

Improving Children's Early Reading Skills Through Inductive Models of Pictorial Words in Kindergarten

Siti Marchumah^{1✉}, Silvia Yuni Lestari², Miftakhul Rizki³, Fatiha Rosyida⁴

¹TK Al Hiro Sidoarjo, Jawa Timur

²TK Masyithoh Surabaya, Jawa Timur

³TK PGRI 3 Banyuwangi, Jawa Timur

⁴TK Islam Terpadu Permata Hati Bojonegoro, Jawa Timur

DOI: 10.26858/tematik.v8i2.27558

Received:

5 Juni 2022

Accepted:

21 December 2022

Published:

25 December 2022

TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini

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

Volume 8, Nomor 2, Tahun 2022

✉ Corresponding author:
(marchumah.tkalhiro@gmail.com)



Artikel dengan akses terbuka dibawah licensi
Creative Commons Attribution-NonCommercial
4.0 International License.

Abstract

Improving children's early reading skills through pictorial inductive games at kindergarten Al-hiro Sidoarjo as the goal to be achieved in this study; this research uses a type of classroom action research; the approach used in this study is a qualitative approach. The data collection methods used are observation and documentation. The data analysis technique used descriptive analysis from the beginning to the end of the study. With a focus on children's early reading skills, early reading skills are children's ability to recognize letters, read combinations of letters in syllables, and read combinations of syllables into a simple word consisting of two patterned syllables. The letters taught consist of consonants and vowels comprised of a, i, u, e, and o. The teaching of syllables introduced in the k-v-k-v pattern (consonant-vowel-consonant-vowel) is formed from the letters a, b, d, e, i, k, l, m, o, p, s, t, and u. Based on the results of the study, it can be concluded that to be able to improve children's early reading skills through picture word inductive games, the teacher must at least do it based on the standards set. The increase in success can be seen in indicators 1) letter recognition, 2) syllable recognition, and 3) combining syllables into simple words. This increase can be seen in the rise in early reading ability in group B of the action research class at Al Izhar Kindergarten Makassar. This increase can be seen from the average learning outcomes assessment category obtained by children in the first cycle, the average ability is in the starting to develop sort, and the second cycle increases in the developing category as expected (BSH). 15 students are in the nascent category according to expectations. the expectation of the children being observed) the students can enter the excellent type.

Keywords: Reading, beginnings and Inductive, Picture Word Games

INTRODUCTION

Early childhood occupies an important place and is the primary reference in choosing approaches, learning methods, and learning methods. From the children's side, I want to

remember early childhood education and school preparation. The objective function of ECCE is to develop attitudes that support the child's potential (physical, verbal, intellectual/cognitive, emotional, social, moral, religious) and adaptation, laying the foundation for the development of knowledge, skills, and creativity. The growth and development environment in early childhood Children are at their most significant potential when they are in the stage of growth and development from an early age, this is because the brain grows and develops rapidly at the golden age. Early childhood is the optimal stage for brain growth and development, so it is a golden period when stimulating and stimulating children at that stage of development. The golden age was an elementary stage of development when a person's basic personality began to take shape. According to Suyadi, the golden age is a brain growth and development period when children reach 80%. In this golden age, children can develop all aspects of their development (Suyadi, 2009) must be appropriately set. Some children are known to live in the classroom, especially those with low education (Depdiknas, 2010).

Language skills are essential in a child's development because language is a tool of information, knowledge, and learning to analyze and solve everyday problems. Language (Bachtiar & Indrawati, 2022) is essential to early childhood development. Good language skills in children help them adapt to their environment and become communicative individuals. The child learns to hear, speak, read and write according to his stage of development, and it is a necessary means of communication. For children, Children aged 3.5 to 4.5 years write easier, and for children aged 4 to 5 years are easier to read and understand numbers (Ayriza, Y.1995). Children's language is the language children use to express their desires, thoughts, wants, needs, etc., for their interests. One of the essential aspects of language developed in early childhood for the next level of education is the ability to recognize letters, which can later develop into the ability to read words (Rahmah et al., n.d., p. 2022).

Reading is an essential basic skill that everyone should have. Therefore, learning to read in school plays a significant role. The child's initial reading process is stimulated when they reach a reasonable level, introduce letter symbols in early childhood, then read spelling and combine letters, syllables, and sounds of simple words (Purnamasari, 2021). The emergence of verbal skills and the impact of the development of early childhood reading comprehension, as well as the availability of educational materials, to teach letter recognition to children. Reading is one of the processes of developing language skills. One factor that influences early childhood reading development is the availability of material that teaches letter recognition to children. The child needs help reading and retrieving information from the text in the form of sentences, pictures, diagrams, or combinations, as well as responding to and responding to visual symbols that represent auditory cues (Gabe, 2008). Teaching preschoolers through programs. The development of reading can be divided into two stages: basic reading instructions and advanced reading instructions. Sujarwo argues that early reading can be interpreted as the initial stage for children to acquire reading skills. The ability to recognize letters as a sign or symbol of a language so that a child can pronounce them (Sujarwo, 2016).

Julianti, S. (2009) states that early reading skills refer to skills that readers should have at the initial reading stage. The talent in question is alphabetical code proficiency, and the reader is limited to reading letter by letter, recognizing phonemes, and combining phonemes into syllables or words. According to Laely (2013), early reading comprehension is the

child's ability to read pictures, recognize letters, syllables, and symbolic terms, and read simple sentences verbatim. The same thing explained by Anggraeni (2015), early reading is reading, which is taught programmatically to preschoolers. The program consists of complete and meaningful words in the personal context of children and 12 materials presented through exciting games and activities as learning facilitators. Exercises to develop children's early reading skills must be packaged most excitingly so that children remain interested in these activities. The Ministry of Education and Culture states (2013) that the consonants used in the early reading learning stage are b, d, k, l, m, p, s, t. These letters and vowels are used as indicators for early reading comprehension and therefore a, b, d, e, i, k, l, m, o, p, s, t, and you. Mar'at. S (2005) Says early reading is the child's ability to learn phonemes and combine them into syllables or words that emphasize the development of critical skills, that is, the power of students to pronounce sentences presented in written form. Based on some of the understandings above, it can be concluded that the ability to read early is an ability possessed by the reader at an early stage, including letter recognition and phonemes, to become a syllable or word.

Nano Sunartyo (2006) stated that when teaching children to read and write, there are some things they can't and can do. For example, 1) don't bore your child, 2) don't overburden or force your child, and 3) try to be creative. One thing that makes children bored quickly when learning to read is being late in teaching and repeating many words that can already be read. Including Things that children usually have to face. Accustom students to the letters of the alphabet as tones or tones. Train your students' ability to turn word letters into sounds. Knowing the letters of the alphabet and phonetic formation needs to be practiced quickly as students learn to read more, explaining the same (Herman, H., Saleh, S., & Islami, N. M, 2017). Reading in early childhood is the purpose of reading preparation with various letter recognition activities, letter recognition, syllable recognition, and various other reading activities so that it can enter into real-life Reading activities to the next level. (Musi & Winata, 2017). Based on the research of experts, it can be concluded that early reading helps children develop vocabulary, recognize letter symbols, and read simple sentences. One of the most influential theories of reading is the multipath theory (Grainger. 2003). The double root theory describes the word image induction model as a vocabulary learning model in which words are stored and transferred to long-term memory (Joyce, Marsha Weil & E, Y, C. 2011).

The Word image induction model, developed by Weil (2011), is one of the most exciting and noteworthy continuing education strategies, mainly because of the breadth of its basis and application and how students develop reading comprehension. Since education focuses on creating learning materials that allow students to learn languages, developing metacognitive control becomes very important. In other words, it is the essence and purpose of learning for students who want to improve their language skills and acquire the ability to expand and manage information form and use. B. How letters, words, phrases, sentences, or text lengths can be used to support communication. This model is designed to help students read widely, develop/augment vocabulary, develop phonetic and structural analysis skills, and learn to understand and use a variety of texts; the figurative word induction model encourages the child to develop vocabulary, phonetic and structural analysis skills, and learn. Inductive learning models based on constructivist learning theories to use inductive learning models require a teacher who can ask questions(Huda, 2013).

Pramono, Astuti & Purwaningrum (2015) stated that the guided image word model belongs to the group of learning models aimed at information processing. The teaching focuses on structuring problems, allowing students to explore using B-Hau language, forms, and scripts. Longer words, sentences, phrases, or texts can support or float the communication process. Bali EN, Fachruddin & Rifa'I, A. (2016) found that the pictorial word inductive learning model developed in three stages. 1) Preparatory stage; learning objectives (goal setting, theme setting), determination of the content of teaching materials, creation of learning tools, evaluation items, learning tools, evaluation devices, communication with the principal, child assessment including explanations of learning designs, materials, aspects to be measured, equipment and facilities; 2) Implementation Stage; Select a photo, ask students to identify what is displayed and mark the photo as confirmation.

The child speaks/spells (reads/reviews) a list of pictorial words and asks students to divide into different groups. The child says/spells illustrations. Vocabulary (read/repeat), add comments to vocabulary images and databases as needed, have students create titles for image vocabulary, and ask students to add words related to simple ideas. Children say/spell (read/repeat) words on image images in sentence order. 3) evaluation stage, evaluation of results, and evaluation of the process. This model is designed to optimize your spoken language skills (how your child communicates in front of teachers, friends, and more) to prepare your child for the next level of education. The basis of this model is not only a general literacy survey but also how students develop their literacy skills (in particular, how children can learn to read and write) and literacy materials. in all areas of curriculum and cognition. Creating metacognitive control is central to understanding how to learn, which is embedded in the learning process. The purpose of this study is to find out the picture of (Emelda, S. 2015) children's early reading ability through the inductive play of pictorial words In Tk Al-Hiro Sidoarjo the research method and to find out the influence of the stimulation of the inductive game of expressive words on the ability to read the beginning in children.

METHOD

This research is classroom action research. the approach used qualitatively, the population in this study was students of group B of Al-Hiro Sidoarjo Kindergarten, while in this study, 15 students and one educator. PTK is carried out consisting of 14 children and one educator. PTK consists of four main stages. 1) action plan, 2) implementation of actions, 3) observation/observation, 4) reflection. With a focus on the ability to read early in children is the power of students to 1) introduce letters of the alphabet, 2) recognition of syllables in children, and 3) merge syllables into simple words. Qualitative data analysis is used to determine improvements in the child's learning process, primarily actions carried out by a teacher, while quantitative data analysis is used to determine the influence of each action taken by the teacher on children's learning outcomes. The data to be analyzed is in the form of data from the results of the activity checks of students. In this research on teaching behavior, we analyze data from the time when learning behavior is carried out and develops in the process of reflection to the reporting process (Sanjaya, 2016). Due to the continuity and depth of the data in this study, data reduction, data display, and analysis with inference are used.

RESULTS AND DISCUSSION

Based on the analysis of data that has been obtained, we can see from the indicators of letter recognition ability, syllable recognition, and the merging of syllables into simpler words, described in more detail based on the table below:

Table 1. Results of Research on Initial Reading Ability in Children

No	Cycle	Observations				Sum	Average	%
		Less	Enough	Good	Excellent			
1	Cycle I	4	24	17	0	103	6,8	68,7 %
2	Cycle II	0	5	21	19	145	9,6	96 %

At the first meeting of the cycle I, the student's initial reading skills are still average, which can be seen from the indicators of the child's ability to recognize letters. Of the 15 students who attended, three students were in the undeveloped category of children doing activities with guidance and given examples by the teacher, as many as seven children who were starting to develop children when doing activities still needed guidance and direction from the teacher, children were also still unable to recognize letters, five children were in The category develops as expected when the child can carry out activities independently and consistently without being reminded and exemplified by the teacher and the child can recognize letters. In syllable recognition, out of 15 students present, there was one student who was in the undeveloped category of children doing activities with guidance and given examples by the teacher and did not know the syllables, ten children were in the Starting to Develop sort, children when doing activities still needed guidance and direction from the teacher the child was able to know the syllables, four children are in the category of developing according to the expectation that children can already carry out activities independently and consistently without being reminded and exemplified by the teacher and the child reads the syllables correctly and precisely. In the indicator of children's ability to combine syllables into words, out of 15 students who can attend, as many as seven children who are in the category of starting to develop children when doing activities still need guidance and direction from the teacher, children are also still unable to combine two syllables into words, eight children are in the category develop according to the expectations that children can carry out activities independently and consistently without being reminded and exemplified by the teacher and children can achieve the expected competencies. Based on the data shown in the table, the ability to read the beginning in children in cycle I is at an average command of 6.8 with a percentage figure of only 68,7%.

In cycle 2 of the initial reading ability, the child has improved, which can be seen in the results obtained in cycle II from the observations and data analysis obtained the following results. In the letter recognition indicator of the 15 children who can attend, six children are already in the category of developing according to expectations. It can be seen that children have been able to carry out activities independently and consistently without being reminded and exemplified by the teacher, and children can recognize vocal letters and consonants; nine children are in the category of very well-developed children can carry out activities independently and have been able to help the theme which has not achieved the appropriate

ability which is expected. The child can distinguish the vocal letter d and the consonant letter. In the syllable pengpepennlan, out of 15 students present, five children are in the developing category according to the expectations that children can carry out activities independently and consistently without being reminded and exemplified by the teacher. As many as ten students are in the very well-developed category, where children can know syllables well. In the indicator of combining syllables into words, out of 15 children, five children are in the starting category, and ten children are in the variety of developing as expected. Children's learning ability to improve their initial reading ability obtained an average score of 9.6 with a percentage of results of 96%.

Based on the standards set with the success indicators, namely the improvement of children's initial reading ability through the inductive play of pictorial words in group B of the PAUD class action research at Al-Hiro Sidoarjo Kindergarten. The improvement in initial reading ability can be seen from the assessment of learning outcomes that children in the first cycle can obtain, the average power is in the starting to develop category with a percentage of 68,7%, and cycle II increases to be in the variety of developing as expected, where 96%, so that based on the data previously described, it shows that there is an increase in ability in cycle II after a revision to the stages of research carried out.

Inductive games containing pictorial words are learning media used to explore children's language skills in a simple, exciting, and fun way for children to add a more comprehensive range of terms to the vocabulary treasury. The inductive model of learning constructivism is poured into illustrated word cards composed of letters, comments, and phrases and then arranged into a vocabulary that can improve children's ability to read the beginning. It is also by the theory used, i.e., Teori Multipath (Grainger. 2003). The double root theory describes the Word Image Induction Model as a vocabulary learning model in which words are stored and transferred to long-term memory (Joyce, Marsha Weil & E, Y, C. 2011). The IKB model, developed by Weil (2011), is one of the most exciting and noteworthy continuing education strategies, mainly because of the breadth of its basis and application and the way students develop reading comprehension. Since education focuses on creating learning materials that allow students to learn languages, developing metacognitive control becomes very important. In other words, it is the essence and purpose of learning for students who want to improve their language skills and acquire the ability to expand and manage information.

CONCLUSION

Based on the results of this study, it can be concluded that to improve the ability to read the beginning in children through the use of an inductive model of illustrated word cards with indicator achievement indicators: 1) letter recognition, 2) syllable recognition, 3) combining the same words into the same word into simple words, indicating that there is an increase in children's ability from the first cycle of students to be in the Start to Develop category. with the percentage of learning outcomes being at an average ability of 6.8 or 68.7%, then a revision was held to the implementation of the research and continued in Cycle II students were in the category of Developing According to Expectations with the percentage of learning outcomes being at a value of 9.6 or 96%, group B in the class periaku research at TK Al-Hiro Sidoarjo , indicating an improvement in the child's initial reading ability, the improvement is seen in the average category of assessment of learning outcomes received by the child.

REFERENCES

- Anggraeni, R. (2015). Upaya Meningkatkan Kemampuan Membaca Permulaan Melalui Penggunaan Media Papan Flanel pada Anak. *Jurnal Pendidikan Guru PAUD, Edisi, 5*, 3.
- Ayriza, Y. (1995). *Perbandingan Efektivitas Tiga Metode Membaca Awal dalam Meningkatkan Kesadaran Fonologis Anak Prasekolah*. Universitas Gajah Mada.
- Bachtiar, M. Y., & Indrawati, I. (2022). Meningkatkan Kemampuan Membaca Melalui Media Kartu Kata Pada Anak Usia Dini. *EDUSTUDENT: Jurnal Ilmiah Pendidikan dan Pembelajaran, 1*(4), 222–229.
- Depdiknas. (2010). Pedoman Pembelajaran di TK. *DEpdiknas*.
- Emelda, S. (2015). Pengaruh Penerapan Model Induktif Kata Bergambar Terhadap Keterampilan Menulis Narasi Siswa Sekolah Dasar. *Jurnal Pendidikan Sekolah Dasar, 3*(mor 2).
- E.N., B., Fakhruddin, & Rifa'I, A. (2016). Pengembangan Model Pembelajaran Induktif Kata Bergambar Untuk Pengenalan Kemampuan Literasi Dini Aud. *Journal of Primary Education, 5*, 2.
- Gabe, R. T. (2008). Anak Tunagrahita. *Gejala Arsitektur Sekolah, 6–12*.
- Grainger, J. (2003). *Problem Perilaku, Perhatian, dan Membaca pada Anak: Strategi Intervensi Berbasis Sekolah*. Terjemahan oleh Enny Irawati. Grasindo.
- Herman, H., Saleh, S., & Islami, N. M. (2017). Penerapan Media Aplikasi Education Games Berbasis Budaya Lokal Untuk Meningkatkan Kemampuan Membaca Permulaan Pada Anak di Taman Kanak-Kanak. In *Seminar Nasional LP2M UNM* (pp. 481–486, 2 1).
- Huda, M. (2013). *Model-Model Pengajaran dan Pembelajaran*. Pustaka Pelajar.
- Ilyas, S. N., & Asti, A. S. W. (2021). *Aplikasi Montessori Inspired Activity dalam Pembelajaran Membaca Permulaan di TK Areta Amata School Makassar*. Universitas Negeri Makassar.
- Julianti, S. (2009). *Peningkatan Kemampuan Membaca Permulaan Melalui Media Kartu Huruf Pada Kelompok B Di Tk Islam An-Nahl Tangerang*. Skripsi Fakultas Ilmu Tarbiyah dan Keguruan.
- Kemendikbud. (2013). *Permendikbud No 146 Tahun 2014 tentang Kurikulum 2013 PAUD. 53*(9), 3–5. <https://www.paud.id/download-kurikulum-paud-2013-dan-lampiran/>
- Laely, K. (2013). Peningkatan Kemampuan Membaca Permulaan Melalui Penerapan Media Kartu Gambar". *Jurnal Pendidikan Usia Dini, i 2*, 308 13.
- Mar'at, S. (2005). *Psikolinguistik – Suatu Pengantar*. Refika Aditama.
- Musi, M. A., & Winata, W. (2017). Efektivitas Bermain Peran Untuk Pengembangan Bahasa Anak. *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran, 1*(2), 93. <https://doi.org/10.26858/pembelajar.v1i2.4418>
- Pedak, M., & M. (2009). *Potensi Kekuatan Otak Kiri dan Otak Kanan Anak. Panduan Memahami dan Merangsangnya agar Anak Mencapai Kecerdasan Optimal*. DIVA Press.
- Pramono, R. B. A., R.D., & Purwaningrum, J. P. (2015). *Model Induktif Kata Bergambar Sebagai Upaya Meningkatkan Kemampuan Verbal Siswa. Jurnal Konseling Andi Matappa* (Vol. 3, Issue mor 2).
- Purnamasari, C., Amal, A., & HerlinaH. (2021). Pengaruh Media Busy Book Terhadap Kemampuan Membaca Awal Anak di Taman Kanak-Kanak. *Jurnal Pendidikan Raudhatul Atfhal, 4*(1), 78–89.
- Rahmah, A., Parwoto, P., & Amal, A. (2022). Pengaruh metode membaca Glenn Doman terhadap kemampuan membaca permulaan anak usia 5-6 tahun di Kelompok Bermain Idaman

Kabupaten Maros. *EDUSTUDENT: Jurnal Ilmiah Pendidikan dan Pembelajaran*, 1(3), 181–187.

Sanjaya, W. (2016). *Penelitian Tindakan Kelas*. Prenada Media.

Sujarwo. (2016). Peningkatan Kemampuan Membaca Permulaan Melalui Media Video Compact Disc pada Anak Usia 5-6 Tahun. *Jurnal Pendidikan dan Pemberdayaan Masyarakat*, 3(1).

Sunartyo N. (2006). *Membentuk Kecerdasan Anak Sejak Dini*. Think Yogyakarta.

Suyadi. (2009). *Anak yang Menakjubkan*. Diva press.

Weil, J. M., & C, E. Y. (2011). *Models of Teaching*. Pustaka Pelajar.