



Application of Media Booklet to Improve Language Development (initial reading) on Children in Kindergarten Kemala Group B Bhayangkari 34 Kendal

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Abstract

This research aims to determine differences in the results of improvement in early reading skills of children through the use of media booklet. Sample was taken using purposive sampling taken in kindergarten Kemala Bhayangkari 34 Kendal in B age group 5-6 years. This study used an experimental method Pre-experimental design with the kind of one group pretest posttest design. Collecting data in this study using the method of observation and documentation. The study is divided into 14 sessions (1 time pretest, 12 times of treatment and continued 1 times posttest). The data were analyzed using statistical quantitative analysis methods. The results showed an increase in children's early reading skills in group B with the following details: amounting to 81.82% of children have the ability to bring the beginning of the category as well as 18.18% of the children had a very good early reading skills. Based on statistical calculations get that $t_{count} > t_{table}$, where t -value (+). If the worth (-) then converted mathematically, results were obtained with t -value of -36.516 great while t_{table} is -2.0369. It can be concluded that H_0 rejected and H_a accepted, it means that there are differences in children's early reading skills after using the booklet.

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INTRODUCTION

Early Childhood Education (ECD) is a container that is very important for parents and educators. It is an education or training which began children aged birth to six years. This education is given through the provision of stimulation or stimulation done by educators to students, because given the age of the child is still quite young. Stimulation or stimulation Award aims to promote growth and development of children in terms of both physical and spiritual, so that children have the mental preparation to enter higher education.

This is in line with the understanding of (Permendikbud No. 146 of 2014) which explains that the Early Childhood Education, hereinafter abbreviated as ECD, a development efforts aimed at children from birth to the age of 6 (six) years were done with the stimulus of education to assist the growth and development of children physically and mentally in order to have the readiness to enter further education. At the age of 5-6 years old children absorption of the information received so high, so it is advisable to practice basic skills and formation of behavior at this age (Maghfiroh, 2016). In (Article 5, paragraph 1) describes the early childhood curriculum structure contains development programs that include: a) the religious and moral values b) physical motor c) cognitive d) language e) social-emotional, and f) art.

Language development is one of the aspects contained in aspects of child development. Development of language itself pick four (4) components, namely the development of writing, reading, speaking and listening. Language development is very important for a child's life as to be able to interact with your friends and the environment of the language skills to be developing well.

According to Hurlock in (Utariningsih, 2016) Early childhood is a time to develop a quick mastery of basic tasks in speech, which adds to the vocabulary, pronunciation of words and combine words into sentences. Language intelligence not only can write and read literally something that often we are proud on our children in kindergarten but also related to the ability to digest what is digestible and poured what he was thinking. Children with this intelligence are usually happy to talk and rich vocabulary. According to intelligence Gardner language contains a person's ability to use language and words either in writing or orally in various different forms to express the ideas (Umaroh, 2013).

Benefits include the development of language

to communicate and socialize with everyone, because to be able to communicate with others every child requires good language skills. So with so communication can run smoothly and allows children to socialize with the environment. Through the development of good language and socialize children how to communicate not only with the conversation. But listening to something from other people or read something that is around also can help facilitate communication and socialization of children.

Family plays an important role in providing early childhood reading experience (Eliza, Delfi: 2014) so as to develop the skills of creativity through storytelling and sharing experiences. The story is very like children, usually boys always listened when at school or a bedtime story, children's language development can thrive will have a positive impact for children, such as child tells of his personal experience. Kids can tell an image he sees, or the child is able to deliver back a story which has been told by the language and expressions that are developed by children.

Language development is still a problem in children due to lack of stimulation provided. For instance the use of the media when learning is still less than the maximum, namely the lack of a supporting medium to stimulate children's language development of all components. Most of the learning is the monotony of simply using the supplied worksheets school, meaning children only learn something and do nothing on worksheets without any media or other sources.

An environment that does not support comes from within and from outside. Environment originating from within for example the family, while the external environment for example, people around the child.

Researchers focused in terms of the development of early reading skills in early childhood. Because reading is still a very critical thing for the child. Moreover, by not being allowed to children reading-writing-calculating make educators should be able to develop the potential of children in a way that is good and right. So in age golden this of stimulation in reading should be given appropriately. Hope the child can read because by the time a child enters elementary school level (SD) they are required to be able to read. Because the children can develop early reading another language component. Reading is a necessity for children to carry out study. Reading also makes the child's knowledge grows.

Many sources and media that have been used in developing the reading skills of children. Including through teacher-centered learning,

through various media and methods, one using the media booklet. It is also reinforced by the theory put forward by (Anggani 2006: 7) learning resource material is also included plaything to provide information as well as a variety of skills to pupils and teachers, among others, reference books, story books, drawings, source, object or result -the culture.

Booklet is translated into Indonesian be booklet also has a meaning according to Big Indonesian Dictionary (KBBI) that the "booklet" is a small book serves as a handout (pamphlet) that contains the way of cooking and menu for Eid. Use of booklets in improving early reading ability means a book that contains the writings and drawings on letter recognition to early childhood.

Benefits *booklet* as a medium of learning in addition to improve the reading skills of children but on the other side of the media *booklet* also gives a lot of knowledge to children. In the *booklet* there are pictures and text, so that *the booklet* can be in the concept according to the theme and the materials needed.

METHOD

Research Method Education can be defined as the scientific way to get valid data to the destination can be discovered, developed, and proven, a certain knowledge that in turn can be used to understand, solve, and anticipate problems in the field of education (Sugiyono, 2013).

The approach used in this study is a quantitative approach with the experimental method. According to (Sugiyono, 2013) is said to be a quantitative approach because the research data in the form of figures and statistical analysis using. This study uses research Pre experimental design with the kind of one group pretest posttest design. Research Pre-experimental design according to (Arikunto 2010) is viewed as an experiment is actually therefore often referred to also as "*quasi-experiment*".

Experiments in this study were given treatment involves the result of the comparison between the experimental group and the comparison group treated untreated. The treatment in question in this research is the use of media *booklet* to improve early reading skills of children aged group B.

This type of research used in this study is an experimental research design with Pre-experimental design (non design) type one group pretest posttest design. This study involves only one group given manipulation or treatment.

$$O_1 \times O_2$$

One group pretest-posttest design (Sugiyono, 2013: 111)

Description:

O_1 = value of *pretest* (before treatment)
 X = *treatment/* treatment with the use of media *booklet*
 O_2 = value *posttest* (after treatment)

Research TK is held in institutions Kemala Bhayangkari 34 Kendal. During the study the child will get activities. *pretest* and *posttest* Implementation of this research study by using *the booklet* as a medium of learning in improving early reading skills. Therefore this research activity included in this type of experimental research.

Population is a generalization region consisting of objects or subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusions (Sugiyono, 2013: 117). The population in this study were all students in kindergarten learners Kemala Bhayangkari 34 Kendal.

Samples are important in the study. The samples are part of the number and characteristics possessed by this population (Sugiyono, 2013: 118). The sample used in this research is *purposive* sampling, the sampling technique with a certain consideration (Sugiyono, 2013: 124). The samples in this study were children aged 5-6 years of class B with a total of 33 children.

Variable research is an attribute or trait or value of people, objects or activities which have certain variations defined by the researchers to learn and then drawn conclusions (Sugiyono, 2013: 61). This research has two variables, namely the independent variables and the dependent variable. As for the variables of the title Application Media Booklet to Improve Language Development (initial reading) In Children Group B, the independent variables and the dependent variable is as follows:

Independent variables: Media Booklet

Dependent variable: language development (ability to read early)

Data collection technique, there are two the main thing that affects the quality of the research data, the quality of research instruments, and the quality of data collection. The quality of research instruments with regard to validity and reliability of the instrument and the quality of data collection in respect of the accuracy of

methods used to collect the data. Data collection techniques can be done with the method of observation, and documentation. In this research, data collection techniques used were observation and documentation.

Sugiyono (2013: 203) argues that, observation is a complex process, a process that is composed of a variety of biological and psychological processes. Two of the most important is the processes of observation and memory. The observations were made with a descriptive assess reading skills of children before and after treatment. The data source obtain of observation emerging reading skills before given action. No less important than other methods, is the method of documentation, which is seeking data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, lengger, agenda, etc. (Arikunto 2010 : 274).

The instrument is feasible to use if it has been run through the process of test analysis instruments. Validity and reliability of an instrument testing phase so that the instrument given to respondents have good. So that quality of research conducted have good quality as well. Validity is the instrument could be used to measure what should be measured (Sugiyono, 2013: 173).

After doing research the data calculated by the data analysis techniques. Analysis of the data by Sugiyono (2013: 207), an activity after data from all respondents or other sources is collected, the data analysis, it can prove a hypothesis that has been determined. Methods of data analysis used in this study is Paired Sample t-test. This method is used as the comparative test data scaled or difference when both variables are quantitative. It also made the assumption test consisting of normality test, homogeneity, and hypothesis testing.

Normality test used to determine whether the data used normal distribution or not, as a condition of use in a parametric statistical hypothesis test. Arikunto (2013: 363), suggests that the homogeneity test is used to determine normal or not the distribution of data in the sample, it is necessary researchers tested the similarity (homogeneity of some parts of the sample, which is uniform or not the variance of samples drawn from the same population. After through the stage of normality and homogeneity, the next is the analysis of data to test the hypothesis using the t-test to determine between pretest and posttest. In addition, t-test was also used to determine whether the independent variable (the use of media booklet) can influence the dependent variable (the ability read the beginning).

RESULTS AND DISCUSSION

Description of Study Subject

Experimental research was conducted in kindergarten Kemala Bhayangkari 34 Kendal housed in the village of the District Kendal Kendal Pegulon. The research was done in class B with the criteria of children aged 5-6 years. The research was carried out and starting from dated July 25 to August 18, 2017, began at 07.00 to 10.00 pm with the start-up activities in the form of pre-test conducted on July 25, 2017. The next day, namely the activities of treatment by using the media *booklet*, do as many as 12 times, and the next one-time activity posttest.

Description of research data

Research was conducted in kindergarten Kemala Bhayangkari 34 Kendal in B age group 5-6 years. Number of students used in this study were 33 children. Pretest conducted when the initial meeting with the children to measure reading skills before being given treatment or treatment

Table 1. Results of pretest early reading skills class B aged 5-6 years.

Amount	Percentage (%)	Criteria
1	3.03	Less good
28	84.85	Fairly good
4	12.12	Good
0	0	Very good

Based on the results pretest have shown that children are in good enough criterion with a range of 84.85% some 28 percent of children. Criteria for good with 12.12% cent range a number of 4 children. Criteria less good with 3.03% cent range a number 1 child.

After getting the results of data a pretest on a sample or research object, then the next sample or object research were treated using media *booklet*. Treatment was carried out as many as 12 times.

Table 2. Results of posttest the initial reading skills class B ages 5-6 Year

Number	Percentage (%)	criteria
0	0.00	Less good
0	0.00	Enough good
27	81.82	Good
6	18.18	Excellent

Based results posttest showed 81.82% of the children are in good criterion with number 27 child. Furthermore, 18.18% of children are at the criteria very well with the amount of 6 children.

Table 3. Improvement of Early Reading Ability Every Indicators

No.	Indicators	Pre-test (%)	post-test (%)	Percentage of Improvement (%)
1	The ability to name pictures	54.3	76.6	22.3
2	The ability to understand images with-article	49.7	76,8	27.1
3	phonemes (sounds)	48.9	73	24.1
4	Syntax	43.2	73.5	30.3
5	ability to appoint or mention the letter symbols known	58	83.3	25.3
6	the ability to recognize vowels and consonants	54.3	76.9	22.6
7	reading and writing recite	56.6	78.3	21.7

Based on the above calculation, showed that an increase of the initial reading of each indicator by using the media *booklet*. The first indicator of the ability to name the picture there was an increase of 22.3%. The ability to understand a picture with the inscription there was an increase of 27.1%. Phoneme (sound) increased by 24.1%. Syntactically an increase of 30.3%. Ability to appoint or mention the letter symbols known there was an increase of 25.3%. Ability to know the vowels and consonants an increase of 22.6%. Then the indicator reading and writing recite an increase of 21.7%. So from the above data as a whole saw the highest increase found in the indicators (syntax), and the lowest for the improvement of the indicator (read and recite the article).

With the improvement of each indicator the data it can be concluded that the media *booklet* can improve early reading skills in children in group B. This is because the media *booklet* made researchers with attractive as possible, given the support and creation of color images on *booklets* that make children more interested to learn to read.

Here is an overview chart *posttest* on media usage *booklet* to improve early reading ability of children in group B.

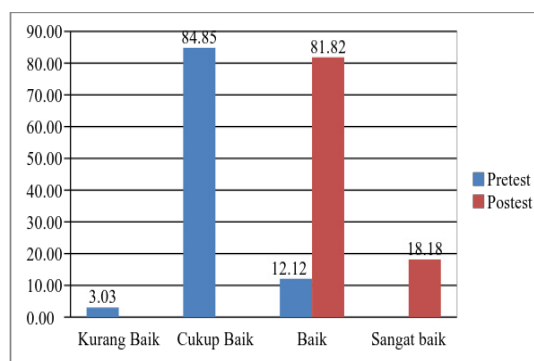


Figure 1. Graph of *posttest*

Figure 1. shows the information that children early reading skills in group B pretest quite well in the category with the highest percentage of as much as 84.85% while early reading skills of children in group B while posttest in the category Good with the highest percentage as much as 81.82%. So it can be concluded that in general, early reading skills in group B increased in both categories with the percentage of 81.82%.

Based on research data on early reading skills through the medium of a *booklet* which has been described above, it was explained that, after the administration of treatment by using the media *booklet* there is an increase initial skill reading to children in group B which can be seen from the results of the pretest and posttest. Analysis of results pretest and posttest using the t test (paired sample t-test) showed that the difference between scores pretest and posttest significantly, because of $t = -36.156$ with the $Sig (2-tailed) < 0,05$. This suggests that there are differences in children's early reading skills after the media exerts *booklet*. On the results of the average data before being given treatment equal to 70.4848 later after being given treatment using *booklets* media increased to 101.6970. This shows that there is an average increase of between pretest and posttest.

Data from the pretest showed the child was in good enough criterion with 84.85% percent range with a number of 28 children. Criteria for good with 12:12% cent range a number of 4 children. Criteria less good with 3:03% cent range a number 1 child. This is in line with the theory put forward by (Anggani 2006: 7) is a learning resource materials are also included plaything to provide information as well as a variety of skills to pupils and teachers, among others, reference books, story books, pictures, resource persons, objects or results- culture results. While the game tools are all tools used by the child's play to satisfy the instinct to play and have a wide range of pro-

perties such as disassembly, classifying, mixing, looking for parallels, stringing, shape, knock, perfecting a design, or arrange appropriate raw form.

After pretest do next is giving treatment, the treatment given using media *booklets* performed in 3 to 4 times a week treatment with a total of 12 times treatment. After administering treatment for 12 times and then the researchers conducting the posttest, researchers looked at the child's reading ability to follow the activities in the classroom is there a difference or not. Activity posttest shows the results 81.82% of children are in good criterion by the number of 27 children. Furthermore, 18:18% of children are at the criteria very well with the amount of 6 children. so it can be said that in general the reading skills of children in group B after being given treatment using media *booklets* increased in both categories with the percentage of 81.82%. This means that there is significant influence media application *booklets* in improving early reading skills of children.

The ability to read, in the opinion (Steinberg, 1982: 54) in Susanto Early Reading is taught programmatically read to preschoolers. The program stack attention to the words intact, meaningful in the context of children's personal and materials provided through games and activities to attract as an intermediary for learning. Then Tzu in (Susanto, 2011: 84) also said that the definition of reading is to translate the symbols (letters) into sound combined with words. The words are arranged so that we can learn to understand and we can read the notes. To be able to read notes properly they must be accompanied by the reading readiness.

From the results of which have known data results posttest better when compared to the data of the pretest, which at pretest children are in good enough criterion. But after being given treatment using media booklet results posttest were obtained that the children are in good and very good criteria.

Given the significant difference is caused by the aid through the use of media *booklet*. Media *booklet* is made with text, images and color combination that makes the child more interested in learning to use *booklet*. It is supported by the theory put forward by Aqib, (2013: 52) *Booklet* which is shaped like a book has some principles in making

- a. The Visible which contains content that is easily seen.
- b. Interesting that is interesting.
- c. Simple is simple.
- d. Useful sources of knowledge that is use-

ful for education

- e. Accurate that is right on target.
- f. Legitimate are legitimate and reasonable.
- g. Structured well structured and coherent.

Supporter of the theory in this study, suggesting that early reading skills of children can be helped with their supporting media such as media booklet. In this study has relevance with previous studies which suggest that the ability to read the beginning can be increased through the help of a medium or method of learning-assisted media, the research has been carried out by "Delfi Citra Utami, a study done in 2017 with the title: Influence of use media card on the ability to read the beginning of the letter grade 1 primary school Rajabasa Kingdom Bandar Lampung ". Stating that the results obtained are the data analysis showed that the average student learning outcomes experimental class is higher than the average value of the control class. The analysis resultt is greater than ttable. So that H0 is rejected and Ha accepted that says there is a difference in the use of media cards on the ability to read the beginning of the letter grade 1 SD Negeri 1 Rajabasa Kingdom Bandar Lampung in academic year 2016/2017.

Research by "I A Kmg.Suartini, research conducted in 2014 with the title: Influence of contextual learning aided props letter card against Early reading skills of students in 1st grade". Stating that the results obtained are demonstrated mastery of reading skills there are differences between groups of students learn by using contextual learning and group of students who are taught using conventional teaching methods. The average value for the experimental class at 87.22 while the control class is 64.25. This shows that the reading skills of students that learned with contextual learning is better than the reading skills of students that learned with conventional teaching methods, in other words there is the effect of the application of contextual learning towards Early reading skills first-class students in the village of Panji.

Similarly, the results of the study (Rohmah, 2014) who use the media as an introduction to the concept of counting to early childhood. The results of this study is that there is a significant influence on children when they are introduced to the concept of counting with Arithmetic Dice, compared with children who introduced the concept of counting by conventional methods or worksheet. So it can be concluded also that learning by using media will result in the ability of children with a better improvement.

CONCLUSION

Based on the results of research and discussion can be concluded that the initial reading on the children in group B increased after being given treatment by using the media booklet, amounting to 81.82% of the children have the ability to bring the beginning of the category as well as 18.18% of children have early reading skills by category very good. Statistical calculations get that $t_{count} > t_{table}$, where t_{value} (+). If the worth (-) then converted mathematically, results were obtained with value t of -36.516 great while t_{table} is -2.0369. It can be concluded that H_0 rejected and H_a accepted, it means that there are differences in children's early reading skills after using the booklet.

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