

EFFECTIVENESS OF PAGAMJA MEDIA (PICTURE BOARD AND ALPHABET) ON IMPROVING EARLY READING SKILLS OF YOUNG LEARNERS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media PAGAMJA (papan gambar dan abjad) terhadap peningkatan kemampuan membaca permulaan anak. Jenis penelitian yang digunakan adalah eksperimen dengan menerapkan pendekatan kuantitatif. Metode pengumpulan datanya yaitu observasi dan dokumentasi. Adapun teknik analisis data yang digunakan yaitu uji hipotesis menggunakan uji t berpasangan. Hasil penelitian menunjukkan nilai rata-rata pretest adalah 25,25 dengan nilai terendah 20 dan nilai tertinggi 32. Adapun nilai rata-rata posttest adalah 29,75 dengan nilai terendah adalah 20 dan nilai tertinggi adalah 38. Hasil analisis statistik berdasarkan hasil uji hipotesis menggunakan uji-t berpasangan diperoleh nilai signifikansi sebesar 0,000 lebih kecil dari 0,05 dan hasil t-hitung $7,387 > t\text{-tabel } 2,024$. N-gain score ditemukan bahwa rata-rata skor N-gain ternormalisasi dari kemampuan membaca permulaan adalah 0,25. Nilai tersebut berada pada interval $g < 0,3$ yang artinya efektivitas media PAGAMJA (papan gambar dan abjad) terhadap peningkatan kemampuan membaca permulaan anak kelompok B termasuk kategori kurang efektif. Kesimpulan penelitian adalah penggunaan media PAGAMJA (papan gambar dan abjad) efektif dalam meningkatkan kemampuan membaca permulaan anak kelompok B.

Kata Kunci : Media PAGAMJA, Membaca Permulaan

ABSTRACT

This study aims to determine the effectiveness of using PAGAMJA (picture board and alphabet) media on improving children's beginning reading skills. The type of research used is experimental by applying a quantitative approach. The data collection methods are observation and documentation. The data analysis technique used is hypothesis testing using paired t test. The results showed the average value of the pretest was 25.25 with the lowest value of 20 and the highest value was 32. The average value of the posttest was 29.75 with the lowest value was 20 and the highest value was 38. The results of statistical analysis based on the results of hypothesis testing using paired t-test obtained a significance value of 0.000 smaller than 0.05 and the results of t-count $7.387 > t\text{-table } 2.024$. N-gain score found that the average normalized N-gain score of beginning reading ability is 0.25. This value is in the interval $g < 0.3$, which means that the effectiveness of PAGAMJA (picture board and alphabet) media on improving children's

beginning reading skills in group B is in the less effective category. The conclusion of the research is that the use of PAGAMJA media (picture boards and alphabets) is effective in improving the ability to read the beginning of group B children.

Keywords: PAGAMJA media, early reading

INTRODUCTION

Language skills are an important aspect of child development. In language development there are several aspects, namely the ability to read, write, listen, communicate and speak. Pertiwi Beji Kindergarten, Taman District, Pemalang Regency, found that the ability to read the beginning of group B children in the kindergarten was still not fully developed. There are some children who still have difficulty in pronouncing and recognizing the letter symbols shown by the teacher. This is due to differences in reading ability and the different development of each child. In addition to these differences, information was also obtained that children's initial reading skills that have not developed can also be caused by learning media that is still not varied. The learning process in the kindergarten is still classical, where the learning media used is only through children's activity sheets to guess, connect, write words based on pictures, or teachers who explain in front and write them on the board and then follow the children. Therefore, children's early reading skills are less able to be optimized in their development.

PAGAMJA (Picture board and alphabet) is an innovation from picture letter cards or flashcards. Pagamja has 2 sides, one for arranging letters a-z, while the other side is for arranging letters into words. In several research journals it is said that the results of experiments from picture letter cards have an effect in improving reading skills. One of them is a journal written by Nehru Meha and Angelina, the results of a study entitled "The Effect of Picture Word Card Media on Children's Early Reading Skills at BIMBA AIUEO Alinda Unit North Bekasi Ages 5 to 6 Years" show that the use of picture word cards has a significant impact on the early reading skills of children aged five to six years. To be precise, the application of flashcards can increase children's early reading skills by 38.3%. This shows that picture word cards can be one of the most effective learning tools for teaching young children to read (Nehru Meha & Hengelina, 2017:21).

Based on the description above, it is known that in the process of developing the initial reading skills of group B children at Pertiwi Beji Pemalang Kindergarten, other learning media are needed that are more interesting and can also stimulate children's critical thinking skills and realize the learning process with a scientific approach, which is expected through learning children can hone their ability to observe, reason, process information, and convey information well. In this case, teachers and researchers will try to improve children's reading skills using play while learning guidelines. Thus, the learning process will be more fun and effective because children will learn through play activities. Playing while learning is determined because it is actually a child's world, where by applying these guidelines it is hoped that children will be interested and learning will not feel boring for children and children's early reading skills will be more optimally developed.

The type of research in this study is experimental by applying a quantitative approach. The one group pretest-posttest research design is very useful in evaluating the effectiveness of a treatment. The population in this study were all Group B students aged 5-6 years at Pertiwi Beji Kindergarten in the 2022/2023 academic year consisting of 2 classes, namely classes B1 and B2 totaling 45 children using purposive sampling techniques. Data collection methods using observation and documentation. The data analysis technique used is hypothesis testing using paired t test.

RESEARCH RESULTS

The results of the study are based on data obtained from research activities on the effectiveness of PAGAMJA media (Picture Board and Alphabet) on improving the initial reading skills of group B children that have been carried out at Pertiwi Beji Pemalang Kindergarten.

Implementation of Children's Beginning Reading Learning

This study was conducted over six meetings. In the first meeting, students were given a pretest without any prior treatment. Furthermore, after communicating with the class teacher, in the next meeting namely the second, third, fourth and fifth

meetings, learning was carried out using PAGAMJA (Picture Board and Alphabet) media.

Level of Children's Beginning Reading Ability Before Treatment

The initial description of the beginning reading ability of group B children selected as research subjects, then the following is presented the value of the results before being given treatment (pretest):

Table 1
 Statistics of Pretest Values of Beginning Reading Ability of Group B Children
Statistics

Pretest

N Valid	20
Missing	0
Mean	25.25
Std. Deviation	3.259
Minimum	20
Maximum	32

Based on table 1, it can be seen that the average value (mean) obtained in the pretest is 25.25 with a standard deviation value of 3.25. The pretest value of 25.25 is in the MB category (starting to develop). The minimum value is 20 and the maximum value is 32. The learning outcome values are grouped into four categories, the frequency distribution of values and percentages is obtained as shown in the table below.

Table 2
 Frequency Distribution of Pretest Values of Early Reading Ability of Group B Children

Category	Frequency	Percentage
BSB	0	0%
BSH	4	20%
MB	12	60%
BB	4	20%
Jumlah	20	100%

Based on table 2, it can be seen that of the 20 research respondents at the time of the pretest it was found that there were 4 people or 20% who were in the BSH category, 12 people or 60% were in the MB category and 4 other people or around 20% were in the BB category, while in the BSB category no one got it.

Children's Level of Beginning Reading Ability After Treatment

An overview of the beginning reading ability of group B children who were selected as research subjects, then the following is presented the value of the results after being given treatment (posttest):

Table 3
Statistics of Posttest Score of Group B Children's Beginning Reading Ability

Statistics	
Pretest	
N Valid	20
Missing	0
Mean	29.75
Std. Deviation	4.541
Minimum	20
Maximum	38

Based on table 3, it can be seen that the average value (mean) obtained on the posttest is 29.75 with a standard deviation value of 4.54. The average posttest value of 29.75 is in the BSH category. The minimum value is 20 and the maximum value is 38. The learning outcome values are grouped into four categories, the frequency distribution of values and percentages is obtained as shown in the table below.

Table 4
Frequency Distribution of Posttest Values of Group B Children's Beginning Reading Ability

Category	Frequency	Percentage
BSB	4	20%
BSH	10	50%
MB	5	25%

BB	1	5%
Jumlah	20	100%

Based on table 4, it can be seen that of the 20 research respondents at the time of the posttest, it was found that there were 4 people or 20% who were in the BSB category, 10 people or 50% were in the BSH category, 5 people or 25% were in the MB category and 1 other person or about 5% was in the BB category.

Data analysis

Hypothesis testing in this study used a paired t-test. Paired t-test is a method for testing hypotheses where the required data is not free (paired). Hypothesis testing is carried out to determine whether the proposed hypothesis can be accepted or rejected. The decision-making criteria are if the significance value $\alpha \geq 0.05$ then H_0 is accepted and H_a is rejected, while if the significance value $\alpha < 0.05$ then H_0 is rejected and H_a is accepted. Hypothesis test results can be seen in the following table:

Table 5
Hypothesis Testing
Paired Sampels Test

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-Pottest	-4.500	2.274	.069	-5.775	-3.225	-7.387	19	.000

Based on the results of the hypothesis test above, it can be seen that the significance value is 0.000. Because the significance value is smaller than 0.05 (significance α . $< 0.05 = 0.000 < 0.05$), H_a : "the use of PAGAMJA (picture board and alphabet) media is effective in improving the ability of beginning reading of group B children" is accepted and H_0 is rejected.

In addition, if using t-count and t-table, the decision-making criteria are if $t\text{-count} > t\text{-table}$, then significantly different H_0 is rejected and if $t\text{-count} < t\text{-table}$, then not significantly different H_0 is accepted. The t-count result of the paired t-test is 7.387 while the t-table is 2.024. The t-count value is $7.387 > t\text{-table } 2.024$ so that H_0 is rejected and H_a is accepted "the use of PAGAMJA media (picture boards and alphabets) is effective in improving the initial reading skills of group B children".

The normalised gain test or N-gain score was also conducted to determine the effectiveness of the method or treatment. To calculate the gain score, SPSS was used. The N-gain score formula can be calculated based on this formula, as shown below:

$$N \text{ gain} = \frac{\text{Skor posttest} - \text{skor pretest}}{\text{Skor ideal} - \text{skor pretest}}$$

The following is a table of N-gain test results:

Table 6

Calculation Results of N-Gain Test of Early Reading Ability of Group B Children

No	Pretest	Posttest	N-Gain
1	26	26	0,00
2	30	38	0,57
3	31	37	0,46
4	20	20	0,00
5	24	30	0,30
6	24	24	0,00
7	21	25	0,17
8	25	30	0,26
9	23	31	0,38
10	27	28	0,05
11	23	32	0,42
12	22	28	0,27
13	25	27	0,10
14	26	30	0,22
15	22	27	0,22
16	24	29	0,25
17	29	35	0,40
18	26	33	0,38
19	25	29	0,21
20	32	36	0,33
Mean			0,25
Min			0,00
Max			0,57

Based on the results of the N-gain score test calculation above, it shows that the average normalised N-gain score of beginning reading ability is 0.25. This value is in the interval $g < 0.3$, which means that the effectiveness of PAGAMJA (picture board and alphabet) media on improving children's beginning reading skills in group B is in the less effective category.

Discussion

The results of research from the use of PAGAMJA (Picture Board and Alphabet) media show that the ability to read the beginning of group B children after being given treatment has increased from before being given treatment. Based on the results of research and data analysis, a comparison of values is obtained which shows that the number of samples (n) 20 people, the average value of the

pretest is 25.25 with the lowest value of 20 and the highest value is 32. The average value of the posttest is 29.75 with the lowest value is 20 and the highest value is 38.

The results of statistical analysis based on the results of hypothesis testing using paired t-test obtained a significance value of 0.000 with a significance level of 0.05. Because the significance value is smaller than 0.05 (significance $\alpha < 0.05 = 0.000 < 0.05$), H_a is accepted and H_0 is rejected. Another proof is by using t-count and t-table. The t-count result of the paired t-test is 7.387 while the t-table is 2.024. The t-count value is $7.387 > t\text{-table } 2.024$ so that H_0 is rejected and H_a is accepted. Therefore, it can be concluded that the use of PAGAMJA (picture board and alphabet) media is effective in improving the ability of beginning reading of group B children.

The results of this study are in line with Gading's research which shows that the syllable method and word card media are effective in improving kindergarten children's early reading skills because learning with picture word card media is used while playing, according to the specified theme where the learning process of this method begins with the introduction of syllables then assembled into meaningful words followed by the process of assembling words into simple sentences (I Ketut Gading, Mutiara Magta, Feny Pebrianti, 2019:34). Research conducted by Meha and Hengelina also proves that picture card media has an effect of 38.3% where picture word card media can be an alternative in teaching early reading to be applied practically in PAUD (Nehru Meha & Hengelina, 2017:21). Zein's research also proves that learning outcomes in experimental classes are superior to those in control classes, which means that using picture letter cards is effective for early reading skills because it is very attractive to children's attention and easy to use for early reading stimulation (Riwayati Zein, Roza Dahlia, Ana Diana Tonara, 2020:1656).

As based on the results of the N-gain score test, it was found that the average normalised N-gain score of beginning reading ability was 0.25. This value is in the interval $g < 0.3$, which means that the effectiveness of PAGAMJA (picture board and alphabet) media on improving the initial reading skills of group B children is in the less effective category. The n-gain result is less effective because the increase

in each child's score is not significant enough even though classically the average increase is quite high. Therefore, the results of this study do not support research which states that the application of flashcards can increase children's beginning reading skills by 38.3% and shows that picture word cards can be one of the most effective learning tools for teaching young children to read (Nehru Mera & Hengelina, 2017:21).

Reading is a cognitive process that seeks to find various information in a piece of writing. Children need stimulus to be able to improve their ability to read, especially in beginning reading. The learning media is provided through interesting games and activities to help children become better readers, designed to make the learning process more fun. Learning media is a technology that can be used to convey messages during the learning process (Hanafiah & Suhana, 2010:59).

Playing for early childhood should use media that can support child development. The existence of learning media will provide variations in the learning process so that children do not feel bored. The utilisation of learning tools is highly recommended as an intermediary for early childhood learning (M. Fadillah, 2017:196). PAGAMJA (Picture board and alphabet) is an innovation from the media of illustrated letter cards or flashcards. Letter cards are a tool used to arrange letters into a word according to the questions or puzzles the teacher gives. Picture word cards are small cards that contain pictures, words, and signs that support students to remember or know something related to the picture (Sulianah, 2014:2-3). Reading ability has an important role for every child's life in the future and by reading it makes it easier for children to quickly learn various things. The choice of learning media should be appropriate because it can affect children's interest in learning (Adinda N, Khofifatul L, Ningsih F, M. Sugeng S, Andung D. H, 2022:258-272). Media has very important benefits in the process of optimal learning activities.

Conclusions

Based on the results of research and discussion, it can be concluded that the use of PAGAMJA (picture board and alphabet) media is effective in improving the ability to read the beginning of group B children. This is evident from the results of

the paired t-test with a significance value of 0.000 smaller than 0.05 and the results of t-count $7.387 > t\text{-table } 2.024$ and the normalised N-gain score of beginning reading ability of 0.25 which means that the effectiveness of PAGAMJA media (picture boards and alphabets) on improving the beginning reading ability of group B children is in the less effective category. The average value of the pretest was 25.25 with the lowest value of 20 and the highest value was 32 while the average value of the posttest was 29.75 with the lowest value was 20 and the highest value was 38.

Based on the conclusions, the suggestions that the authors can recommend are 1) for institutions, can socialise PAGAMJA media (picture boards and alphabets) to teachers so that they can be used to increase early reading skills for early childhood so that learning becomes not monotonous and children are more interested in learning. 2) Teachers are expected to be able to use innovative, creative, effective and fun alternative media as a means of learning in improving early reading skills for early childhood, one of which is PAGAMJA media (picture boards and alphabets). 3) For parents, it is expected to support the use of PAGAMJA (picture board and alphabet) media in an effort to improve early reading skills for early childhood at school. 4) For further research, it should be able to modify the results of this study using other media in an effort to improve early reading skills for early childhood at school.

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