

Word card media improves beginner reading skills: student literacy

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Abstrak indonesia

Penelitian ini bertujuan untuk meningkatkan keterampilan membaca siswa kelas I Sekolah Dasar, menggunakan media kartu kata. Meskipun siswa sudah mengenal huruf, mereka masih mengalami kesulitan dalam membaca dengan lancar dan memahami maksud kata yang dibacanya, seperti terlihat dari hasil tes keterampilan membaca. Pra-tindakan menunjukkan bahwa nilai rata-rata siswa masih di bawah KKM yang ditetapkan. Setelah penerapan tindakan pembelajaran menggunakan media kartu kata, terjadi peningkatan signifikan dalam keterampilan membaca siswa. Pada siklus I, 11 siswa telah tuntas dan nilai rata-rata mencapai 68,3, sedangkan pada siklus II, nilai rata-rata mencapai 83,8 dengan ketuntasan klasikal 88,88%. Penggunaan media kartu kata dengan ejaan suku kata dan warna yang bervariasi ternyata berhasil menarik minat siswa dalam belajar membaca, serta melibatkan mereka secara langsung dalam proses pembelajaran. Dengan demikian, pelaksanaan tindakan pembelajaran membaca permulaan dengan media kartu kata telah terbukti efektif dalam meningkatkan keterampilan membaca siswa.

Kata Kunci: *Litersi, Kartu kata, Membaca Permulaan*

Abstract English

This study aims to improve the reading skills of first grade elementary school students, using word card media. Although students have known letters, they still have difficulty in reading fluently and understanding the meaning of the words they read, as seen from the results of the reading skills test. Pre-action shows that the average score of students is still below the set KKM. After the implementation of learning actions using word card media, there was a significant increase in students' reading skills. In cycle I, 11 students had completed and the average score reached 68.3, while in cycle II, the average score reached 83.8 with a classical completion of 88.88%. The use of word card media with varied syllable spellings and colors has proven to be successful in attracting students' interest in learning to read, as well as involving them directly in the learning process. Thus, the implementation of early reading learning actions with word card media has been proven effective in improving students' reading skills.

Keywords: *Literacy, Word Cards, Beginning Reading*

INTRODUCTION

People who love to read gain new knowledge(Dong et al., 2020) and insights that will further increase their intelligence(Dong et al., 2020; Seidenberg et al., 2020) so that

they are better able to answer the challenges of life in the future(Dwivedi et al., 2021), therefore reading is one of the standards of Indonesian Language and Literature skills that must be achieved at all levels, including Elementary School level.

The Content Standards of Elementary and Secondary Education Units for grade I of Elementary School explain that language and literature include four aspects, namely: listening aspect, speaking aspect, reading aspect, writing aspect, the four aspects of language and literature skills are indeed closely related so that they are an inseparable unity(Irwin et al., 2021; Zein et al., 2020). Reading is one type of written language ability that is receptive(Dolean et al., 2021). It is called receptive because by reading a person will obtain information, gain knowledge and understanding as well as new experiences. Everything obtained through reading will enable a person to be able to increase their thinking power, sharpen their views and broaden their horizons.

Based on the content standards of elementary and secondary education units for grade one in the Indonesian Language subject in Elementary School(Duke & Cartwright, 2021; McLean et al., 2020), it aims for students to have the following abilities: (1) Communicate effectively and efficiently with applicable ethics both orally and in writing; (2) respect and be proud to use Indonesian as the language of unity and the language of the State; (3) understand Indonesian language using it appropriately and creatively for various purposes; (4) use Indonesian language to improve intellectual and emotional and social maturity; (5) enjoy and utilize literary works to broaden horizons, broaden character, improve knowledge and language skills; (6) appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of the Indonesian people.

Reading skills acquired in early reading will greatly influence advanced reading skills(Duke & Cartwright, 2021), as the ability that underlies subsequent abilities, early reading skills really need teacher attention, early reading in grade I is the foundation for further teaching(Moats, 2020; Smith et al., 2021). As a foundation it must be strong and solid, therefore it must be served and implemented effectively and seriously. Patience and precision are very much needed in training and guiding and directing students in order to achieve the expected goals(Education, 2022; Evans et al., 2021; Saihu, 2020).

Reading learning with the Basic Competencies delivered is reading fluently and understanding several simple sentences consisting of 3-5 words with correct pronunciation and intonation(Abdullayeva, 2023; Idrees et al., 2022; Prahaladaiah & Andrew Thomas, 2024). From the results of the Observations that have been carried out through observation, Indonesian language learning in the aspect of reading with the use of lecture methods and whiteboard media is good, the teacher has also given examples of how to read words and sentences correctly, as well as the use of correct pronunciation and intonation, but students' reading skills are still low, this low reading skill is found from the results of the reading aloud and reading comprehension tests of 18 students, 12 of whom read it still not correctly, this is because students' attention is only focused on the first 15 minutes until the core activities of students tend to be busy but not in a learning situation so that the material presented is not fully absorbed and understood by students. The teacher has also provided an explanation of the meaning of the writing he reads verbally and examples on the board, but some students still do not understand if

asked to answer questions from the questions contained in the reading. This first grade student is already at the level of recognizing letters but still has difficulty in reading fluently with the right pronunciation and intonation and understanding the meaning of the words he reads. This is reflected in the results of the reading aloud skills test with aspects of observation of accuracy in voicing writing, pronunciation, intonation and clarity in reading and written reading comprehension tests by answering several questions from simple stories individually, the results of the average student score is still below the Completion Criteria, which is 59.4 while the set completion is 70. From the average score, the percentage of completion of 18 students, there are 10 or 55.5% of students who have not completed and the number of students who have not completed is 8 students or 44.44% while the set criteria is if 80% of the total number of students have achieved completion.

The action that will be carried out on the low reading skills of students is by providing learning that can accommodate each student by paying attention to the development and difficulties of reading students and simple media that are easy to operate and provide the effect of arousing student motivation and interest, namely with word card media with various spellings of vowels, consonants, consonant combinations and diphthongs that have not been mastered by students. Based on the results of the description above, the low learning outcomes of students are due to the lack of variation in the methods used in the learning process, which is one of the causes, so this study aims to improve reading skills by using card media in Grade I Elementary School Students.

LANDASAN TEORI

Beginning Reading Skills

Skill means the ability to use the mind or reason, while efficient and effective actions to achieve a certain result include creativity. Skills have several elements of ability (Saravanakumar, 2020; Thornhill-Miller et al., 2023), namely: the ability to think (psychic) and the ability to act (physical). Language skills are defined as a person's ability to use language in writing, reading, listening, or speaking (Gafour & Gafour, 2020; Suryanto et al., 2021). Reading is something complicated that involves many things, not only pronouncing writing but also involving visual activities, thinking (Gube & Lajoie, 2020). As a visual process, reading is the process of translating symbols (writing) into spoken words.

Reading is a process that is carried out and used by readers to obtain messages that are to be conveyed (Abd. Syakur et al., 2020; Duke & Cartwright, 2021; Iser, 2022). The message or meaning contained in the reading text is a reciprocal interaction, active interaction, and dynamic interaction between the basic knowledge possessed by the reader and the sentences, facts, and information contained in the reading text. The maturity of children to learn to read is reflected in several specific abilities in children. For example, the ability to see, the ability to hear, the ability to understand, and the amount of attention. In essence, reading is understanding and reconstructing the meaning contained in the reading material. The message or meaning contained in the reading text is a reciprocal interaction, active interaction, and dynamic interaction

between the basic knowledge possessed by the reader and the sentences, facts and information contained in the reading text.

Factors that influence reading learning

Reading skills are a complex ability, many factors influence it (Duke & Cartwright, 2021). Factors that influence early reading are: (1) psychological factors; (2) intellectual factors; (3) environmental factors, and 4) psychological factors. Other factors that also influence the progress of children's reading ability are psychological factors. These factors include: (1) motivation, (2) interest, and (3) social, economic maturity, and self-adjustment (Strohmaier et al., 2022; Thornhill-Miller et al., 2023).

Learning media

Learning media has a very important role in learning activities (Afrina et al., 2021; Ansari & Khan, 2020). The presence of media in the world of education, especially in the context of learning effectiveness and deficiencies, is very much needed. In the world of learning, in general or the information comes from the source of information, namely the teacher while the recipient of the information is the student. Messages or information convey a number of abilities that need to be mastered by students, including intellectual cognitive abilities, physical psychomotor abilities or physical skills. These abilities are communicated through various channels, one of which is the visual channel..

METHOD

This type of research is Classroom Action Research, namely the researcher's activity to analyze the reading difficulties of first grade students and provide efforts to improve the improvement and quality of learning that makes students' reading skills increase according to the established success criteria.

Classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or with direction from the teacher carried out by students. The subjects of this study were 18 first grade elementary school students, where this research was conducted at one of the public elementary schools in Jambi. The data collection method that will be used in this study is a reading aloud test. The data analysis used in this study is a quantitative descriptive technique. The data analysis technique for reading skills in this study is descriptive statistics by finding the average.

The success criteria are performance formulations that will be used as a reference or benchmark in determining the success or effectiveness of the research. The performance indicator in this study is the increase in reading skills through the use of word card media, the performance indicator set is 70. This study is said to be successful if students' reading skills increase as seen from the average class value of more than or equal to 70, and 80% of the number of students, or 15 out of 18 students who participated in the teaching and learning activities have achieved this completion.

DISCUSSION

This study was conducted with the aim of evaluating students' reading skills through a series of observations including a pre-test, consisting of a performance test and a written test at the end of the lesson. The first meeting, held on February 14, 2019, lasted for two hours with the main theme of health. The main learning material at this meeting was personal health, with a focus on improving reading skills, such as pronunciation, intonation, clarity, and accuracy of reading, as well as understanding the meaning of the reading. To achieve this goal, 15 words were used for student activities and 6 cards as learning materials for teachers.

At the first meeting, which served as an introduction to the learning process, the agenda was packed with engaging activities aimed at fostering a conducive environment for learning. Among these activities, the teacher took the initiative to provide "apperception," a technique where connections are drawn between new material and students' existing knowledge or experiences. This approach helps students better understand and retain new information by relating it to something familiar. Additionally, the teacher employed an innovative strategy to spark student enthusiasm by incorporating children's songs into the lesson. These songs were carefully chosen to align with the word cards being introduced, creating a holistic learning experience. As the melodious tunes filled the classroom, students eagerly participated, singing along and reinforcing their understanding of the vocabulary presented on the word cards.

Moving on to the second meeting, which took place on February 28, 2019, the momentum from the initial gathering continued. Once again, the session lasted for a duration of two hours, providing ample time for exploration and engagement. However, the focus shifted slightly as the learning theme evolved to center around the concept of "events," with a specific emphasis on those of a positive nature. This thematic approach allowed for deeper exploration of various types of events, fostering critical thinking and discussion among the students. To further enhance the learning experience and bolster reading skills, the teacher introduced a practical learning tool: 15 word cards. These cards served as valuable resources, enabling students to actively engage with the material and expand their vocabulary repertoire. Through interactive exercises and guided practice, students honed their reading skills while delving into the fascinating world of events, both ordinary and extraordinary. Overall, the utilization of diverse teaching strategies and resources at both meetings contributed to a dynamic and enriching learning experience for all involved.

The third meeting, on March 14, 2019, still raised the theme of events, but the sub-theme changed to sad events. Using 15 more cards, learning activities included apperception and motivation from the teacher by displaying word cards that students had to imitate, as well as practicing imitating reading examples with the correct pronunciation, intonation, and loudness from the word cards held by the teacher. Through this series of meetings, it is hoped that the development of students' reading skills can be seen over time, as well as the effectiveness of the learning methods used in improving their reading abilities.

CONCLUSION

Based on the implementation of classroom action research that has been carried out, it can be concluded that early reading learning using word card media can improve reading skills in grade 1 students in Elementary Schools

In the implementation of the pre-action that has been carried out, students' reading skills with pronunciation, intonation, clarity in reading and reading comprehension tests with an average class value of 59.4% and out of 18 students only 10 students have completed by achieving the set completion of 70. In the data above, the number of students who completed was only 10 students or 55.5% and the number of students who had not completed was 8 students or 44.44% while the criteria set was if 80% of the number of students had reached the target. From this data, it can be seen that many students have not completed the reading skills assessment.

The average score of students in the pre-action of 59.4 increased to 68.33 in cycle I there were 11 students who completed and 7 students who got a score below 70 with an average of 68.33 and classical completion of 61.11% included in the category quite achieved.

The results of cycle II show the learning outcomes of grade 1 elementary school students with an average of 83.8. This value has met the requirements of the success indicator with a value of 70. Viewed from the classical completion, the results obtained were 88.88%, having achieved the research indicators set by the researcher, namely 85% classical completion, from the table above it can be seen that students' reading skills have increased, seen from the average class value from the initial condition of 59.4 increasing to 68.33 in cycle I and 83.8 at the end of cycle II.

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