can be concluded as follows:

1. Children are able to carry out children's initial reading activities through the media of picture word cards according to aspects of recognizing letters, combining letters to form syllables, reading words and reading sentences with normal intonation and pronunciation.
2. In the results of pre-action observation, there were 4 children who had undeveloped criteria with a percentage of 28.5% and 10 others had criteria for starting to develop with a percentage of 71.4% with an average child development of 42.86%. After two reading cycles, the child's start increased to 80.36% with the criteria of developing very well.
3. Children have been able to read in words that are different from others, and have been able to develop ideas through picture word cards, and have been able to help other friends.

The results showed that the initial reading ability of group B students in Kutilang Kindergarten, Kramatwatu District, could be improved through children's initial reading activities through picture word card media.

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