The Effect of Flash Card Media on the Reading Ability of Children Aged 6-7 Years

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Abstract
The aspect of language which is an output support in education services is important to pay attention to in order to initiate the growth and development of children, especially in their reading ability. Based on the background in this study, there are problems related to children's ability to read. This study aims to determine the level of influence of the use of flash card media in solving problems. Data collection techniques in this study were carried out by means of observation and reading performance tests. This research was conducted in two cycles. The object of this research was students of class 1 mars at UPI Laboratory Elementary School. In this study, it was more focused on children who could not read fluently, because the presence of these problems could certainly have an impact on the continuity of the child's learning and development.
Keywords: Flash Card Media, Indonesian Language Learning, Reading

INTRODUCTION

Education is a conscious effort or activity to form human beings who are intelligent in their various aspects both intellectual, social, emotional and spiritual, skilled and have personality and can behave with noble character. As in Law Number 20 of 2003 article 3 there is a goal of national education which states that the function of national education is to be able to develop capabilities and form dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings of faith and fearing God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen. (Ministry of National Education, 2003, p.4).

The language aspect is one of the outcomes in education services, Indonesia's low literacy level is evidence that education units have not optimally optimized this aspect, especially early reading skills for children aged 6-7 years. Based on the PISA (Ptogramme for International Students Assessment) survey. At the 2018 event, the country of Indonesia was ranked 74th out of 79 participants whose ability in terms of reading aspects of students in Indonesia collected a score of 371 with an average OECD score of 478 (Schleicher, 2019). This condition is of course mandatory for every education unit to increase the interest in reading for each student.

Ummul Khair (2018: 81) Learning Indonesian is the process of acquiring knowledge, understanding written and spoken discourse well, practicing applying it in linguistic practice, and getting used to using it well in everyday life. Indonesian has a function, namely as a communication tool, a tool for working with fellow human beings and as a tool for self-identification. Language has a central role in the intellectual, social and emotional development of students. Language is a support for the success of students in studying all fields of study.

Fahrurrozi (2016: 111) Learning Indonesian in Elementary Schools (SD) focuses on aspects of language skills. Language skills include listening, reading, writing and speaking skills. In the SD curriculum, these four skills are taught in an integrated manner in order to improve

Indonesian language learning outcomes. As part of language skills, reading is a skill that plays an important role in learning in elementary school. Reading is the foundation for students before they acquire various knowledge in the world. By reading a child is able to recognize various things that exist in this world. Given the importance of reading, in the elementary school curriculum the activities of reading, writing and arithmetic are made the main competencies that students need to master. Learning to read in elementary school can be divided into two domains, is (1) beginning reading for elementary school students in grades I and II, and (2) advanced reading for students in grades III, IV, V, and VI. Beginning reading learning is directed at students' ability to sound language sounds (letters and numbers) using a loud and clear voice with attention to intonation and pauses while advanced reading is focused on students' ability to understand the information contained in the reading. Reading is an activity of seeing the text and understanding the reading aloud or silently. There are two types of reading in terms of levels, one of which is preliminary reading, preliminary reading is a reading activity that is able to pronounce letters correctly and obtain information. Indrawati (2017: 6).

The situation that is often encountered in the field is that there are still some students who are not able to read fluently, thus hindering the learning process in the early grades. This situation proves that students' reading knowledge is still lacking. To overcome this problem, of course the role of the teacher is very important, especially for teachers who teach in the early grades which in this case is in grade 1. Therefore, the teacher needs to make changes either by using techniques or methods and learning media used in class. Teachers need to design learning to read well, so as to cultivate the habit of reading as a pleasant condition. One example of media that can be used in early reading learning is by using flash cards. The cards are picture cards and word cards. According to Sadiman (2012) Flash cards are a method that can assist in efforts to improve students' reading learning by showing these students the words on each card quickly (± 1 second/word).

Reading lessons using flash cards is a method or method used by educators or teachers who use serialized or illustrated cards or letter cards in an effort to improve students' reading learning (Sukartiningsih, 2014). In accordance with the results of research from Ruhaena (2008) states that media cards help a lot to make children learn while playing and exploring and manipulating letters. The advantages of Susilana's (2012: 95) flashcard include being easy to follow, practical, easy to remember, and fun. Based on the existing problems and the solutions taken, a study was carried out with the influence of Flash Card media on the reading ability of children aged 6-7 years.

RESEARCH METHODS

The approach in this research is a quantitative approach and a qualitative approach. In this study the data obtained were in the form of numbers and data in the form of words obtained through tests and observations. The test results were then analyzed in a quantitative descriptive manner. This type of research is classroom action research which aims to improve the learning process of beginning reading and improving beginning reading skills. The subjects of this study were 4 grade 1 students at Laboratory Elementary School UPI in Cibiru. The object of this research is the improvement of beginning reading skills. Data collection techniques use observation and tests for beginning reading skills work. This research was conducted in two cycles with each cycle consisting of two meetings.

RESEARCH RESULTS AND DISCUSSION

Based on the results of research conducted at the UPI Elementary Laboratory in Cibiru, data was obtained to determine the goal to be achieved, namely to improve reading skills in several children who had previously been identified. The description of the data in this study is

a comparison of the scores obtained by students in beginning reading. The research can be said to be successful if the data results in an increase of 75% from cycles 1 and II.

At the time of initial data collection, the researcher conducted a performance test on reading skills to 25 grade 1 students, this was done to determine the extent of students' reading skills. From the test, it was found that there were 4 students who had not mastered reading skills. Cycle 1 was held in two meetings as well as cycle II. The assessment aspects can be seen in table 1.

Table 1. Aspects of Early Reading Assessment

No	Assessment Aspects	Pre Research	Cycle I	Cycle II
1.	Accuracy	11,57	14,32	16,08
2.	Pronunciation	12,3	14,43	15,77
3.	Intonation	12,66	15,08	15,59
4.	Smoothness	12,05	15,04	16,23
5.	Voice Clarity	12,58	14.22	16,08

The number of students who reached the completion stage on the results of the initial reading skills performance test using flash cards also increased. This treatment involving flash card learning media is proven to be a stimulus to facilitate children in reading. The letters seen by the child will be processed by the brain, which is in accordance with Dorman's theory (2005) because this flash card is given repeatedly it will have an impact on short term memory, and if it continues to be repeated Reloading from short-term memory can become long-term memory (Slavin, 2008). Flash cards that are packed with pictures and funny words and letters can attract children's attention so that in learning children will feel comfortable and not feel burdened while learning.

Flash card media is learning media in the form of picture cards with a size of about 25x30 cm. The image presented is a series of messages presented with their description. Meanwhile Chatib (2011), explained that flash card media is a card that contains pictures or writing related to concepts. Hotimah (2010) also stated that flash card media is to help the ability of the right brain to remember pictures and words as its components.

CONCLUSION

After doing research on the effect of applying flash card learning media in class 1 Mars SD UPI Laboratory in Cibiru. Then doing data processing, it can be concluded that the influence of flash card learning media in the learning process affects the child's initial reading ability. The success of students in participating in the learning process is largely determined by their mastery of reading skills. Students who are still reading poorly will have difficulty participating in learning activities in each field of study, and students who have difficulty understanding and understanding the material will affect the progress of the child's academic achievement. The alternative that can be taken is to present media that is able to make it easier for children to solve their problems, and using flash card media is the right media in solving children's problems who are still lacking in reading.

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