Improvement of Reading and Learning Skills through Interactive CD Learning Media

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Abstract: This research is a Classroom Action Research with the aim of knowing the improvement of children's reading and learning abilities after being implemented with Interactive CD media. The problem in this study is formulated as follows: 1. Can learning using Interactive CDs in students improve children's early reading skills? 2. Can learning using Interactive CDs improve children's learning? 3. How is the process of improving reading and learning skills through learning using interactive CDs? The method used is a qualitative research method. The sample was 13 students in group B. Data analysis in this study used qualitative descriptive techniques and quantitative data analysis. Data collection techniques are observation and documentation. The results of data processing of children's early reading ability showed an increase in the average class in early reading ability, from an average pre-action of 47% with the Beginning to Develop (MB) category increasing to 59% with the Developing According to Expectations (BSH) category in cycle 1 then increasing in cycle 2 to 84% in the Very Good Developing category (BSB) and at the end of cycle 3 it increased again until it reached an average of 97% in the Very Good Developing category (BSB). Meanwhile, in children's learning motivation, it can be seen that there is an increase in the average percentage of class motivation from pre-action with an average of 44% in the Enough category, increasing to 67% in the High category in cycle 1, then increasing again to 85% in the Very High category in cycle 2 and increasing to 95 % in the Very High category in the 3rd cycle. Meanwhile, in the learning process of reading with Interactive CD media, there was an increase in the Good category from Cycle 1 by 53%, increasing to 86% in the 2nd cycle and 100% in the 3rd cycle. Thus it can be concluded that learning to readand learning with Interactive CD media can improve children's reading and learning abilities.

Keywords: Reading ability, Children's learning motivation, Interactive CD

Early childhood is children in the age range of 0-6 years who need a lot of stimulation to help their physical and spiritual growth and development. This age period is also called the golden age because at this age the growth and development of children is very fast in every aspect of their development. Hartati (2005) said that although children generally have the same developmental pattern, the pace of development rhythm of each child is different from one another because basically every child is unique. The aspects of development include the development of religious and moral values, social emotional, physical motor, cognitive, language, and art. These aspects of development do not develop independently, but are interconnected with each other.

According to Sujiono (2006), among kindergarten teachers and PAUD practitioners, there are still differences of opinion about the importance or not of learning to read in Kindergarten. Some of them argue that reading learning should not be taught in kindergarten, referring to Jean Piaget's theory of developmental psychology which has been the reference for the kindergarten curriculum and even education in general. Indirectly, reading, writing, and arithmetic are prohibited from being introduced to children under the age of 7 years. According to Piaget's theory of cognitive development, children under 7 years of age have not yet reached the concrete operational phase. This phase is a phase where children are considered to be able to think structured. Meanwhile, calistung learning activities are defined as activities that require a structured way of thinking,

The results of observations made by group B teachers last year showed that in learning at the beginning of the incoming semester, children seemed less interested in early reading learning activities, so that the achievement of children's reading skills was hampered compared to other language aspects, namely speaking. This is because children still have difficulty in distinguishing several types of letters that have almost the same shape or sound. Efforts to improve reading skills using picture cards and picture story books are less attractive to children.

With technological advances, the combination of computers and CDs can be used as an effective and efficient learning medium in the form of interactive learning CDs. To teach reading skills to kindergarten children using Interactive CDs, teachers need to know the stages of development of children's reading skills. In addition, teachers must also master the techniques of using computer devices and the operation of this interactive media.

In the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2001 in one of the points regarding the pedagogic competence of teachers, it is stated that teachers are required to be able to improvise learning media by utilizing information technology creatively and innovatively. For this reason, teachers need to use animation media in learning activities. This media is expected to be interesting and help make it easier for children to catch the message to be conveyed. Therefore, animation media in the form of interactive CDs needs to be applied in an effort to improve early reading skills in children. Based on the background of the problem above, this research is focused on improving reading and learning skills through learning using interactive CDs

Theoretical Study and Conceptual Proposal of Action Interventions

Theoretical Description

Reading Ability

In the development of increasingly advanced science and technology, reading is one of the basic skills that everyone needs to have. By reading a person can achieve achievements in his education, and can obtain various information and knowledge. This is in line with the opinion of Tarigan (2008) which explains that reading is a process carried out and used by readers to obtain a message or information, which the author wants to convey through the medium of words or written language.

Robeck and Wilson as stated by Akharga (2007) that reading is a process of translating signs and symbols into their meanings, as well as integrating new meanings into the cognitive and affective systems that the reader already has. According to Munandar (1999), ability is the power to perform an action as a result of innate or training. A person can do something because of their abilities and also exercises that support individuals in completing their tasks.

Anderson in Dhieni, et al (2008) revealed that early reading is reading that is taught in an integrated manner, which focuses on recognizing letters and words, connecting them with sounds.

According to Dardjowidjoyo (2008), reading can be done by children if they have certain conditions. At the beginner stage, children need to pay attention to two things, namely the regularity of the shape and the pattern of the combination of letters. And also that early reading includes physical and mental activities that refer to skills, namely students are able to read with clear and correct pronunciation, intonation.

Based on the description above, it can be concluded that reading the beginning is reading activities that are carried out programmatically for children, starting with introducing letters, changing written symbols into sounds such as reading with clear and precise pronunciation and intonation, recognizing letters, syllables and stringing them into words so that they can read word by word in simple sentences contained in the reading.

According to Jamaris (2006), the stages of children's reading development can be divided into four stages;(1) The stage of the emergence of awareness of writing which is marked by the child's fondness for looking at and flipping through books and the child begins to realize that books are important. (2) The stage of reading the image. At this stage the child pretends to read a book by matching the picture even though it does not match the writing. Children realize that books have certain characteristics, such as titles, pages, words and sentences and punctuation marks. (3) The reading recognition stage, where children can use three language systems, such as phonemes (letter sounds), semantics (word meanings) and syntax (word and sentence rules). (4) Fluent reading

stage, at this stage children can read fluently different types of books and materials that are directly related to their daily lives. When adjusted to the understanding of reading the beginning described earlier,

Motivation to Learn

Suyatinah (2000) says that learning motivation has a considerable influence on the success of the child's learning process and outcomes. Motivation comes from the word motive which is defined as an effort that encourages a child to do something. The motive itself can be interpreted as a driving force that comes from within or from outside which is carried out to achieve a certain goal.

In general, in relation to learning, experts agree to classify motivation into two types according to its origin, namely intrinsic motivation and extrinsic motivation.

Interactive CD Learning Media

The word media comes from Latin which is the plural form of the word medium which literally means "intermediary" or "introduction". According to Yunus in the book Sukiman (2012) the word media in Arabic is called wasilah. So in the language of the media means the introduction of messages from the sender to the recipient of the message.

Learning media can be classified into several types. Bretz in Sadiman, et al, (2008) identified the main characteristics of the media into three main elements, namely sound, visual and motion. Based on these three characteristics, Bretz classifies media into the following: (1) Motion audio-visual media, namely media that has sound, there is movement, and the shape of the object can be seen. For example: TV and video. (2) Silent audio-visual media, namely media that has sound, the object can be seen, but does not move. For example: sound slides. (3) Semi-motion audio-visual media, namely media that have sound and movement, but cannot display the movement in its entirety. For example: telewriting. (4) Motion visual media, namely media that have images of moving objects. For example: silent movies. (5) Silent visual media, namely media that has an object but no movement. For example: OHP with its transparency. (6) Audio media, namely media that only uses sound. For example: telephone, radio, and tape recorder. (7) Print media, namely media that only displays letter symbols.

Interactive CD is a media that emphasizes that a multimedia format can be packaged in a CD (Compact Disk) with the aim of interactive applications in it where users can navigate the program (Medikomp Team, 1994). In terms of function and purpose, interactive CDs are divided into several types, including company profile interactive CDs, lessons, tutorials, simulations, portfolios and product catalogs.

Action Intervention Alternative Design

Kemmis cited by Putrawan (2000) Action research is practical research carried out by practitioners. In action research, all actors function in the research process as participants, and must be involved in every stage of this research. This type of involvement, among others, is collaborative.

John Eliot in Kinayati (2004) defines action research as a study of social situations with the aim of improving the quality of action in these social situations, this study is to obtain practical assessments in concrete situations, therefore the validity of theories or hypotheses derived from studies or research it does not depend so much on scientific truth tests but on its usefulness in helping people so that they can benefit so that they can behave more intelligently and skillfully, in action research, theory is not validated through practical action.

Discussion of Relevant Research Results

Eliza (2007) in her research on the reading readiness of kindergarten children in group B found a positive relationship between visual perception and auditory perception on children's reading readiness. So the readiness of children to read is strongly supported by their visual and auditory abilities. So teachers or parents are required to prepare learning strategies and provide media that can stimulate children's visual perception and auditory perception.

Action Plan Conceptual Submission

Based on theoretical analysis, it is said that initial reading ability is a person's ability or ability to recognize letters, read words and read simple sentences. One of the factors that affect children's reading ability is the approach used by the teacher in learning. The results of the researcher's pre-action with group B teachers during August 2019, showed that for 1 month there had not been any significant changes related to children's early reading skills. As for the results of observations during the activity, namely Thursday 1 August 2019 and Friday 2 August 2019, it can be obtained that group B children do not look motivated and still have difficulty in initial reading activities. The difficulties experienced by children are in the form of difficulty in pronouncing some letters, not all children can recognize letter symbols, there are still many children who have not been able to assemble letters into syllables and almost all children have not been able to assemble syllables into words.

Research Methodology

This study generally aims to collect data whether the introduction of early reading activities through Interactive CD media can improve early reading skills and learning motivation of group B kindergarten children.

This research was conducted in Bogor. The division of time in the field is adjusted to the learning schedule of group B students (children aged 5-6 years) semester I. This research was conducted in August-September 2019 The research method used in this research is the action research method. This action research plan uses three cycles with an estimate in three cycles that the learning target can be achieved. The steps of this research are as follows:

1. **Initial Observation**

    The activities carried out in this initial observation stage are: taking care of permits and collecting initial information about the conditions of early reading learning and learning motivation of group B children in Bogor.

2. **Action Planning**

    The following is the action research schedule for the first semester, August and September 2019

3. **Action Implementation**

    The activities carried out in the implementation of the action are; (1) Pre-action test (Pre-assessment), before carrying out the action a student's initial ability test is held which aims to determine the initial ability whose results will be compared with the results of the actions that have been carried out. (2) Implementation of the action in eight meetings. (3) The follow-up to the implementation of the action is to identify the strengths and weaknesses of the learning process and results. These results were analyzed as a benchmark for planning the second cycle of learning.

4. **Observation**

    In the observation activities carried out are: (1) Observation of the results of the action carried out during the implementation of the action with the notes that the teacher follows the new teaching technique designed by the researcher. The observation instrument uses an observation guide that contains indicators designed based on the research focus. While the results of this observation contain signs that are focused on the need for action research data. In this case it contains indicators that represent data. The purpose of these guidelines is to describe things that occur in the action research process. (2) During the observation the researcher will record what is seen, heard and observed during the teaching process in the form of field notes. (3) Researchers use camera/mobile devices to increase the validity of research data.

5. **Reflection**

    In the reflection activities carried out are; (1) analyze the results of the action how far the level of change in student behavior before and after the action is taken and also (2) examine the success and failure in preparation for the next action.

6. **Final Assessment of Beginning Reading Ability**

Conduct a final assessment after the implementation of new actions with the same scale rating material as during the initial assessment. This is to determine the level of change that occurs. In the final assessment, qualitative data analysis was carried out by looking at the increase in the results of student worksheets. Which aims to determine the level of significance of the level of change that occurs or measure yourself before and after the action is taken.

Respondents in this study were group students in Bogor. The selection of group B was done based on the fact that group B already had reading readiness. The number of students studied was group B4 totaling 13 students, consisting of 8 boys and 5 girls.

This research is collaborative between the researcher and the classroom teacher as the implementer of the action. The role of the researcher in this action research is as the designer of the lesson plan. The researcher made observations and discussed lesson plans with the class teacher.

The position of the researcher in this study is the observer who participates. The researcher observes and accepts criticism and suggestions from the classroom teacher to improve the learning focus in this action research.
The steps in this action research are as follows: initial observation, development of initial assessment, planning, action, observation, and reflection. If the action intervention has not reached the target, it will continue to cycle two and so on.

This action intervention was designed to improve early reading skills in group B students. The existing program is in the form of planning in the form of a learning approach through Interactive CD media to improve early kindergarten students' reading skills and interspersed with relevant games to improve reading skills.

Data and Data Sources

Data

The data used in this study are data that can describe the success and failure of research. The research data consists of two types, namely quantitative and qualitative research.

Quantitative Data

1) Scores and scores for the achievement of children's early reading skills after the implementation of learning through interactive CDs.
2) The score and value of children's learning motivation in early reading learning activities after the implementation of reading learning through interactive CDs.

Qualitative Data

1) Field notes, interviews that describe the process of learning outcomes obtained through observations of early reading learning, both individually and classically in the learning process that occurs in the classroom in pre-action, cycle I, and cycle II.
2) Photos and videos documenting the stages of activities and events that occur in the learning process as supporting facts so that the implementation of research is objective and accountable.

Data source

a. Sources of data are teachers, children, and other participants.
b. The place and event of the learning activity taking place.
Documents or archives, which include curriculum documents, RPPH, student work sheets and assessments.

Data Collection Instruments Used

According to Notoatmodjo (2010), research instruments are tools that will be used to collect data, this research instrument can be in the form of questionnaires, observation forms, other forms related to data recording and so

on. The instrument made in this study refers to the criteria for the basic ability to read beginning. Ak Prize, et al., (1993) revealed that early reading teaching is more emphasized on developing basic reading skills. Children are required to be able to voice letters, syllables, words and sentences presented in written form into spoken form.

Study Trustworthiness Checking Techniques

Instrument Validity and Reliability Testing

According to Baihaqi (2008) states that validity is the most important requirement in an evaluation tool. An evaluation technique is said to be valid if the evaluation technique or test can measure what it is supposed to measure. Validity test is very important in research so that the data obtained during the implementation of the research can really be justified. The validity test in this study was carried out using the content validity test. According to Arikunto (2013) a test is said to have content validity if it measures certain specific objectives that are parallel to the material or content of the lessons provided. Because the material taught is listed in the curriculum, this content validity is called curricular validity.

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Testing Data Validity and Reliability

According to Sospita (2014) in quantitative research, to get valid and reliable data that is tested for validity and reliability is his research. Meanwhile, in qualitative research, the data that is tested is the data. Therefore, Susan Stainback (in Sospita, 2014) states that quantitative research emphasizes the reliability aspect, while qualitative research is more on the validity aspect. Therefore, to test the validity and reliability of the data in this classroom action research as part of qualitative research is through examination techniques. The implementation of the data checking technique is based on a number of certain criteria. According to Moleong (2005:324) there are several criteria that can be seen in the validity of qualitative research data techniques, namely:

a.Creditability (trustworthiness)

Creditability test of data or trust in data from class action research is carried out among others by: 1) extension of time for participation, 2) persistence of observation, 3) triangulation. To clarify the findings, data source triangulation and technical triangulation were carried out. Source triangulation is done by comparing or checking the data that has been obtained through several sources. Furthermore, triangulation techniques are carried out by comparing or checking data to the same source with different techniques. For example, data obtained through interviews, checked through observation and documentation.

b.Transferability

Displacement as an empirical matter depends on observing the context of the sender and receiver. Switching is done by a researcher by finding and collecting empirical event data in the same context. Thus, the researcher is responsible for providing sufficient descriptive data.

c.Dependability(dependency)

This test is carried out by conducting an audit of the entire research process. The method is carried out by an independent auditor or supervisor to audit the overall activities of researchers in conducting research.

d.Conformability(Certainty)

Testing conformability means testing the objectivity of research. Research is said to be objective if it is agreed by many people in qualitative research. The conformability test is similar to the dependability test so that the tests can be carried out simultaneously. Testing Conformability means testing research results associated with

the process carried out. In research, there should be no results but no process. Data Analysis and Interpretation of Analysis Results

Data analysis

In this study, the researcher used analysis with two approaches, namely a quantitative approach and a qualitative approach. Analysis of quantitative data by comparing the percentage of student mastery of the initial and final assessments. While qualitatively all the findings during the study were recorded in field notes and the results of observations were described to obtain important points in this study. The data processing consists of: Beginning reading ability and Motivation to learn

Interpretation of Analysis Results

Interpretation means interpreting research results based on the understanding of the researcher. This is done with reference to theory, compared to experience, practice, or teacher assessments and opinions. The data on the results of the actions that have been validated are matched with reference to the criteria, norms, and values that have been accepted by teachers and students who are subject to action.

Follow-up/Development of Action Plan

After the researchers conducted data analysis, obtained conclusions and interpreted the results, the next step was to reflect. If the results of the reflection show that the learning improvement objectives have not been successful as expected, the action improvement activities will be continued in the next cycle. To determine the appropriate follow-up, researchers and teachers will look for factors that are strongly suspected as the cause of the lack of success in improving learning. These causes will be used as the basis for formulating an action plan in the next cycle.

Description, Data Analysis, Interpretation of Analysis Results and Discussion

Description of Effect Observation Results / Action Interventions

This research was conducted in Kindergarten. With a total of 10 classes. Playgroup Breakdown: 3 students, Ex. A: 39 students and class B: 65 students. Each group is guided by one teacher plus the principal, one administrative person and 1 assistant teacher, as well as 3 sanitation/cleaning people.

### Description of Initial Assessment Data (Pre-Action)

Beginning Reading Ability

Before carrying out the action intervention, at the beginning of the study, interviews and pre-action assessments were conducted with the aim of knowing the initial condition of students' reading abilities.
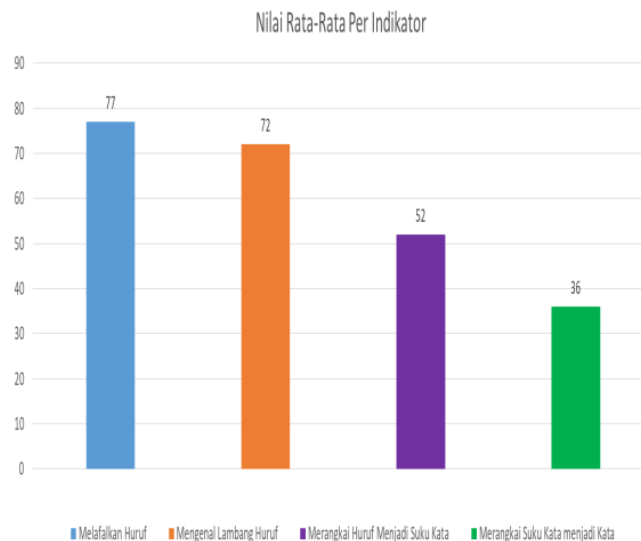
Children's Learning Motivation

Judging from the results of pre-action observations when learning to read the beginning, the results of observations of learning motivation are obtained as shown in the table below:

Based on the description above, the researchers tried to improve the early reading ability of children in Group B through reading activities with Interactive CD media by designing learning activities that enable the achievement of early reading skills and increase children's learning motivation so that the hypothesis of this research is the ability to read early and children's learning motivation. Kindergarten group B is expected to increase after the implementation of reading activities through Interactive CDs which will be carried out for one cycle consisting of 8 meetings. If during the 8 meetings there has not been a significant increase, then the second cycle of action interventions will be held, and so on.

NILAI RATA-RATA MOTIVASI BELAJAR ANAK

■ Nilai rata-rata motivasi belajar anak
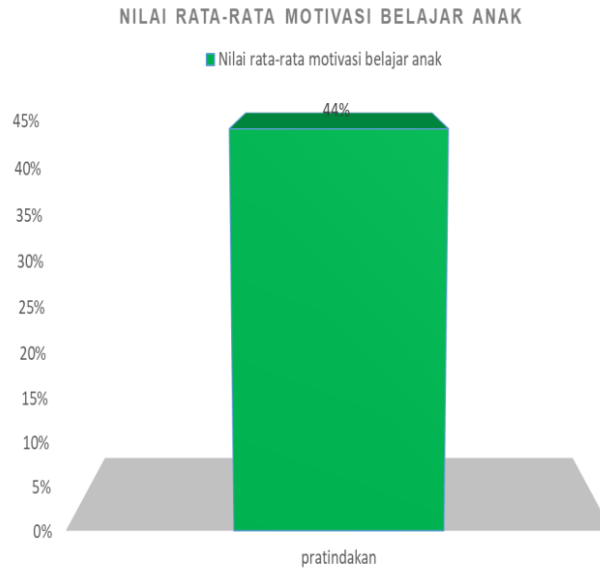
Action Intervention Data

Lesson planning

Nilai Rata-Rata Per Indikator

Based on the initial assessment data obtained, it can be seen that the child is able to pronounce and recognize letter symbols, but to assemble letters and string syllables is still not fluent. The results of the initial assessment become a reference for researchers in planning action interventions. The action intervention plans designed by researchers and assisted by classroom teachers include: (1) Preparation of Weekly Learning Implementation Plans, (2) Daily Learning Implementation Plans, (3) provision of tools and media, (4) making assessments of learning outcomes.

Implementation of Beginning Reading Learning through Interactive CD media

Activity Description

Beginning reading activities are taught at the center hours at the preparatory center for about 1 hour 15 minutes. The lesson plan that has been made is submitted to the teacher to be used as a guide in carrying out reading activities. The steps for learning to read using the big book are as follows:

Play Environment Footing

In this activity the teacher prepares the density of children's play, namely preparing tools and media that will be used in early reading learning through other interactive CD media, including laptops, speakers, LCDs, and interactive CDs.

Steps before Play

In this session, the teacher invites children to observe the tools and media that will be used in learning. Then the teacher explains about the theme that will be discussed today and what activities will be carried out today.

Foothold When Playing

In this session, the teacher invites children to explore through interactive CD media that will be broadcast. Children are allowed to see and observe the CD played by the teacher. Children together play the beginning of reading through interactive CDs with the teacher. After that, the children were instructed to come to the front of the class to present what they already know and answer the questions posed by the teacher. The teacher certainly responds to what has been presented by the child and gives rewards in the form of words of praise or stars of success. After that the teacher re-explained the important points about today's play activities.

Foothold after Play

In this session, the teacher and children tidy up together the toys that have been used today. Then the teacher reminds the children to always be grateful for the gift of God who has given us intelligence and the school where we study. Don't forget the teacher reminds the children to repeat the lessons that have been conveyed today with their parents at home.

Description of Action Intervention Activities

The intervention for improving early reading skills through interactive CD learning media was carried out for one cycle consisting of eight meetings plus a preliminary assessment and a final assessment. At each meeting, observation, analysis, evaluation and reflection were carried out. The description of learning activities during the action intervention is as follows:

Meeting 1

At the first meeting, the teacher introduced interactive CD tools and media to the children. From the beginning, the children were already enthusiastic about playing and learning about letters. The learning objective at the first meeting was to review the children's ability to pronounce the letters AZ.
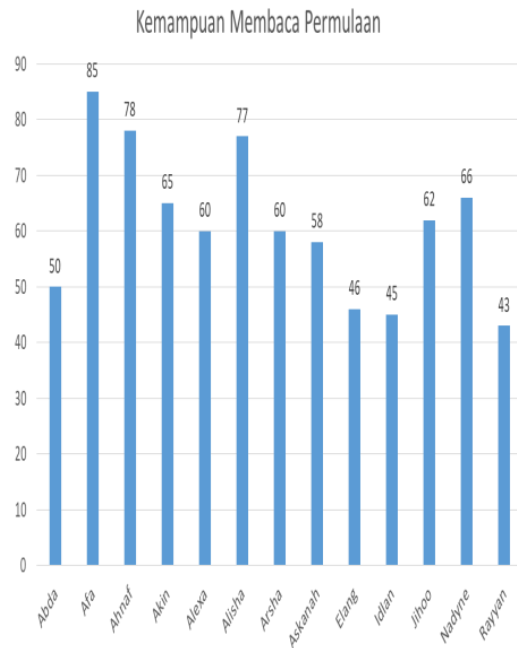
Observation

Observations were carried out by researchers as long as the teacher carried out the Sentra learning process from beginning to end. Researchers carried out observations using observational instruments for assessing early reading abilities and observing children's learning motivation instruments.

From the graphic above, it can be seen that the early reading ability of children has increased from an average grade of 46% to 61%, which can be seen from children who scored 0-25 (Undeveloped) which previously had a percentage of 9% to 0%. While those who got a score of 26-50 (Starting to Develop) which previously had a percentage of 61% to 31%, those who got a score of 51-75 (Developing as Expected) increased from 30% during pre-action observation to 54% and for children with a score of 76- 100 (Extremely Developed) which was 0% increased to 15%. The value of the child begins to shift, which was not yet developed, has begun to develop, and which initially began to develop towards developing according to expectations.

Beginning Reading Learning Process with Interactive CD Media Observations on the action intervention cycle 1 were focused on observing the learning process and the effect of children's early reading ability after using interactive CD media. The assessment of the learning process is carried out on a scale of 1 to 3 with the following provisions: (a) A score of 1 (less) if the observation aspect is not implemented, (b) a value of 2 (enough) if the observation aspect is carried out but is not perfect or there are still deficiencies, (c) a score of 2

(sufficient) 3 if the observation aspect is carried out well. The results of observations of early reading learning in class using interactive CDs can be seen in the table below:

Kemampuan Membaca Permulaan

Graph 9. Children's Beginning Reading Ability Cycle 1

Table 1. Results of Observation of the Beginning Reading Learning Process with Interactive CD Media

Dimensi	Aspek yang diamati	Hasil
Perencanaan Pembelajaran	1. Guru merumuskan tujuan pembelajaran	Baik
	2. Guru menyusun materi pembelajaran	Baik
	3. Guru mempersiapkan alat dan media yang akan digunakan (CD interaktif, laptop, infocus)	Baik
	4. Guru mempersiapkan alat evaluasi	Baik
a. Pijakan Lingkungan Main	5. Guru menyiapkan alat dan bahan bermain yang akan digunakan	Baik
b. Pijakan Sebelum Main	6. Guru menjelaskan kepada anak tentang alat dan bahan yang akan digunakan hari ini	Baik
	7. Guru menerangkan kegiatan apa yang akan dilakukan hari ini	Baik
c. Pijakan Ketika Main	8. Guru menjelaskan cara-cara menggunakan CD interaktif dalam pembelajaran	Cukup
	9. Guru membimbing anak dalam pembelajaran sehingga mengerti apa yang harus anak lakukan	Cukup
	10. Guru mengarahkan anak untuk melakukan kegiatan sesuai dengan aturan main	Cukup

Dimensi	Aspek yang diamati	Hasil
	11. Guru memberikan contoh dalam menggunakan alat dan bahan	Cukup
	12. Guru memberikan kesempatan kepada anak untuk mencoba menggunakan media	Cukup
	13. Guru mengobservasi anak pada saat kegiatan berlangsung	Baik
	14. Guru melakukan tanya jawab dengan anak terkait pembelajaran menggunakan CD interaktif	Cukup
	15. Guru memberikan respon atas jawaban atau pekerjaan yang telah anak lakukan	Cukup
d. Pijakan Setelah Main	16. Guru mengajak anak untuk merapihkan kembali alat dan bahan yang telah digunakan	Baik
	17. Guru memberikan kesempatan kepada anak untuk menceritakan kembali tentang kegiatan apa yang sudah dilakukan	Cukup
	18. Guru memberikan penghargaan kepada siswa yang telah mengikuti kegiatan hari ini dengan baik	Cukup
	19. Guru memberikan pengetahuan kepada anak tentang manfaat yang bisa kita peoleh dari pelajaran hari ini untuk kehidupan di dunia	Cukup
	20. Guru mengingatkan kepada anak-anak terkait dengan ayat alquran atau hadits yang terkait dengan kegiatan hari ini.	Baik
	21. Guru menutup kegiatan dengan mengucapkan salam	Baik

In the table above, it can be seen that the teacher's way of explaining the use of tools, guiding children in learning until children understand is still in the sufficient category as well as in giving examples and interesting questions and answers for children still need to be improved. The percentage of success in the learning process through interactive CDs can be seen in the graph below:

Reflection

Reflection was carried out at the end of Cycle I by researchers and teachers. Reflection aims to determine the level of success of the learning that has been done. In this case, researchers and teachers evaluate several actions that have been applied to be improved in the next action. Based on the results of observations, several things that become obstacles include:

1. Teachers are less painstaking in providing guidance to children who have difficulty, so that children tend to be passive if they do not understand.
2. Giving teacher instructions to children which are sometimes unclear so that children become confused and misinterpret the instructions,
3. Children's enthusiasm in completing the task until it is completed is less than optimal, so the expected results are also less than optimal.
4. During the learning process, there is still a lack of motivation from teachers to children when children learn to read, so there are still many children who are shy and lack the courage to come forward in front of the class to read using interactive CD media.

Conclusions, Implications and Suggestions

Based on the findings and discussion, the results of the action research "Improving Early Reading Ability and Children's Learning Motivation" can be concluded:

1. Early reading learning through Interactive CD media can improve children's early reading skills which include aspects; (1) pronouncing letters, (2) recognizing letter symbols, (3) stringing letters into syllables and (4) stringing syllables into words.

2. Beginning reading learning through Interactive CD media provides a pleasant atmosphere for children, thereby increasing children's motivation in learning to read, this can be seen from the children's curiosity, children's activeness in answering various questions and participation in learning.

3. Quantitative conclusion the average reading ability at the beginning of the class increased from 46% (Starting to Develop) to 97% (Very Good Development) while the average class learning motivation also increased from 49% (Enough) to 95% (Very High).

The suggestions put forward regarding this research are as follows:

Teacher

a. In the application of learning to read through Interactive CD media, teachers are required to be able to operate the tools and media used such as laptops, LCDs, audio and so on.

b. In the learning process, the teacher's creativity is required to combine reading activities with various games that can support the improvement of children's reading skills.

c. The results of this study are expected to be applied to kindergarten because in addition to improving early reading skills, this activity can also increase children's motivation in learning.

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