



Efforts to Improve Initial Reading Skills through the Use of Flash Card Media in Group B Children at PAUD Az-Zahra Empat Lawang

Susi Yanti^{1*}, Manto²

^{1,2} Pendidikan Islam Anak Usia Dini, Keguruan Dan Ilmu Pendidikan,
Sekolah Tinggi Ilmu Tarbiyah Pagar Alam

* Corresponding Author. E-mail: ¹susiy9765@gmail.com

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Abstract

The study examined how using flashcards in early reading helped children recognize and pronounce letters, convert syllables into words, read short sentences word for word, and distinguish vowels and consonants. Flashcards are used in commencement reading activities in Group B of Az-Zahra Empat Lawang Kindergarten to engage children and make learning fun. This study aims to provide an overview of the design, implementation, and assessment of learning aimed at improving the basic reading skills of young readers in Group B in PAUD Az-Zahra Empat Lawang using flashcard media. This research uses qualitative techniques in the form of qualitative descriptive study. The data collection method used is a form of qualitative descriptive research. The results showed that learning using flashcard media can improve children's early reading skills.

Keywords: *reading beginnings, media flashcards, early childhood.*

Introduction

Early Childhood Education (PAUD) is a coaching program that serves children from birth to age six. The goal is to prepare children for further education by providing educational stimuli that support their physical and spiritual development [1]. Language is one field that develops from a young age. The ability to communicate with others is called language proficiency because it allows children to understand words, phrases, and the relationship between spoken and written language [2]. In early childhood education, language acquisition is focused on developing oral and written (symbolic) communication skills [3]. Young children must learn to read

and write to understand metaphorical language. As a result, there are two main categories of language learning.

Viewed from the aspect of language development, this aspect is intended so that children can express thoughts through simple language appropriately, able to communicate effectively and arouse interest in being able to speak [4]. Language is closely related to cognitive development. According to Vygotsky [5], "language is a tool for expressing ideas and asking questions and generating concepts and categories for thinking." Syaodih states, "Aspects of language develop starting with sound imitation and banning. Subsequent development is closely related to

intellectual and social abilities development." [5]

This is a talent that readers must acquire to start reading. In the early reading phase, the child identifies the shapes and sounds of the letters A through Z, then pronounces and remembers those sounds. Andayani stated that starting to read is a stage in the learning process that helps the development of early childhood reading skills, mastery of various reading techniques, and the ability to understand the text he reads. In the early reading phase, students are taught how to recognize the letters of the alphabet and blend them into syllables to produce words.

There are several components of the type of effort that can be made in the provision of education to improve reading skills. One of them is through literacy activities organized by schools. Beginning reading should be done with fun and interesting activities. Initial reading skills can be improved if the learning media used is interesting and is new for children so as not to cause boredom. For this reason, there is a need for media to support learning to read children; One of them is flash card media.

Learning in ECCE must be presented by playing, having fun, and using interesting media [6], [7]. Flashcard media has benefits, including training early childhood to expand the range of view, where early childhood is accustomed to seeing several words written on the card in one glance. This media can help early childhood understand the subject matter learned and foster motivation and healthy competition between early childhood to read what they see so that the classroom atmosphere can be more lively and fun and reduce boredom [8].

Before conducting the study, researchers made observations first at PAUD Az-Zahra Tanjung Raman Village, Pendopo District, Empat Lawang Regency. This observation was made to see the initial conditions in the field. Researchers made observations of the physical environment of

the school and the level of learning in the school.

Based on observations and interviews with teachers of PAUD Az-Zahra Tanjung Raman Village, Pendopo District, Empat Lawang Regency, researchers found a problem where most children or students in PAUD Az-Zahra experienced low ability to master vocabulary and reading beginnings. Researchers also see that the current learning methods do not meet children's needs and development. Teachers only use letter posters without pictures, introduce writing without pictures, and use children's worksheets (LKA). As a result, learning to read becomes monotonous, less creative, uninteresting, and boring for children. This causes them to be unable to master the form of letters and to have a low ability to read simple words.

The formulation of the problem in this study is: How are efforts to improve early reading skills in group B children in ECCE? The purpose of this study was to find out how efforts to improve early reading skills in group B children in ECCE.

According to Oktaviani, one effective method to improve kindergarten's early reading skills is using flashcards. Flashcards are small cards usually containing words, pictures, or concepts that want to be taught [9]. Tahir [10] mentioned that reading with the phonics method has three stages, namely the red stage of reading with open syllables (consonant-vowel-consonant-vowel), the blue stage of reading words containing closed syllables (consonant-vowel-consonant), and the green stage reading words containing double syllables (consonant-vowel-vowel).

According to Chall [11], beginning reading is the stage at which children learn to recognize words visually, associate letters with sounds, and understand the meaning of words. It involves understanding letters, phonemes, and skills. According to Joseph [12], at the initial reading level, the child learns to master vowels and consonants and their sounds. The child knows that the letter

"i" gives the sound "i," the letter "b" provides the sound "be," and so on. Next, the child begins to combine the sound "b" with "i" to become "bi," the sound "n" with "a" to become "na," and so on. Only then is the child able to combine syllables into words, for example "bi" with "ru" becoming "blue".

Flashcards are a kind of reminder card or card shown at a glance in early childhood. According to Alamsyah Said and Andi, "Flashcards are lesson cards." These picture cards are equipped with words. According to Khulilullah, flashcards or cards (albitoqoh) are usually made of hard or thick paper, and on each front and back is a word, phrase, sentence, or expression. The card size is generally adjusted to the teacher's wishes, and the most important thing is that the writing on the card must be visible to early childhood who are on the back [13].

Using flashcard media as a learning medium has benefits, including training early childhood to expand the range of views, where early childhood is accustomed to seeing several words written on the card in one glance. This media can help early childhood understand the subject matter studied and foster motivation and healthy competition between early childhood to read what they see so that the classroom atmosphere can be more lively and fun and reduce boredom [14].

According to Hartawan, the benefits of using letter cards include: 1) Children can read as early as possible. 2) Develop right-brain memory. 3) Train children's concentration skills. 4) Increase vocabulary.

Method

This type of research is descriptive analysis because it provides an overview of efforts to improve initial reading skills through flashcard media in group B children in PAUD Az-Zahra Empat Lawang. Descriptive is research directed to give symptoms, facts, or events systematically and accurately. The type of research used in this study is qualitative

research with a descriptive approach, which is research intended to describe, describe, describe, or explain the state of the object under study as it is by conditions and situations. Researchers strive to tell the reality of the object under study well, clearly, intact, and real [15].

The population and sample in this study were group B children in PAUD Az-Zahra Tanjung Raman Village, Pendopo District, Empat Lawang Regency, South Sumatra. This study used data collection techniques through observation, interviews, and documentation.

The data analysis used in this study followed the concept provided by Miles & Huberman [16]. Data analysis aims to describe the research subject based on data from variables obtained from the subject group studied. Descriptive analysis is carried out by giving predicates to the variables examined by actual conditions.

Results and Discussion

Learning Planning to Improve Beginning Reading Skills through the Use of Flashcard Media

Based on the results of interviews and researchers' observations, the reading ability of group B children in Az-Zahra ECCE will be improved through flashcard media. In addition to preparing media and learning techniques, teachers also prepare materials based on subjects covered in the Four Lawang Daily Learning Implementation Plan (RPPH). These results support the theory put forward by Basyiruddin Usman and Syafruddin Nurdin, which states: "One component of the learning program is learning planning consisting of discussion units that will be presented in several meetings. Lesson plans are created using this information to help teachers carry out teaching and learning activities more focused, effective, and efficient.

Implementation of Learning to Improve Initial Reading Skills through the Use of Flashcard Media

The application of flashcard media for initial reading learning includes preparatory activities, core, and closing, by the Annex to the Regulation of the Minister of National Education Number 41 of 2007 concerning process requirements. For children to be enthusiastic about learning, the teacher begins the first activity of applying syllabic flashcard media in group B by asking how students are doing. The teacher then quickly discussed the content discussed yesterday and made sure to mention today's activities.

Mulyasa explained that the purpose of the introduction in a learning session is to focus students' attention and inspire them to be actively involved in the learning process. Warm-up exercises in the introductory activities include greeting, praying, and discussing themes.

Learning Evaluation to Improve Beginning Reading Skills through the Use of Flashcard Media

Three evaluation methods are used in evaluating beginning reading learning using flashcard media: checklist assessment, anecdotal notes, and evaluation of work results. This finding is based on research conducted on group B in PAUD Az-Zahra Empat Lawang. In a checklist assessment, instructors rate students based on their progress: not progressing at all, starting to progress, or progressing according to expectations during the session.

Zahro stated that the checklist is a tool to document observations on various elements of early childhood development. Developmental indicators for each Early Childhood Basic Competency (KD) are included in the checklist. The results of this evaluation are used to help teachers carry out teaching and learning activities more focused, effective, and efficient [17].

Conclusion

Based on observations, interviews, and documentation, the following conclusions can be drawn 1) Children in PAUD Az-Zahra Empat

Lawang are involved in decision-making on various matters, such as how the teacher will prepare the RPPH (Daily Learning Implementation Plan) and how classes will be organized based on the theme; 2) Learning Implementation: Utilizing group learning activities at PAUD Az-Zahra Empat Lawang in carrying out learning to improve children's reading skills in two ways, namely a) Prayer Before Learning, b) Learning Stages; and c) Use of Flashcard Media; and 3) Learning Evaluation: Learning evaluation is done through three main methods: checklist assessment, anecdotal notes, and assessment of deliverables. This evaluation method helps in documenting and measuring the development of children's reading skills systematically and accurately.

Overall, the use of flashcard media in planning, implementing, and evaluating learning in PAUD Az-Zahra Empat Lawang has proven effective in improving the reading skills of group B children.

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