



## **EFFORTS TO IMPROVE SYLLABLE READING ABILITY THROUGH LETTER CARD MEDIA IN CLASS B, PELANGI KIDS SCHOOL, TANJUNG KERANGT SCHOOL, ACADEMIC YEAR 2022-2023**

**Fitri Rohmawati**

Program Studi S1PAUD Universitas Terbuka

[rahmawatifitri906@gmail.com](mailto:rahmawatifitri906@gmail.com)

### **Abstract**

*Kindergarten education has a very important role in developing children's personalities and preparing them to enter the next level of education. Reading is a language skill and is an integrated learning consisting of; recognize letters, words, sounds, meanings and get the essence of what is read. Media is considered important, because children need concreteness. Where one of the principles of learning in PAUD is concreteness. Letter cards are a tool that can be used to convey material by looking at pictures, symbols or letter shapes.*

**Keywords:** Reading, media, letter cards

### **INTRODUCTION**

Reading skills need to be improved, because reading is one of the language skills that must be stimulated by delivering interesting and enjoyable material from pre-school age so that in the future children are ready to move on to the next level.

Based on the author's observations while at the Pelangi Kids School Kindergarten, Tanjung Kerang Village, Babat Supat District, the author found that there were obstacles that had to be found for a solution, namely; There are some children who have difficulty remembering and recognizing letters even though they can sing them. There are some children who know letters but cannot combine them into sounds or cannot understand the sounds of syllables. There are several reasons why children are lagging behind in recognizing letters and need to be stimulated in language development, especially reading, which are as follows: Because most of the local population tends to go to kindergarten, it only takes 1 year, of course for the school, namely teachers, there is very little time. in stimulating children, remember that in kindergarten there are 6 aspects of development that must be stimulated. Considering the characteristics of children and the different abilities of children, children who are left behind need to be approached individually. On the one hand, teachers must be clever in choosing good methods in delivering learning to students. Problem formulation.

Based on the explanation above, how can the letter card game stimulate the ability to read syllables in Class B of the Pelangi Kids School Kindergarten, Tanjung Kerang Village? Why is reading lessons important for them? to prepare children to enter education at the next level. Advantages of playing cards; Through letter card games, children are more active, happy and quick to understand what the teacher says. Letter cards are a safe and cheap medium, easy to make according to a theme and can be created as interesting as possible so that children are interested and don't get bored of participating in activities. Improve reading skills through cards. By looking at pictures accompanied by writing, children can solve difficulties in learning letters. Bravely trying to play letter cards stimulates children to be disciplined, sportsmanlike and there is strong competition even though they have to obey the rules of the game. The benefits of letter card games are as follows: Can read easily, stimulates the child's right brain so that it trains emotional aspects, creativity, and increases the child's vocabulary.

The author tries to practice learning through card media, where letter cards are one of the play tools that can be applied in learning in kindergarten to stimulate children's development in the field of language, recognizing letters and recognizing syllables, arranging letters into words. The aim of the research is to improve the ability to read syllables in class B at Pelangi Kids School Kindergarten. Therefore, the author took the title "Efforts to Improve the Ability to Read Syllables in Class B Kindergarten Pelangi Kids School Tanjung

Kerang Tripe Supat".

## LITERARY REVIEW

As written in the RI SISDIKNAS Law no. 20 2003, it is stated that PAUD is guidance intended for children from birth to 6 years of age to stimulate their physical and spiritual being in readiness for the next level. Kindergarten institutions are educational institutions within the PAUD umbrella, where learning activities in kindergarten prioritize play while learning. Playing motivates children to know something more deeply, children spontaneously develop their abilities.

Language skills with cognitive and social aspects of children. According to Howard, Shaughnessy in Winda Gunarti (2022), children who have interaction with other people develop more literacy, while children who have social problems will have difficulty academically. Anderson, et al in Nurbina Dhieni, et al (2019) view reading as a process to understand meaning or writing. The process of reading begins with the introduction of letters, phases, sentences, sounds and meaning. Before being taught to read, the basics and readiness for reading must be mastered by children first (Miller, in Nurbiana Dhieni, 2022).

According to Gagne (1970) in Badru Zaman, et al (2020) that media is defined as various types of components in a student's environment that can stimulate them to learn. Arif S. Sadiman (1993) in Badru Zaman, et al (2020) argues that media is the delivery of material to students that has value and benefits in achieving learning outcomes and processes. PAUD so that learning media is made an integral part of other learning components. Learning media can be classified into three types, namely: visual media, audio media and audio-visual media. Benefits of learning media

: changing abstract into concrete, presenting objects that cannot possibly be included in the class, for example; is too large or dangerous, fast movement of the object can be shown.

According to the Big Indonesian Dictionary (KBBI), a card is thick paper, rectangular in shape (for various purposes, almost the same as a ticket). What is meant by letter card here is an image of letters on a sheet of HVS paper attached to used cardboard, in the form of a card that is quite large, the size is adjusted to the needs of the class, for classical class types or individual learning, example size; 3cm x3 cm, 5 cm x 5 cm, 10 cm x 10 cm.

Learning activities are very important, for this reason the material must be designed and prepared as well as possible with the aim of being able to understand it and getting the maximum possible results. As stated in Law no. 20 of 2003 concerning the National Education System states that learning is a process of interaction between students and educators and learning resources in a learning environment. Children are the future of the nation whose spiritual and physical development must be developed to become intelligent, skilled and ethical children. Early childhood children must have both motor aspects stimulated. Things that must be considered in AUD learning activities; according to the child's development and needs, create play while learning, innovative approaches, a comfortable and safe environment, development of life skills.

## METHOD

This observation uses Classroom Action Research. As a teacher, try to find and discover the problems in your class yourself. The teacher tries to find solutions to the problems faced by reflecting and improving after learning activities, with 2 senior supervisors.

This research was conducted at Pelangi Kids School Kindergarten at class B level with a total of 12 consisting of; 7 boys and 5 girls. Basically, early reading is an activity that can improve children's language skills. This process is carried out and implemented when the development of the activity and learning process takes place. Improvement activities were carried out in two cycles. The 1st cycle starts on 2 May – 6 May 2023. The second cycle will be on 8 May – 13 May 2023 with the theme Profession. Here the researchers used 2 cycles, both of which have the same level of learning achievement indicators and levels of difficulty, but still prioritize the characteristics of learning in PAUD, playing while learning.

Techniques for collecting data by observation. Data analysis was carried out qualitatively, where the results of observations during learning taking place in the field were analyzed and used as a basis for further activities. Comparative descriptive techniques are used for quantitative data, namely comparing the results between the pre-cycle and the second cycle. This analysis is used to calculate the value obtained by students, namely the amount of increase in ability to recognize letters, recognize the sounds of syllables, and arrange letters into words. The results of the comparison of observations are used as indicators of success or failure in the improvement activities of each cycle. The criteria for measuring the level of success of reading activities are stated as having achieved learning objectives and improvements using a percentage formula which refers to Sudijono's opinion;

$$P = \frac{F}{N} \times 100$$

P = percentage sought

100 = constant value

N

F = number of frequencies

N= number of respondents

## RESULT

Recognizing letters for children is not an easy thing to do, because there are several letters that are the same, for example; d – b, m – w, p-q, therefore games are needed to recognize letters. For letters that have the same shape, it is very confusing for children to differentiate them. To monitor the results of research on children, besides teaching, teachers also make observations by filling in observation sheets. Observation sheets are provided by teachers to record student progress while participating in learning activities. According to the results of observations in May 2023 in class B of Pelangi Kids School Babat Supat Kindergarten, Musi Banyuasin with a total of 12 students consisting of 7 boys and 5 girls. Researchers took 3 aspects, namely the ability to recognize letters, the ability to recognize syllables, the ability to arrange letters into words. In this case, the child's ability to recognize letters and syllable sounds is still low, as shown in the table below;

Results of observations made by researchers on children's activities before repairs:

Students Name	Aspect												Results of students development assessment			
	Letter Recognize				word letters arrangement				syllable sounds recognize							
	b b	m b	bs h	b s b	b b	m b	b s h	bs b	b b	m b	bs h	bs b	bb	m b	bs h	bs b
Aakif R	✓				✓				✓				✓			
Arta	✓				✓								✓			
Adrian A	✓				✓								✓			
Ghazali	✓				✓								✓			
Ahsan	✓				✓								✓			
M. Rafli		✓				✓				✓				✓		
RatuAyu	✓				✓								✓			
Mihrima	✓				✓								✓			
M.Kenzi			✓				✓				✓				✓	
Nur Syahidah		✓				✓				✓				✓		
Bilqis		✓				✓				✓				✓		
Iil	✓				✓								✓			
Jumlah												7	4	1	0	

### PRESENTASE DATA SEBELUM SIKLUS ( PRA SIKLUS )

Child Ability Category	Number of Childre	Presentase
BB (Undeveloped)	7	58,33 %
MB (Starting to Grow)	4	33,33 %
BSH (Developing According to Expectations)	1	8,33 %
BSB (Very Well Developed)	0	0
<b>Total</b>	<b>12</b>	<b>100%</b>

BB: Students must be guided by the teacher when doing this. MB: Students are still guided by the teacher

BSH: Students do it independently, without teacher assistance

BSB: Students do it independently and can help friends

According to pre-cycle data, 7 children (58.33%) received a BB score. There were 4 children who got the MB score (33.33%), 1 child who got the BSH score (8.33%), while the children who got the BSB score was 0 (0%).

There are 2 research cycles in this; Each cycle has 4 stages, namely; planning, implementation, observation then reflection. Researchers carried out cycle 1 activities by taking 3 aspects or abilities of children's development, by the teacher explaining the material and explaining how to play cards first. The explanation is as follows;

1. Recognize letters; Children are given the stimulus of an alphabet song, introduced to the vowel letters

first "a i u e o" and the consonant letters "b c d....", and play alternately with friends pointing and reading letters through letter cards. This can also be done by playing "Sentilan", where the child takes a letter card, reads it first and then flicks it with his finger towards a friend. The friend who receives it plays the same game.

2. Ability to recognize syllables; Children are introduced to the sound of syllables in the pattern "ka ki ku ke ko".
3. Ability to arrange letters into words; Children are invited to play card activities to arrange letters into words according to the chosen theme. Examples of the Profession theme are chefs; means the child composes the word "chef".

Tools and materials that need to be prepared for cycle 1

No	Equipment	Information
1	RPPH	First cycle
2	Observation assessment book	For teachers and children
3	Letter Card	For children (individuals and groups)
4	Analysis Sheet	For teachers and children

After the researcher carried out cycle 1 activities by preparing learning plans, letter card media and conditioning the children's seats in such a way, the cycle 1 data can be presented as follows:

The results of observations after improvements in cycle 1 are in the following table:

Students Name	Aspect															
	Letter Recognize				word letters arrangement				syllable sounds recognize				Rating result Students' development			
	B B	M B	B S	B H	B B	M B	B S	B H	B B	M B	B S	B H	B B	M B	B S	B B
Aakif R	✓					✓				✓				✓		
Muh.Arta Mevian	✓					✓				✓				✓		
Adrian A	✓					✓				✓				✓		
Ghazali		✓					✓				✓					✓
Ahsan			✓					✓				✓				✓
M. Rafli	✓					✓				✓				✓		
RatuAyu		✓					✓				✓					
Mihrima	✓					✓								✓		
M.Kenzi		✓					✓				✓					✓
Nur Syahidah		✓					✓				✓					✓
Bilqis			✓					✓				✓				✓
Iil	✓			✓										✓		
Jumlah													2	5	3	2

CYCLE 1 DATA PERCENTAGE

Criteria	Total	Percentage
BB	2	16.66 %
MB	5	41.66 %
BSH	3	25 %
BSB	2	16.66 %
<b>Total</b>	<b>12</b>	<b>100%</b>

According to the data above in cycle 1, it can be concluded that there has been an increase in learning when compared to the results in the Pre-Cycle; children who got a BB score of 7 children decreased to 2 children (58.33% down 16.66%), children who got a MB score of 4 children became

5 children (33.33% increased to 41.66%), children who got a BSH score from 1 child increased to 3 children (8.33% increased 16.66%).

After carrying out cycle 1 activities, the researcher carried out reflection and improvement learning activities to determine the next learning steps. The things that need to be developed to make it even better are as follows; The teacher's learning strategy in cycle 1 needs to be improved. Children's concentration needs to be increased. Class control needs to be improved

Components that need to be prepared for cycle 2

No	Equipment	Information
1	RPPH	First cycle
2	Observation assessment book	For teachers and children
3	Letter Card	For children (individuals and groups)
4	Analysis Sheet	For teachers and children

Beginning reading is learning to recognize the symbols of language sounds and stringing together letters and then connecting them with the meaning contained in the string of letters. If in learning cycle 1 you only introduce a 1 syllable pattern, namely "ka ki ku ke ko". So in this second cycle, efforts to improve in recognizing letters, recognizing syllables, arranging letter cards in the second cycle are introducing two syllables at once, namely "ga gi gu ge go 'ra ri ru re ro", the learning steps are as follows;

1. Recognize letters; children are given the stimulus of an alphabet song, introduced to the vowels first "a i u e o" and the consonant letters "b c d", and playing
2. Take turns with a friend pointing and reading letters through letter cards. This can also be done by playing "Sentilan", where the child takes a letter card, reads it first and then flicks it with his finger towards a friend. The friend who receives it plays the same game.
3. Ability to recognize syllables; Children are introduced to the sound of syllables with the pattern "ga - gi - gu-ge - go' and " ra - ri - ru - re - ro ".
4. Ability to arrange letters into words; Children play card games to arrange letters into words according to the chosen theme. Examples of the Profession theme are teachers; means the child composes the word "teacher"

After the researchers carried out cycle 2 activities, the children's development in an effort to improve their ability to read syllables, recognize letters and compose letters, can be seen from the table below

No	Students Name	Aspect												Results of students development assessment			
		Letter Recognize				word letters arrangement				syllable sounds recognize							
		b b	m b	bs h	b s b	b b	m b	b s h	bs b	b b	m b	bs h	bs b	bb	m b	bs h	bs b
1	Aakif R			✓									✓				✓
2	M.Arta												✓				
3	Adrian A												✓				
4	Ghazali												✓				
5	Ahsan												✓				
6	M. Rafli			✓									✓				✓
7	RatuAyu									✓				✓			
8	Mihrima			✓									✓				✓
9	M.Kenzi			✓									✓				✓
10	Nur Syahidah									✓				✓			
11	Bilqis			✓									✓				✓
12	Iil		✓				✓				✓					✓	
<b>Jumlah</b>														<b>0</b>	<b>1</b>	<b>5</b>	

**PRESENTASE DATA SIKLUS 2**

Criteria	Total	Percentage
----------	-------	------------

BB	0	0
MB	1	8,33 %
BSH	4	33,33 %
BSB	6	50 %
<b>Total</b>	<b>12</b>	<b>100%</b>

By looking at the data in the 2nd cycle and when compared with the results in the 1st cycle, it can be concluded that children who got a BB score of 2 children dropped to 0 children (16.66% decreased 0%), children who got an MB score of 5 children dropped to 1 child (41.66% - 8,33%), children who got a BSH score from 3 children increased to 4 children (25% increased to 33.33%), children who received a BSB score from 2 children increased to 6 children (16,66% increase 50%).

#### **Presentation of Pre-Cycle, Cycle 1 and Cycle 2 data**

No	Students's Ability in Learning Language Ability	Pra		Cycle I		Cycle II	
		Total	%	Total	%	Total	%
1	BB	7	58,33 %	2	16,66 %	0	0
2	MB	4	33,33 %	5	41,66 %	1	8,33 %
3	BSH	1	8,33 %	3	25 %	5	41,66 %
4	BSB	0	0	2	16,66 %	6	50 %
<b>Total</b>		<b>12</b>	<b>100 %</b>	<b>100%</b>	<b>100 %</b>	<b>12</b>	<b>100 %</b>

The results of observations before improvement activities are compared with the results of Cycle 2; children who got a BB score from 7 children dropped to 0 children (58.33% down 0%), children who got an MB score from 4 down to 1 child (33.33% down 8.33%), children who got a BSH score from 1 child increased to 5 children (8.33% increased to 41.66%), there were 0 children who received a BSB score (0%) after the 2nd cycle repair increased to 6 children (50%). In this way, it can be concluded that after the improvement in cycle 2, the reading ability in recognizing letters, recognizing syllable sounds and composing letters experienced a better improvement.

Providing stimulation and observation to 12 children at Pelangi Kids School Kindergarten through playing letter cards is a very good practice to improve reading because it is fun, this activity requires children to work directly and be creative in participating.

#### **CONCLUSION**

In this research on reading through card media, it can be concluded that children in the golden age are very easy to accept the stimulus given in playing activities, it is a shame that this golden age has passed in vain. In research on efforts to improve reading through letter card media, both cycles experienced increased and better levels of success. Suggestions for teachers, in delivering the material, teachers should try as much as possible to create an atmosphere that is conducive, interesting, fun and media that is right on target according to age development. child. So that children will be interested and enjoy the activities thoroughly and in fun. Kindergarten institutions should be able to collaborate with teachers in facilitating learning facilities, infrastructure and media in order to realize the successful achievement of students' learning goals. Researchers should not be satisfied with the results obtained and should try to develop this letter card media to make it better. For readers of this scientific work, hopefully it can increase knowledge and insight.

#### **REFERENCE**

- Aisyah Siti, dkk. 2020. *Perkembangan Konsep Dasar Anak Usia Dini*. Penerbit Universitas Terbuka.
- Dhieni Nurbiana, dkk. 2019. *Metode Pengembangan Bahasa*. Penerbit :Universitas Terbuka.
- Gunarti Winda, dkk. 2022. *Metode Pengembangan Perilaku dan Kemampuan Dasar Anak Usia Dini*. Penerbit : Universitas Terbuka.
- Hermawan Asep Hery dan Zaman Badru.. 2020. *Media dan Sumber Belajar PAUD*. Penerbit Universitas Terbuka.
- Masitoh, dkk. 2019. *Strategi Pembelajaran TK*. Penerbit: Universitas Terbuka.
- Suryana Dadan dan Mahyudin Nenny. 2019. *Dasar – Dasar Pendidikan Anak Usia Dini*. Penerbit: Universitas

- Terbuka.
- Santoso Anang, dkk.. 2021..*Bahasa Indonesia*. Penerbit Universitas Terbuka. Tatminingsih, dkk. 2022. *Panduan Pemantapan Kemampuan Profesional*.
- Penerbit :Universitas.Terbuka.
- Winataputra S Udin, dkk. 2020. *Teori Belajar dan Pembelajaran*. Penerbit : Universitas Terbuka.
- Astuti Ayu Widi, dkk.2021.*Hubungan Penggunaan Media Kartu Huruf dengan Kemampuan Membaca Permulaan*.Kindergarten: Journal of Islamic Early Childhood Education P-ISSN-2621-0339 e – ISSN:2621-0770, hal. 73-81. Vo. 4, NO.1, April 2021
- Herlina Silvia Emi.2019.*Membaca Permulaan untuk Anak Usia Dini dalam Era Pendidikan 4.0*. Jurnal Pionir LPPM Universitas Asahan Vo.5 No.4 P –ISSN : 2549- 3043.E-ISSN:2655-3201.Institut Agama Kristen Negeri (IAKN) TARUTUNG.
- Maghfirotun Umi, dkk.2018. *Peningkatan Kemampuan Mengenal Huruf pada Anak Usia Dini 3 – 4 tahun Melalui Media Kartu Huruf di Dusun Gambir Kelurahan Semowo Kecamatan Pabelan*. Penerbit : Widyasari. Vol.20, No.1
- Susanti Sri, dkk. 2021. *Penerapan Metode Bermain Kartu Huruf Bergambar untuk Meningkatkan Kemampuan Mengenal Huruf Pada Anak Usia Dini di TK Tunas Jaya*. Jurnal Masa Keemasan Pendidikan Anak Usia Dini. Volume 1 Nomor 1. Januari 2021.Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Melawi.
- Susanti Dwi Nila.2020.*Penerapan Permainan Kartu Huruf dalam Meningkatkan Kemampuan Membaca pada Siswa Kelas I MI Islamiyah Kepohbaru Bojonegoro*.Attanwir; Jurnal Kajian keislaman dan Pendidikan.e-ISSN:2599-3062 p – ISSN : 2252 – 5238.Volume 12 (1) Maret 2020. Hal 86-97
- Veryawan.2020. *Media Kartu Huruf dalam Upaya Meningkatkan Kemampuan Mengenal Huruf pada Anak Usia Dini*.LENTERA; Indonesian Journal of Multidisciplinary Islamic Studies. Volume.2, Nomor 2, Juli – Desember 2020, h.151- 164.DOI:10.32505/lentera.V212.2119