



Bead Board Letter Effectiveness for the Introduction of Reading Concept Among Children Aged 5-6

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Abstract

A study of reading for early childhood is an important thing as preparation for their reading readiness. One of the methods that were given for introducing a reading concept for children is using attractive games and activities, such as alphabet beads board. The purpose of this research is to discover the effectivity of alphabet beads board as to introduce a reading concept for children age 5-6 years old (Experimental Research In Masyitoh V Margasari Kindergarten, Margasari District, Tegal County). This research used Quasi-Experiment method with The Static Group Comparison. The sampling technique was Cluster Sampling; Masyitoh Margasari Kindergarten as the experimental group and Karang Asem Masyitoh Kindergarten as the control group. Homogeneity test (F) showed if the test score of the control group and the experimental group has difference variant. F significant score was 0,666, because the significant score $> 0,05$, so H_0 is refused. Hypothesis test using t-test estimate (Independent sample t-test) and acquired score as big as 13,599 with t-table score 2,390. Because t-count score $>$ t-table score, it means $13,599 > 2,390$; so H_0 is refused. It showed that there was the difference on average test score of introducing a reading concept for children age 5-6 years old. The conclusion that acquired from this research is there was a significant influence by using alphabet beads board as a media for introducing a reading concept on experimental group. It means that, the using of alphabet beads board is effective as a media for introducing a reading concept for kindergarten children age 5-6 years old.

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INTRODUCTION

Kindergarten is a nonformal early childhood education institutions. It essentially an education that begins with children entering the primary education. Children in the age of 5-6 years are the average age for entering kindergarten. At this stage, a child needs information, skills, and the stimulation. It is in line with Piaget's theory which stated that children at the age of 2-7 years are in the stage of the preoperational stage. This stage has key feature development using the symbol language and intuitive concepts. It includes illustrations, models, pictures, and other activities. Therefore, giving a child the concept of academic knowledge and skills in kindergarten will be more appropriate, one of them is the introduction of the concept of reading.

Learning to read for kindergarten children is important as a destination for the preparation of reading. This becomes particularly important when the child begins to recognize the concept of reading, children will open new insights and information with things that are fun and interesting as a learning experience for the child's later development optimally.

Various efforts can be made to support the introduction of the concept of reading in early childhood. The activities adjusted with characteristics and needs of young children are playing while learning. The method developed can play with storytelling, assignments, and chatting. In addition, preparing the materials and tools required game as well as a medium of learning interesting and fun to support the introduction of reading to young children.

But in fact, the question of how the introduction of the concept of reading is still a phenomenon of its own. Learning to read in kindergarten was a major focus of academic skills that must be mastered. Teaching is done formally in which the stages of early childhood reading has entered the stage of reading and writing sentences. Other conditions that arise from the parents demanded their children the introduction of calistung (reading, writing and counting) earlier to be more excellent when children enter elementary school.

Reading is one of the four aspects of language skills that are important and need to be mastered and learned by children in addition to writing, listening and speaking (Iskandarwassid, 2008: 256). In the opinion of Tzu in Susanto (2011: 84), the notion of reading is to translate the symbols (letters) to the sound combined with words. The words are arranged so that children can learn to understand and eventually be able to

read notes/article. In this case is the introduction of the concept of reading to young children in the age range of 5-6 years. Activities for early children in some institutions designed to prepare kindergarten children to read. So, reading in early childhood is the introduction for the preparation of reading.

Furthermore, according to Steinberg, the ability to read in early childhood is divided into four stages of development (Susanto, 2011:90), namely: a) emergence of awareness of posts stage, b) reading picture stage, c) he introduction reading stage, d) fluent reading stage.

These development stages need to be considered in the given stimulation and guidance to the child so that the process of learning to read in accordance with the needs and early childhood characteristics.

Furthermore, when reading teachers in early childhood, should also keep in mind the basics of reading readiness and capability controlled by the child first. According to Miller, cited as the Dhieni (2007: 5-13) there are some abilities that can be taught reading readiness specifically ts to reading in children.

Based on the characteristics of the signs of readiness to read that it is necessary to know well the things that can be taught, that is could understand of spoken language, teach the words clearly, words remembering, teaches letter sounds, showed interest in reading and to distinguish sounds effectively.

This reinforces the fact that there is when in kindergarten institutions reached the concept of reading without regard to the needs of child's play. The provision of the stimulation and development activities in the introduction of the concept of learning to read is still actively involved children directly in the selection of learning activities. Based on observations conducted by researchers at the TK Masyitoh V Margasari, that in general, learning to read is done is to follow the orders of teacher a child with a task in a worksheet or magazine even by having children write and read the words on the board. It is not impossible when such learning is done repeatedly and becomes a habit it will cause pressure and saturation because in general children are still in the world of the play.

Other factors also are caused by the condition of classical learning model implemented in TK Masyitoh V Margasari. The concept of this model is that all children do the same learning activities at the same time during the day. These models seem less give the child the freedom to choose learning activities for teachers a more ac-

tive role in the classroom and the children follow the teacher commands. Lack of ability of teachers to take advantage of a child's learning media are also increasingly making the conditions for effective learning, fun, and exciting for young children did not go well. Availability of instructional media and tools of educational games is still very limited, especially for the media introduction of the concept of reading for early children.

From several factors and the above phenomenon, the stimulation and delivery of learning materials regarding the introduction of the concept of reading can be done by involving the media are effective and efficient learning. Related to the above subject, the use of media for the introduction of the concept of reading a child who has never known before will be done through the use of media bead board letters. This media can be provided as a medium of learning to recognize letters and words beginning with the introduction of the concept of reading the forms, images and colors are preferred by children so that the children remain happy, play and learn in an easy way, active, and fun. The goal is to train the abilities and skills of beginning reading the letter symbols and simple vocabulary with balancing motor skills, creativity and cognitive. To the researchers tried to use the media bead board letters to the introduction of the concept of reading in children aged 5-6 years in TK Masyithoh V Margasari in order to form the optimal.

Some experts give a definition of the media, according to Barlo and Miarso as quoted by Asyhar (2012:4) suggests that the media is an important component of the communication process that involves at its three main components, which is source, media, and receiver. Further confirmed by Gerlach & Ely in Arsyad (2007:3) stated:

"Understood that if the media are substantially the human, material, or events that establish the conditions that enable the pupils to acquire the knowledge, skills or attitude"

It can be seen that the media not only become a learning tool, but also a strategy for learning.

Ozogul in Asyhar (2012: 80) mentioned that, media selection is not based on pleasure and attractiveness only, but need to pay attention. Media in accordance with the instructional objectives that have been set in general refers the program's activities to the learning/early childhood curriculum. In terms of technique about steps and the manufacturing procedures, namely clear and tidy, carefulness, durability, safety ensures exact size, compatibility relevant, in terms

of aesthetics about beauty, namely: elastic shape, clean, attractive and the combination of color matched.

The type of media used is the visual bead board letter media. Bead board letter is the media in the form of boards of thick cardboard measuring 40 cm x 65 cm were painted with paint and utilizing fabric adhesive (velcro) as the provision of the material introduction of the concept of reading in children. The material presented in the form of cards with a circle which is equipped with the symbol of letters (A until Z) with a variation of color and sparkling beads glued according to the direction of the letters. While the board is used as a medium pair bead letters using thick cardboard painted attractively.

Use of total media by directly involving children to prepare material in the form of letters and pictures into words and then the child say each letter and say it with the help of teachers and children can also do motor activities with installing that material itself on board. The teacher does evaluate, recalling and debriefing of media usage bead board letters. This will increase the spirit and interest of the child to know and understand the concepts of reading impact on improving reading skills in certain age groups of children.

Kindergarten is a unit form of early childhood education in the formal education that organizes educational programs for children aged 4-6 years (Depdiknas, 2003). A child is they are who in the 4-6 years old who take the program preschool as a nonformal education to develop the various aspects. This age is the path of their kindergarten education which grouped as follows; group A is children aged 4-5 years and group B for children aged 5-6 years.

Children at the age of kindergarten are in the process of the growth period, namely the development of all aspects of the physical ability of motor, cognitive, language, social and emotional growing rapidly. The child is an individual who has a particular characteristic of every aspect of its development especially language skills.

The teaching of reading most excellent is the teaching which is based on the child's needs and consider what the child has mastered. According to Permendiknas 58, as quoted by Ernita, ddk (2013), the indicator reading beginning at the age of 5-6 years can be seen from the beginning of the language development of children aged 5-6 years indicator, namely: a) Grouping the various images that have a vowel start or end of the same; b) Distinguishing words that begin with the same rate (eg foot-times); c) Distinguishing words fi-

nally equal parts (for example the same name); d) Grouping similar words; d) Mentioning the symbols of vowels and consonants, known as the neighborhood; e) Mention the words that have the same initial letters example: ball-books, clothes, etc; f) Linking images/objects with the same word; g) Reading images that have the word/ phrase simple; h) Telling the contents of the book, although not the same as that disclosed sentence; i) Connecting the simple inscription with symbols that denote; j) Read a book that has a picture tells a simple sentence by pointing out how many words that he knew; k) Read his own name in full .

In accordance with the above problems, the goal of this research to determine how much influence the effectiveness of media bead board reads the letter as an introduction to the concept of children aged 5-6 years.

RESEARCH METHOD

The research approach used in this study is a quantitative approach with an experimental method for this type of research examined the validity of that influence recognition in the form of instructional media. The independent variable (X) in this study was the use of media boards bead letters while variable bound (Y) is the introduction of the concept of reading.

The population in this research were children aged 5-6 years in group B in TK Masyitoh at District of Margasari and the samples were taken by a cluster sampling. The sample in this study is the group B of TK Masyitoh V Margasari as an experimental group while the control group was group B of TK Masyitoh Karang Asem.

The design study is a quasi-experiment with design types The Static Group Comparison (Suryabrata, 2012:117). In this design, the two groups (experimental and control) samples given the test. The experimental group was subjected to a particular treatment within a certain time while the other group was not subjected to treatment. This study was conducted to look at the differences in the ability to know the concept of reading in children aged 5-6 years in both groups one group (experimental) will be given treatment with the use of media bead board letters.

Further research instruments measure the ability to recognize the reading concept in children aged 5-6 years is based on four aspects, namely awareness of the writing/reading, speaking/awareness of the sounds (phonemes and morphemes), awareness against symbols of letters, and introducing and reading comprehension.

Before using the instrument as a measuring tool of research, the first carried out trials whether the instrument is valid and reliable for research.

The validity of test calculations performed using SPSS 16.0 for Windows obtained the result that there are 39 items 37 items found valid and 2 items are not valid because the correlation of the item with a total score under r table is 0.03. So, there are 37 items of questions which can be said to be valid which can then be used as an instrument in this study.

Instrument reliability test calculations in this study using the Reliability statistically with SPSS 16.0 for Windows Cronbach's Alpha value $0,971 > r$ table or close to 1. At the 5% significance level with $N = 37$, obtained r table = $0,325$ so that the instrument's reliable and may be useful as a research instrument.

RESULTS AND DISCUSSION

Data obtained showed that in the control group had a total value amount of the introduction of the concept of reading capabilities by 2540 while the experimental group number of the total value of 3211. So the number of scores in the experimental group was higher than the control group. Data obtained by calculations with SPSS 16.0 for Windows significant influents is the average difference in the two groups that can be seen in the table that the mean difference between the control group and the experimental group at 84,67 at 107,03, so the difference amounting to 22,36.

Based on the results of the study showed that every aspect of the introduction of the concept of reading the experimental group had an average of more value than the control group. In the control group, the aspect of awareness of the writing/reading has an average value of 53,33, while the experimental group at 70,00. In the aspect of awareness of sound (pronunciation) for the control group showed an average value of 61.56, while the experimental group at 77,78. In the control group for the aspect of awareness of the letter, symbols have an average value of 77,56 while the average value for the experimental group at 93.22. The last aspect is the recognition and understanding of the writing/reading, the control group showed an average value of 70,50, while the experimental group had an average score of 91,125.

Testing the hypothesis in this study using a t-test to see the difference on each test and to see how much influence media usage bead board read letters to the introduction of the concept

of children aged 5-6 years. Analysis of the test results of the control group and the experimental group using t-test Independent sample t-test. The calculation of the value of t (Equal variances not assumed) is 13,599. While the value of t table can be seen in the statistics table with the 0,05: 2 = 0,025 (Test 2 sides) with a degree of validity (df) $n-2$ or $60,2 = 58$. The results for the t-table amounted to 2,390. Because the value of $t\text{-count} > t\text{-table}$ the score is $13,599 > 2,390$ then H_0 rejected H_a accepted. It shows that there is a significant influence through the use of media bead board letters in the experimental group and effectively be used as an introduction to the concept of reading in early childhood.

CONCLUSION

Based on the results of this study concluded that the experimental group in TK Masyitoh V Margasari showed the average value was higher by 107,03 while the control group at 84.67 in the control group in TK Masyitoh Karang Asem. So the difference is obtained by an average of 22,36. So a significant influence is the average difference in the two groups can be seen that the mean difference. The calculation of the t-test (Independent sample t-test) obtained with a yield of 13,599 t-table amounted to 2,390. Because the value of $t\text{-count} > t\text{-table}$ namely $13,599 > 2,390$ then H_0 rejected. It shows that the data has a difference in average test scores introduction of the concept of reading. So that there is significant influence through learning by using media bead board letters in the experimental group. The conclusion that can be drawn is the use of bead board letters media effective in this study as the introduction of the concept of reading in kindergarten children aged 5-6 years.

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