

IMPROVING BEGINNING READING ABILITY WITH LETTERS CARDS IN CLASS 1 STUDENTS OF STATE ELEMENTARY SCHOOL 005 KEPENUHAN

Herawati

SD Negeri 005 Kepenuhan
Email : herawati005@gmail.com

***Abstract,** This study aims to improve the ability to read beginning with letter card media in grade 1 State Elementary School 005 Kepenuhan. This type of research is classroom action research (CAR) which is descriptive qualitative using a qualitative approach that is strengthened by a quantitative approach, taking the background of the 005 Kepenuhan State Elementary School. The subjects of this study were grade 1 students at State Elementary School 005 Kepenuhan, while the object of this research was the improvement of initial reading skills using letter cards on the theme of Living and Non-Living Objects Around Me. This research was conducted in three cycles and through four stages which include: (1) planning, (2) implementation, (3) observation, (4) reflection. Data were obtained through observation, interviews, reading tests, and documentation. The results showed that letter card media could improve students' initial reading skills. The increase in student learning activities can be measured from evaluations I, II, and III with the value of student learning activities in the first cycle of 68.04%, the second cycle of 73.04%, and the third cycle of 75.86%.*

Keywords : Read the beginning, Letter card media.

I. INTRODUCTION

The ability to read in early grades plays an important role as the foundation or basis for determining success in student learning activities. If reading learning in the early grades is not strong, at the advanced reading stage students will find it difficult to have adequate reading skills. The ability to read is needed to broaden knowledge and experience and to sharpen reasoning to improve one's self. If a child at school age does not immediately have the ability to read, then he will experience many

difficulties in learning various fields of study in subsequent classes.

Learning to read in elementary schools according to the stages according to the low class and high class groups. For low grade students, the reading stage is the beginning reading. Beginning reading for low grade students is the foundation of the stages of speed reading, extensive reading, and reading comprehension. Teachers must really hone students' initial reading skills. Beginning reading is a stage of learning to read for early grade elementary school students, namely grades I and II. The goal is that students have the ability to understand

and voice writing with a reasonable intonation, as a basis for further reading. The purposes of pre-reading are: 1) developing the basics of reading mechanisms, 2) being able to understand and voicing simple sentences spoken with a reasonable intonation, and 3) reading simple sentences fluently and precisely. This illustrates that preliminary reading is needed so that students are able to understand and pronounce writing with clear pronunciation and intonation. Beginning reading can help students in understanding a reading text.

It is hoped that students will get information from the reading so that they can increase their knowledge. Beginning reading in grade 1 students must get the full attention of the teacher. At this stage, grade 1 students begin to recognize letters, sounds, words, syllables, and sentences even though they are simple in scope. Teachers play an important role in guiding students to be able to read.

There are several factors that can affect students' reading skills, both internal and external factors. One of them is motivation and reading material, motivation is a factor that is quite large in influencing reading skills, if someone does not have the motivation it will result in reluctant reading, while those who have high motivation will have a strong enough urge to read. Reading

materials affect the reader's interest in reading. Reading material that is too difficult to understand will make someone reluctant to read.

Based on research on preliminary reading skills conducted in grade 1 SD Negeri 005 Kecepatan from the results of observations that have been carried out with observations in science learning in the aspect of reading using the lecture method and blackboard media is good, and the teacher gives examples of reading words and sentences correctly. as well as the use of correct pronunciation and intonation but students' reading skills are still low, this is found from the reading aloud and reading comprehension tests of 23 students, 15 of whom are reading still not right and not reading fluently. When the teacher tells the students to be louder while reading. However, students are reluctant to read aloud because they are ashamed of their friends, so that other friends cannot hear their voices and cannot understand what their friends are reading. When the teacher explained that there were still many children playing alone, sometimes they left the class with the excuse of going to the toilet, the teacher also could not condition the class because there were too many 1st grade students and there were still many children who were busy during the learning process.

Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities (Farida Rahim, 2008: 2). Reading is a visual activity where this process involves a translator of a writing, as a thought process reading is a process that requires an understanding of writing.

According to Sabarti Akharga et al.(1993:22) "reading is a unified activity that includes several activities such as recognizing letters and words, connecting sounds and their meanings, and drawing conclusions about the purpose of reading". Meanwhile, Anderson, et al (Sabarti Akharga, 1993:22) view reading as a process to understand the meaning of an article. Reading ability is a complex ability that is based on the cooperation between a number of abilities. To be able to read a text, a person must be able to use the knowledge he already has. According to Mulyono Abdurahman (2003:200), reading is a complex activity that includes physical and mental. Physical activity related to reading is eye movement and visual acuity. Mental activity includes memory and understanding. People can read well if they are able to see the letters clearly, are able to move the eyes agilely, remember language

symbols correctly and have sufficient reasoning to understand the reading.

According to Burns in Syafie (Hairudin, et al 2008:3), reading activity consists of two parts, namely reading as a process and reading as a product. Reading as a process refers to both physical and mental activity. Meanwhile, reading as a product refers to the consequences of the activities carried out while reading. According to Hodgson (HG.Tarigan, 1985: 7), reading is a process carried out and used by readers to obtain messages, which are to be conveyed by the author through the medium of words through the media of word cards/written language. A process that demands that a group of words that constitute a single unit will be seen at a glance and that the meaning of individual words will be known. If it is not fulfilled, then the explicit and implied messages cannot be understood properly so that the reading process is not carried out properly. While in reading there is a process that is recording, decoding, and meaning. Recording refers to words or sentences and then associates their sounds according to their writings, decoding refers to the process of encoding or translating a number of graphic sequences into words, and meaning is understanding the meaning.

Reading is part of language development which can be interpreted as

translating image symbols into sounds combined with words. Students who like pictures, letters and story books since the beginning of development will have a greater desire to read. This is because students know that reading provides new and fun information (Noviar Masjid, 2007:57).

Learning to read in elementary school is an important part of learning Indonesian. Syafiie (Hairudin, 2008:3), states that through learning to read students are expected to obtain information and responses to various things, find sources, conclude, filter, absorb information from reading, and be able to explore, enjoy, and take advantage of reading. However, in early reading, the aim is to base reading skills at a more advanced level.

Abdurrahman (2000:201) suggests that there are eight factors that contribute to the success of learning to read, namely as follows. a) Mental maturity. b) Visual ability. c) Listening ability. d) Speech and Language Development. e) Thinking and attention skills. f) Motor development. g) Social and emotional maturity. h) Motivation and interest.

A learning process will be more effective if it integrates models, strategies, or learning methods with media as stated by Arsyad (2007: 2) that media is an inseparable part of the teaching and learning

process in order to achieve educational goals in general and learning goals in schools in general. specifically. Media can represent what the teacher is unable to say through certain words or sentences (Djamarah, 2006:120).

The media used in learning can be referred to as learning media. Media has a broader meaning as expressed by Daryanto (2010: 6) that learning media are everything (both humans, objects, or the surrounding environment) that can be used to convey or distribute messages in learning so that it can stimulate attention, interest, thoughts. and students' feelings on learning activities to achieve goals.

Letter cards are one of the visual learning media, namely media that can only be seen (Eliyanti's grandson, 2004:114). Learning media is a tool for teaching and learning process (Agus Wasisto Dwi Doso Warso, 2013:68). Letter cards are included in educational game tools because they meet the requirements as educational game tools that can be used as media in learning. Students at the age of 5-6 years are still in the pre-operational stage (Slamet Suyanto, 2005:4), namely students learn through concrete objects. Therefore, in an effort to develop students' initial reading skills, letter cards were chosen because they are concrete media/objects that can be seen by students, thus helping students recognize

and understand the sounds of letters and their shapes, try to arrange them into words and so on.

This letter card has quite a lot of advantages including this game can be created with several ways of playing, the media used is easy to obtain or make, according to the age stage of the student, that is, students learn to use something they can see so they are easy to remember, and give students the freedom to express themselves. arrange words according to their ideas. Azhar Arsyad (2005:119) reveals that letter cards or what are called alphabet cards are a form of flash cards, which are small cards containing pictures, letters, text or symbols that remind or guide students to something related to symbols. the symbol. However, the letter cards referred to here are in the form of 8x12 cm pieces of paper in which the letters of the alphabet a-z are written (each card only contains 1 letter). Letter cards are alphabets written on pieces of a medium, either cardboard, paper or thin board (triple). The pieces of letters can be moved according to the wishes of the maker of syllables, words or sentences. The use of this letter card is very interesting for students and very easy to use in teaching beginning reading. In addition, letter cards also train students' creativity in arranging words according to their wishes.

The alphabets or letters are made of rather thick cardboard with a size of 8 x 12 cm. Consonants are made in red and vowels are made in blue. Consonants are made in two sets using contrasting colors without distinguishing consonants and vowels. Hainstock (1991:205) explains that letter cards have been made in the following way.

- a. Let students introduce themselves to the letters by finding the letters as they are received.
- b. Choose a word consisting of three letters, say the word to the student and let him look for the letters he hears.
- c. Continue making words in this way until students are able to work on their own, using words of their own choosing.
- d. The words can be read and written after they are arranged.

There are various kinds of games that use letter cards as a playing tool including:

- a. Name jump game

The name jump game (Slamet Suyanto, 2005:176-177). The procedure of the game is that students say their names, and then arrange the letters scattered on the floor to form their names, then students jump over the letters by saying the letters they have skipped. The tools used are letter cards which are then randomly scattered on the floor. Students are said to be successful if

they are able to jump over the letters that match their names correctly.

b. Letter search game

Game looking for letters (Raisatun Nisak, 2019:149). The purpose of this game is to make it easier for students to remember the letters of the alphabet, train students to be more responsive, foster a sense of enthusiasm for learning, and make it easier for students to master and understand terms/words. The procedure for implementing the game is that students are invited to look for the letters indicated by the teacher. Therefore, in this game, enough letters are needed so as not to be confused because the letters they are looking for do not exist / run out.

c. Letter matching game

Game matching letters (Depdiknas, 2007:9). In this game, students are tasked with matching letters according to the pictures and writings shown by the teacher. The tools and materials used are pictures with the name of the picture and letter cards under it.

In this game it is still guided by the principles of playing so that in this letter card game the principle is to involve the active role of students, namely students as actors in this game, using media in this case letter cards, and students have freedom of expression on the letter cards, namely arrange words according to what he thinks.

Referring to the game proposed by Slamet Suyanto (2005:176-177), Raisatun Nisak (2012:149) and the Ministry of National Education (2007:9), this research then develops the letter card game as follows.

- a. Students are grouped into 2 groups and make a line.
- b. The teacher introduces vowels and consonants to students.
- c. Letter cards are placed on the floor at random, both vowels and consonants at a predetermined distance.
- d. The teacher gives directions on how to play and gives examples.
- e. The game begins, where students jump on the vowel letters and after arriving at the end of the jump students are asked to take one of the letters and mention the sound of the letters they took and put them back in the container based on their groups, namely consonants and vowels. The development of this game is that after students are able to group vowels, and consonants, students jump and name the letters that match their names.

The steps for the letter card game are as follows:

- a. The teacher divides the class into 3 groups, each group has 7-8 students.

- b. The teacher explains the use of letter cards in early reading learning.
- c. The teacher distributes letter cards to each group, each group gets 1 set of letter cards (a-z).
- d. The teacher shows the picture and writes the name of the picture.
- e. Students are asked to arrange the letters according to the name of the picture shown.

Game process using letter cards.

- a. Students are asked to shuffle the letter cards that have been dealt, then open them on the table.
- b. The teacher shows a picture, the picture shown is an image that is easily found by students in their daily lives, for example pictures of transportation equipment, pictures of animals, pictures of fruits.
- c. Each group is asked to name the picture shown by the teacher, then the teacher writes the name of the picture.
- d. Each group is given the opportunity to compete in arranging the letters according to the name of the picture shown, this activity can be carried out individually or in groups, adjusted to the number of students and time.
- e. The teacher shows pride in students who are able to arrange letter cards

correctly, or can give gifts of candy to excite students, while students who have not been able to do assignments are asked to come to the front of the class to entertain other friends by singing or playing a game. which they control.

II. RESEARCH METHODS

The design and design in this research is Classroom Action Research (CAR), CAR is research that describes the cause and effect of treatment and describes what happens when treatment is given and describes the entire process from the beginning of giving treatment to the impact of the treatment. (Suharsimi Arikunto, 2015:1). The design or design in this study was made in several cycles, in this CAR the model used by the researcher was the Kurt Lewin model (1946). Kurt Lewin introduced action research consisting of four main points in one cycle, namely: planning (planning), action (acting), observation (observing), and reflection (reflecting). (Iskandar 2009:28).

This classroom action research was carried out at the State Elementary School 005 Kepenuhan, this research was carried out in the classroom on thematic subjects, the selection of this school was aimed at improving and enhancing the learning process in this school.

The research period starts from April 2019 to June 2019 in the even semester of the 2018/2019 academic year.

Research subjects are objects, things, or people where the research variables are (Suharsimi Arikunto, 2005:99). In this study, we will use data from 1st grade students of State Elementary School 005 Kepenuhan, totaling 21 people consisting of 12 male students and 9 female students.

The object of research is something that is active and can be subject to activity, not an object that is still and without moving (Suharsimi Arikunto, 2007: 24). The object of this research is the improvement of early reading ability in grade 1 students of State Elementary School 005 Kepenuhan.

III. RESULTS AND DISCUSSION

Classroom action research (CAR) was carried out in grade 1 of 005 Kecepatan State Elementary School in three cycles and in each cycle there were two meetings. Each cycle has four stages, namely planning, implementation, observation, and reflection analysis of actions. The recapitulation of student learning outcomes and activities from cycle I to cycle III can be seen in the table below:

Table 1. Recapitulation of student learning outcomes in each cycle

No	Rated aspect	Amount or Percentage		
		Cycle I Average	Cycle II Average	Cycle III Average
1	Average	68,04	73,04	75,86
2	Number of	11	16	20
3	Number of students	12	7	3
4	Success Percentage	47,82%	69,56%	86,95%
5	percentage of incomplete students	52,17%	30,43%	13,04%

Based on the results of the study, it turns out that the learning outcomes of grade 1 students at the 005 Kepenuhan State Elementary School using the letter card playing method can improve student learning outcomes. This increase occurs in each cycle of action. In the first cycle, the average student learning outcomes were 68.04, in the second cycle the average was 73.04 and in the third cycle it was 75.86. The increase in learning outcomes identified an increase in students' ability to read at the beginning.

IV. CONCLUSION

Based on the description of the results of the research and discussion, it can be concluded that the initial reading ability of 1st graders at the State Elementary School

005 Kepenuhan can be improved through the use of letter card media. The results showed that there was an increase in the initial reading ability of 47.82% at the end of the first cycle and at the end of the second cycle it increased to 69.56% and in the third cycle it increased to 86.95%.

The improvement in this initial reading ability includes that children are able to read pictures, are able to point to the symbol of the letter requested, are able to name symbols, are able to say words and sound the letter symbols in words, are able to connect pictures to words, are able to arrange letters into meaningful words and are able to grouping vowels and consonants.

The steps for implementing the letter card game used to improve children's early reading skills are (1) the children are divided into two groups, (2) the teacher gives an explanation of the letters of the alphabet, (3) the children compete to find and jump over the letters by mentioning the names of the letters they jump, (4) children look for and arrange words according to the images obtained, (5) the teacher gives verbal rewards and applauds the winning group. This implementation step is also supported by interesting card media so that children don't get bored to explore with letter cards. Therefore, in the second cycle, it can be seen an increase in the child's early reading ability.

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