Alternative Learning Media Pre Reading Ability

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ABSTRACT

The ability to read early is an important ability given to children. Through reading skills, children will be able to gain other knowledge. Learning media is a tool for delivering material and facilitating learning activities. Learning to procure media to improve the ability to read the beginning that is appropriate for children's development is very necessary. Wrong-name learning media is one of the new media alternatives to improve initial reading skills. The purpose of this article is to add learning media to request the ability to read the beginning. And to add to the literature about the ability to read the beginning.

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| **KEY WORDS**  learning media, pre reading ability.  **CORRESPONDING AUTHOR:**  email: masyunita14@gmail.com  Manuscript submitted May 28, 2019; accepted June 18, 2019.  Copyright: ©2019 This is an open access article under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. | **ECRJ (Early Chilhood Research Journal)**  ISSN Numbers: Print, 2655-6448; Online, 2655-9315  **ADDRESS**  Website: http://journals.ums.ac.id/index.php/ecrj  Address: Pendidikan Guru PAUD  Universitas Muhammadiyah Surakarta  A. Yani Street No. 1, Pabelan, Kartasura, Surakarta, Indonesia  Telp. +62-271-717417 ext.  Email: ecrj@ums.ac.id |

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**INTRODUCTION**

Book is window of the world, every individual can know everything from book. For that reason reading book habit should be embedded to early childhood, however appropriate with the development stage of the age children and characteristic of early childhood. This is in line with the research result by Hacer ulu and Hayati Akyol stated that reading is one of the first ability which should be obtained by individual in early childhood (Ulu & Akyol, 2016). Reading ability included in development language aspect. Educational Culture and Government Regulation (Permendikbud) number 137 year 2014 about early childhood education standard, in development children achievements point in language aspect specify that literacy includes understanding toward form and letter sound, imitate the form of the word also understanding word in the story (Ministerial Regulation 137, 2014). Reading ability is individual ability to understand reading which involves many activities, visual activity and cognitive (Suharti, Hapidin, & Supena, 2018).

So, it can be concluded that the beginning of reading ability is very important given to early childhood. However, in context of introduction sound, letter and word or the highest achievement is simple sentence.

Some research result also support the important of the beginning reading ability for early childhood like research journal of Alfiahesty Choirotun Nafia stated if the basic beginning of reading ability is not strong, so the next reading stage of the student will be struggle to have adequate reading ability (Nafia, 2016). In addition to research journal from Irdawati, Yunidar, & Darmawan also stated everything obtained through reading will make it possible for people to heighten the power of their mind, sharpen their view and widening their knowledge. Therefore, reading learning in school has important role (Irdawati, Yunidar, & Darmawan ).

On the other hand, the writer found fact in Rotan Sogo Elementary School Huta Raja Tinggi Sub-district, the children from first grade has not yet the beginning of reading ability. By interviewing the homeroom teacher, the writer found some facts of problem cause fact such as, the used of media learning which lack of variations to help developing reading ability to the children. Media used by teacher in learning activity in the class is text book, word card and picture card.

So through lack of the efforts, researcher and homeroom teacher collaborate to increase student’s beginning reading ability by using “nam-nam” learning media. Learning media of nam-nam board is a learning media development done by Early Childhood Education (PAUD) Postgraduate of Universitas Negeri Jakarta. Nam-nam board had been passed the test from few experts such as language expert and early childhood experts. The used of nam-nam board also had been passed the test to early childhood by using quasi experiment research and the result is nam-nam board media influence to increasing the beginning of reading ability of the elementary students.

For the writing article purpose, it is to add type of learning media used to stimulate beginning early childhood reading ability, through nam-nam board learning media. Moreover, it is to enrich literature study about the important of beginning reading ability for early childhood.

Suitable with article title is learning media alternative to increase beginning reading ability. Then we need to understand both keywords in this article of learning media and the beginning of reading ability. Sudiman dkk also stated media defense is everything that can be used to deliver message from teacher to student so it can stimulate mind, feeling, attention and desire also student attention so the learning process happened (Laely, 2013). Furthermore, Latif stated that media is everything that can be made tool and material for playing who able to gain new understanding concept and common term is educative game tool (APE) (Pramitasari, Yetti , & Hapidin, 2018). According to few statements, it can be concluded that learning media is help tool used by teacher such as picture or poster and other media type to deliver science also help children gain knowledge set in lesson planning.

One of learning media created from innovative and creative ideas of practitioner in early childhood is nam-nam board media, which is board media shaped hexagon which can be rotated, touched, and explored by children and used for learning media in increasing beginning reading ability (Suharti, 2018). This media called nam-nam board is learning media developed by Suharti, Early Childhood Education (PAUD) Students of Postgraduate Universitas Negeri Jakarta. The purposes of making nam-nam board media are:

1. Teaching reading beginning through game process which is pleasant.

2. Giving experience which is educate in beginning reading learning process through direct observation picture object and colour accompanied letter or word.

3. Giving alternative learning media to teach beginning reading in the form of word card accompanied by board game.

4. Giving supplement for teacher so they will have varies media in teaching the beginning reading for children (Suharti, 2018).

The next discussion is beginning reading ability. Beginning reading ability is children ability to know sound and letter also able to read syllables and word until simple sentence. The important thing for children related with reading ability is introducing letter symbol and spelling. In line with research result Brittant R. Cooper, et.al stated that spoken language, listening, phonological awareness, writing skill and word knowledge is beginning of reading ability used as basic knowledge to learn reading and academic success in the next future (Brittant R. Cooper, 2014).

Therefore, parent and teacher need to pay attention of beginning reading readiness aspect according to Independen National Reading Panel which is Phonemic awarness, Phonic Fluency, Vocabulary, Comperhansion, (Jalongo, 2007). Morison also stated 4 things needed to understand so the children able to read well, which are: 1) knowledge of letter name 2) the speed of the child mentions the name of the letter, 3) phonemic understanding and 4) reading experience and read book by other people (Morrison, 2012). Moreover parents and teacher should active accompany children development stage to be able to monitor children readiness in obtaining beginning reading’s ability.

Some experts also do research about beginning reading ability like Rautzel D. Ray and Robert B Cooter stated that reading development classified into two category which are pre independent reading and independent reading (Kropackova, 2015). Farida Rahim stated that reading ability included word introducing activity, interpretation, critical reading and creative understanding (Rahim, 2011). According to two opinions above concluded that beginning reading ability in pre independent category. Meant beginning reading ability is children stage to know letter and able reading simple words and the most complex achievements from beginning reading ability is emergence children’s interesting to read varies letters around them.

Reading as important ability taught to students, so teacher need to understand reading teaching method. Here is seven methods of reading teaching, such as basic reading method, phonic methods, linguistic method, flash card method, SAS (Structural Analytic Synthetic) method, reading method through computer game (Tjoe, 2013).

**RESEARCH METHOD**

Type of research is literature study research by using qualitative approach. Meant research is considered as literature research by using qualitative approach which means research is not doing calculate quantitative data. There are few main keys in literature research by using qualitative approach, which are: (a) researcher is the main instrument which will read literature accurately; (b) research is done descriptively. It means describe in the form of words and pictures not in the form of number; (c) more emphasized in process not in the result because creation which rich of interpretation; (d) inductive analysis; (e) mean is the main point (Moleong, 1990).

The main literature or primer for research is result thesis of learning media development of nam-nam board also research journals which discussed beginning reading ability. Furthermore journals source also use books about reading in early childhood and book about early childhood. As literature research, collecting data method used in this research is documentation method, which focuses in data about variable in the form of journal, book, note and many more. Analysis technic data used is descriptive analysis.

**RESULTS AND DISCUSSION**

Suitable with literature reading above about learning media as tool is to make teacher easier to deliver learning material. Beside it is also facilitate student learning activity. Meanwhile beginning reading skill is children skill to know sound form and letter until able to read syllable and word even simple sentence. Beginning of reading skill can be taught to children by playing method such as card.

Nam-nam board learning media in line with the purpose is to develop beginning reading ability with playing method in group. Using nam-nam as learning media also equipped with nam-nam cards contained pictures and word also letter. This game done by rotating nam-nam board and mention letter and word also sound from picture or name of the picture in front of children.

According to study about few literatures has been exposed in the discussion before. Especially through study of the result development of nam-nam board toward beginning reading skill done by Suharti Postgraduate Students od Universitas Negeri Jakarta proved that beginning reading ability of the children increase by using nam nam board learning media. This is strengthened with research result Suharti’s proved that from 32 children have significance score 0.00 smaller than 0.0005.

**CONCLUSION**

Beginning reading ability is ability that must be given to children so children will able to continue the next reading stage. For that reason, teacher or parent must pay attention to stimulate that can increase children beginning reading ability, one of the way is by learning media. Learning media is tool help to stimulate easier in developing children. Nam-nam board is new learning media to stimulate children beginning reading ability.

As one of the skill need to be given to early childhood, so beginning reading ability must continue to be stimulated in line with children development stage. However, it does not push children to read proficient just like other kid above them. Teacher or parent also must creative in used appropriate learning media with children necessity.

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