

IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION STRATEGY ASSISTED BY MEDIA WORD CARDS TO IMPROVE BEGINING READING SKILLS AT TK. KR. IMMANUEL SURABAYA

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Abstract

This research aims to determine the implementation of differentiated instruction strategy assisted by word card media to improve the ability of beginning reading at TK. Kr. Immanuel Surabaya. This research was conducted on group B students totalling 16 students. This type of research is a classroom action research. The result of the research obtained are the in cycle 1 there were 7 students (43,75%) who experienced learning completeness with the achievement of early reading skills of 51.50%. The results of observations after cycle 1 showed that there were several students who had not yet achieved mastery of beginning reading skills due to lack of alphabetic ability, lack of phonemic ability and lack of appropriate learning methods based on student learning readiness. In the implementation of cycle 2, it was found that a total of 16 students (100%) experienced learning completeness with the achievement of beginning reading skills of (89.40%). The conclusion of this research is that the implementation of differentiated instruction strategy assisted by word card media contributes to improving students' beginning reading skills at TK. Kr. Immanuel Surabaya. This shows that with differentiated learning based on the diversity of students, it has a direct impact on improving the learning ability of these students.

Keywords: Differentiated Instruction, beginning reading skills , word cards media

INTRODUCTION

Early childhood is a very exciting period for children, they grow and develop rapidly. Providing appropriate and optimal stimulation is needed so that they can develop according to their age. One of the learning objectives in PAUD is to prepare students for the next level in Primary School. One of the skills that students are expected to master is the ability to read at the beginning. Many methods can be applied in the learning process of beginning reading at the early childhood level.

The current condition at TK. Kr. Immanuel Kindergarten is currently implementing early childhood learning with the play method. Starting from the Kindergarten A level where the activities of the five existing development aspects are carried out while playing. Likewise, in the learning activities of beginning reading, but from the observation of student learning readiness at the beginning of semester II of the TK B group, 18.75% (3 students) were found to have good criteria, 25% (4 students) were sufficient, 37.5% (6 students) were lacking, and 18.75% (3 students) were very lacking. From the results of the initial observations, it can be concluded that the condition of the kindergarten B group's level of beginning reading ability is in the poor/low category.

So that in the grouping of student learning readiness, there are four groups with categories of very less, less, enough and good. Of course, to improve the beginning reading ability of these four groups cannot be done simultaneously. There needs to be a special method that accommodates their learning activities in accordance with their learning readiness. Therefore, the researcher used a differentiated instruction strategy with learning readiness grouping in an effort to improve students' beginning reading skills.

The difference in previous research is that the method used is the direct instruction method with the help of picture word cards. Meanwhile, in this research, researchers used differentiated instruction methods/strategies based on student learning readiness/readiness assisted by word card media. While other research related to the use of differentiated instruction in learning can be seen from the research of Andini (2019), Lindawati (2022), Tupu (2022) which shows the results of research in the form of a significant increase in student learning abilities / results in high-class research subjects. Based on previous research, the researcher will conduct a classroom action research (Action Research) entitled "Application of Differentiated Instruction Strategies Aided by Word Card Media to Improve Early Reading Skills at TK. Kr. Immanuel Surabaya".

The research problem formulation is "How is the implementation of the Differentiated Instruction Strategy assisted by Word Card Media to improve beginning reading skills at TK. Kr. Immanuel Surabaya?"

Meanwhile, the purposes of this research are to find out the implementation of the Differentiated Instruction Strategy assisted by Word Card Media to Improve Early Reading Skills at TK. Kr. Immanuel Surabaya.

The expected impacts of this research are practical impacts for schools, principals, teachers, students and researchers. The advantage that will be obtained by the school is to improve the quality of learning at school and motivate other teachers to continue to improve the quality of learning. As for the principal, it is expected that she will experience an expansion of insights and learning strategies to improve early reading skills when determining the school's annual and semester programmes. And the benefits that will be obtained by the teacher is to enrich learning methods and improve the quality of the learning process and results. As for students, the involvement and ability of students' beginning reading increased and cooperation among friends was better. While the benefits that will be obtained by researchers add meaningful insight and experience in the field of education literacy in early childhood. For the last of the theoretical benefits are intended for the development of science and reference for the subsequent research.

RESEARCH METHOD

The research was implemented at TK Kr. Immanuel Surabaya. The classroom action research was implemented from February 2023 to April 2023. The research model used by action research developed by Kemmis and Mc Taggart's (2014), each cycle includes planning, action, observation, and reflection. Then if further action is needed, the steps in the next cycle are planning, action, observation, and reflection of the previous cycle that has been revised. The research subjects were 16 students. The object of research in this classroom action research is to discuss the question of improving beginning reading skills with word cards media. This section will describe the classroom action research procedures carried out by researchers at each stage of the activity, which are plan, act, observe, and reflect.

Action planning is carried out using Differentiated Instruction strategies by focusing on the readiness assessment process where the teacher classifies/groups students based on their learning readiness. This learning readiness is measured by students' basic abilities in alphabetical skills, listening skills, awareness of text messages, ability to express questions and ideas and finally the ability to follow simple instructions. There are four grouping criteria, namely, very poor, poor, good enough and excellent. Furthermore, the teacher will make different plans for these four groups of learning readiness.

Implementation included the following actions: (a) Researchers divided students into groups according to the initial data obtained from the test results based on students' previous learning readiness. (b) The researcher gave an explanation related to the learning objectives and material to be taught in differentiated instruction. (c) The researcher carried out learning activities according to the initial planning with four levels of readiness with modifications in the content and process areas. (d) The researcher gave a final test with observation to measure the level of success of beginning reading.

The observation stage is carried out to observe the extent of progress that has been achieved by each research subject in using differentiated instruction strategies to improve learning outcomes in beginning reading.

The reflection stage was carried out in each research cycle. This stage is used to evaluate all data obtained in each research cycle and discuss the findings of the cycle with the research subjects. The data and findings obtained were evaluated using the reference of the research indicators to be achieved. The results of the reflection of each cycle are used as material to determine the follow-up in the next cycle. Thus it is expected that better results will be obtained in the next cycle.

The instruments used by researchers in this research were: (a) Observation of student readiness (filled in by the teacher based on observation), to determine the readiness of students to learn to read the beginning. (b) Observation of beginning reading ability.

Data from the results of the calculations that have been obtained are then interpreted in four levels according to Sudijono (2010) which are adjusted to the measurement of observations of children according to the Dirjen Mandas DIKNAS (2010).

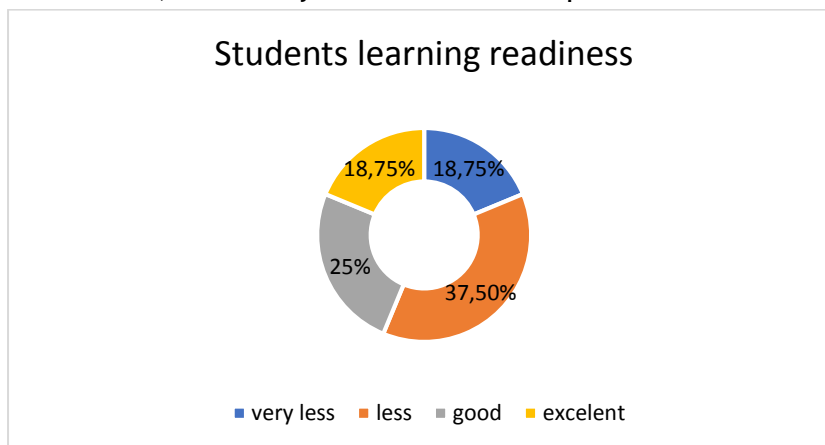
In this research using qualitative and quantitative data collection techniques. The first researcher will describe qualitative data collection techniques as proposed by Millis in Febriani. et.al (2023), namely by Experiencing (observation) and Examining (Notes) data collection techniques. As for quantitative data collection techniques which are carried out by testing a certain theory by examining the relationship between variables, which are presented in a simple, clear and easy to read manner so that they can be easily observed and understood for further analysis or comparison as stated in Febriani, et.al (2023).

The data in this research were obtained through documentation and direct observation of the learning process of beginning reading in TK Kr. Immanuel Surabaya. Through the use of qualitative data collection techniques (which aim to explore experiences, feelings, and perceptions) and quantitative research (which aims to explain prevalence, opinions and attitudes, the nature of the problem, and formulate theories) as concluded in Febriani, et.al., (2023).

The indicator of success in this research is the increase in children's early reading skills at TK Kr. Immanuel in group B. Indicators of early reading skills in question in the form of children's ability to mention the alphabet, phonemic and read words. This research is declared successful if the number of children who experience an increase in early reading skills is above 80% with the criteria of good enough - very good. As well as the average achievement of early reading skills of more than 80% with excellent criteria. The maximum criteria for all indicators is 100% with excellent criteria.

RESULT AND DISCUSSION

The initial observation conducted in this classroom action research was to measure students' learning readiness in beginning reading. The instruments used consisted of: alphabet skills, listening skills, awareness of text messages, ability to express questions/ideas, and ability to understand simple instructions.



From the diagram above, it can be seen that students' learning readiness is divided into 4 groups, very less with 3 students (18.75%), less with 6 students (37.50%), good with 4 students (25%) and very good with 3 students (18.75%). In general, from the analysis above, it can be seen that only 43.75% of students meet the criteria for learning readiness in the good - excellent category. Through the diagram, it is also possible to group students based on the learning readiness category, which is then used as a reference for conducting a differentiated instruction approach in the form of content and process.

Learning in cycle I was carried out 5 times a meeting with each getting a time allocation of 1 hour. At the beginning of Cycle I, researchers conducted a pre-test for students to measure students' beginning reading skills.

The 4 groups are differentiated based on readiness to learn, namely group 1 with very poor criteria, group 2 with poor criteria, group 3 with good enough criteria and group 4 with excellent criteria. Furthermore, action will be taken with differentiated instruction strategies in the content area with the use of different words card media.

For group 1 in the first meeting using lowercase word card media, group 2 using media word cards of little and capital letters, group 3 using media picture word cards type 1, group 4 using picture word cards type 1. In the second meeting, group 1 used small and capital letter word card media, group 2 used type 1 picture word cards, group 3 used type 2 picture word cards, group 4 used type 1 vowel phoneme word cards. For the third meeting, group 1 used picture word cards type 2, group 2 used picture cards type 1, group 3 used vocal phoneme word cards type 1, group 4 used vocal phoneme word cards type 2. Furthermore, in the fourth meeting, group 1 used the media of vocal phoneme word cards type 1, group 2 used picture word cards type 2, group 3 used vocal phoneme word cards type 2, group 4 used consonant phoneme word cards type 1. And

at the last meeting in the fifth meeting, group 1 used vocal phoneme word cards type 1, group 2 used vocal phoneme word cards type 2, group 3 used consonant phoneme word cards type 1 and group 4 used consonant phoneme word cards type 2.

After the first cycle of action, there were 7 students out of 16 students with an overall percentage of achievement in beginning reading skills of 43.75%. Although some students have not yet reached the achievement of beginning reading skills, overall their ability has improved. From the observations made by researchers when carrying out cycle I actions, the following obstacles can be obtained: (1) The quality of the word cards media is not good so it is easily damaged; (2) Lack of alphabet ability; (3) Lack of phonemic ability; (4) Lack of suitability of the learning method applied in cycle I.

Based on the results in cycle I that have not reached the research target, as well as the researcher's observations of the obstacles that arise, the research will be continued to cycle II. In cycle II, learning was more enjoyable and students were actively involved, in which researchers made improvements in the content area by improving the quality of learning media, as well as in the process area by conducting deeper and varied learning methods. The students already understood the rules of the game and how to play the word cards, so it was expected to get a significant improvement in this second cycle. The group of students, which originally consisted of 4 groups, changed to 3 groups consisting of: group 1 with 9 students, group 2 with 4 students, and group 3 with 3 students. However, because group 1 was too large, the researchers divided it into 2, namely group 1a and group 1b, group 1a had 5 students while group 1b had 4 students.

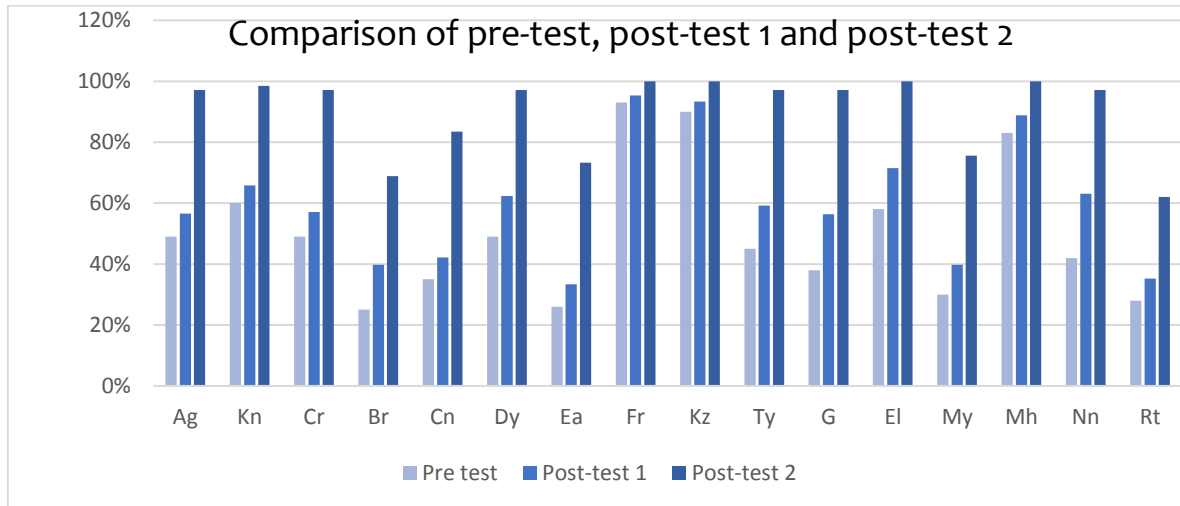
Group 1 with less than 9 students on the first and second days used little and capital letter cards, this was done by the researcher so that students' understanding of the alphabet was deeper. On the third day, type 1 picture word cards were used, then on the fourth day, type 1 vocal phoneme cards were used, and on the fifth day, type 2 vocal phoneme word cards were used. Group 2 was categorized as quite good, using type 1 picture word card media on the first day, on the second day using type 2 picture card media. Then on the third day using type 1 vocal phoneme card media, and on the fourth day using type 2 vocal phoneme cards. On the fifth day the group 2 using type 1 consonant phoneme card media. For group 3 which was in the very good category, on the first day they used type 1 picture word cards, on the second day they used type 1 vocal phoneme cards, on the third day they used type 2 vocal phoneme cards. Meanwhile, on the fourth day they used type 1 consonant phoneme cards, and on the other day Lastly, use a type 2 consonant phoneme card.

From the results in cycle 2, the number of students who achieved initial reading ability in the cycle II post-test was 16 students (100%). Meanwhile, students initial reading ability was obtained on average 89.4% with excellent criteria.

Analysis

From the results of the Pre test, Cycle I Test Post and Cycle II Test Post, it can be seen and analysed the comparison of changes in the achievement of the criteria for beginning reading :

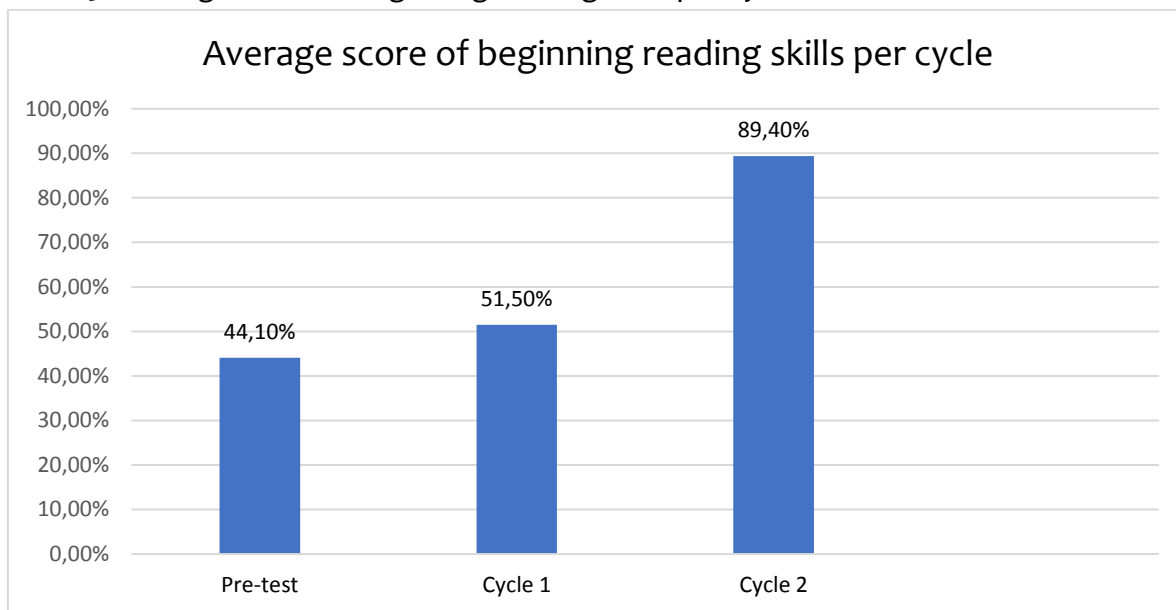
Table 2. Comparison of pre-test, post-test 1 and post-test 2



From the data of cycle II, it can be seen that all students achieved the criteria for beginning reading skills with a percentage of 100%. There was a significant increase from cycle I to cycle II. From pretest I by 18.7% (3 students), it increased in the post-test by 43.75% (7 students), and finally experienced a significant increase in cycle II by 100% (16 students).

Data on the average achievement of students' ability in beginning reading can be seen in the table:

Table 3. Average score of beginning reading skills per cycle



From the comparison data graph above, it can be seen that the average achievement of students' beginning reading skills from the pre-test, post-test cycle I and post-test cycle II has increased significantly by using the differentiated instruction approach. The average amount of achievement of beginning reading skills which in the pre-cycle was 44.10% increased in cycle I with an average of 51.50% and at the end of cycle II experienced an average increase of 89.40%.

The final results in cycle II illustrate that there was a significant increase in the achievement of students' beginning reading skills with differentiated instruction strategies. This can be a consideration to develop learning design with differentiated instruction approach in the further.

CONCLUSION

After a series of classroom research actions, a conclusion was obtained which is the answer to the problem formulation. The conclusion is that there is a significant increase in the achievement of students' beginning reading skills with the application of differentiated instruction strategies, this can be seen in terms of the number of students who reached 100% (excellent criteria) as well as from the ability to read beginning that increased to 89.40% (excellent criteria) at the end of cycle II. From these results, it shows that the use of differentiated instruction strategies contributes to improving students' beginning reading skills with the help of word card media for group B students at TK Kr. Immanuel. This shows that differentiated learning is very effective in improving students' learning abilities.

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