

Increasing Ability Reading by Flash Card Method in Children Age 5-6 Years in Kindergarten Kasih Ibu Kec. Periuk Kota Tangerang

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Abstract: This research is based on the problems of early reading ability experienced by the child and the experience of the researcher while teaching in kindergarten school which still gives less precise reading lesson, less varied learning activities, less interesting media, and less developed media usage. Implementation of flash card method packaged in various forms of play activities and early reading learning is expected to improve the early reading ability of children. To answer the problem and achieve the expected capability then with flash card method, the early reading learning activities become easier for the child and can improve the vocabulary quickly. In this case the researcher uses classroom action research methods in the learning process. The subject of this research is the group of B TK Kasih Ibu Tangerang. Learning design is to apply the method of flash card in an effort to improve the ability to read early. The results of this study indicate that the method of flash card can improve children's early reading ability. This can be seen from the children's early reading ability that continues to increase in each cycle. Conclusions and suggestions that can be recommended is that teachers can apply flash card method in early reading learning in children aged 5-6 years and is expected to continue to develop various methods and variations of learning as an alternative in early reading learning.

Keywords: *ready ability; flash card method; learning design*

I. INTRODUCTION

According to Steinberg's Theory in Susanto [1], the initial reading is a reading that is taught programmatically (formally) to pre-school children. Syaifei [2] states that the initial reading is a perceptual process, namely the introduction of letters correspondence with language sounds. Thus it is concluded that the initial reading is basically a conceptual process in sounding a language symbol such as letters, syllables, words or sentences. It can also be said that awareness of the symbol of the language with the sound of the symbol being read has a close word in the initial reading. According to Dhieni [3] reading skills are complex and involving various skills, including activities such

as recognizing letters and words, relating them to sounds, meaning, and drawing conclusions about the meaning of reading. According to Tarigan [4] the ability to read is the ability of people in understanding the content of the reading as measured by the tests provided. The method of learning to read using a flash card is a method by using a card that has been written and behind the card is included images of the word in question. This method is more like a game than a reading technique. This method is considered very effective to help the imagination of children[5].

II. METHODOLOGY

This research is an Action Research Classroom or Classroom Action Research. Classroom action research is a reflection of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or by the direction of the teacher conducted by the student [6]. This study uses 3 Cycles. And Cycle used is Cycles miis and Tagart consisting of 1) plan, 2) action, 3) observation, 4) reflection. In this research the researcher establishes the success indicator. The success indicator in this classroom action research is done in order for the researcher to understand whether any action in the cycle is improved or not. According to Sudjana[7] The benchmark reference research (PAP) is a study referred to the instructional objective that the child should master, thus the degree of success of the child is compared to the objective that should be achieved, rather than the average of the group, determined criteria, which ranged from 75-80%. Data Analysis Using Quantitative and Qualitative.

III. RESULT

A. *Cycle I*

Increased early reading ability of children aged 5-6 years with flash card method in Kindergarten Kindergarten in cycle I

was increased 37.3%. Of the 11 children, 3 children have reached the early reading ability developed very well. 1) Cycle Activity Plan I: a) Develop a Daily Activity Plan (RKH) cycle, b) Develop a Daily Activity Plan (RKH) taking into account indicators of learning outcomes. c) Prepare props, aids, or learning media to be used. A flash card card on a single cycle is like two sides of a coin (drawing and writing on each side), d) Analyze various problem-solving alternatives that match the learning conditions. e) Develop learning evaluation tools in accordance with indicators of learning outcomes. 2) The implementation of cycle I begins with the teacher's efforts to condition the learners, and provide direction in the lesson to be taught. Researchers as teachers as well as carrying out racing learning and guided by plans, steps to improve children's early reading ability. 3) Observation. During the initial reading activity, researchers and collaborators made observations. The results of observation Shows that the early reading ability of children began to look increasing. Children look eager in playing letters with flash cards. 4) Reflection. Stages after observation (observing) is a reflection in the form of correlation to actions that have been implemented. This is done to determine the shortcomings that exist in cycle I, that is still many children who have difficulty in using flash card method.

B. Cycle II

An increase of 81.82% (Growing Very Good). The observations made at the end of cycle II of 11 children in grade B 1 are Growing Very Good there are 9 children namely AB, AL, AZ, FH, NN, NY, NZ, RV, and ZB. 2 children Developed as Expected as BY, SL. Conclusion Improved early reading ability in cycle II has reached the indicator of success, however Researchers continue to conduct Cycle III, in the hope that all children can achieve the indicator of success is determined that is 75%. 1) Cycle Activity Planning II. From the data that has been obtained in cycle II, the indicators achieved have not been maximized. So, in cycle II researchers Using flash cards with pictures and posts are placed side by side. 2) Implementation of Action. In the second cycle of learning the researchers are assisted by the coloborator to carry out the improvement of learning based on the plans, the steps in learning in improving children's reading ability through 4 meetings. 3) Observation. The result of observation shows the ability of early reading in using Flash card in cycle II has started to increase. Children increasingly focused when playing flash cards and looks have started to be able to use the flash card. 4) Reflection. After the action cycle II is a reflection in the form of correlation to the actions that have been implemented is done to determine the deficiencies that exist in cycle II, namely the game syllables where there is still a mismatch between the roll of paper with the pipette is too small . So the child's difficulty when entering a word that has been obtained. But some children are able to play the word arisan by using a flash card well.

C. Cycle III

Cycle Activity Planning III. The data obtained in cycle III, after the action during 4 meetings of 11 children, all have reached the ability to read early Developing Very Good with

100% success indicator. 2) Implementation of Action. From the data that has been obtained in cycle II, the success indicator achieved has been a very good improvement. However, researchers continue to cycle III. In the third cycle researchers used a more varied flash cad method that was done in 4 meetings. 3) Observation. The results of observation in cycle III shows the ability of early reading of children has increased with a very significant, it can be seen from the ability to read letters, syllables, words and simple sentences are able to be done by children well. The child's focus on the teacher increases. Children who are in cycle I the ability of early reading is less, in the second cycle has begun to be able to Read letters, syllables, words and simple sentences. In cycle III all children appear to increase their reading ability initially.4) Reflection. In the third cycle of children are increasingly understand the learning activities using flash cards. So, the ability to read initially is getting better. In action Cycle III early reading ability of children who numbered 11 children have all reached the level of success indicators. So, the application of flash card method allows teachers to provide learning materials early reading and facilitate the child in receiving or remembering the material presented.

Improvement of child's reading ability after action. Significant improvement in early reading ability of the child. In other words, efforts made to improve the ability to read early with flash card method to make children become more excited because of the many variations of learning by using flash cards that become new things for children. The diverse flash-card method has attracted the attention of the child so that the early childhood learning activities become more enjoyable. Children become more enthusiastic to follow every learning activities. Although there is still learning activities with flash card method that is less precise because there is a mistake placement of flash card images by writing syllables.

Use of Flash Card Method in early reading learning in children aged 5-6 years in Kindergarten Kasih Ibu. The research that has been done in Small Star playing group with the application of flash card method is felt very useful and can improve early reading ability of children aged 5-6 years. This is evident through the positive response of enthusiastic and enthusiastic children in every activity. With the flash card method of early child reading activity becomes easier. After a few meetings, the child is able to follow the learning activities by simply listening to the explanation from the teacher on the step before playing. So the teacher just trying to give stimulus to the needy only. Overall learning activities early reading with flash card method to make children quickly understand and receive the lessons well. Children seem to enjoy learning activities with pleasure. And teachers only provide the stimulus through simple questions about what they are doing to build the child's knowledge.

IV. DISCUSSION

Cycle I. In the initial study, the number of children who have the ability to read the initial 4 children has grown very well from 11 children in the group B1 Kober Small Bintang Cimone Tangerang. Learning to read early with flash card method in

cycle I have seen improvement of children's early reading ability with the achievement of average grade value about 70,78% (Expands According to Expectation). This increase is because in the act of improving the learning of researchers using the method of flash cards are more varied with a variety of learning activities early reading using flash cards. Then the findings of this action research are: Application of flash card method can improve the ability of early reading. It has been a class habit so far that early reading learning only uses fewer interesting media and less varied ways of usage. This study uses flash card method in early reading learning in children aged 5-6 years. This method makes it easy for teachers to provide reading materials to children early reading and facilitate the child in receiving or remembering the material delivered. Flash cards used are made by researchers with interesting images with variations of play that can make children interested in learning to read early. The fact proves that after using the child's flash card method looks more active, focused, and enthusiastic in following the process of reading early reading.

The highest rating of early reading ability in cycle I was obtained by NY and RV. For the lowest rating obtained by SL. The ability to read early NY and RV Flourish Very Good as evidenced by the existing ability to understand, distinguish, and read each letter and distinguish between the letters to each other. In addition, NY and RV can read syllables, words and simple sentences. This is seen when teachers discuss the theme (material) of learning. Factors that cause NY and RV get the highest score that is the attention of their parents to the education of their children. NY and RV already have the ability to read the beginning of the more prominent than his friends because it is always focused when teachers deliver learning materials, have a better concentration compared with his friends. This fact is inversely proportional to the SL which still requires guidance when reading simple syllables, words and sentences. This was evident during the oral test. SL looks confused when asked to name the object in a show via a flash card. SL is only able to answer by mentioning the letters that exist on the flash card. When learning SL often ask permission to the restroom.

This makes the SL lose time and a longer chance to learn to read early. During the research there are limitations found, namely the SL still must be accompanied by teachers and given the motivation in following the learning activities. SL often lacks focus and concentration in listening to the material presented by the teacher. SL Often ask permission to the restroom. So, the ability to read early SL still needs to be improved. Overall SL learning activities must be done with the assistance of teachers. So, the teacher becomes more attention to SL in every activity. Similarly, with AZ, although AZ's initial reading ability is better than SL, AZ always wants to be noticed by the teacher. AZ is often unconcerned about what the teacher says. If the teacher delivered the material, AZ always slept or did something else. This makes the teacher occasionally have to condition AZ to join his friends so that the teacher takes a longer time to condition the class. AZ also does not always follow the teacher's direction. With such circumstances it makes

learning activities in the class become less maximal. Because a lot of time is spent for class conditioning.

Cycle II. In cycle II, the number of children who have the initial reading ability of 11 children there are 9 children who have developed very well, 2 children developed as expected with the indicator of achievement of 81.82% success. Learning activity of early reading with flash card method on cycle II is better than cycle I. From the comparison data of achievement result in cycle I (36,36%) and cycle II (81,82%) then there is an increase about 45,46%. Implementation of flash card method in group B 1 in cycle II improved well. To be able to condition the classroom in the learning activities of reading early with flash card method researchers participated as a companion teacher. So that learning activities can run well and achieve significant results. However, the researcher still has to complete the action research up to cycle III.

Cycle III. Improved early reading ability in cycle III has reached 100% success rate. Because of 11 children, 11 children have achieved the success indicator in accordance with the predetermined success rate. Thus, the Use of Flash Card Method indeed feels useful in improving children's early reading ability. 2. Improved Early Reading Ability of Children 5-6 Years After Getting Action. The development of early reading ability of children from cycle I to cycle III was increased. Early reading ability of children look no progress by using a flash card the child can read early on. The development of early reading ability of children 5-6 years already there is a stage of the concept of recognizing the sounds of letters and learning to recognize most of the alphabet letters. 3. Penggunaan Flash Card Method in Improving Early Reading Ability of 5-6-Year-Old Child in Kasih Ibu Kindergarten. The use of Flash card method is very useful to improve the early reading ability of children. Learning activities to read with flash card method has given a new color for the child. With the flash card method of learning to read children to be easy to remember, concentrate and improve the vocabulary quickly.

V. CONCLUSION

This research is based on the problems of early reading ability experienced by the child and the experience of the researcher while teaching in kindergarten school which still gives less precise reading lesson, less varied learning activities, less interesting media, and less developed media usage . The ability to read early syllables in children numbering 11 seen in 8 children still looks difficult when reading a combination of consonants and vowels that form syllables. So is the ability to read simple words and sentences. Early reading ability of children aged 5-6 years in Kindergarten Kindergarten Tangerang increased after using the flash card method as evidenced by the increase of percentage in each cycle. The data of the results of cycle I showed an increase of 70.78% (Developed Expectation), cycle II 88.15% (Very Good Develop) and Cycle III 95.13% (Very Good Develop). 2) After Getting action there is a significant increase in the child's early reading ability. Children become more excited because many variations of learning by using flash card which is a new activity for children. The diverse flash-card method has attracted the

attention of the child so that the early childhood learning activities become more enjoyable. Implementation of flash card method is felt very useful and proven to improve the early reading ability of children because the flash card method used is made in accordance with the theme and the needs of children. learning activities with flash card method is played with a variety of fun learning activities so that children are more enthusiastic and passionate in following the learning activities and learning objectives can be achieved well.

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