

Development Of Word Card Learning Media To Improve Reading Skills In Grade 1 Elementary School Students

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Abstract

The purpose of this study was to improve the reading ability of grade 1 students through research and development of word card learning media. The methodology used in this study is research and development (RnD) which was adopted from Sugiyono. The object is a grade 1 elementary school student located at SDN Grogol 1 Depok and SDN Rangapan Jaya Depok. This research lasted for 3 months, namely from March-June in the 2021-2022 academic year. The population used is all elementary school students in grade 1 in the municipality of Depok with a sample of 28 students from SDN Grogol 1 and 34 students from SDN Rangapan Jaya. Data collection techniques are interviews, observations, questionnaires, tests. The research instrument applied was a test and an observation sheet. Before analyzing the data, the research instrument was tested for normality, validity, reliability and homogeneity. The conclusion of this study is that the reading ability of 1st grade elementary school students increases with the implementation of the product developed in the form of Word Cards

Kata kunci: word Card, learning media, literacy

1 INTRODUCTION

The XXI century for Indonesia is an industrial century supported by increasingly sophisticated information technology. This progress requires the support of a reading and writing and language culture to realize behaviors that include ability, habit, and passion. The ability to read is very important for a child and reading skills play an important role in written communication activities. Reading activities are part of our daily activity needs. Reading is a process of reconstructing meaning through a dynamic interaction between ready-to-read knowledge, information presented in written language, and reading context (Anthony et al, 1993: 284).

Holzman in Dhieni (2009:1.5) identifies three aspects that distinguish human language and sign systems in animals. First, human language is productive. Second, human language is independent of context/situation. Third, humans use language to communicate while animals use signs to inform certain things. Reading and language learning at the elementary school level is organized in the context of developing reading and language skills that absolutely must be possessed by every citizen of the country in order to develop themselves sustainably through learning in elementary schools. Teachers are required to be able to find or create more interesting and varied learning media so that students can be interested in doing reading activities or learning.

Good reading skills are not only supported by the willingness of students to want to learn to read well, but with the support of more interesting and varied learning media. The fact in the field is that there are still some teachers who use reading learning media that are just that and eventually make students less interested in learning to read. Teachers usually only use reading books or write a story on the blackboard and then tell students to

learn to read it. Whereas in today's era teachers must be more creative and innovative in making or creating a new learning media.

Based on the results of a survey conducted by the 2018 Program For International Student Assessment (PISA) published in March 2019, several educational problems in Indonesia were mentioned, one of which was reading ability. Indonesia's score is relatively low because it ranks 74th out of 79 countries.

Media literally means "intermediary", which is the intermediary between the message source and the message receiver. Learning media is basically a vehicle for messages that the message source (teacher) wants to pass on to the message receiver (child). The message conveyed is learning content in the form of learning themes or topics with the aim that the learning process occurs in children. Gerlach & Ely in Arsyad (2016: 3) argue that learning media in general are people, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes.

The learning media that will be developed is word card media, this media can help students in reading learning activities or can also help improve students' reading skills. Word cards are cards that contain a word that can produce a sentence. From word cards can be arranged into new sentences with several word cards, besides that the word can be separated according to syllables, then decomposed again into letters. Word card media according to Sadiman (2010: 6) is any physical tool that can present messages and stimulate students to learn. Teaching media can enhance the learning process.

Word card media can be used as a tool for word development in reading and language aspects, this word card is played by the way students can paste words or sentences that have been determined by the teacher. The characteristic of the word card media itself is that it presents messages or information in the form of word cards, in the presentation of this information it can make it easier for students to remember the message.

It can be concluded that word card media is a card that contains words or sentences that are used to assist learning and can attract students' interest in learning something, for example in reading and language learning.

2 RESEARCH METHODS

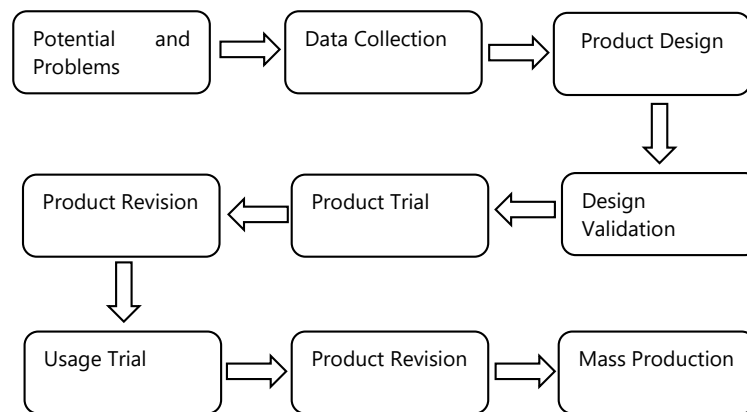
This type of research is research and development (R&D) which is used to produce certain products and test the effectiveness of certain products. Research and development or research and development is an effort used in developing a new learning product or media that is more interesting and innovative. Sukmadinata in Saputro (2017: 7) suggests that R&D is a research approach to produce new products or improve existing products. According to Sugiyono (2011: 407) research and development can be interpreted as a scientific way to research, design, produce, and test the validity of products that have been produced.

Farikhah dan Ariestina (2020) menyatakan bahwa ini adalah contoh template tulisan yang akan dikirim ke bagian penerbitan Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara. Silahkan ikuti instruksi sebaik mungkin sehingga artikel dalam konferensi memiliki format penulisan yang sama.

This research was conducted at Grogol 1 State Elementary School, which is located at Jl. Raya Rawakalong Grogol, Ilimo district, Depok City and Rangkapan Jaya State Elementary School, which is located at Jl. Caringin Rangkapan Jaya, Pancoran Mas District, Depok City. The research was conducted in the even semester of May - July 2022.

Data collection techniques used interviews, observations, questionnaires and tests. The test was conducted at the end of learning by arranging words into 1 sentence using word card media. The research instruments applied were tests and observation sheets, before analyzing the data the research instruments were tested for normality, validity, reliability, and homogeneity.

In developing word card media, researchers use the stages of research and development put forward by Sugiyono. In this study, researchers used the following steps :



Gambar 1 Alur Penelitian

Specifications in this product design stage use 2 stages, namely the material preparation stage and the product preparation stage. In the material preparation stage, the researcher determines the words to be made, then prints out with attractive colors. After the material preparation stage is complete, the next stage is the preparation of the product display. At this stage the researcher makes a board or base to attach the word cards and the board or base is covered by flannel. The appearance of the product is made as attractive as possible in order to arouse students' enthusiasm and interest in reading. This word card media is made with simple materials, such as HVS A4 paper, cardboard board, felt, velcro, scissors, and glue. Furthermore, the researcher began to design words to make the word cards become more and more extensive words.

This word card media is implemented for grade 1 students and each development consists of cards where each card contains 1 colored word and is equipped with a board or base that has been coated with flannel and has been attached with velcro.



Figure 2 Initial Product

3 RESULT AND DISCUSSION

Initial activities carried out during pre-research were interviews, the initial results showed that many students still often confused letters with those of the same shape, as well as the lack of interesting reading media used. Based on the results of the interview, it is known that the average reading score in the class is 60% of students have not reached the KKM and 40% of students have reached the predetermined KKM, seen from the list of scores given by the class teacher, the average student who has reached the KKM gets 67-70 from the school KKM which is 70.

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Instrument Validity and Reliability

With a sample size (n) of 28 people, while alpha 0.05 obtained a table value of $r = 0.374$. Then obtained 10 valid questions with the test reliability coefficient (with 10 items) is 0,76 > 0,70 meaning that the instrument used is reliable.

Expert Verification Results (recommendations) become products 1 and 2

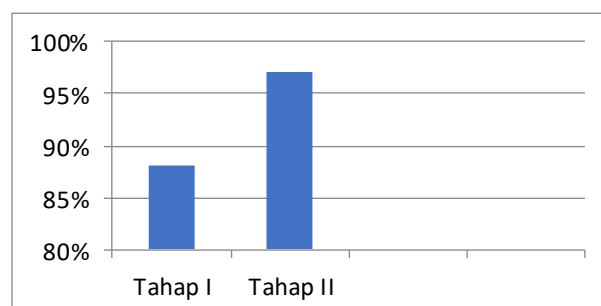
Material validation was carried out in 2 stages, namely stage I and stage II. The following are the results of the assessment of the material experts:

Table 1 Material Expert Assessment of Products 1 and 2

No	Total score obtained	Total ideal score	Presentase	Category
1.	70	85	82%	Excellent
2	83	85	97%	Excellent

The results of the material expert assessment are presented in diagram form as follows:

Figure 3 Results of Material Expert Assessment Phase I and II



Next are the results of the assessment of media experts.

Table 2 Media Expert Assessment Results

No	Total score obtained	Total score ideal	Presentase	Category
1	70	85	82%	Excellent
2	80	85	94%	Sangat Baik

Based on the table above, it can be concluded that the percentage obtained is 94% in the "Very Good" category. this shows that the media is suitable for use and field trials with revisions and suggestions from media experts.

The development of word card media to improve reading skills in grade I elementary school students, researchers developed this word card media with words equipped with colors and boards decorated with flannel as interesting as possible, so that students can be interested in reading more actively.

Word card media is equipped with meaningful words, and accompanied by attractive colors so that it can attract students to improve reading skills. This is in line with Sadiman's opinion (2010: 6) is any physical tool that can present messages and stimulate students to learn. Teaching media can enhance the learning process.

Results of the Effectiveness of Media Trials on Teachers

The teacher of SDN Grogol 1 obtained an average score of 4.5 with a percentage of 88%. It can be concluded that the use of word card media is very effective. Meanwhile, the teachers of SDN Rangkapan Jaya obtained an average score of 4.9 with a percentage of 98%, it can be concluded that the use of word card media is very effective.

Results of Product Trial 1 on Students

In addition to the assessment conducted by material experts and media experts, this product was tested on grade I students of SDN Grogol 1 Depok, totaling 28 students (with a score of 0 - 5), the results obtained were that there were 28 students of SDN Grogol 1 whose reading scores increased after using the word card media, it can be seen from the completeness of student learning and a percentage of 100% was obtained. It can be concluded that the word card learning media was successfully used, seen from 28 students who scored above the KKM>70.

Results of Revision of Product 1 into Product 2

Based on the results of criticism and suggestions from media experts, the researchers made revisions or product improvements. The following are some improvements to the media and materials in accordance with criticism and suggestions from media experts, namely The accuracy of the size of the word card board, increase vocabulary, ease of carrying media. In the initial field trial process, no significant problems were found, but there were still some input, criticisms, and suggestions from media experts, besides that students were also quite comfortable reading using word cards so that the product trial required revision.

Results of Product Trial 2 at SDN Rangkapan Jaya Depok

Product 2 was tested on first grade students of SDN Rangkapan Jaya Depok, totaling 34 students. The results of the trial were 34 students of SDN Rangkapan Jaya whose reading scores increased after using the word card media, it can be seen from the completeness of student learning and obtained a percentage of 100%. It can be concluded that the word card learning media was successfully used, seen from 34 students who scored above the KKM>70.

Results of Product 2 Revision

Based on the trial on product 2, students' assessment of the word card learning media with very good criteria. In the field trial of product 2, no significant problems were found, students were very interested in reading using word card media. So that in product trial 2 there is no need to revise the word card media.

Final Product Specifications

The development of word card media is very appropriate to use in improving reading in students, with various inputs from media experts and material experts, researchers improve and revise the final product very well. All students are very enthusiastic in waiting for their turn to read using word cards, where students can read and also arrange words with attractive colors so that they can be read to improve reading skills in students.



Figure 4 Final Product

Stakeholder Feedback

Word card media is used for grade 1 elementary school students to improve students' reading skills. Students who cannot and have not read fluently can use this media. The principal and class teacher are very happy and agree with the existence of this word card media, where the media made by researchers can support students to be more enthusiastic and more active in reading. In this word card media there are colored words so that students are interested in reading them.

Pre-research results from the results of interviews, observations and field follow-up show that not all students can read even some have not been able to read at all, this is due to the lack of enthusiasm and interest in reading students and reading media that are less varied, there are still some students who need support to learn to read. The KKM given by the school also determines whether the student gets a score above the average KKM, in the school where the researcher conducts the research has KKM 70.00 there are several ways to teach reading with interesting reading media. One of them is by using word card reading media.

The word card media used in this study was specially made by researchers to improve reading skills in class students, word card media is a supporting medium to help students improve reading skills. This is in line with the opinion expressed by Sadiman (2010: 6) that word card media is any physical tool that can present messages and stimulate students to learn, teaching media can enhance the learning process. This word card media is equipped with meaningful words, equipped with colors so that it can attract students' interest. The teacher will teach students to read, the teacher will call students one by one and in groups to come forward to learn to read. Researchers designed this media as well as possible by looking at the size of the letters and the colors of the letters, this media was made through several processes and determined the final product by media experts and material experts. Media experts revised this product because the words made in the word cards should be more and wider and the efficiency of the word card board when carried.

Reading is a receptive written language skill. Reading skills include complex activities and involve various skills. This is in line with Aderson's opinion in Dhieni (2009:5.5) that reading is "a process to understand the meaning of writing". This word card media greatly supports students' reading learning, where there is an increase in each school that was tested when using word card media. In school 1, the initial average score of 73.17 increased to 87.39, in the second school with an initial average score of 73.76 increased to 93.41. This shows that word card learning media is very influential in student reading learning where each school that was tested using word card media experienced an increase.

Language learning, especially reading, is very important. Teaching beginning reading in low grades is not easy, therefore a teacher must innovate in teaching it, for example using word card media, The main purpose of beginning reading as stated by Wardani (1995: 56) is so that children can recognize writing as a symbol or symbol of language so that children can voice the writing.

There have been many research results that show the importance of learning media, including research showing that the average amount of information obtained by a person is generally through the sense of sight (visual). Thus, the use of media that can be seen (visual) will generally optimize the learning process. Learning media can be used as a means to provide a knowledge learning experience because the media is able to attract the attention and curiosity of students, this will certainly be able to improve the achievement of student learning outcomes.

3 CONCLUSION

Based on the results of research that has been conducted by researchers, the authors can conclude some of the results of this study. The conclusion is that the use of word card learning media can improve reading skills in grade 1 elementary school students. This is evidenced in the percentage results at school 1 SDN Grogol 1, which is 88% classified as very good and at SDN Rangkapan Jaya school, which is 98% classified as very good, meaning that word card media is effective for use in elementary schools.

The increase in the average value of students is seen after using the reading book media, in school 1 located at SDN Grogol 1 has 28 students which shows that the average value on the student Pre Test is 74.17 then the average value of the Post Test student reading learning outcomes increases to 81.39. The average value before using the Pre Test media in school 2 at SDN Rangkapan Jaya was 73.76 and the average value of the Post Test students' reading learning outcomes increased to 93.41 from 34 students. This shows that there is an increase before the product is used and after the product is used.

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