

Children's Early Reading Ability Through Make-A-Match Based Number Card Play Activities

Ariyani¹, Apon²

¹² TK Negeri Pembina Pahandut Palangkaraya, Kalimantan Tengah
DOI: 10.26858/tematik.v8i1.27556

Received:
20 Desember 2021


Accepted:
22 Juni 2022

Published:
27 Juni 2022

TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini

ISSN: 2476-9363 (print), 2476-9363 (online)

Volume 8, Nomor 1, Tahun 2022

 Corresponding author:
(arianipky510@gmail.com)



Artikel dengan akses terbuka di bawah lisensi
Creative Commons Attribution-NonCommercial
4.0 International License.

Abstract:

The purpose of this study was to examine the influence of playing number cards in improving children's initial reading ability based on making a match with a total sample of 20 children. The research uses a quantitative approach with a pre-experimental type of research using one group pretest-posttest design. Based on the research results, the use of number cards improves children's early reading ability. The results of this increase can be seen in the average value of the indicators used, namely distinguishing words and distinguishing sounds/letters at the time of pretest is 2.05, and the percentage of learning completion is 33%. in the posttest there was an increase of 3.65 and learning completion was achieved for all children. This is because in carrying out word card-playing activities, teachers run well according to the stages of playing word cards and learning scenarios that have been prepared.

Keywords: *Playing word cards; language; childhood.*

Abstrak:

Tujuan penelitian ini adalah untuk mengkaji sejauh mana pengaruh bermain kartu angka dalam meningkatkan kemampuan membaca permulaan anak berbasis make-a-match dengan jumlah sampel sebanyak 20 anak. Penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian *Pre-eksperimen* menggunakan *one group pretest-posttest design*. Berdasarkan hasil penelitian penggunaan kartu angka memiliki pengaruh dalam peningkatan kemampuan membaca permulaan anak. Hasil peningkatan ini terlihat pada nilai rata-rata indikator yang digunakan yaitu membedakan kata dan membedakan bunyi/huruf pada saat *pretest* adalah 2,05 dan persentase ketuntasan belajar sebesar 33%. pada *posttest* terjadi peningkatan yakni diperoleh sebesar 3,65 dan ketuntasan belajar tercapai untuk seluruh anak. Hal ini dikarenakan dalam melakukan kegiatan bermain kartu kata guru menjalankan dengan baik sesuai dengan tahap-tahap bermain kartu kata dan skenario pembelajaran yang telah disusun.

Kata Kunci: Bermain kartu kata; bahasa; anak usia dini.

INTRODUCTION

The development of children's receptive language skills can be done by improving children's reading skills so that children are ready to continue to the elementary level. In life, the essential skills that need to be possessed are the ability to read; knowledge is obtained through reading. (Asti & Saodi, 2021) said that reading is an important ability to develop because it will impact cognitive aspects and literacy abilities. Reading brings humans knowledge and experience to use in interacting with the environment. So that the role of kindergarten as a form of education services is expected to provide assistance and teaching in improving early reading skills before entering the primary education (Ardini & Lestarinigrum, 2018). Various methods need to be carried out to stimulate children's early reading skills to be utilized in the development of children's literacy. Children are expected to master the ability to read early so that the need for early reading development by the level of child development can be achieved.

The results of the initial study through observation in kindergartens in Pahandut Regency showed that the child's initial reading ability was still low, which was seen from the child's inability to distinguish words mentioning letter symbols, for example, the shape of letters A, B, D, and so on that corresponded to the symbols of letters according to the sound. From the observations made from 20 students, there were 13 children in the undeveloped category and seven children in the developing category, as expected. Meanwhile, the results of the study state that reading skills are what parents at the kindergarten level expect to support primary school age, who must consider the characteristics and readiness to learn at the early childhood education level. Therefore, to avoid monotonous methods and mistakes in stimulating children's reading skills, it is necessary to use appropriate media and methods by their interests and learning motivation.

The initial stage of the learning process in children is carried out by playing. Play allows children to explore more freely, related to themselves and their environment. Through play, the child can be in a free atmosphere and show his personality. The definition of play proposed by several experts, among others, by Mulyadi (2004), namely playing is "something fun and has positive values for children". According to Freud dan Erikson (Santrock, 2007), through play, children can channel their emotions and energy to master their anxiety. According to Freeman & Utami (2001), play can prepare children for their future lives. In the play, often, children play a role so that play can restore the energy of the lost child. Plato, Aristoteles & Frobel (Noorlaila, 2010) said that playing is an activity that provides practical value for improving the abilities that children want. Based on these various theories, we know that playing is a fun activity to eliminate feelings of pressure and pent-up. Through playing, stimulus stimuli can be more readily accepted by children to improve their growth and development.

Realizing the purpose of play to provide value that is beneficial for the growth and development of children must pay attention to the principles in playing in order to provide limits in the implementation of play, as for the principles in playing, namely: 1) Having clear goals, play activities have different goals, depending on what is expected. Play activities are expected to be able to provide satisfaction for children in exploring, experimenting, and imagining; 2) Done freely, the child can choose the form of the game according to his wishes and determine the rules of the game accordingly in the game without any coercion to help develop the child's creativity; 3) Attach importance to the process not the result, in playing the

main thing is how the child's process of accepting learning while playing to form a child who is independent, creative, and has a sense of responsibility; 4) Pay attention to safety, this is the top priority in any game so as not to harm the child when playing so that in choosing the form of the game must pay attention to the tools used so as not to cause prolonged injuries, injuries and trauma; 5) Fun and enjoyable, in play activities must essentially be fun and enjoyed so that children can get satisfaction and pleasure without any coercion in order to have a positive impact on children's growth and development (Montolalu, 2009).

Playing word cards is one of the activities that can be used to stimulate children's early reading skills. Word cards play a way of repeatedly showing the child a card and how it is pronounced. If the child has completed the first set, proceed to the next set with minor writing. Doman (Musta'in & Nurani, 2016) explains that word cards are made with white paper measuring 10 x 10 using red writing and forming words close to the child. To make the cards look more attractive, they can be varied by adding images. The selection of the type of word card game accompanied by pictures becomes interesting for children and easy to play and fun; with this card, it is hoped that the child's initial reading ability can be improved, and the learning can be absorbed by the child quickly.

Sulistiyowati (Rahim, 2018) argues that with word cards, children can coordinate between their eyes and mouth, increase their word maintenance, and make them more confident. Furthermore, Boyan (Rahim, 2008) says word cards are rectangular sheets inscribed with words that children easily digest. Some of these opinions are concluded that word cards serve to increase the child's vocabulary so that it can improve the child's early reading.

Some experts give restrictions on the definition of reading. (Tarigan, 1993) *reading* is a process that is carried out and used by readers to obtain the message to be conveyed by the author through words / written language. Reading can also be interpreted as an activity of communicating with oneself whose meaning can be conveyed to others using writing. (Osman, 2013) *Reading* is an activity that must be accustomed to children in an engaging, creative, and non-coercive way (Herlina, 2019). Another opinion, according to Pertiwi (2016) developing children's initial reading skills must be by sound stages, which start from recognizing vowels and consonants, then spelling or combining the sounds of letters and syllables and simple words. The conclusion can be drawn that reading is understanding a piece of writing, and the learning process is never separated from reading activities.

Anderson (Nuryati, 2007) defines reading: 1) As a process of decoding, that is, recognizing verbal symbols and symbols to be collected into information; 2) as a language skill that in improving it must always be trained, such as in terms of reading graphs, using dictionaries as well as looking for reading digests; 3) as a process of reconstructing by looking for the meaning of reading; 4) Reading is the translation of visual symbols into the understanding of auditory symbols, which is emphasized more than mind reading. The emphasis is on the correct pronunciation according to specific rules and styles; 5) As a process of being creative and critical by exploring reading to interpret the story's content.

To obtain information, reading is one of the activities carried out. Understanding the meaning and content of reading is one type of reading commonly called receptive ability. *Receptive reading* is defined as the ability to absorb the content of the reading that has been obtained. Reading can improve thinking ability and visibility and add insight. Reading becomes a medium of self-actualization in shaping spiritual intelligence and emotions, deepening reasoning and making oneself more informative. The various opinions above are then concluded in this study reading as an activity of obtaining messages in the form of words

from written images submitted by the author. The improvement of initial reading ability is characterized by children's success in increasing vocabulary and reading syllables. Early reading is the first step in increasing children's interest in reading, so in this study, it is hoped that word cards will significantly influence children's early reading skills to be assisted in their development towards advanced reading skills.

This research is an effort to develop children's initial reading skills in kindergarten through the improvement of learning which is carried out in stages using card games. The card game applied is attractively designed by combining letters and images on the cards provided by the teacher by pairing the image with the appropriate word. The use of the make-a-match method as an activity can challenge children to complete image pairs (Widiasih et al., 2014) with exciting and liked media. Make-a-match makes the teacher not immediately explain the cards shown, but the child will understand the word's structure by finding a suitable partner. According to (Pista et al., 2016), the use of maki-a-match can be an alternative in providing developmental stimulation in children to have an impact on more exciting and challenging learning activities.

METHOD

The type of research is Pre-experiment with a research design of one group pretest-posttest design with the research subjects of 20 students from Pembina Pahadut State Kindergarten. This study uses a quantitative approach that aims to see the influence of playing word cards on improving children's initial reading ability.

Experimental Class	O ₁	X	O ₃
-----------------------	----------------	---	----------------

Data collection is carried out through observational and observational test activities to implement actions. The implementation of data collection begins with a pre-test, continues with the implementation of actions in the experimental class, and ends with the implementation of the post-test. Children's learning outcomes were analyzed using a descriptive statistical test comparing the results and data after treatment.

RESULTS AND DISCUSSION

Based on the study's results, it was carried out by first identifying and analyzing problems related to the influence of number cards in stimulating the child's initial reading ability. This activity plans what role the child should play and compiles steps in the learning activity. The activity begins with planning, identifying, and analyzing problems by playing letter cards, then compiling a Daily Learning Program Plan (RPPH), which will be used in the teaching and learning process, and preparing observation sheets that will be used to observe the abilities of students, preparing documentation tools such as cameras and supporting tools in research. The pretest of the meeting is carried out at the start of class hours. The activity begins with rows and entering the room neatly and disciplined. After the student arrives in the classroom, the student's teacher is directed to sit in the space provided and then read the prayer together. Next, do the singing activity of the song "if you like the heart," followed by applause. Furthermore, the teacher gives conversing activities about chickens, ducks, God's creation, the components of chickens, their benefits, and how to care for them in continued through the teacher's activities to have conversations about chickens.

The core activity is carried out by giving the child a set of word cards to distinguish the sound of the word and the shape of the letter. The child is given the opportunity for the same to observe the tools and materials used. The process of playing letter cards is carried out by inviting children to buy the letter cards that have been mentioned, such as chicken, cage, or egg. The implementation steps are: 1) the teacher shows the letter card to the child, 2) the teacher provides a simulation of play. 3) children are dealt letter cards and drawings 4) each child gets five cards with different writings and pictures 5) children show pictures according to the instructions given by the teacher 6) children learn to recognize differences in sound in each word 7) give awards to students 8) after the child's play activities are directed to write words. 9) the last activity is carried out as a reflection of the learning activities that have been carried out. The closing activity is that the teacher asks about the child's feelings throughout the day at school. They were followed by a conversation about what activities had been carried out on this day. The teacher gives a short story about the child doing good, then does a prayer activity together before going home.

In the Pretest, the number of students present was 20 students; learning activities referred to the development of children's abilities which are indicators of early reading, namely 1) children's ability to distinguish word sounds, 2) children's ability to mention letters symbols according to sound or sound. The first indicator of the 20 students who participated in the learning process was 13 students in the undeveloped category, six in the developing category, and one in the developing category, as expected. In the second indicator, 20 students who participated in learning or nine students were in the undeveloped category; ten students were starting to grow, and one was in the developing category as expected.

The average score of the indicator of children's ability to distinguish word sounds from 20 students who participated in the learning activity process was 1.40, with a percentage of learning completion of 5%. Regarding children's ability to mention letter symbols according to sound or sounds, the average score of 20 students is 1.60, with a percentage of learning completion of 5%. The average score and completion of learning can be seen in the appendix. The average score of the indicator of children's ability to distinguish word sounds and children's ability to name letter symbols according to the sound or sound of 20 students who participated in the teaching and learning process was 2.05, with a percentage of learning completion of 33%. Based on the results of observations, it can be seen that there has not been a significant increase during the pretest because the child still does not understand the instructions from the teacher, and the child is not used to it. Insufficient letter cards are also the cause. In addition, teachers are also still rigid in providing learning directions. After giving the pretest, the child is given treatment by discussing several things that should be done in providing stimulation using word cards. Each meeting is given a variety so that children do not become bored participating in learning. Variation is not only carried out in learning but also outside of learning so that children can be excited. Through playing word cards, the child can explore more and interact more. Furthermore, after giving treatment, it is continued with the posttest.

The implementation of posttest guru gives a game of maze looking for a way to Indomaret. The next activity with the indicator Distinguishing the sound of words is to arrange letters according to the figure and indicators, Mentioning the symbols of letters according to the sound/sound with the activity of circling words that have the same final syllables, for example, kitchen, cage, by using to play cards. The steps taken by the teacher are as follows: 1) Showing the cards to the child 2) The teacher gives a simulation of playing 3) the child, one

by one, is given a card and a picture 4) each child gets a different card and picture 5) the child carries out the teacher's instructions by showing the said card, such as showing the card whose initial letter is "s" then the child shows the card with the word cage 6) gives appreciation to the child who can carry out well. After the word card playing activity is over, it is continued with the activity of matching Indomaret images. When all the activities have been completed, the teacher and the child both tidy up the tools that have been used and continue by telling the activities that have been carried out from beginning to end; after that, the teacher gives reinforcement to children who do not understand the sound of each letter in the letter card.

In the Posttest, the number of students present was 20 students; this learning activity refers to the development of children's abilities which are indicators of early reading, namely 1) the ability of children to distinguish word sounds, 2) children's ability to mention letter symbols according to sound or sound. During the Posttest, two aspects of the assessment are the child's ability to distinguish the sound of words and the child's ability to mention the symbols of letters according to the sound or sound. From the data above, it is illustrated that the expected learning objectives can be explained as follows: 1) Indicators of children's ability to distinguish word sounds; there are five students in the category of developing according to expectations, 15 children in the category of developing very well. 2) The indicator of the child's ability to mention the symbols of letters according to the sound/sound. Of the 20 students who participated in the teaching and learning process, nine were in the category of developing as expected, and 11 students were in the category of very good.

The average score of the indicator of children's ability to distinguish word sounds from 20 students who participated in the teaching and learning process was 3.75, with the percentage of learning completion achieved by all children. In the aspect of children's ability to mention letter symbols according to sound/sounds, the average score of 20 students is 3.55, with the percentage of learning completion achieved by all children. The average score of the two indicators from 20 students who participated in the teaching and learning process was 3.65, with all children achieving a percentage of learning completion. The results showed that using word cards to improve children's early reading ability had a significant influence. The card game method makes the atmosphere conducive and fun for the child. Using word cards makes children enthusiastic about learning because pictures accompany them.

The reading process includes learning syllables and words that children learn in word card-playing activities. Teaching reading should begin with introducing syllables, subsequently becoming a word. As reading is a meeting between written symbols into a sound system, this is so that children can more easily understand the differences in syllables, letters, and a word. Letter recognition using lowercase letters, according to Zubaidah (2013), when entering elementary school, children will more often encounter lowercase letters both in writing and reading activities so that children are easier to do the advanced reading. The use of number cards based on the make-a-match method increases children's learning activities where children become enthusiastic about completing the task of pairing the given letters. In line with Ahmad (2019) with the increase in children's activities in the learning process, the more effective the learning will be, and vice versa. Duroah et al. (2019) argue that using the make-a-match method will usher in children's ability to remember and strategize creatively in learning. According to Ningrum et al. (2020), learning becomes not dull and can be followed well by using the make-a-match method to develop early reading skills in kindergarten.

SIMPULAN

The conclusion obtained from the results of the study showed that there was a significant influence in improving children's initial reading ability using make-a-match-based word cards; this was seen in the average value of 2 indicators of distinguishing words and distinguishing sounds/letters in the pretest was 2.05, and the percentage of learning completion was 33%. in the posttest there was an increase; namely the average score obtained was 3.65, and all children achieved the percentage of learning completion. This happens because the process of playing word cards is carried out according to the steps that have been drawn up. Suggestions that can be given are as follows: 1) Teachers are expected to be able to create an exciting and fun learning atmosphere. 2) The number of play tools needs to be considered so that learning can run smoothly to increase children's activeness 3) Innovation and creativity are needed in developing learning so that early reading learning becomes exciting and fun for children.

REFERENCES

- Ahmad, A. (2019). Penggunaan Permainan Bahasa untuk Meningkatkan Aktivitas Siswa Kelas IV A SD Negeri 01 Metro Pusat. *Child Education Journal*, 1(1), 20–27. <https://doi.org/10.33086/cej.v1i1.1052>
- Ardini, P., & Lestarinigrum, A. (2018). *Bermain dan Permainan Anak usia Dini (Sebuah Kajian Teori dan Praktik)* (Vol. 1). CV. Adjie Media Nusantara.
- Asti, A. W., & Saodi, S. (2021). Pengaruh Penggunaan Gambar Seri Terhadap Kemampuan Membaca Anak Pada Kelompok Bermain Melati Kabupaten Gowa. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 3(1), 42–54. <https://doi.org/10.35473/ijec.v3i1.870>
- Duroah, Sayekti, T., & Maryani, K. (2019). Pengaruh Model Pembelajaran Kooperatif Tipe Make a Match Terhadap Perkembangan Kognitif Anak Usia 4-5 Tahun. *Jurnal Penelitian Dan Pengembangan Pendidikan Anak Usia Dini*, 6(2), 111–120.
- Freeman, J., & Utami, M. (2001). *Cerdas dan Cemerlang*. PT. Gramedia Pustaka Umum.
- Herlina, E. S. (2019). Membaca Permulaan Untuk Anak Usia Dini Dalam Era Pendidikan 4.0. *Jurnal Pionir LPPM Universitas Asahan*, 5, 355.
- Montolalu, B. E. F. (2009). Bermain dan permainan anak. In *Jakarta: Universitas Terbuka* (Ed.I). Kencana.
- Mulyadi, S. (2004). *Bermain dan Kreativitas*. Jakarta. Papas Sinar Sinanti.
- Musta'in, & Nurani. (2016). Anak Islam Suka Membaca. In *Jilid 4*. Pustaka Amanah.
- Noorlaila, I. (2010). *Panduan Lengkap Mengajar PAUD* (Ed.I). Pinus Book Publisher.
- Nuryati, S. (2007). Pembelajaran Membaca Permulaan Melalui Permainan Bahasa di Kelas Awal Sekolah Dasar. In *Jurnal Sekolah Dasar*.
- Osman, Z. (2013). Belajar Bahasa Secara Holistik: Apakah Pandangan Murid? *Jurnal Pendidikan Bahasa Dan Sastra*, 13(2), 102–117. https://doi.org/10.17509/bs_jpbbsp.v13i2.284
- Pertiwi, A. D. (2016). Study Deskriptif Proses Membaca Permulaan. *Jurnal Pendidikan Anak*, 5(1), 759–764. <https://doi.org/10.21831/jpa.v5i1.12372>
- Pista, L., Ason, Y., & Waridah. (2016). Penerapan Model Pembelajaran Kooperatif Tipe Make A Match Terhadap Aspek Perkembangan Motorik dan Bahasa Pada Anak Usia Dini. *Jurnal Pendidikan Dasar*, 4(1), 27–35. <https://doi.org/10.46368/jpd.v4i1.98>

- Rahim, F. (2018). *Pengajaran Membaca di Sekolah Dasar* (2nd ed.). Jakarta : Bumi Aksara.
<http://pencilbooks.wordpress.com?>,
- Santrock, J. W. (2007). *Perkembangan Anak* (Edisi XI). Penerbit Erlangga.
- Tarigan, H. (1993). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Angkasa.
- Widiasih, N., Pudjawan, K., & Sudhita, W. (2014). Penerapan Model Pembelajaran Make a Match Berbantuan Media Kartu Angka Untuk. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 2(1), 1–10. <https://doi.org/10.23887/paud.v1i1.1160>
- Zubaidah, S. (2013). Peningkatan Kemampuan Menyimak Melalui Permainan Bisik Berantai Siswa Kelompok A di TK Mahardhika Simokerto Surabaya. *PAUD Teratai*, 2(1). <https://ejournal.unesa.ac.id/index.php/paud-teratai/article/view/944>