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readiness to read in early children**

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Abstract

Paying attention to children's development and the need to develop the reading potential of preschool-age children, there is something that can help achieve the goal of learning to read optimally, namely through parenting. The care used in teaching preschool-age children must pay attention to their level of development. Paying attention to the level of development means also considering their developmental tasks. The objectives to be achieved in this research are: 1) Describe the ongoing process of early reading preparation learning through letter matching activities using word and picture cards (Kartagam) in early childhood, 2) Describe the magnitude of the increase in early reading preparation through letter/word matching activities using word and picture card media (Kartagam) in early childhood, and 3) Describe changes in attitudes and learning behavior of young children after early reading preparation lessons were carried out through letter matching activities using word and picture cards (Kartagam). Using the media "Kartagam" (Word and Picture Cards) is hoped to improve children's literacy skills, especially early childhood reading readiness.

Keywords: Early Reading Readiness, Matching word cards with pictures, "Kartagam" media

1. Introduction

Paying attention to children's development and the need to develop the reading potential of preschool-age children (Juleha et al., 2021), there is something that can help achieve the goal of learning to read optimally, namely through parenting (Tabroni et al., 2022). The care used in teaching preschool-age children must pay attention to their level of development (Vaskivska et al., 2018). Paying attention to the level of development means also considering their developmental tasks (Sudirman & Alghadari, 2020).

Based on the observations carried out by researchers at the ABA Buyutan Kindergarten in group B, it was found that children's reading readiness was low. Only 36% of children were interested in reading according to the indicators determined from the total number of children in one class. This shows that the child has not reached the predetermined standard of completion.

The first indicator is the ability to make several scribbles or writings that have formed letters or words based on the images created. However, the reality in the field proves that the ability to write letters or words is still low. One of the causes of not achieving an interest in writing is that children are lazy and not interested in trying to do it. This is due to the use of inappropriate methods in learning. Among them, ways of giving tasks that are less challenging and monotonous are given to children so that children are less interested in these activities. Therefore, teachers must always be creative in providing appropriate methods to children so that children are more challenged and interested in doing the teacher's assignments. Second, children can read several words based on pictures, writing, and objects they know or see. In this case, the child is not brave enough to try to read some of the writing that has been provided. The low interest in reading is because the existing media does not attract children's attention (Kartini et al., 2020; Nurfaidah et al., 2020). Kindergarten children learn through real things; therefore, teachers need creativity to create teaching aids to increase children's active participation (Dababneh et al., 2010; Hyvönen, 2011).

The reality of the low reading readiness of children who have yet to reach the standard of completion (Janus & Daku, 2007). In learning, teachers must have good strategies for teaching. Therefore, to increase the reading readiness of group B children at ABA Buyutan Kindergarten by reading. Use the method of giving assignments and demonstrations by making word and picture cards (Kartagam). Because to teach children reading activities, these activities must be fun and informal so that they are felt as part of play activities (Ceglowski, 1997; Gough, 1996). By using these methods and techniques, it is hoped that children's ability to read will be easier to understand, mastered by children, and fun to implement.

Meanwhile, word and picture card media (Kartagam) are a learning medium in the form of insulated boxes (small boxes) for placing word cards and picture cards using a letter matching method that functions: (1) distinguishing the letters used in words to enrich their vocabulary; (2) forming words as preparation for reading and writing; and (3) distinguishing and re-imitating certain sounds or voices. Thus, these methods and techniques can help teachers prepare learning strategies to help children learn to read early. The objectives to be achieved in this research are: (1) to describe the ongoing process of early reading preparation learning activities through word matching activities using word and picture card media (Kartagam) in group B at ABA Buyutan Kindergarten; (2) to improve early reading preparation skills through word matching activities using word and picture card media (Kartagam) in group B at ABA Buyutan Kindergarten.

2. Methods

The type of research carried out is qualitative research, classroom action research (PTK), or action research. Classroom action research is a form of reflective study by action actors to improve individual abilities from the actions they take in carrying out tasks and deepen understanding of actions in learning. This research was also conducted to increase the rationality of previous actions. To make this happen, it is necessary to carry out class actions that cover several cycles. Each cycle consists of four stages: planning, implementing actions, observing, and reflecting. Research Subjects: Group B Students of ABA Buyutan Gedangsari Kindergarten, with 20 students, when the research was conducted in the 2022/2023 academic year. Data analysis: The data analysis process in this research will follow the PTK approach. Each PTK cycle involves sequential analysis steps. Planning: In the planning stage, the researcher details the objectives of the actions to be carried out in a particular process. These objectives must be on the problems that have been identified. Apart from that, the data collection method that will be used must also be planned well. Implementation of Actions: After planning, actions are implemented in the classroom. During a performance, data about the action will be carefully collected, including observation notes and documentation of classroom activities. Observation: Data that has been collected during the implementation of the action will be analyzed. This includes analyzing changes in student behavior and achievement and the impact of actions on learning. Reflection: After data analysis, researchers and action takers will reflect on the results of the actions and data collected. The purpose of meditation is to evaluate the effectiveness of the action and to plan the steps to be taken in the next cycle. In each PTK cycle, these steps will be repeated to understand the changes that occur and correct actions if necessary. Analysis of this data will help understand the impact of the actions taken to improve the quality of learning in Group B of ABA Buyutan Gedangsari Kindergarten in the 2022/2023 academic year.

3. Results and Discussion

Cycle I

The activity process is matching letters using word and picture card media

At the beginning of the activity, children are introduced to the letter box and picture props and then taught how to use them. After that, the teacher conducts questions and answers with the children regarding the props that will be used and the activities that will be carried out, namely matching letters and reading the children's writing. The next stage is core. Children's interest grows little by little when children try language development activities. The child looks enthusiastic about taking the desired picture and arranging letter by letter, then copying it on the paper provided, and repeating this activity repeatedly so that the child can copy more than three pieces of writing. In the final stage of childhood, read writing based on the letters arranged during the activity.

Figure 1

Cycle I Learning Process



In cycle I, it can be seen that children still need to be focused on reading activities based on the child's writing during the activity of matching letters and copying the letters that have been arranged. This is because children do not dare to say the arrangement of the letters into a syllable or word.

The next stage is closing. The researcher accompanies the child and observes the progress of the activity while conducting questions and answers with the child about the results of the writing they have written. It turns out that many children don't understand the writing so they have difficulty reading it. The author asks the children for the pictures they have taken and repeats them to read based on the writing they have made. When the child takes back the picture that has writing underneath, the child remembers what has been written. However, some children still find it difficult to communicate what they write. These weaknesses were noted to be taken into consideration in cycle II.

Results of Increasing Children's Reading Readiness Through Letter Matching Activities

The results of increasing children's reading readiness using "Kartagam" media can be seen in the following table:

Table 1

Results of children's assessments in letter matching activities according to children's initial reading preparation abilities

No	Number of children	Number of children who scored			Percentage (%)			Completeness ●+ V	Percentage Completeness
		●	V	O	●	V	O		
22		7	7	8	31.8	31.8	36.4	14	63.6%

Based on Table 1, it can be seen that the reading readiness of children in the BTK ABA Buyutan group in cycle I, namely 7 children or 31.8% of children were able to read well according to the writing they copied, 7 more children or 31.8% of children's ability to read was already dares to name the letters in the writing that the child has made himself and is able to recall the writing according to the picture card that has been taken. and 8 children or 36.4% of children still have difficulty communicating what they have written because they lack courage in letter matching activities and still need guidance in writing the letters they have arranged. Children who can be said to be complete are children who are able to read and are able to recall the writing based on the pictures they have taken. So, of the 22 children whose initial reading readiness was good, there were 14 children or 63.6% of the children who were said to be complete.

Changes in behavior

Based on the results of observations between researchers and colleagues, it can be concluded that the language learning process through letter matching activities using letter cards and pictures as media, children's readiness in participating in activities cannot be said to be optimal and the results are not satisfactory. This was obtained from the results of filling in the children's observation sheets in cycle I, not yet half of the children in one class had a positive attitude. Many children still joke around and are less serious (not focused on activities) because many people are still playing around.

Based on this description, it can be concluded that the activity of matching letters using letter cards and pictures in cycle I has gone well, even though some children still need to be more serious about this activity.

Table 2

Results of Observing Children's Behavior in Cycle I

No	Aspect	Amount	(%)	Information
1	Positive Attitude Children feel happy and enthusiastic about participating in learning activities.	16	72.7%	Almost $\frac{3}{4}$ of the children in one class are enthusiastic about participating in learning activities
2	Children focus on activities and actively use letterbox media and pictures in language learning activities.	11	50%	Half of the children in one class focused on activities that used the media "kartagam"
3	Children dare to make scribbles in the form of writing by arranging letters while naming the notes and reading them	9	40.9%	Less than half of the children in one class want to read the letters they write.
4	Negative attitude Children annoy friends	6	27.3%	There are only a few that disturb friends during activities
5	The child grabs a friend's picture card Children do not understand the tasks given by the teacher	3 10	13.6% 45.5%	Only a few children were fighting over the cards Almost half of the children do not understand the assignments given by the teacher.

Based on Table 2, it can be seen that not all children can participate in learning activities well. Based on the results of observations, it can be seen that 16 children were enthusiastic about participating in learning activities, or 72.7%, and 27.3% of children were less enthusiastic about participating in the activities.

The second thing observed was that 11 children were focused and active in using the letter and picture box media in language learning activities, or 50%, and 11 children were not active in using the "Kartagam" media or 50%. The third thing observed was that 9 children composed letters while naming letters and reading them, or 40.9%, and 13 children who did not name letters and read them or 59.1%. Based on comprehensive observations, researchers can conclude that many children still engage in behavior that is not following the researchers' expectations. A situation like this is a problem that researchers must immediately fix. Researchers will motivate children to learn better and encourage children to be more active in activities.

Cycle II Research Results

The activity process is to match letters using letter box media and pictures

In this cycle the author adds two props, and the activities are carried out in groups. Based on reflection in cycle I, the author found the ability of children who could communicate what was written and who were not yet able to communicate what was written. In the initial activities of cycle II, the activities were divided into two groups, namely those who were able to read and those who were not yet able to read. According to the teacher's instructions, the children were immediately divided into two groups.

The next stage is core; the activity remains the same but is added by distinguishing the initial and final syllables based on sounds/letters. The child repeats the activity, and when taking a picture the child is asked to say the word by spelling it based on syllables, for example: a picture of a table, the child says me- then takes the letters m, e and says -ja then takes the letters j, a. Groups that are already proficient are added by arranging words based on the final syllable and then making it into the beginning of the word, for example: me - ja , ja - ri , ri - ta , and so on. This activity is very fun for children because children can arrange letters according to their vocabulary abilities. Children who have a large vocabulary can create many word arrangements.

Figure 2

Cycle II Learning Process



The closing activity is carried out by re-reading the child has writing according to the child's ability.

Results of Increasing Children's Reading Readiness Through Matching Letters / Words Activities using the media "Kartagam"

The results of increasing reading readiness were obtained from test results on assessing children's reading readiness using the "Kartagam" media through letter/word matching activities. Then, the child copied the letters that had been arranged, and the child read the writing according to the child's ability. After matching the letters with the letter box and image media, the results are listed below.

Table 3

Results of children's assessments in letter matching activities according to children's initial reading preparation abilities

No	Number of children	Number of children who scored			Percentage (%)			Completeness ● + √	Percentage Completeness
		●	√	○	●	√	○		
	22	13	6	3	59.1	27.3	13.6	19	86.4%

Table 3 shows that early reading readiness in group B TK ABA Buyutan after receiving action in cycle II increased early reading readiness after using the "Kartagam" media. The children are complete because as many as 19 children, or 86.4%, can and actively use media and activities in matching letters. Children pronounce the letters they have arranged while reading the writing they copy.

Changes in behavior

Based on the results obtained from observations, it can be concluded that the language learning process through letter-matching activities using letterbox media and pictures of children's readiness to participate in the action can be considered to be maximum, and the results are satisfactory. Observations are carried out to determine the child's behavioral response as they participate in learning. The following is a table of data obtained by researchers.

Table 4

Results of Observing Children's Behavior in Cycle II

No	Aspect	Amount	(%)	Information
1	Positive Attitude Children feel happy and enthusiastic about participating in learning activities.	19	86.4%	Almost all children in one class are enthusiastic about participating in learning activities.
2	Children focus on activities using letter boxes and pictures as media in language learning activities.	16	72.7%	More than half of the children in one class are focused on activities that use the media "Kartagam."
3	Children dare to make scribbles in the form of writing	18	81.8%	Almost all children in one class want to read the letters they write
4	Negative attitude Children annoy friends	2	1%	There are only a few that disturb friends during activities.
5	The child grabs a friend's picture card	0	0%	No children are fighting over the cards
6	Children do not understand the tasks given by the teacher	2	1%	Only a few children do not understand the tasks given by the teacher

Based on the table, it can be seen that almost all children can participate in learning activities well. Based on the results of observations, it can be seen that 19 children were

enthusiastic about participating in learning activities or 86.4% and 13.6% of children were less enthusiastic about participating in the activities.

The second thing observed was that 16 children were focused and active in using the letter and picture box media in language learning activities or 72.7% and 6 children were not active in using the "Takhugam" media or 27.3%. The third thing observed was that 18 children composed letters while naming the letters and reading them or 81.8% and 4 children who did not name the letters and read them or 18.2%. Based on comprehensive observations, the researcher could conclude that changes in behavior that were not in accordance with the researcher's expectations in cycle II resulted in a change in the child's behavior from negative to positive. Most children are able to participate in learning well, so the classroom atmosphere becomes more conducive.

Discussion

Children's reading readiness in the first cycle was 63.6%, this is not in accordance with the target of achieving children's completeness because children's interest in reading and writing activities is still low. With the presence of teaching aids for children's reading and writing skills activities, children are starting to show enthusiasm and are becoming interested in reading and writing activities, although there are still some children who have not yet reached completion. However, in this first cycle, the willingness to be able to compose letters then copy and read the existing writing began to appear. Children are motivated to be more active and enthusiastic in this introduction to reading and writing. This can be seen in the second cycle of children achieving completeness in reading and writing skills of 86.4%, an increase of 23% compared to the first cycle. The percentage of children's learning completion was 86.4% in the second cycle because children began to be interested and enthusiastic in arranging letters and looking for chain words according to the child's abilities. The child's interest and enthusiasm can be seen when the child is no longer able to continue the chain of words he has created because the child's vocabulary is still limited, the child is still trying to arrange letters to make words by asking the writer.

The author is pleased and applauds the child's enthusiastic desire to write a lot. At the end of the second cycle of activities, the writer collects the results of the children's writing and assesses the results on an assessment sheet. The child's interest and enthusiasm can be seen when the child can no longer continue the chain of words he has created because the child's vocabulary is still limited; the child is still trying to arrange letters to make words by asking the writer. The author is pleased and applauds the child's enthusiastic desire to write a lot. At the end of the second cycle of activities, the writer collects the results of the children's writing and assesses the results on an assessment sheet. The child's interest and enthusiasm can be seen when the child can no longer continue the chain of words he has created because the child's vocabulary is still limited; the child is still trying to arrange letters to make words by asking the writer. The author is pleased and applauds the child's enthusiastic desire to write a lot.

4. Conclusion

Based on the problem formulation, research results, and discussion in the research, the following conclusions are produced:

- 1) The process of carrying out early reading preparation activities through letter matching activities using "Kartagam" media (word and picture cards) as a whole in cycle I and cycle II has almost the same flow. In process I, the action only uses one media, while in cycle II, it uses two media by taking picture cards with writing underneath. The children match the letters using letter cards arranged according to the existing writing. After placing the letters,

- continue by copying the letters arranged by writing, and the child reads the reported results according to the child's ability.
- 2) Based on research data in the first and second cycles, it was found that the completeness value of children's reading readiness increased from 63.6% to 86.4%, so it can be concluded that through letter-matching activities using word cards and pictures as media, reading readiness can be increased. Early in group B at Kindergarten ABA Buyutan.
 - 3) The increase in children's readiness in reading was also followed by changes in the behavior of ABA Buyutan Kindergarten children in group B in a more positive direction after the letter matching activity was carried out using word cards and pictures, namely that the children became active and enthusiastic about entering the next move.

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