



Learning Reading The Beginning Using Educative Game Media Learning Reading Current Android Versions

Fifi Sri Ratu Afiyati^{✉1}, Prana Dwija Iswara^{✉2}

^{1,2}Universitas Pendidikan Indonesia

✉ fifisriratu@upi.edu¹, ✉ iswara@upi.edu²

Abstract. Reading individual abilities must be possessed. A child can read and understand the contents of the reading begins with the beginning of learning to read. Given the importance of learning to begin with reading, every teacher must be able to teach beginning reading in a systematic, effective, easy and fun way. As technology develops, the demands of the times are also higher. Teachers should be able to present learning by using learning media in accordance with the times. Through the educational game media learning to read fluently in the android version, beginning reading can be a systematic, effective, easy and fun learning. The results of observations at an elementary school in Bekasi, from 28 students of class II, there were 5 students who were not able to read the beginning well. After being given treatment using the educational game media learning to read fluently, the observations showed that the students looked enthusiastic and cheerful when carrying out the learning. Based on the results of the interviews, the five students stated that learning to read felt easy and fun. The reading test results show the post-test results improved significantly compared to the pre-test results.

Keywords: Beginning reading, educational games, elementary school

INTRODUCTION ~ Reading is a skill that can open the horizons of the world. By reading, a person will obtain information, knowledge and new experiences. This is in line with the opinion of Rachmawati, F. (2008, p.4) which states that by reading, a person can increase intellectual content, obtain various life knowledge, have a wide perspective and mindset, enrich vocabulary, know various events that happening in various parts of the world, increasing faith and getting entertainment.

In the 21st century, reading becomes a skill that must be mastered by everyone because by reading someone is able to keep abreast of the times and can develop all of its potential. Rahim, F. (2008, p.46) argues that reading skills play an important role in human life, because any knowledge can not be separated from reading activities. In addition, Rahman et

al. (2018a) states that reading and writing are called mothers of literacy. Reading ability is very important, but interest in reading in Indonesia is very low. Based on data obtained at the World's Most Literate Nations (in Rahman, 2018b, p.2), Indonesian literacy is ranked 59th out of 61 countries. Meanwhile, according to the PISA survey, within a period of 3 years Indonesia's position has always been at the bottom, far below Singapore, Malaysia and Vietnam. At PISA 2015, Indonesia ranked 64th out of 72 countries. The data should make learning to read be the focus of attention for teachers and parents to teach reading more seriously.

In the world of education, learning to read begins when a child enters school age. Children must use understanding and delusion, observe, and remember the form of letters (Soedarso, 1998 p.4). Reading the



ICEE-2

beginning is very important as a basis for someone to start learning to be done and as a main provision for children to be able to understand the subjects given at school. Without reading skills, a child cannot read any subject given at school. More broadly, without reading skills every human being would not be able to keep up with the rapid development of the times. So, it is common for reading to be referred to as the window to the horizon of the world.

The importance of a child mastering reading skills, making a low grade teacher must pay attention to the reading ability of each individual. The teacher must ensure that each student is able to recognize letters, syllables, and words as a provision students understand sentences and discourse in a reading text. Iswara, PD (2016, p. 90) believes that the media can also be developed to deliver reading or listening material. Based on this opinion, teachers can use various kinds of media to support learning to read to children.

The use of instructional media is very important, including in learning to read. This is in line with the opinion of Rahman (2017c, p.5) which states that as an effort to increase students' interest and reading skills by using the learning media. In the 21st century, media for developing and improving reading skills is increasingly diverse. Reading sources can also be accessed in various forms so reading is not only done through the media of books. Reading can be done through features found on smartphones such as through

digital story books or bamboo apps that are on the rise. In addition, Susanto, A. (2011, p.89) states that learning to read must be carried out systematically, meaning that it is in accordance with the needs, interests, development and characteristics of children. The learning process, game tools (learning media) used, must be considered, and a conducive learning environment. This is very important, because if the child fails in this period, it will affect the child's language ability, both expressive and receptive skills.

The use of instructional media is very important in learning to begin with. This is because the cognitive development of low grade students is in the realm of concrete operations, so the use of media is needed to visualize what they are going to learn. Besides the importance of using media, Rahman (2018d) states that another important factor that can foster interest in reading is the availability of interesting reading material. This opinion gives us an idea that learning to begin with requires learning media and the availability of interesting reading material.

Based on the observations and interviews of researchers of 10 children in an elementary school in Bekasi, 9 out of 10 students stated that the thing they like besides playing with parents and peers is playing smartphone. This gives a picture of new habits that emerge and like children are playing smartphone.



ICEE-2

Based on a survey conducted by the Asian Parent community (2014) of 2,500 parents in Singapore, Thailand, Indonesia, Malaysia, and the Philippines, it was stated that 98% of respondents allow their children to use smartphones. 80% of parents allow their children to use smartphones for educational purposes. This study shows that parents are very aware that children cannot be prevented from the rapid development of the times.

The use of smartphones in children may have a negative impact, but the use of smartphones can also have a positive impact. Parents and teachers can direct their children to play educational games, one of which is as a medium for learning to read. Educational game learning to read fluently is one of the reading applications that can be used on Android-based smartphones. This application can be downloaded at Play Store with the keywords learning to read fluently. Until now, this application got a rating of 4.4 and is the highest rating compared to other reading applications. The application, released on June 20, 2017, was created by Solite Kids and has been downloaded more than 100,000 times. Of 1,844 user comments on this application, 80% of them gave 5 stars with positive comments. This application can be used easily by children and has an attractive color and sound display. In addition, this application is very easy to use by low-grade children in recognizing letters, syllables, and words as a whole.

Based on this explanation, the researcher intends to test the effectiveness of the use of educational media for learning to read fluently contained in applications on smartphones to improve the reading skills of beginning grade II students in elementary schools.

METHODS

In gathering theories in this study, researchers conducted observations. Arikunto, S. (2006, p.124) states that observation is collecting data or information that must be carried out by making observational efforts directly to the place to be investigated. While in compiling and processing research results, the research method used in this study is the experimental research method. Creswell (2017, p.17) suggests that experimental research seeks to determine whether a treatment affects the results of the study. The main purpose of experimental research is to examine the impact of a treatment on the results of the study.

In this study, there were 5 grade II elementary school students who were treated using the educational game media to learn to read fluently in the learning of beginning reading. In this study, researchers wanted to find out how much the influence of educative media learned to read fluently to improve initial reading skills. The data collection techniques in this study are through reading tests, observations, interviews and documentation.



ICEE-2

The data collection in this study began with a pretest to determine the students' initial abilities, then all students were given treatment in the form of learning to begin with by using educational games to learn to read fluently. After the students were treated with the media, a post-test was conducted to find out the average difference test between the pretest and posttest. As for participant observation, interviews and documentation were conducted to obtain deeper results about students' interest and motivation to learn using this media.

FINDING AND DISCUSSION

1. Beginning Reading The

Ability to read is an ability that is generally obtained from schools, this ability is very important to be developed because reading is an activity that can develop knowledge and as a tool of human communication. HG Tarigan (2008, p.7) defines the notion of reading as a process that is carried out and is used by readers to obtain the message the writer wants to convey through the media of words or written language. Reading includes: (1) reading is a process, (2) reading is strategic, and (3) reading is interactive. Reading is an intended process of information from the text and the knowledge possessed by the reader has a major role in shaping meaning.

Farida, R. (2005, p.1) suggests that there are three terms used to provide the basic components of the reading process,

namely: recording, decoding, and meaning. Recording means referring to words and sentences and then associating them with sounds according to the writing system used. Decoding is the process of translating a series of graphics into words. The emphasis on reading at the recording and decoding stage is a perceptual process, namely the introduction of correspondences of letters with the sounds of language called beginning reading while the meaning is more emphasized in high school grades.

According to Lerner (Rini Utami Aziz, 2006, p.15), reading ability is the basis for mastering various fields of study. If a child at the beginning of school does not immediately have the ability to read, he will have difficulty in learning other fields of study. Based on these opinions, it can be concluded that reading is the process of understanding and reconstructing the meaning contained in reading material. The message or meaning contained in the reading text is a reciprocal interaction, active interaction, and dynamic interaction between the basic knowledge possessed by the reader with sentences of facts and information contained in the reading text.

According to Steinberg (Susanto, A. 2011, p.83) beginning reading is reading that is taught programmatically to preschoolers. This program is concerned with words that are whole, meaningful in the personal context of children and materials provided



ICEE-2

through interesting games and activities as a conduit of learning.

According to Darmiyati Zuchdi and Budiasih (1996, p.50), beginning reading should be done in stages, namely the pre-reading and reading stages. At the pre-reading stage the child will be taught as follows:

- a. A good attitude at the time of reading, such as correct posture
- b. How children put books on the table
- c. The way children hold books
- d. Ways children in opening and flipping books
- e. The way children see and notice writing.

The initial reading phase focuses on the compatibility between the writing and the sound, the fluency and clarity of the voice, understanding the content or meaning. Reading preparation is supported by literacy experiences such as reading books or often using writing or symbols while learning. Materials for beginning reading must be appropriate for the child's language and experience.

2. Educational Media Learning to Learn to Read Smoothly

In simple terms the media can be defined as an intermediary or introduction. learning media is a vehicle for channeling messages or learning information so that conditions a person to learn or various types of resources that can be used in the learning process, learning media is part of learning resources that emphasize on

software or software and hardware or hardware (Riyana, C. 2008 , p.7).

According to Azhar Arsyad (2010, p.3), the function of the media is to regulate effective relations between the two main parties in the learning process, namely students and the content of the lesson. In short, the media is a tool that conveys or delivers teaching messages. Riyana, C. (2008, p.7) states that the use of media can provide more equitable learning opportunities. By using various media such as audio, video, sound slides, and so on, it allows everyone to learn anywhere and anytime.

Some of the most familiar media and almost all schools make use of are print media (books). In addition, many schools have also utilized other types of media such as pictures, models, projectors (OHP) and real objects. While other media such as smartphones, audio cassettes, videos, VCDs, and computer learning programs are still rarely used even though they are familiar to most teachers. This encourages us to utilize the media in classroom learning activities.

Educative game media learning to read fluently is a type of audio visual learning media. This media is in the form of an offline application called learning to read fluently which can be easily installed on an Android-based smartphone. In order to be able to display this application in front of the class, researchers use a screen-projector application so that games on

ICEE-2

smartphones can be displayed in front of the class using the help of projectors.

3. Beginning Reading Learning Using Media Educational Games Learning to Read Smoothly

Using smartphones is already familiar among children to adults. The use of smartphones wisely can have a positive impact on children's learning development. The steps that can be taken in the beginning of reading learning with the media series of educational reading games are as follows:

- Stages of reading, this stage is done so that students feel ready and focused when starting to read
- Students are invited to clap and play some ice breaking to arouse students' enthusiasm in learning
- The reading stage, students are presented with educational games learning to read fluently on smartphones
- On first viewing the serial read fluently educational games, apps allow students to choose a picture book or a triangle (play)



e. First, students are allowed to choose a picture of a book and three lines of reading material selection will appear. The first line consists of four material choices, namely learning the alphabet letters, learning vowels, learning 1 syllable and two syllables. In this menu, students can pronounce the text according to the sound that is heard from the application and the writing that appears on the smartphone. The second line, consisting of four choices

of material, namely learning three syllables, learning letters ng and ny, learning consonantal letters, and learning consonant endings. The third line consists of four material choices, namely learning to read family names, learning to read animal names, learning to read fruit names, and learning to read color names. All of this reading learning material can be learned over and over again.



f. After students get the reading learning material, students can be evaluated by choosing the triangle image (play) which is guessing letters, syllables and words. In this menu students are asked to guess the letters mentioned on the smartphone. Students can give their

answers by touching the screen on the smartphone. If students answer correctly, the application will make a "good" sound, whereas if students guess the wrong letters, the game will make a "oow" sound.



g. Teachers can give prizes to students who answer the most correctly

on observations, students show enthusiasm and enthusiasm for learning when carrying out learning. The results of interviews with students showed that all students did not feel that learning to read was difficult. They stated that learning to read is very easy and fun, besides that they can use the application to learn to read fluently wherever and whenever easily and

CONCLUSION

Beginning reading learning that has been applied to five students in grade II elementary schools by using educational games learning to read fluently produce increased student learning interest. Based



ICEE-2

become a game when they play together. The reading test results showed that the posttest results were significantly improved compared to the pretest results. On this basis, the educational game media learning to read fluently the android version is considered effective in the use of beginning reading learning.

REFERENCE

- Arikunto, S. (2006). *Research Procedure A Practical Approach*. Jakarta: PT. Rineka Cipta
- Arsyad, Azhar. (2010). *Learning Media*. Jakarta: PT Raja Grafindo Persada
- Creswell, J. (2017). *Research Design*. Fourth Edition. Yogyakarta: Learning Library
- Darmiyati Zuchdi and Budiasih. (2001). *Indonesian Language and Literature Education in Low Class*. Yogyakarta: PAS
- Farida, R. (2005). *Education. Indonesian Language and Literature in the High Class*. Surakarta: FKIP. Sebelas Maret University
- Iswara, PD. (2016). *Development of Teaching Material and Evaluation on Listening and Reading Skills*. Accessed on <http://ejournal.upi.edu/index.php/mimbar> on June 10, 2019
- Rachmawati, F. (2008). *The World Behind Words (Smart Reading)*. Yogyakarta: Grtra Aji Parama
- Rahim, F. (2008). *Teaching Reading in Elementary Schools*. Jakarta: Bumi Aksara
- Rahman., Et al. (2018a). *Writing process through think talk write model based on video in elementary school*. In the proceedings of the International Conference on Local Wisdom seminar. Yogyakarta State University, Yogyakarta. Articleinpress
- Rahman. (2018b). *Literacy Skills Articles in Elementary Schools*. Bandung: Postgraduate School, Indonesian University of Education.
- Rahman (2017c). *Multiliteration and character education*. In the proceedings of the 2nd International Multiliteracy Conference and Workshop seminar for Students and Teachers, pp.331-336. Indonesian Education University, Bandung
- Rahman. (2018d). *Literacy Skills Articles in Elementary Schools*. Bandung: Graduate School of Indonesian Education University
- Riyana, C. (2008). *The Role of Technology in Learning*. Jakarta: Universitas Indonesia
- Rini Utami Aziz. (2006). *Don't Let Your Child Have Learning Difficulties*. Solo:Triumvirate
- Sadiman's. et al. (1996). *Educational Media: Definition, Development, and Utilization*. Jakarta: PT.Raya Grafindo Persada
- Sarwono. (2006). *Quantitative and Qualitative Research Methods*. Yogyakarta. : GrahaScience



ICEE-2

Soedarso. (1998). Speed reading (fast and effective reading system). Jakarta: Gramedia main library

Susanto, A. (2011). Early Childhood Development. Jakarta: Kencana. Prenada Media Group

Tarigan, HG (2008). Reading: As a Language Skill. Revised Edition. Bandung:Space

The Asian Parent. (2014). Mobile Device Usage Among Young Kids, A Southeast Asia Study. Accessed at <https://s3-ap-southeast-1.amazonaws.com/tap-sg-media/theAsianparent+Insights+Device+Usage+A+Southeast+Asia+Study+November+2014.pdf> on June 10 2019