

# THE RESULT OF LEARNING OF BEGINNING READING WITH COMPUTER ADDED GRADE I PUPILS OF ELEMENTARY SCHOOL THAT KINDERGARTEN GRADUATE AND NOT THE END OF KINDERGARTEN

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## **Abstract**

This research aims to describe differences in learning outcomes pupils read beginning grade 1 of No. 006 Elementary School in Pekanbaru that completed kindergarten and are not completed kindergarten. Learning is done with the media of learning to read the beginning that specifically designed for teaching beginning reading. The methodology of this research is a quasi experimental desegregated (Experimental Quasy with confound), the experiment that combines two groups of pupils that do not affect each other. The disciples who were subjected to these experiments as many as 42 people consisting of 28 pupils graduated from the kindergarten and 14 were not completed kindergarten. The results indicate the learning outcomes differ significantly from the mean difference 48.78 and 40.57 for graduate pupils and kindergarten pupils who did not graduate from kindergarten. However, increased learning ability indicates that pupils are not graduating kindergarten is growing very well compared to pupils who graduated from kindergarten, that is 77.47% versus 36.08%.

Keywords: learning outcomes, beginning reading, computer added, experiment

## **Introducing**

Life in the coming century can not be separated with the reading because most of the information communicated through writing. Accordingly, it is important to grow the business and increase reading skills development among nations that want to move forward. Among the efforts made through education elementary school (SD) (Akhadiyah et al., 1991).

According to a research report of Progress in International Reading Literacy Study (PIRLS), which is an international study in the field of reading in children throughout the world, sponsored by The International Association for the Evaluation Achievement, the average elementary school fourth graders and Madrasah Ibditaiyah Indonesia are on the order of 41 of the 45 countries in the world (Kompas.com, 2009).

Recognizing the lack of ability to read primary students, is necessary to improve the quality of teaching reading and should start from the beginning reading. However, the teaching of beginning reading is a very complex issue because most of the children in Indonesia using local languages as the language of everyday conversation (Akhadiati, et al., 1991). For most children, Indonesian language is a second language. Therefore, the Indonesian language teaching in general, and in particular the teaching of reading not only teach children or students to



understand letters, words, and their meanings, but also teach the students to understand the Indonesian language. Therefore, the ability of teachers is crucial in teaching beginning reading.

Learning to read for pupils of class I Elementary School is a complex activity because they get to know and connect sounds with letters or words are read. They also practice writing in accordance with the direction of the teacher. Reading and writing are fundamental and basic lessons for the pupils of class 1 Elementary School. Reading and writing is the ability to be receptive language and writing is the ability to produce writing (Zuchdi and Budiasih, 1996).

Learning to read in elementary school in Indonesia carried out in accordance with the distinction of classes low and high classes. Learning to read in low grade is called to the beginning reading, whereas in the high classes is called further reading. Implementation of beginning reading in grade 1 is done in two stages, ie read without books and reading with books. Learning to read without books is done by the media or use any props other than books, such as picture cards, letter cards, word cards and sentence cards, while reading a book reading activity using the book as a teaching tool (Sri Nurhayati, 2006).

Purpose of beginning reading in grade 1 is for students to read words and simple sentences fluently and precisely (Depdiknas, 2000). The smoothness and accuracy of students reading at the beginning stages of learning to read is affected by the activity and creativity of teachers who teach in the classroom 1. In other words, the teacher plays an important role in improving the reading skills of students. The important role is related to the role of the teacher as a facilitator, motivator, learning resources, and managing the learning process.

In general, learning to read in the initial rank of children is a process that is difficult to master and implemented. Therefore, learning to read is a challenging task because of the teaching and learning of reading is an individual teaching. In addition, in the teaching and learning of reading are influencing factors, namely social backgrounds and skill levels of children of diverse, especially in reading (Rio Sumarni, 2003).

Reading is a process of acquiring the meaning of printed matter (Spodek and Saracho, 1994). There are two ways to go in getting the meaning of print readers, namely (1) directly, ie, linking visual markers characteristic of the text and its interpretation, and (2) indirectly, ie, identifying sounds in words and connect it with meaning. The first method is used by the further of reader and the second way is used by beginning readers.

Learning to read in elementary school, especially in grade 1 and grade 2 is learning to the beginning reading. The purpose of learning to read the beginning of this is that students have the ability to understand and articulate writing with reasonable intonation as a basis for further reading. In addition, learning to read has the value of importance to the development of the personality and abilities of students. Personality development can be implanted through reading text materials (discourse, sentences, words, syllables, letters or sounds of language) that contains moral values, educational values, social values, emotional-spiritual values, and various other value as the basis for forming a good personality on students. According Winihasih (2005), the development of skills can be taught in an integrated way through reading the text material that



contains knowledge and new experiences that could ultimately have implications for the development of various students skills.

Combs (1996) sort of the beginning reading of a third phase, namely the preparation stage, stage of development, and phase transitions. In the preparation stage, the child begins to realize, their function print, concepts about how the printed matter, the concept of letters, and the concept of the word. In this stage of development, children begin to understand the patterns of the language contained in the printed matter. Children start learning to pair the words with other words. In the transition stage, the child begins to read aloud to change the habit of reading silently. Kids can start reading with ease.

Burns et al. (1996) stated that the ability to read is a very important in educated society. However, children who do not understand the importance of learning to read will not be motivated to learn. Learning to read is the continuous activity and children who saw how to read meaning in personal activities will be more active learning than children who did not discover the benefits of reading activities.

## Problems Statement

Dualism attitude shown by education leaders and parents towards learning to the beginning reading of kindergarten. On the one hand, the figures do not justify the educational and psychological study conducted in a structured beginning reading in kindergarten because it would interfere with the development of child psychology when they were in 3rd grade elementary school (SD). In addition, they assume that children aged 4-6 years is sufficient introduced letters, words, and sentences in audio-visual equipment. On the other hand, parents are very worried about their children not enrolled in primary school because there are some schools that make reading skills for entry to primary school. In addition, some kindergarten reading ability and knowledge to make others as their selling power that many prospective students will enroll in kindergarten them.

According to Law on National Education System (Education) No. 20 of 2003, kindergarten was included in the system of early childhood education (ECD) that promotes learning moral, religious values, social, emotional, and self-reliance. All these values are inculcated through habituation method. The law makes no mention of kindergarten as a means of preparation for children before entering elementary school. Similarly, learning letters and numbers, not in the kindergarten curriculum so that education of reading, writing, and arithmetic can be categorized as a violation of the rules. But in practice, the violation occurred in most kindergarten. It happened because of the demands of the majority of elementary schools require prospective students to have mastered reading, writing, and arithmetic (Seto Mulyadi, 2005).

The results of research support the strong relationship between early childhood education and children's intellectual development. The quality of teaching in the program intervention and early childhood affects children's school success later in life (Blachman, 2000; Lyon, 1999, Snow, Burns, & Griffin, 1998). Furthermore, new research on brain development (Garber, 1988; Walker, Greenwood, Hart, & Carta, 1994) shows that early childhood education affects long on



children's cognitive, sosioemosional, and behavior. In particular, initial success in reading and science is critical for children's cognitive growth.

Problems of reading, writing, and arithmetic is a separate phenomenon. This is because of the pros and cons of teaching reading, writing and numeracy in kindergarten. However, it is becoming increasingly hot topic of parents who have children ages Kindergarten (TK) because they are worried their children are not able to follow the lessons in further education later if not equipped with the skills of early reading, writing, and arithmetic (Moore, 2007).

The difference in social background and ability levels can cause problems learning to the beginning reading of 1st grade. More than half the students are from the 1st grade, Kindergarten who already have the ability to read the beginning. Some others are students who have diverse backgrounds, in addition to never attend kindergarten classes, they also have a background of a parent or parents are paying less attention to early education so that children in the 1st grade, there are also students who repetition.

Learning to beginning reading was performed by the teachers with conventional methods. In addition, teachers do not consistently use a method of learning. The teachers will replace a method if a particular method does not show significant progress toward literacy children, although the way they violate the principles of the use of the method. Replacement of a method of learning to read affect the outcome of the disciples (Auzar, 2010).

Learning to beginning reading with the computer added or media of learning (CD) can be said is never done. This is due to the ignorance of the teachers towards the success and ease of use of computers in learning to read permulaan. Many teachers are not aware that the use of computers in teaching beginning reading showed significant efficacy compared to the use of conventional methods (Auzar, 2010). In addition, the factors of school infrastructure, such as electricity is not stable in some primary schools in Indonesia to be the cause of their reluctance to use computers in teaching beginning reading.

## Research Problems

The research was conducted on students who have a grade 1 early education background Kindergarten (TK) and who had no early education kindergarten. These students are taught by using media (CD) of learning to read the beginning. In general, this study has a problem to identify and describe the differences in learning outcomes beginning reading among students who graduated from kindergarten and who did not graduate or never learned in kindergarten. Specifically, the research problem was presented as follows.

- 1) Are there significant differences in learning outcomes beginning reading among students who graduated kindergarten with students who did not graduate from kindergarten?
- 2) Are there differences in the rate of progress or development of teaching beginning reading among students who graduated kindergarten with students who did not graduate from kindergarten?

## Research Methodology

This research used a quasi experimental method integration (confound), which is an experiment that combines two research samples into 1 class. Basic merger because both sample groups are not mutually interdependent influence or not. Jackson (2006:154) suggests a confound is an uncontrolled extraneous variables or flaw in experiment. If a study is confounded, then it is impossible to say whether changes in the dependent variable were caused by the independent variable or by the uncontrolled variable.

Pupils involved in the experiment as many as 42 peoples consisting of 28 students who graduated from kindergarten and 14 peoples who did not graduate kindergarten. All of the students were given a pretest and posttest of beginning reading. The test consists of vowels and consonants, monosyllabic words, two, and three stand-alone and put into a sentence.

After the pretest, all the students are taught with the help of media (CD) of learning to the beginning reading as long as 16 x of learning or 16 x 35 minutes. Study carried out by the teacher or the teacher concerned. Subsequently, they were given a test (posttest).

## Hypothesis

Based on the research problem, the research hypothesis is formulated as follows.

- 1) There is no significant difference between the results of learning to the beginning reading of the students who graduated kindergarten with students who did not graduate from kindergarten.
- 2) There was no significant difference in the rate of progress of learning to the beginning reading of the students who graduated kindergarten with students who did not graduate from kindergarten.

## Result of Research

After analyzing test data, both pretest and posttest, the results obtained are as follows:

### The results of the pretest

Pretest differences graduate students who did not graduate from kindergarten and kindergarten illustrated in Table 1 below.

**Table 1 Differences Pretest of Beginning Reading between Kindergarten Students and Not Kindergarten Students**

Group	Sample	Mean	Stand. Dev.	High Score	Low Score	Significant
Kindergarten	28	35.85	8.76	39.25	32.45	0.000
Not Kindergarten	14	22.85	13.00	30.36	15.34	

Table 1 shows the differences in results between the pretest the beginning reading of first grade students who graduated from kindergarten and students who did not graduate from kindergarten. Based on Table 1, the ability to the beginning reading of the students who graduated kindergarten is higher than beginning reading skills students who did not graduate from kindergarten, that is 35.85 versus 22.85. This difference was significant and highly categorized. If we observe the lowest score of the students who graduated from kindergarten, the score is higher than the highest scoring students who did not graduate from kindergarten.

## The Results of the Posttest

Posttest results beginning reading skills using a computer or CD of learning among students grade 1 who graduated kindergarten and not graduated kindergarten show a significant difference. Full results presented in Table 2 below.

**Table 2 Results of Posttest of Beginning Reading between Kindergarten Students and not Kindergarten Students**

Group	Sample	Mean	Stand. Dev.	High Score	Low Score	Significant
Kindergaten	28	48.78	8.20279	51.96	45.60	0.000
Not Kindergaten	14	40.57	15.14908	49.31	31.82	

Table 2 shows the difference in the average (mean) beginning reading skills among students who graduated from kindergarten and not graduate from kindergarten. Obtaining an average score of students who graduated kindergarten is higher than the average score of students who did not graduate from kindergarten, that is 48.78 versus 40.57. Differences considered significant. This means that the hypothesis ( $H_1$ ) is rejected. Table 2 also shows the highest score and the lowest score obtained by the two study groups. The score is also significantly different, but the difference between the highest score obtained by the two study groups are not too sharp. Highest scoring who graduated from kindergarten group is 51.96 and highest scoring of not graduated from kindergarten group is 49.31. Difference of the score is 2.65. If analyzed and measured the percentage increase in scores of the two groups pretest to the posttest can be seen comparing their scores rise. Complete picture of rising scores two groups are presented in Table 3 below.

**Table 3 Increase in Score Beginning Reading Students are Kindergarten and not Kindergarten**

Group	N	Pretest Score	Posttest Score	Increase (Mean)	SD	Increase (%)	Sig.
Kindergarten	28	35.85	48.78	12.93	6.365	36.067	0.00
Non-Kinder.	14	35.85	48.78	12.93	6.365	36.067	0.00

Table 3 shows the increase or the development of learning to the beginning reading of the graduate students who did not graduate from kindergarten and graduate kindergarten. Kindergarten group increased 12.93% or 36,067, and the group had not completed kindergarten has increased 17.72% or 77,549. The difference increases or differences in the two study groups was an increase of 41,482%. This means the development of learning to the beginning reading of

the group did not graduate from kindergarten very high compared to those who graduated from kindergarten. Learning developmental differences between the two groups is significant (0.00). Thus, the hypothesis ( $H_2$ ) is rejected.

## Discussion

### Differences Reading Ability

Pretest and posttest results showed significant differences in the ability to read the beginning of grade 1 students graduated from kindergarten and primary school students who did not graduate from kindergarten. This does not mean students who graduated kindergarten smarter than students who did not graduate from kindergarten. This difference is caused by the ability to read the beginning of that possessed by students who graduated from kindergarten. They have learned to read in kindergarten and have been able to read when they enter school. The ability to read is related to schemata. Schemata are abstract knowledge structures that are stored hierarchically in the brain (Pratiwi, 2001). In relation to reading, Harjasujana (in Indrawati, 1996) explains that the schemata are associations or images that can be up and imagine when readers read the words, phrases, or sentences.

Burns (1996) suggests there are six important factors that determine a person's success in reading. The six factors are (1) background knowledge and experience of the reader especially to suit the material, (2) controlling of reading text language, (3) interest in reading, (4) social and emotional readiness, (5) physical readiness, and (6) the ability to think.

Based on observations Seto Mulyadi (2005) in some kindergartens, besides singing and taught to train motor skills. Every day kindergarten students are also educated to know the letters of the alphabet and numbers. In fact, children as young as four to five years are also required to practice writing in a notebook as an elementary student. According to Rosalina (2008), teaching writing, reading, and mathematics, even in English, it has been given in kindergarten, although not required by the curriculum.

### Development of Learning Reading

The results show the development of beginning reading skills on first grade students who did not graduate from elementary school kindergarten higher than students who graduated from kindergarten. The difference is significant. This means that there is no guarantee for students who have learned to read in kindergarten will evolve quickly in reading. According Marit Korkman et al. (1999) in Fauzah Eva (2010), children who learned to read when he gets a formal education at the age of 6-7 years have a better reading achievement than other children who learn to read at the age of 6 years before. It is known that when carried out tests on children at the age of 9 or 10 years old.

Eva Fauzah (2010) states that a psychologist in the U.S. compared two groups of children in learning to read. The first group is the children who entered the academic kindergarten, the

kindergarten learning methods like in elementary school, teaching his students a variety of subjects including reading. While the second group are regular kindergarten pupils, ie the method prioritizes the kindergarten play for their students. As a result, while sitting in the 1st grade, kindergarten academic graduates did not have the academic excellence the short term, let alone long-term, when compared to regular kindergarten graduate students. Even the kindergarten students academic look more anxious and less creative than usual kindergarten students.

## Conclusion

Beginning in elementary school learning to read is learning that is important to the development of further learning students to all areas of learning. With the ability to read fluently and can understand it can facilitate students to understand learning that was given by the teacher. However, this does not mean that students should be taught to read before entering elementary school because it can inhibit the development of the students learning.

Based on the results of a study of learning to beginning reading with the a computer added or CD of learning students who completed grade 1 who did not graduate from kindergarten and kindergarten concluded that

- 1) the ability to the beginning reading of the students who graduated kindergarten is higher than the ability to the beginning reading of the students who did not graduate from kindergarten;
- 2) the development of learning to the beginning reading of the students who graduated from kindergarten is lower than learning to read the beginning of the development of students who did not graduate from kindergarten;
- 3) reading skills acquired in kindergarten does not guarantee the development of teaching reading in elementary school students, it can even hinder their learning development.

## Recommendation

The study recommends to the parties relating to education in implementing the beginning of learning to read. The parties are, among others, the owner or chief Kindergarten, Elementary Principal, and parents.

## The Owner or Principal of Kindergarten

Kindergarten is where children play while learning. Therefore, children should not be given such a structured teaching elementary students. However, children need to be introduced to letters, words and sentences in the audio-visual. Principal and kindergarten teachers need to realize that teaching children reading, writing, and arithmetic are not the main tasks of kindergarten. The task is a task of primary teachers. It should also be realized that forcing children structured



learning can impair mental development and cause a feeling bored or tired of learning is concerned.

## Elementary Principal

Elementary principal should be aware that the school he leads a very low level of education to implement structured or planned. In addition, the principal should be aware that the task of teaching beginning reading teachers grade 1 and not the responsibility of kindergarten teachers. Thus, no need to create conditions must be able to read for prospective students who will enter primary school. The principal should be assigned an experienced teacher to teach in grades 1 to enable them to carry out teaching reading and other basic learning well. The principal also have to keep reminding teachers grade 1 being rigid in the use of learning to read.

## Parents

Parents should be aware and understand that TK is not a place for learning to read in a structured. Kindergarten is a place for children to play while learning or learning through play. If you want to quickly get to know her letters, words, and sentences, parents should be diligent to introduce letters, words, and phrases to their children by not forcing children to read. Parents also need to understand that the beginning of a structured learning to read is elementary.

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