THE EFFECTIVENESS OF HOME MEDIA MAKET TO READING ABILITY OF THE CHILDHOOD IN KINDERGARTEN NEGERI 1 PADANG

Indra Jaya PG-PAUD FIP UNP

Abstract

This research is motivated by the reading skills of children who have already begun but is still not optimal. Media used by teachers is developing reading skills in children are less varied and meaningful to the child such as media card using a regular image rather monotonous, boring, methods and approach is also less varied. This study aims to determine the effectiveness of media models house for children's reading skills at Kindergarten State 1 of Padang.

Keywords: Media Model House, Reading of children

Preliminary

Early Childhood Education (ECD) is an effort aimed at early childhood stimulation is done through the provision of education to help the growth and development in order to have the readiness to enter further education. Early childhood education is very important, because early childhood education is fundamental in the formation of human personality. So that early childhood education should be designed according to the needs of children in order to develop various aspects of developments in both the religious and moral aspects, cognitive aspects, aspects of language, social-emotional aspect, as well as the physical aspects of the motor. In accordance with Regulation Legislation of the Republic of Indonesia Number 9 of 2005 on education standards of Chapter IV, Article 19 stated that the process of learning in an educational held interactive, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity and independence in accordance with their talents, interests and physical development and psychological development of learners. This is in line with the principle of learning in kindergarten, that the activities of children in kindergarten is to play while learning and learning while playing.

Kindergarten (TK) is one form of the formal education that provides education for children aged four to six years before entering elementary education. Kindergarten education aims to help lay the groundwork towards the development of attitudes, knowledge, skills and creativity needed by students to adjust to the environment for further growth and development. One of the child's ability to be developed at the age of kindergarten is the ability to speak (linguistic) and one's ability to read. Language development is one of the basic capabilities that must be owned

subsidiaries, comprises several stages according to the age and characteristics of development. The process of learning a language is an intellectual achievement of children are most valuable. Rich experience factor will support other languages such as listening, speaking, reading and writing.

Reading is a mental activity that involves many factors such as readiness, skills, interests, physical condition, age and environment. Most basic is to stimulate the child to have the maturity and readiness to read. Reading to children is not reading the letters are strung and meaningful so that a complete sentence according EYD (Spelling Enhanced) as adults, but reading in early childhood is the image reading is to read to him, because for a child single letter is a picture. According Yulsyofriend (2013: 47) reading is a "unity of integrated activities that include several activities such as recognizing letters and words, and words connect it, connecting it with the sound and meaning, and draw conclusions about the purpose of reading". According to Hartati in Ahmad (2012: 84), reading is essentially a physical and mental activities to discover the meaning of the text, although in this activity occurs introduction letters. According to Farida (2008: 2) read in essence is "a complex involving a lot of things, not just recite the text, but also the activity involves visual, think, psycholinguistics, and metacognitive". Ability to read early is very important, especially in its infancy intelligence, because science is largely acquired through reading. Most basic is to stimulate the child to have the maturity and readiness to read. In order to achieve the success of an educator should create a pleasant learning atmosphere, varied and conducive learning media with engaging and meaningful for the learning process take place optimally.

Based on preliminary observations of researchers in Kindergarten School 1 in Padang, the media used by teachers in improving the reading skills of children less effective. Teachers usually introduces the letters one by one and then spell it. If the reading is taught in a conventional manner, in which children are faced with book and pencil, whiteboard and markers, and the child will feel that reading is something unpleasant. Yet we know that interest in reading has to grow since its inception. In addition, teachers use the approach also methods that are less attractive when reading, and the method is often used only question and answer method. So that the child's reading ability is low. Researchers found that there are still many children who are difficult to recognize letters. This is evident when a child asked about the letter at the beginning and end of a word, there are still many children who can not mention, there are still children who have not been able to mention the letter, like the letter b read letters d and vice versa. This can be seen when reading the names themselves are still many children who can not read his own name. This is contrary to the standard of language skills that must be possessed by children aged 5-6 years who is listed in the National Education

Minister Regulation No. 58 Year 2009. Based on the phenomenon that occurs in the field then the need for a change efforts should be made of teachers to help children in the introduction of reading is one of them using a media model house.

Media model house is one medium that can help develop reading skills in children. The purpose of this study is to find out how effective media model house on the reading skills of children in kindergarten Negeri 1 Padang. Media model house is a three-dimensional image media in the form of home that could help improve the reading skills of children due to the presence of the media interesting and meaningful for children will make children become motivated to learn to read. The words are also taught through meaningful words that closer to the children for early childhood can not require abstract thinking and concrete media to learn. Yuliani & Bambang (2010: 66) states, "mock-up (model) is a conceptual framework of a procedural nature in the form of a pattern or design that can be used as a reference in the development program play activities for young children". Meanwhile, according to Andi (2011: 227) reveals that the model (mock-up) is a clone of three dimensions of some real objects that are too big, too far, too small, too expensive, too rare or too complicated to be brought into the classroom and learn learners in its original form.

It was used aiming to develop the child's language, help children grasp the meaning through a representative image and to bridge the relationship between real objects and symbols that represent them, and stimulate the imagination of children and make learning more active. Because the media is a child not just sit still to read, but the child can move. Media is also able to explain things that are abstract becomes concrete when a model in front of them. Because as we all know that early childhood is still not able to think abstractly. Weidermann in Andi (2011: 237) reveals that by seeing and interacting with the original object, which means it can be assumed, then learners will be easier to learn. Researchers can conclude that the model house can be used as a medium of learning that can develop a child's reading ability.

Research methods

Based on the problems studied then this type of research is quantitative research with experimental or experimental quashi (quasi-experiment). The population in this study is Kindergarten School 1 in Padang. Kindergarten School 1 Padang is under the leadership of Mrs. Desi Eka Wijaya, S.Pd. AUD and nurtured by 6 educators. The sampling technique was conducted in the research cluster sampling technique. Based on the above concept, the group that will be used in this research is class B4 and B5. Where the group B4 used as a control group and a group B5 used as an experimental class with consideration of the number of children both groups were

respectively 10, the child's age the same, the level of ability of children together, learning together, background ability same teachers and recommendations from teachers both groups as well as the head of the kindergarten Negeri 1 Padang.

The research instrument used in this study is a test. The test is said to be valid if the test can measure what is to be measured. This instrument uses a checklist format for assessment. Evolving with the assessment criteria are given a score of Very Good 4 Developing accordance Hope 3, Start Developing 2, yet Evolving 1. According Suharsimi (2010: 213) Validity is a measure that indicates the levels of validity or validity of something instruments. An instrument is valid or invalid to have high validity. Conversely, the less valid instrument means having a low validity.Reliability of the test is a measure of the accuracy of a test if diteskan to the same object. Data analysis techniques used in this study was to compare the difference of the two average values, thus performed by t test (t-test). But before the first test of normality and homogeneity test.To perform the analysis of these differences, it is necessary to test for normality. According Syafril (2010: 211): "Normality test used to determine whether the data to be processed is derived from the normal distribution of data. Normality test is done before processing the data by using product moment correlation, regression, t-test and ANOVA and so on. The technique is often used to test for normality of data is Liliefors test technique ".

Before the data is processed, in order to know a normal distribution of data or Liliefors then tested beforehand. One technique that is often used to test the homogeneity of the population variance is using Bartlett test. If you already know a normal distribution of data and new homogeneous data analysis according to the analysis technique that has been done. Is to find a comparison using a t-test. Test data have been obtained with the formula t-test.
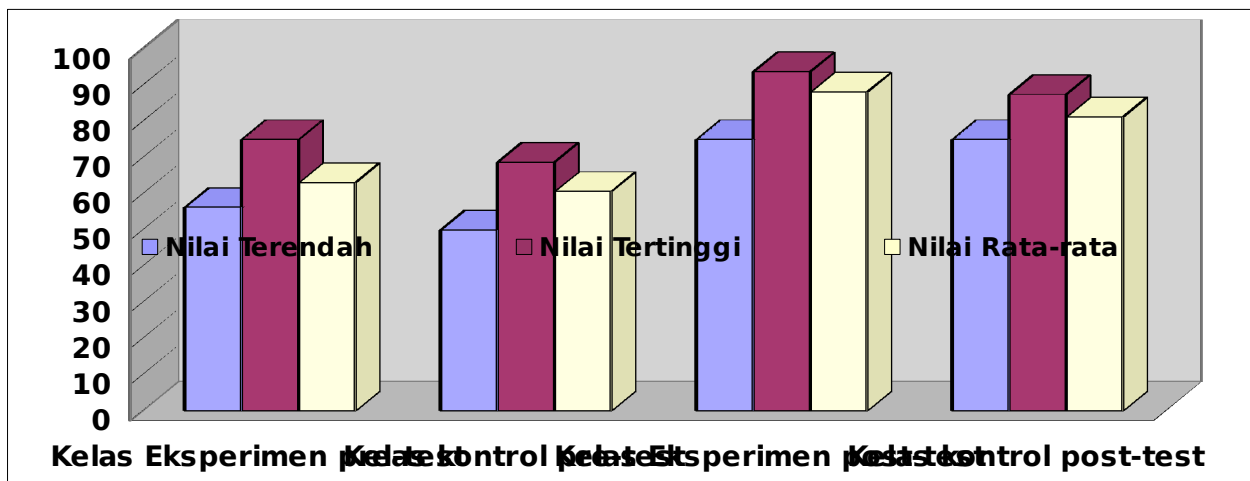
Result
Pre-test results early reading skills of children in the experimental class and control class obtained the average number of experimental classes are 63.125 and the average rate of 60.625 control class. Based on the results of data analysis that tcount of 0.922 compared with α of 0.05 (table = 2.10092) with degrees of freedom df (N1-1) + (N2-1) = 18. Thus thitung <ttable ie 0.922 <2.10092, it can be said that the hypothesis Ha H0 is rejected or accepted. It was concluded that there was no significant difference between the reading skills of children in the experimental class and control class.

Then, based on the reading skills of children in the experimental class and control class in the post-test results obtained by the average number of experimental classes are 88.125 and the average number of control class 81.25. The results of post-test data analysis conducted that tcount of 2.5462 compared with α of 0.05 (table = 2.10092) with degrees of freedom df (N1-1) + (N2-1) = 18. Thus thitung>

ttable ie 2.5462> 2.10092, it can be said that the hypothesis H0 Ha accepted or rejected. It can be concluded that the media model house efekif the reading skills of children in kindergarten Negeri 1 Padang. From the research that has seen relations researchers did the pre-test and post-test. Pre-test results shown that the average grade of experiments that an average of 63.125 and 60.625 control class. Having seen the results of treatment are given post-test reading skills of children in the experimental classes use traditional media model house further increased by an average of 88.125, while the control group using the medium of picture cards earned an average of 81.25. It can be concluded that the model house media effectively to the reading skills of children in kindergarten Negeri 1 Padang.

Comparison of the results of the calculation value of pre-test and post-test value of children reading ability

Variable	Pre-test		Post-test	
	Experiment	Control	Experiment	Control
Nilai tertinggi	75	68,75	93,75	87,5
Nilai terendah	56,25	50	75	75
Rata-rata	63,125	60,625	88,125	81,25

Data comparison of results pre-test and post-test of the ability of the experiment group and control group.

Discussion
The important aspect that needs to be developed in childhood is the ability to read. Through reading the child can recognize letters and words and relating it to the

meanings of words. Yulsyofriend (2013: 47) states that reading is an integrated unity includes several activities such as recognize letters and words, connecting with the sound and meaning, and to draw conclusions about the intent reading text. A teacher should be able to use media that can develop the willingness to read the children with interesting media, real for children, designs, colors and propagating a lovely size to attract attention to children, so children feel curious and want to explore the media used by teachers. One medium can develop reading skills of children, media model house. In accordance with the synthesis theory put forward by Montessori, Elements letter will not have any meaning if it did not join (synthesis) with elements (letters) another to form a word, a sentence, or a meaningful story. On that basis, Montessori introduces the game to read starting from the elements of the letter.

Montessori reading game is done with the help of pictures on every introduce letters, a letter accompanied by a picture of chicken, numbers (type of animal) or wine, apple (fruit). Here the media images used in the form of three-dimensional media image that the media mock-shaped house. Yuliani & Bambang (2010: 66) states, "Mock-up (model) is a conceptual framework of a procedural nature in the form of a pattern or design that can be used as a reference in the development program play activities for young children". Based on the results of reading ability of the experimental class using a media model house with an average of 88.125 and media control class that uses picture cards with an average of 81.25. To draw conclusions from the results of research, hypothesis test using t-test. Before performing the t-test first tested for normality and homogeneity of research findings.

Based on the results of the normality test experimental group L count value 0.1949 is smaller than 0.258 to 0.05 L tables. Thus the value of the experimental group derived from normal distributed data. For the control group obtained L count 0, 2015 is smaller than 0.258 to 0.05 L tables. This means that the data comes from the control group normal distributed data. So the children came from the data normally distributed population.

According Syafril (2010: 211): Normality test used to determine whether the data to be processed is derived from the normal distribution of data. Normality test is done before processing the data by using product moment correlation, regression, t-test and ANOVA and so on. The technique is often used to test for normality of data is Liliefors test. If F (Zi) - S (Zi) is smaller than in the table below, normal distribution of data. To test the homogeneity of the data obtained both classes count for the number of 0.230 and Chi squared (2-1) then obtained a table of 3.841 for α significance level of 0.05 (5%). Based on these results it can be seen that the count <table (0.230 <3.841). It can be concluded that the data comes from a homogeneous group of children on the real level of 0.05. In accordance with the opinion of Syafril (2010: 206): If the calculation results of the second count is smaller than 2 tables means that the data came from a homogenous group.

From the results of testing the hypothesis by using t-test obtained t of 2.5462. While ttable for real level α 0:05 (5%) with df of 18 is = 2.10092. So it can be seen that thitung larger than the real level α ttable 0:05 (5%), namely (2.5462> 2.10092). It can be said Ha acceptable and H0 means that there is effectiveness in media model house against reading skills of children in kindergarten Negeri 1 Padang. So it can be concluded that there are significant differences between the results of reading ability of experimental class (B5) using a media model house with a control class (B4), which uses a picture card media. If you already know a normal distribution of data and new homogeneous data analysis according to the analysis technique that has been done, is to find a comparison using t-test.

Post-test calculation results of testing by t-test

No	Group	N	Mean	t hitung	t table α 0,05	Decision
1	Experiment	10	88,125	2,5462	2,10092	Tolak H_0
2	Control	10	81,25			

It can be seen that t with df = (N1-1) + (N2-1) = 18, then the df for real level α of 0.05 in the price = 2.10092 can be said that the hypothesis H1 H0 is accepted or rejected. It can be concluded that there are significant differences from the reading skills of children in the class of experiments conducted with media model house compared with the control class that uses a picture card media. Media use picture cards in the experimental class (class B5) in Kindergarten School 1 in Padang, all children showed enthusiasm and passion to do the reading because the media is so appealing to them. Using the media model house in the form of three-dimensional make it easier for children to develop their reading skills since early childhood still a concrete thinking stage to learn. According to Montessori, to develop children's reading ability can be used with the help of pictures.

While the control class (class B4) using a media card with a picture of the child's reading ability. Picture card is one medium that can be used in developing the reading skills of children. Disiniterbuat used picture cards of cardboard or rectangular with a size of 12x14 cm plastered with pictures. Conclusions and suggestions Based on the analysis of research data that has been stated above, it will put forward some conclusions and suggestions to the research results. Results of research conducted in kindergarten Negeri 1 Padang result of reading ability of experimental class (B5) using a media model house is higher than children in the control group (B4) using a media card with a picture that is (88.125)

experimental class and (81.25) control class. From the results of hypothesis testing results obtained tcount> ttabel where 2.5462> 2.10092 as evidenced by the significant level α of 0.05 means that there is a significant difference between the results of reading skills of children in the experimental class using a media model house with a control class that uses picture card media. To Teachers Kindergarten School 1 in Padang that the media model house can be applied in teaching beyond. For the Head of State Kindergarten 1 Padang is expected to be more give more motivation to support learning in school to develop various aspects of child development, especially child's reading ability. For further research so that the results of this study can be a source of reading / literature for other researchers to develop a long term research.

References

Suharsimi, Arikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Andi, Prastowo. 2011. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Jogjakarta: DIVA Press

Farida, Rahim. 2008. *Pengajaran Membaca di Sekolah Dasar*. Jakarta: PT Bumi   Aksara

Yuliani Nurani & Bambang Sujiono. 2010. *Bermain Kreatif Berbasis   Kecerdasan   Jama*k. Jakarta : PT Indeks.

Ahmad, susanto. 2012. *Perkembangan Anak Usia Dini* : *Pengantar dalam   berbagai   aspeknya.* Jakarta : Kencana Prenada Media Group.Mueller.

Syafril. 2010. *Statistika*. Padang: Sukabina Press.

Yulsyofriend. 2013. *Permainan Membaca dan Menulis Anak Usia Dini*. Padang: Sukabina Press