Using Educational Games Tools through Word Card to Improve Children's Begining Reading Ability at Kindergarten Pembina in Beabunta, North Luwu

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Abstract: This research was about the use of Educational Games Tools with word cards. The problem statements of this study were (1) How is the management description of using Educational Games tools through word card at Kindergarten Pembina in Beabunta, Luwu Utara?, (2) How is the children's beginning reading ability description at Kindergarten Pembina in Beabunta North Luwu?, (3) Is the use of Educational Games Tools can improve children's beginning reading ability at Kindergarten Pembina in Beabunta North Luwu? The research method used pre-experimental design with a one group pretest and posttest one group design. The data collection used observation, testing, and documentation techniques. In this study, the population and sample were early childhood, which numbered 25 children. The results of this study indicated that (1) the management description of using Educational Games Tools through word cards for children Kindergarten Pemnina in Beabunta, North Luwu described in three phases, namely planning, presentation, and implementation of activities; methods / techniques used in the implementation of activities by using Educational Games Tools, and time of implementation of activities in using Educational Games Tools, (2) The description of the beginning reading ability to Kindergarten Pembina in Beabunta, North Luwu before being treated pretest were at high and medium categories. While, after learning through games Educational Tool using the word cards on the posttest increased and the children entirely within the high category, (3) Use of Educational Games Tools through word cards can improve beginning reading skills of children. This means that the beginning of the child's reading ability improved after be being treated of Educational Games Tools through word cards.

Keywords: Educational Games, Reading Skills, Word Card

Introduction

Kindergarten Education (TK) is an education for early childhood which functions as a place to process learning and a conducive facility. very supportive of the learning process. In this formal education pathway, an early childhood education program aged 4-6 years is held, however as a preschool institution, the education held is to help the growth and development of students both physically and spiritually before entering basic education.

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Education in Kindergarten (TK) will bridge the between family education and formal education. One of the government's efforts to strengthen education in Kindergarten (TK) is contained in article 28 of the Republic of Indonesia Law No. 20 of 2003 concerning the national education system which explains that Kindergarten (TK) is a formal education route for education. Early childhood, therefore the style of education given in kindergarten emphasizes the essence of play for children, by providing methods that mostly use the play while learning system.

One of the important skills children want to achieve in Kindergarten is reading, because reading is a skill that can form the basis of most other skills. Most children, even adults who cannot read well, will experience significant learning difficulties at school and will often fail to reach their potential both in school and in their lives, therefore in the learning process introducing early reading to children requires stimulus and means that are conducive to the development of the child.

One way that can be used to help improve children's ability to learn to read is to use a variety of educational game tools (APE) which can be delivered in the form of games accompanied by pictures, word cards, animation and color games, so that Children feel that they are playing even though they are actually learning, because learning to read and write at the beginning aims to provide the ability to recognize letters and turn them into a series of meaningful sounds and facilitate reading techniques in children (Purwanto and Alim, 1997: 35).

Basically, the introduction of pre-reading reading in kindergarten can only be carried out as long as it is adjusted to the stages of development and the principles of children's learning, namely playing while learning, therefore it is demanded how the teacher packs and presents the material or methods used in the form of games.

Literature Review
A. Preliminary Reading Skills

Steinberg (Tampubolon, 1993: 42) outlines five main principles of teaching early reading, namely:

a. Reading material must consist of words, phrases and sentences that are meaningful, especially in terms of children's experiences.

b. Reading should primarily be based on the ability to understand spoken language, and not on speaking ability.

c. Reading does not teach language (aspects of language) or concepts

d. Reading does not have to depend on teaching writing

e. Teaching reading should be fun for children.

According to Montessori (Hainstock, 2002: 103), children experience a sensitive period for learning to read and count at the age of 4 to 5 years, because at this age children find it easier to read and understand numbers. Doman (2005: 44) suggests that children should start learning to read at the age of 1 to 5 years. According to him, at this time the child's brain is like a door that is open to all information, and children can learn to read easily and naturally. However, according to Dardjowidjojo (2003: 301), from a neurological perspective at the age of 1 year the brain develops 60% of the adult brain. At this age the child is unable to identify the location of a straight line and a semicircle let alone the combination, so it is not possible for the child to learn to read. Dardjowidjojo (2003: 301) then states that reading can only be done when the child has met certain prerequisites for speaking. These prerequisites include: mastering the phonological system (sound), syntax (sentence structure), and semantic ability (linking the meaning between words). Meanwhile, according to Grainger (2003: 185), readiness to start teaching reading depends on phonemic awareness. The term phonemic awareness covers many aspects of children's sensitivity to the sound structure of spoken words, determines the ability

to map sounds to symbols, is important for reading, writing and spelling. This factor will also be the basis for distinguishing the reading ability of normal children and weak readers.

There are several stages in the process of learning to read. Initial reading (reading the beginning) is the second stage in reading according to, Mercer (Abdurrahman, 2002: 201). This stage is marked by mastery of the alphabetic code, where the child is limited to reading letter by letter or reading technically Chall (Ayriza,1995:20). Reading technically also implies that at this stage the child learns to recognize phonemes and combines (blending) phonemes into syllables or words (Mar'at,2005: 80). This reading ability is different from the ability to read formally (reading comprehension), where someone has understood the meaning of a reading. There is no age range on which to divide the stages in the reading process, because it depends on the tasks that the reader has to master at a certain stage.

Preliminary reading ability refers to the abilities that must be mastered by readers who are in the pre-reading stage. The skill in question is mastery of the alphabetic code, where the reader is limited to reading letter by letter, recognizing phonemes, and combining phonemes into syllables or words. A child who is just learning to read certainly prefers or is more interested in reading meaningful written words, meaning words that are familiar to the child such as his own name, his father's name, his mother's name, the names of his favorite toys, the names of his siblings, food His favorite, these words are certainly more interesting for children to read because children are familiar with these names.

B. Educational Play Tools and Their Utilization

Educational game tools (APE) are anything that can be used as a means or media to play by children that contain educational values (educational) and can develop children's potential (Directorate of PADU, 2002: 4).

Based on this explanation, APE can take the form of anything that is around us. Items in the house such as plates, spoons, glasses, brooms, pot covers, small chairs, etc. can be used as an APE. However, APE in this paper is limited to APE which can be made by yourself from materials that are no longer used or materials that are easily available around us. APE to be used as a playing medium should meet the following requirements;

1. contains educational value;
2. safe, in the sense that it does not endanger children;
3. attractive to children, both in terms of color and shape;
4. according to the child's interest and level of development;
5. simple, cheap, and easy to obtain;
6. durable, easy to maintain, and not easily damaged;
7. size and shape according to the age of the child;
8. serves to develop children's abilities.

C. Word Card

Word card is a game card (Education Flashcards) which is done by showing pictures quickly to trigger the baby's brain to accept the information that is in front of them and is very effective to help learn to read, recognize numbers, recognize letters at the earliest possible age. (http: //sijanggut.blogdetik.com).

According to Hamalik (1994) that educational media are tools, methods, and techniques, which are used in order to more effectively communicate and interact with students and teachers in the education and teaching process in schools. In the learning process the position of educational media is an intermediary for communication between teachers and students. Sadiman (1986 :) argues that educational media is anything that can be used to convey from the sender of the message to the recipient of the message so that it can stimulate students' thoughts, feelings, interests, and attention so that the learning process occurs. Likewise with word cards

that are shown to students, it is expected that they can improve their language skills, create an active character, and be able to communicate with their environment.

Research Methods

The research method used in this research is experimental research. The experimental method was used to determine the improvement or development of pre-reading skills in Kindergarten Guards in Baebunta, North Luwu Regency who received learning by using the word card educational game tool (APE).

The experimental design used was Pre-Experimental. The types of designs used by researchers are One Group Pretest and Posttest One Group Design. In this design the sample is given a pretest first to determine the initial ability before being treated, then given treatment, thus the treatment results can be found to be more accurate, because it can be compared with the conditions before and after being treated.

The research procedure consisted of three data collection techniques, namely test, observation and documentation. The test is used to obtain data on children's pre-test reading skills consisting of a pretest and posttest. Observations were made to observe the use of word card educational games, and documentation was carried out to obtain data directly from the research site. After that, the data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics are used to analyze data by describing the data that has been obtained, while inferential statistics are used to see differences in the use of word card educational games (APE).

1. Giving Pretest

The pretest was given using word cards totaling 10 words, including: apples, bananas, clothes, ties, balls, horses, etc. The pretest was carried out with the aim of knowing the initial score of the pre-test reading ability on the subject before being given treatment.

2. Giving treatment (treatment)

The procedure for treating children in this study in detail is as follows:

a. Preparation
   1) Prepare research modules / materials as a guide.
   2) Prepare the props needed for the experiment, in the form of word cards, letter cards, pictures of fruits and pictures of animals. (appendix page: 84a-84-91)
   3) Arrange or arrange the room to be used so that children can see, hear and pay attention clearly.

b. Implementation.
   1) The learning material is carried out in 6 meetings adjusted to the theme / material and the RKH that the teacher has made, so as not to interfere with the learning process that has been planned, by providing worksheets.
   2) Adjust the sitting position of the children, for example the children sit in a circle.
   3) Prepare letter cards, word cards and pictures that will be used in experimental activities.
   4) After that the children are asked to go forward one by one to be given learning using word cards (worksheets) that have been provided, so that the children can:
      a) Recognizing a word that is commonly heard and seeing its symbol or symbol.
      b) Recognizes the image and mentions the writing contained under it.
      c) Recognize missing letters on word cards (worksheets).
      d) Grouping words, letters with various kinds of pictures. for example according to color, shape and size.
      e) Mention words that have the form of letters (A to Z) at the beginning of the word, such as letters a, i, u, e, o (apple, fish, snake, ice cream, toothpaste, etc.) or syllables in the form of ba, bi, bu, be, bo (clothes, balloons, books, ducks, balls / dolls and others).
      f) Arrange letters according to the pictures that symbolize them.

3. Giving Posttest

The posttest was given by giving 10 words of word cards (work sheets) to the experimental research subjects. The words used in the posttest are the same as those used in the pretest. The implementation of this posttest aims to determine whether there are differences in the ability to read the beginning before and after giving treatment to students at Tk Pembina in Beabunta, North Luwu Regency.

Findings & Discussion

In the discussion, the research results are presented based on the results of data analysis and hypothesis testing. Furthermore, discussion of research results will be developed by connecting the points set forth in the background and relevant theories.

1. An overview of the use of the word card Educational Game Tool (APE) in Kindergarten (TK) Guidance Children in Baebunta, Luwu Utara District.

From the results of observations made by researchers during this research, especially when giving action in the form of educational play tools using word cards, the description of the management of the use of educational game tools in early childhood Kindergarten Pembina in Beabunta, Luwu Utara District, is described in three The stages are (1) the planning, presentation, and implementation stage of activities, (2) the methods / techniques used in the implementation of activities using the Educational Game Tool (APE), and (3) the timing of the activity using the Educational Game Tool (APE).

At the planning stage, presentation and implementation of evaluation after the implementation of activities, researchers see before starting the lesson the teacher determines the theme of the lesson. Then the teacher makes an RKH that is adjusted to the teacher in the school. After that, the teacher prepares word cards that are used as educational games. The word cards used are, among others, letter word cards, word cards that combine letters in one syllable and word cards with pictures. The final step at this stage is to create an observation sheet.

Furthermore, to describe the research, the researcher looks at the methods / techniques used in the implementation of activities using educational games (APE) in improving early childhood reading skills. The educational game tool chosen in this study was a picture card. The description of managing the Educational Game Tool using word cards at this stage is that before starting the lesson, the teacher provides an explanation of the learning objectives and arranges the child's sitting position. The management of a child's sitting position is done by sitting in a circle on a carpet and on a chair. After that the teacher prepares several word cards, letters, and pictures that will be given to the children. Playing while learning in early childhood is very important to influence children's development, as the statement that one way to stimulate children's growth and development is through play. Playing in children is a means of learning, through fun play activities, children try to investigate and get rich experiences, both experiences with themselves, others, and their surroundings (Indriyani, 2008: 86).

The next activity is for the teacher and the child to play by using these word cards together. Time for the implementation of activities using educational games (APE). The implementation of the teaching and learning process activities using the Educational Game Tool (APE) was held six times in August 2011. The results of the data from this implementation show that the teaching methods used by the teacher make children happy and happy, they are very enthusiastic in participating in the word card game. . In accordance with the theory put forward by Piaget (in Hurlock, 1978) that card games are a tool to help improve children's cognitive development, enabling children to practice the competencies and skills needed in a relaxed and fun way.

2. An overview of the ability to read early in Kindergarten (TK) Pembina Baebunta, North Luwu Regency.

Before using educational play tools in the teaching and learning process, teachers in Kindergarten still use conventional methods, where teachers are more active than students. At the observation stage, the researcher found the method used by the teacher to be less attractive because the child could not be actively involved in learning. This can be seen from the pretest value obtained. Therefore, the description of children's early reading abilities is taken from the pretest value, namely before the teacher gives treatment using educational games. These values are grouped into three categories, namely high, medium, and low.

Based on the results of this study, the ability to read early in early childhood at Kindergarten Pembina in Beabunta, North Luwu Regency is quite good. This can be seen from the statistical data showing that 12 children were categorized into the high category, but of the 25 children who were respondents in this study, there were still those who received moderate scores. The lowest score to see the initial ability of children in kindergarten is 36 and only 2 children get a score of 100.

From this data, it is said that children's early reading skills are still not developed enough. This may be because some children are not yet mature to fully understand all the subject matter. In connection with this Hurlock (1991: 28) says one of the principles of development states that development is the result of a process of maturity and learning. The process of maturity is the disclosure of characteristics that are potentially present in an individual and come from genetic inheritance. Furthermore, Hurlock (1991: 30) adds that maturity determines whether a person is ready or not to learn because no matter how many stimuli children receive, they cannot learn and produce behavioral changes until they are declared ready according to their level of development.

3. The use of word card educational game tools (APE) can improve early reading skills in kindergarten children (TK) coaches in Beabunta, Luwu Utara district

In this study, it was found that there were differences in children's pre-reading abilities before being taught using educational games and after using educational games. This is evidenced by the average value of early childhood reading skills before being taught through the use of educational games in Beabunta Pembina Kindergarten, North Luwu Regency based on the results of data obtained from statistical analysis, the difference that can be seen is the average value. at the pretest was 73.36 and the total score was 1834, while at the posttest, the average score was 97.44 and the total score was 2436.The comparison of the pretest and posttest mean scores showed that there was a significant difference, namely the value of early childhood increased by 21.08 after giving a game tool educative using word cards. This proves that the use of educational game tools using word cards in early childhood at the Kindergarten Pembina in Beabunta, Luwu Utara District can improve early childhood reading skills.

After conducting a descriptive analysis of the data, then the analysis is carried out using the Wilcoxon hypothesis test using the z-test. the calculation results obtained through the Wilcoxon hypothesis test indicate that:

Based on the z number, if the arithmetic statistic (z number output)> table statistic (z table), then Ho is rejected and if the calculated statistic (z number output) <table statistic (z table), then Ho is accepted. At the output, the calculated z value is -4.120 and the z-table is -0.000. Because z output> z-table (-4.120> - 0.000, the sign "-" corresponds to the z-output figure), Ho is rejected.

Based on probability, if the probability value> 0.05, then Ho is accepted and if p <0.05 then Ho is rejected. The data seen in the asymp.sig (2-tailed) column is p = 0.00 <0.05, which means that Ho is rejected and H1 is accepted, which means that there is an effect after

implementing the Educational Game Tool using word cards on reading ability of early childhood.

From the data obtained in the pretest, posttest, and Wilcoxon hypothesis testing, it has been proven that after using the Educational Game Tool (APE) word cards can improve the ability to read early in early childhood in Pembina Kindergarten, North Luwu Regency.

This is because the use of Educational Play Tools provides opportunities and opportunities for all children to provide and match the word cards requested by the teacher. Games that use word cards make children happy and relaxed in learning, because children can play while learning. As Piaget's opinion (in Hurlock, 2002: 9) that at this time children are in the pre-operational phase, namely between the ages of 2 years and 7 years, that is, children have started to realize that their understanding of the objects around them is not only through activities sensory motorbut also symbolic.

This phase is also the beginning for children to develop their ability to organize thoughts. With the existence of educational games, children are given the opportunity and freedom so that children can develop their knowledge and thinking power through word card games so that they do not feel pressured.

In this case, the teacher designs word cards according to the early childhood level consisting of various colors. In connection with the concept given by Ismail (2009: 125) that there are two types of Educational Game Tools (APE), namely (1) educational game tools from factories or shops, namely: Puzzel, lego, colored folding paper, mask hand puppets, internal devices. cooking and dolls, (2) educational play tools from the child's environment in terms of the place of origin of the procurement, play equipment can be taken from the surrounding natural environment and accordingly it must be chosen whether the environment is in a rural or urban setting. Besides that, educational games can also be the result of the teacher's own creations that are tailored to the needs and conditions of the local environment by using used objects.

The form of activity that teachers give to early childhood Pembina Baebunta Kindergarten, North Luwu Regency is recognizing word cards while saying a word, recognizing words that are usually heard and seen, mentioning words that have letter forms (A to Z) at the beginning words, recognizes images and mentions the writing underneath, classifies words in various ways according to certain characteristics, for example by color, shape and size, looking for missing letters in words, and matching word cards with pictures.

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