

Developing Early Childhood Reading Skills Through Smart Box Media in Group B at KB Rinjani

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Abstract

Beginning reading skills need to be stimulated from an early age so that children do not experience many difficulties in studying various fields of study at the next level of education. This research aims to improve the initial reading ability of smart box media in group B at Rinjani KB. The type of research used in this research is collaborative Classroom Action Research which uses the Kemmis and Mc Taggart model. The subjects of this research were 13 group B children at Rinjani KB. Data collection methods are carried out through observation and documentation. The data analysis technique was carried out descriptively quantitatively. The research results show that children's initial reading abilities can be improved using smart box media. The increase in initial reading ability can be seen based on the percentage increase from pre-action of 0% to an increase of 7.96%. In cycle I it was 7.96%, in cycle II it increased from 76.93% to 84.62% with the criteria of developing very well.

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1. INTRODUCTION

Education is a basic need that must be met to increase a person's knowledge and experience. Early education. According to Madyawati (2016) Early childhood education is a basic level of education that seeks to provide guidance for children from birth to 6 years of age by providing educational stimulation to assist physical and spiritual growth and development so that children are ready to enter further education. At this age range, children have a rapid development and growth process in their lives. This is in accordance with Rasyid's (2019) opinion that in early childhood, children will more easily accept, follow, see and hear everything that is exemplified. In this age range, children have a rapid development and growth process in their lives.

One area of development in the growth of basic abilities in kindergarten is language development. Language learning for early childhood is directed at communication skills, both verbally and in writing. Language skills are very important for children, because language is used to convey desires, thoughts, hopes, requests. Early childhood language development according to Izzaty, et al (2018: 107) is language as a whole including the ability to hear, speak, write and read. According to Eliason in Susanto, the ability to learn to read requires time, patience and readiness. Children who like pictures or letters from the beginning of their development will have a desire to read, open new doors, information and fun.

According to Steinberg (Susanto, 2011) early reading is an applied program to teach attention through teaching materials, games and innovative activities. Reading ability in early childhood is called beginning reading ability. Beginning reading can be interpreted as an initial stage that children undertake in order to have reading skills. It is at this initial stage that children begin to learn to recognize language symbols. The skills needed in

reading are recognizing letter shapes, recognizing the differences in letters, recognizing a series of patterns and recognizing differences in intonation.

The results of the research, based on observations made, show that the initial reading abilities of group B children are still not fluent. A child's low initial reading ability can be identified when the teacher carries out an assessment in the process of learning to read words, listening ability, listening ability, speaking ability and writing ability. Children's ability to read letters is not yet clear and there are some who don't know letters. Sometimes children are still confused about differentiating between the letters b, d, n, m, p and q. So children often make mistakes when pronouncing these letters. Apart from that, at the comprehension stage, children tend not to be able to repeat what has been said. Children still need guidance from teachers to understand letter symbols and letter sounds, not only by teaching them verbally but teachers also need learning strategies to improve children's ability to recognize letters.

The strategy used to improve beginning reading skills is by learning while playing using interesting learning media. This media can help teachers introduce letters and combine letters into words. For this reason, researchers consider it necessary to improve learning through research using smart box media. By using the prompt box media, we hope to improve the beginning reading skills of the B2 group in kindergarten.

2. RESEARCH METHOD

This research uses a qualitative approach with descriptive research type. Bogdan and Taylor, Laxy J. (2010) view that qualitative methods are research methods that produce descriptive data which aims to describe or explain research results. The essence of qualitative research is observing people in their living environment, trying to understand their language and interpretations of the world around them.

The qualitative method is carried out with several considerations: first, adapting the qualitative method is easier when dealing with multiple realities, these two methods directly present the relationship between the researcher and the respondent. Apart from that, as stated by Moleong (2009), qualitative methods are carried out with several considerations, first, adapting qualitative methods is easier when dealing with multiple realities; second, this method presents a direct relationship between researchers and respondents; third, this method is more sensitive and more adaptable to many sharpening collective influences and to the value patterns encountered.

In this study, descriptive research was used to describe the beginning reading abilities of group B children at the Rinjani KB. This research was carried out in February 2023. The population in this research were children aged 5-6 years at the Rinjani KB. The sampling technique used was simple random sampling.

In this research, the data collection techniques and instruments that will be used include:

a. Interview

Interviewing is a technique that can be used to collect research data. The interview technique in this research uses in-depth interview techniques for data collection. The interviews in this research used in-depth interviews. An interview is a conversation with a specific purpose.

b. Documentation

Sukardi (2011:81) states that documentation is a way of obtaining data from various written sources or documents available to respondents or places where they carry out daily activities. Apart from using observations, interviews, information can also be obtained through facts stored in the form of letters, diaries, photo archives, meeting results and so on. Data in the form of documentation can be used to explore

information about what happened. Documentation in this research is used as a complementary data source, because many things must be used as data sources that can be used to test, interpret, and even forecast or predict events during research. Analysis of this documentation will be very helpful to complete and deepen the observation results. Thus, documentation is needed to complete the research and obtain a picture of what is happening in each event.

c. Observation

Observation is research that is carried out systematically and deliberately by using sensory tools, especially on ongoing events that can be analyzed at that moment. In this research, the researcher observes what is related to beginning reading for students at KB Rinjani.

Data analysis is the process of simplifying data into a form that is easier to read and interpret. In this qualitative research, abstractive comparative logic analysis is used, namely a logic that uses comparison methods. conceptualization, categorization and description are developed on the basis of events (*incidence*) obtained during field activities in Boengin (2011).

Analysis of this research is carried out continuously from the beginning of the research and throughout the research. So, from obtaining data from the field, whether from observations, interviews or documentation, it is immediately studied and summarized, reviewed and analyzed until the end of the research. Next, the data analysis flow that the author uses is:

The data analysis steps can be described as follows:

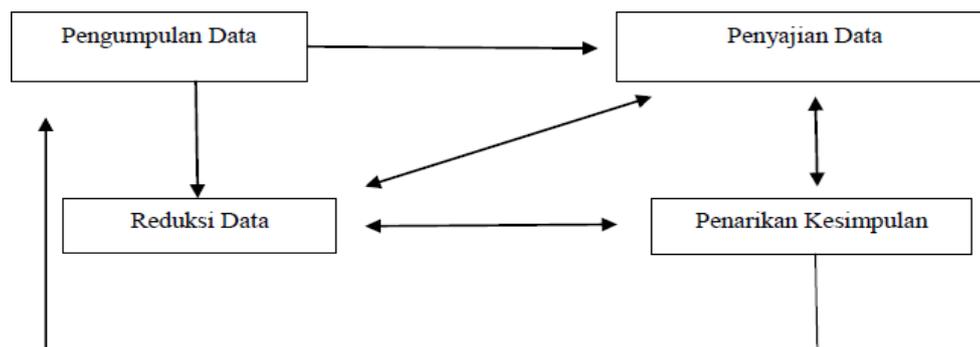


Figure 2. Components in Data Analysis
Sugiyono (2013: 338)

To make it easier to obtain the data needed in this research, researchers need to use data collection techniques, namely interviews, documentation and observation.

3. RESULTS AND DISCUSSION

Before conducting the research, researchers found some data about the reading ability of children in group B at KB Rinjani. Researchers found that the condition of children's initial reading was very low, namely that of the children there were 8 children whose initial reading was good, while 17 other children's initial reading was still low. With the results of initial observations, the researcher wants to conduct an analytical study on children's early reading at the Rinjani KB.

Researchers carry out observations and observation stages. At this stage, direct observation is carried out using the observation sheet guidelines that have been prepared.

At the observation stage, the researcher is the observer while the class teacher carries out the learning. Researchers acting as observers made observations by recording children's activities during reading and learning activities using smart box media. The indicators observed are mentioning letter symbols, mentioning words that have the same initial letter, connecting pictures with words, and reading pictures that have simple words.

By using the smart box method to develop children's initial reading skills in Kindergarten B with the following criteria:

1. Mention letter symbols
2. Mention words that have the same initial letter
3. Connect pictures with words
4. Read pictures that have simple words.

By using a smart box, children start to become enthusiastic and very happy, this is because learning to read at the beginning accompanied by the use of smart box media is a new activity. Apart from that, the items in the smart box also make children interested because the letters, words, simple sentences and pictures have attractive colors because usually children only use worksheets and whiteboard media in learning to read.

According to the first and second indicators, namely mentioning known letter symbols and recognizing letter sounds. This indicator shows that half of the samples are in the emergent category. When evaluating several actions that have been implemented to see the level of success using the smart box. Based on the results of observations, the obstacles include, among other things, the items in the media used in reading lessons, especially writing letters, which are not large enough so that some children still experience difficulties and are unclear. Indicators of reading pictures that have simple sentences have more than two syllables per word so children still have difficulty reading. The learning process still lacks motivation from teachers to children when children read so that children are still shy and less enthusiastic when progressing in reading using smart box media.

Discussion

By using smart box learning media, children get learning benefits, children can be actively involved and participate with the teacher. Listening to sounds and seeing objects concretely at the same time can improve thinking development in early childhood, so that children become rich in information. In this way, children can observe directly and children can learn and remember activities they have done and seen. From several times using the smart box, children already have the ability to identify the initial letter of a word or object and differentiate between letters that require concrete examples and are often found.

Apart from that, the use of smart box media can improve children's initial reading abilities. This increase is due to the presence of dimensional and colorful shapes which enable children's attention to be focused. Even though there has been an increase, these results do not meet the criteria for research success.

5. CONCLUSIONS

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The results of research carried out at KB Rinjani in group B have increased, which can be seen from the increase in initial reading ability for the "Very Well Developing" criteria in each cycle. The Pre-Action results showed 0% Cycle I increased to 7.69%

So, there was an increase of 7.69%. Cycle II increased to 84.62%, experiencing another increase of 76.93%. Learning is said to be successful because the calculation of the percentage of initial reading ability has reached the criteria for very good development $\geq 76\%$.

This success was carried out with the following steps: (1) preparing the media and

conditioning the children, (2) telling the learning theme and explaining how to play and giving examples, (3) children were given the opportunity to take items from the smart box and attach or remove them. the items, (4) children play and do according to the teacher's orders and examples in learning reading skills in indicators 1 to 4 as planned by the researcher, and (5) accompany and motivate children if someone is experiencing difficulties so that the teacher can help them and not force them. the child must answer or do it correctly.

6. SUGGESTION

Based on the conclusions above, the researcher put forward several suggestions as follows:

1. For Teachers

Teachers can use smart box media as an alternative and variation of activities in learning, especially to improve children's initial reading skills.

2. For Further Researchers

Future researchers can develop this research by examining other aspects of language, for example listening, speaking and writing abilities, so that the information obtained is more varied.

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