

Improving the Reading Ability of Children Aged 5-6 Years Through Big Book Media at Puri Cendikia Kindergarten for the 2023/2024 Academic Year

¹Dwi Sinta Devi, ² Rusman Hadi

STKIP HAMZAR

Email: dwisinta1400@gmail.com,

Abstract

This research aims to describe how to improve children's reading abilities at Puri Cendikia Kindergarten for the 2022/2023 school year. This research focuses more on how to improve children's reading abilities at the age of 5-6 years. This research is Classroom Action Research (PTK) where the subjects in this research are group B students from Puri Cendikia Kindergarten with a total of 8 students. The focus of this research is the reading ability of children aged 5-6 years. In this research, researchers used Big Book media to improve children's ability to read to meet the criteria desired by the researcher. In this study, data collection only used two cycles, in the first cycle the level of children's reading abilities still looked low because there were still some children's reading abilities that had not improved significantly. In cycle I with Developing As Expected (BSH) results there were 4 children or equivalent to 50%, and Very Well Developing (BSB) consisted of 1 child or equivalent to 12.5%. Apart from that, there is cycle II as a planning improvement action where from cycle I to cycle II there was an increase of 37.5% so that children who developed according to expectations (BSH) consisted of 6 children or the equivalent of 75%, and developed very well. (BSB) totaling 3 children or the equivalent of 37.5%. So with this increase, the researcher stopped his research because the researcher had obtained the correct results according to the desired classical value. However, individual scores are still not perfect and there are still children who fall below the assessment criteria.

Keywords: Reading Ability, Big Book Media, Early Childhood.

BACKGROUND

Education is something that can make children become human beings who have personalities in accordance with the values of society and culture. This is what makes education have a very important role in human life. Education has a narrow and broad meaning. In a narrow sense, the purpose of education is to support children's lives in changes in behavior that occur after learning. While broad or general goals, educational goals are the changes expected in students after experiencing the educational process, both in individual behavior and social life (M. Sudiyono, 2009)

In early childhood education, there is a period where children will have an extraordinary experience during their life that will not happen in later periods, called the golden age. At the golden age, children have different characteristics, so teachers are expected to provide learning that suits their characteristics. One of the things that teachers need to teach children is the elements of language, because at the early childhood level, especially aged 5-6 years, children can already spell a syllable. This is because language is a communication tool to convey thoughts or feelings through oral or written language. Language is very influential in

children's lives in interacting in the surrounding environment. According to Vicki L. Cohen and Jhon Edwin Cowen, language development has four aspects of development or abilities that are mutually reciprocal, namely: the listening aspect, the writing aspect, the reading aspect and the speaking aspect (Siti Aisyah, 2018).

This research will discuss language skills in the reading aspect for children 5-6 years old at PAUD Puri Cendikia. The ability to read is a development that is carried out to gain broad knowledge or insight, so reading needs to be taught or stimulated from an early age. In Henry Guntur Tarigan's opinion, reading is a process carried out and used by someone to obtain messages or information or knowledge that the writer wishes to convey through the medium of words or writing.

Based on the results of initial observations carried out by researchers in class B aged 5-6 years at PAUD Puri Cendikia, they obtained results and information that out of 8 children there were 5 children whose reading ability was still low. It could even be said that these children could not read because they were not yet able to read symbols. -Letter symbols match their sounds. At PAUD Puri Cendikia

there are 6 educators and education staff, the average of whom has a Bachelor's Degree (S1) education, although not all educators have a non-linear education in the sense of a Bachelor of Early Childhood Education. Related to the observation results obtained, the researcher wants to improve the reading skills of children aged 5-6 years at PAUD Puri Cendikia through big book media which has never been used by educators at PAUD Puri Cendikia.

Big book media is a story book or reading book that has language elements that are designed as attractively as possible, containing pictures and short writing that is used for reading and other language skills, but does not make children feel bored. According to Carole Edelsky et al, the big book media is a tool for teaching language by emphasizing the complete unity of introducing language elements, one of which is reading (Siti Aisyah, 2018).

The big book media that will be used by researchers to improve the reading skills of class B children aged 5-6 years is big book media the size of a 3A picture book, where there are pictures accompanied by writing to suit the environment close to the child. In the big book media used, there are several pages containing 5-7 words with 3-10 letters each. This is because the level of development achievement of children aged 5-6 years at PAUD Puri Cendikia is just getting to know the sounds of letters and is not very familiar with the shape of the letters.

Based on the background above, researchers will conduct research with the title "Improving the Reading Ability of Children Aged 5-6 Years Through Big Book Media at PAUD Puri Cendikia for the 2023-2024 Academic Year".

RESEARCH METHOD

In this research, the method used in the classroom action research method. According to Aqib, classroom action research is research carried out by teachers through reflection with the aim of improving the teaching and learning process so that student learning outcomes increase.

The reason researchers use classroom actions is to improve children's ability to read using big book media which is carried out in the

classroom by carrying out actions in each cycle. In each cycle, researchers do this in 4 stages, namely: designing/planning, implementing, observing, and reflecting.

Time The research was conducted during the first (odd) semester from July to December of the 2023-2024 academic year. This research was conducted at PAUD Puri Cendikia, Kopang Hamlet, Medana Village, Tanjung District, North Lombok Regency, West Nusa Tenggara. The determination of the place is based on the consideration that it is very important to teach reading to children aged 5-6 years at PAUD Puri Cendikia.

The teacher is an educator who interacts with children during the teaching and learning process in the classroom and class B children aged 5-6 years, totaling 8 children consisting of 5 girls and 3 boys.

Data sources include observation, interviews, and documentation conducted by researchers to obtain information. Researchers have found informants as data sources who are able to help researchers obtain the information needed by researchers clearly, namely teachers and students.

Data collection techniques are usually carried out by means of observation, interviews and documentation. Data collection techniques are carried out to obtain the information needed by researchers with optimal goals.

The instrument in this study is a tool used in collecting data in a study, the data collected with the instrument is in accordance with the problem under study. The use of this instrument to determine the ability to read children aged 5-6 years through big book media is an observation instrument guideline, interview instrument, and documentation. The data analysis process is assessed by the activity of reviewing or observing data, describing and linking all observations that have been published, documents, photos, videos, and assessment formats.

Validation in this research is a tool used to measure and determine the authenticity/validity of data that will be produced from a study using instrument validation. So, the validity of data/instruments is very important because it is needed in research.

The data analysis techniques used are non-statistical data or what is called qualitative data, and statistical data or what is called quantitative data. Qualitative data is in the form of information resulting from research carried out which is then narrated in sentence form. Meanwhile, quantitative data is in the form of values or results of teaching and learning activities in the form of numbers calculated using Likert scale formulas which use individual completeness and classical completeness formulas.

The research is said to be successful individually if the score obtained by the child reaches 70%, while classically it reaches 80% with a total of 8 children using big book media which can improve children's reading abilities.

According to Kemmis and MC Taggart, classroom action research has 4 research stages, including: planning, implementation, observation, and reflection. In this research, these four stages are used in each cycle until the classroom action research can be carried out successfully.

RESEARCH RESULTS AND DISCUSSION.

The data analysis technique in this research uses four assessment criteria, namely Not Yet Developing, Starting to Develop, Developing According to Expectations, and Developing Very Well. In the pre-cycle stage carried out by this researcher, it was said that the reading ability of children in class B was very low, where the percentage of children's reading ability was around 25% or there were still many children whose reading ability level was starting to develop.

Observation activities are carried out in conjunction with cycle implementation actions, namely to observe children's reading abilities. During the observation, the researcher obtained results in the form of field notes which will be described in table form and the values calculated during the meetings in cycle 1. Based on the data in the table above, it can be concluded that activities in cycle 1 have increased compared to activities in the pre-cycle. Children's reading ability in cycle 1 increased slightly by 37.5% so that the classical value obtained in cycle 1 was

62.5% with the criteria of developing according to expectations (BSH) which can be said to have reached the stipulated value in accordance with individual mastery, but classically it is still not achieved. In cycle 1 there were several children whose independent character was still at a very good stage of development, at this stage of cycle 1 there were no children who were able to read (MB). The reading ability of children who developed according to expectations (BSH) amounted to 3 children (30%), and the reading ability of children who developed very well (BSB) amounted to 5 children, around 75%. However, researchers see that it has not really improved and the classical value has not yet been achieved, such as there are still children who are not able to recognize letters correctly, and so on, which means that the researchers still haven't found the maximum value, so the researchers will continue to the next cycle stage until the researchers find the appropriate percentage value. with assessment criteria. Observation activities are carried out in conjunction with cycle implementation actions, namely to observe children's reading improvement. During the observation, the researcher obtained field notes which would be described in tabular form and the values calculated during the meetings in cycle II. Based on the table above, it can be seen that in Cycle II stage there was an increase compared to Cycle I. In Cycle I the increase in children's reading was around 37.5% with 62.5% completeness while in Cycle II it increased again by around 25% which was calculated from cycle 1 to cycle II with 87.5% completeness which has reached the classical value determined by the researcher. If we calculate and compare the pre-cycle and cycle II, the increase that occurs is very high.

CONCLUSION

Using Big Book media can improve the reading skills of children in group B aged 5-6 years at PURI CENDEKIA Kindergarten which is done through an action at the cyclic stage. This action is carried out using Big Book media which is carried out continuously and repeatedly until the child becomes accustomed to doing it both at school and at home. This is formed to make it easier for children to recognize letters

and pictures and as an initial foundation for children to make it easier to develop themselves in further education.

The initial condition of children's reading ability is categorized as beautiful where 75% of children are balanced, 12.5% are balanced as expected, and 12.5% are very well balanced. While after the action was taken in cycle I, children's reading skills improved, namely on the criteria of balanced as expected 50% and very well balanced as much as 12.5%. This improvement occurred gradually and through the process carried out by the researchers and teachers.

In cycle II, children's reading ability with the criteria of balanced as expected was 75% and very well balanced was 37% with a calculation of the increase in children's reading ability of 87%, so it can be said that children's reading ability is on a good or improved criteria.

Suggestion

Teachers can provide input and be more active and patient in teaching children to improve children's reading skills using Big Book media.

For children, it can improve children's reading skills with the Big Book media taught and can remember the examples set by researchers and teachers.

For researchers in this study, researchers have studied how to improve children's reading skills through Big Book media which discusses how researchers and teachers collaborate in improving children's reading skills with various strategies that have been planned to get good results in group B children aged 5-6 years.... If the results of the research conducted by the researcher have not improved as much as possible, then the researcher hopes that the next researcher can be even better in continuing and completing the thesis related to improving children's reading skills with Big Book media, especially early childhood. In addition, I hope that the thesis that the researcher compiled can be a reference material for researchers in the future.

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