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Media Words Card to Improve Reading Skills at The Beginning of The First Grade Students in Primary School

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Abstrak

Penelitian ini bertujuan untuk menemukan penggunaan kartu kata terhadap peningkatan kemampuan membaca permulaan dengan metode penelitian tindakan kelas. Berdasarkan hasil penelitian yang dilakukan pada 2 siklus. Pada siklus I menunjukkan bahwa melalui Penggunaan Media Kartu Kata dalam Membaca Permulaan diperoleh nilai rata-rata hasil belajar siswa adalah 68,84 dan ketuntasan belajar mencapai 53,85 % atau ada 14 siswa dari 27 orang siswa sudah tuntas belajar. Hasil tersebut menunjukkan bahwa pada siklus I secara kriteria dalam pembelajaran siswa dinyatakan belum tuntas belajar, karena siswa yang memperoleh nilai > 65 hanya sebesar 68,84 % lebih kecil dari persentase ketuntasan yang dikehendaki yaitu sebesar 85 %, dan (2) Selanjutnya dari hasil penelitian siklus II menunjukkan melalui Penggunaan Media Kartu Kata dalam Membaca Permulaan diperoleh nilai rata-rata hasil belajar siswa adalah 76,92 dan ketuntasan belajar mencapai 88,46 % atau ada 23 orang siswa dari 26 orang siswa sudah tuntas belajar. Hasil tersebut menunjukkan bahwa pada siklus II secara klasikal siswa sudah tuntas belajar, karena siswa yang memperoleh nilai > 65 adalah sebesar 92,30 % lebih besar persentase ketuntasan yang dikehendaki yaitu sebesar 85%.

Kata kunci: media, kartu kata, membaca

Abstract

This study aims to find the use of word cards to improve reading skills at the beginning by using the action class room method. Based on the results of research conducted in 2 cycles. In cycle I showed that through the Use of Word Card Media in Beginning Reading the average value of student learning outcomes obtained was 68.84 and mastery learning reached 53.85% or there were 14 students out of 27 students who had finished learning. These results indicate that in the first cycle the criteria for student learning are not yet completed, because students who score > 65 are only 68.84% smaller than the desired completeness percentage of 85%, and (2) Furthermore, the results of the study cycle II shows through the Use of Word Card Media in Reading the Beginning obtained the average value of student learning outcomes is 76.92 and mastery learning reaches 88.46% or there are 23 students out of 26 students have finished learning. These results indicate that in the second cycle classically students have finished learning, because students who score > 65 are 92.30% greater than the desired completeness percentage of 85%.

Keywords: reading, media, cards

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INTRODUCTION

During the early phase of formal schooling, the three most important skills are reading, writing and arithmetic. The teacher decides the quality of learning as a successful teacher requires the capacity to understand concepts and the ability to communicate information and the ability to select the best information media. Based on the research conducted by (Akubuilu et al., 2015) concluded that One of the media that could be used is word card media, this media influences interest and increases children's readiness to read, with word card media, the child is easier to understand with letter symbols and is quicker to compose a sentence well, therefore for teachers and people parents, must have the right media for children's learning in early grades.

Formal schools must also be instilled from an early age to improve the academic skills of students. The development of technology is now increasingly rapid, especially at the education level, when knowledge is not included in current developments, it cannot develop the quality of learning. Mastery of clear lessons is needed to catch up with the current era of globalization so that it can be translated into students. Based on the research conducted by (McKie et al., 2012) concluded that getting children to learn from an early age is the main strategic for teaching early reading, so that teachers must be more creative and innovative in standardized children's learning.

Indonesian language lessons must be instilled at an early level, especially in terms of reading letters, to increase children's awareness of the outside world through reading letters. Learning is the most effective activity to learn things there, based on the results of research by (Kikas et al., 2015), concluding that early reading has an important role since children enter elementary school, at grade 1 level children show their inability to read material, at the initial level is a very good time to read the introductory reading. Meanwhile research was conducted by (Bucci et al., 2014) concluded that reading is more effective in being introduced since elementary school with the right method, the method with word cards can improve children's memory so that it is not young to miss the material that has been studied. Reading is a form of responsive written language skills. It is called receptive, because someone is able to learn material, skills, and awareness and new experiences through reading. Therefore, reading is an essential element in the growth of human information. Starting reading skills are given to students in Indonesian. Reading skills initially need careful maintenance, because if the foundation is not solid, later stages will have problems, especially for lower level teachers. While the research conducted by (Keeseey et al., 2015) concluded that word card media can improve early reading skills, children are more interested in learning with this media.

To attract students' attention to the material provided, it is better to teach Indonesian with teaching aids. The use of teaching aids is very effective for students to improve their understanding of Indonesian topics. Creativity in creating teaching aids in accordance with this topic is very important for the smooth implementation of Indonesian language education, especially learning. Based on the research conducted by (Mukaromah et al., 2019)) concluded that word card media can improve teacher teaching activities, student learning activities, and student writing and reading skills, this media contains basic material in the form of haruf by being taught pronunciation and writing.

Starting to read is the period of learning to read in the early grades for elementary school children. Students try to develop knowledge and master knowledge and interpret the material well. Reading at this stage is a written language learning practice. Through learning, students are expected to say the sounds of the language, in order to be able to learn, three important requirements, including the ability to pronounce (a) written words, (b) vocabulary competence, and (c) language taste. Early reading is a cycle of ability and

understanding. The cycle applies to the identification and mastery of phonemes that have been linked to the context of a word or expression. Based on the research conducted by (Zhao et al., 2014), concluded that early reading learning for children is more effective in using visual media with alphabets symbols so that children learn to read letters and symbols more easily.

Early literacy instruction is largely dependent on the basic abilities of students. Students must be able to compose their spoken signs, syllables, syllables and phrases. (Erlina et al., 2016). Based on the above explanation, it can be concluded that a pleasant environment needs to be generated with language games (letter card games, terms and phrases). This approach is expected to solve the problems of students who are not proficient in understanding. Based on research conducted by (Chou & Cheng, 2015) it is concluded that teachers should choose the right material, one of which is the card media, this card media has a positive influence on the learning process of reading while elementary school children, it is easier for children to understand letters and compose sentences. Based on the research conducted by (Utomo, 2018), concluded that Card media must be an effective medium for teaching children early reading skills, this media can improve children's reading skills and learning motivation. Based on the results of the t test, it is found that the value (p) <0.05. Therefore it can be concluded that this media is very effective for children to learn to read at the beginning.

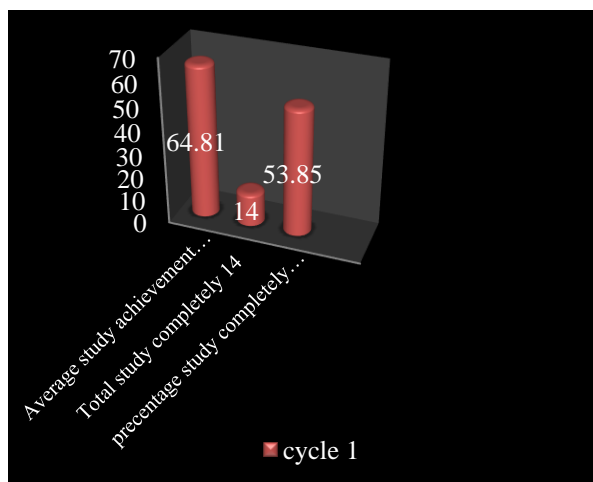
METHOD

This type of research is classroom action research. The process of implementing the classroom action research as follows:

1. The initial design / planning before conducting the research the researcher compiles the problem formulation, objectives and makes an action plan.
2. Implementation and observation, including actions taken by researchers in an effort to build students' understanding of concepts and observe the results or impacts of being applied.
3. Reflection, the researcher examines, sees and considers the results or impacts of the actions taken based on the observation sheets filled out by the observer.
4. The revised design / plan, based on the results of reflection from the observations, makes a revised design to be implemented in the next cycle.
5. Researchers conducted learning research, word cards, assessment methods and interpretation in this operation.

RESULTS AND DISCUSSION

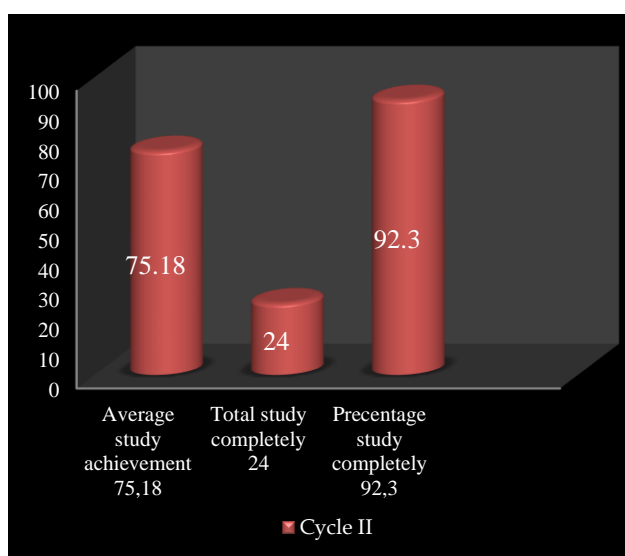
Before taking action, the researcher first made observations with the aim of knowing the extent of the skills of the first grade students of Primary school 2 Palatiga in reading beginning. For this reason, researchers conducted a pre-test consisting of performance and a written test at the end of the lesson. The researcher formulated that the value obtained by students before taking action was 46.15% and the average was 64.81. With the completeness of the value 12 people who experienced mastery learning and 15 people did not reach the completeness value. From these results, the researcher took the next action, namely the action of Cycle I. Next, the researcher will display the results of research on Indonesian subjects in cycle I. From the data above, the researcher formulates that the value obtained by students in this cycle has increased by 53, 85% and an average of 66.29. With completeness of the value of 14 people who experienced learning completeness and 13 people who did not reach the completeness value. In order to make it easier to find out the results of this study, the researcher will display a bar graph from the results of the pre-action results of first grade students of primary school 2 Palatiga in Indonesian Language subject cycle I can be seen the following table.



Picture 1. Bar Graph of Test Values that have been carried out in Cycle I

Based on graph, it could be seen that by using the word card media students can get an average score of 68.84 and learning completeness reached 53.85% or there are 27 students who have completed learning. These results indicate that in the first cycle the criteria for students have not finished learning, because students who get a value > 65 are only 53.85% smaller than the desired percentage of completeness which is equal to 85%. This is because students have not fully mastered letters or words. The researcher carried out the research in cycle I had not shown completeness of learning so the researcher carried out the next research, which was continued in cycle II. At this stage the researcher rethinks an action exactly as done in cycle I and repeats the action taken in cycle II. In order to get the desired results.

The smoothness of the value in this cycle reached 92.30% with an average value of 75.18. In this cycle the percentage of student completeness scores increased by the number of 24 students who experienced completeness and 3 students who did not reach the completeness value. In order to make it easier to find out the results of this study, the researcher would display a graph of the results of the pre-action results of the first grade 2 Palatiga in the Indonesian language subject cycle I Could be seen in the following table.



Picture 2. Bar Graph of Test Values that have been carried out in Cycle II

Based on the graph 2 it could be seen that by using the word card media students can get the average value of student learning outcomes is 75.18 and learning completeness reaches 92.30% or there are 24 students out of 27 students who have completed learning. These results indicate that in cycle II classically the students have finished learning, because students who get a value of > 65 are 92.30% greater than the desired percentage of completeness, which is 80%.

DISCUSSION

Based on research results, the researcher would discuss the results of the study as follows: The pre-cycle results show that the value obtained by students is 46.15% with an average of 64.81. This shows that students' learning completeness has decreased significantly while the desired result is 80%. with that the researcher will take action in cycle I. From Cycle I, it was obtained student learning outcomes of 53.85% with an average value of 66.29 compared to the previous data, the data obtained in this cycle had increased. This has a positive impact on student learning outcomes, which can be indicated by the increase in the average value of student learning outcomes in this cycle. Based on table 4.3 it can be seen that by using word card media students can get an average score of 66.29 and completeness of learning reached 53.85% or there are 14 students out of 27 students who have completed learning. These results indicate that the criteria for the first cycle of students have not finished learning, because students who get a value > 65 are only 53.85% smaller than the desired percentage of completeness, which is 80%. This is because students have not fully mastered letters or words, so the researchers carried out the next research, which was continued in cycle II. From the results carried out in cycle II, the score of student learning completeness was 92.30% with an average value of 75.18, this indicates that in this cycle there was an increase in student learning outcomes with an average value of 75.18 and completeness of learning outcomes reached 92.30% greater than the desired completeness percentage of 80%.

Compared to Cycle I, the changes that occurred in Cycle II were very rapid, this is shown in the data shown in the table and graphs of Cycles I and II. Based on result analysis, word card could improving reading beginning in the first grade. This research was support by (Kusumadewi & Subroto, 2019) Concludes that based on the results of the t-test, where the value of $t_{count} > t_{table}$, which is $2.671 > 2.093$, it can be said that the use of word card media is very effective in learning to read the beginning of the early grades. With the media of said cards, children are more interested, fun and have high motivation to learn to read. While the results of research, (Yuli & Ruswandy, 2019) concluded that elementary school children are unique, so the learning model is certainly attractive to children with interesting word card media.

Early school-age children learn through play by involving auditory, visual and kinesthetic, thus teachers and parents must optimize children's abilities. Learning must be more fun, easier, interesting and creative. The medium of word cards is very suitable for learning media for early reading with a variety of attractive color designs to models, this media can be modified with letters or numbers to make it easier for children to learn. Meanwhile, (Wiropati et al., 2017) concluded that the use of median word cards in early reading learning can improve children's pre-reading abilities. This is because children can learn with concentration in a fun and interesting atmosphere. This media is very effective to use when compared to reading books for children who become bored. Based on the results of the research (Dewani, n.d.2020), concluded that word card media is effectively used for learning pre-reading in early grade elementary schools.

The word card media is very effective to use for early reading learning, because for children this media is very simple and easy to understand, while the research conducted by (Ernawati et al., 2019) concluded that the presentance average of 83% was included in the very good category, 76% was in the good category, so it

can be concluded that the use of word card media can improve the reading skills of early children. One of the most important aspects of language learning in first grade is reading, because at this age is the golden age, it's meaning the first grade is still categorized as early childhood, with all the potential they have. Language acquisition devices, this concept explains that children carry innate potential from birth in the form of structures for language acquisition abilities. Learning early reading skills for children is the main opportunity, but for the teacher must the word card media that is adapted to the child's developmental stages. The research conducted by (Fazriani et al., 2020) concluded that the use of word cards is one medium that can improve children's vocabulary. While the research conducted by (Kuo & Ho, 2012) It can be concluded that (1) word card media has a positive and significant effect on children's vocabulary skills. This media is very simple, interesting, so that it is easily understood by children. For teachers and parents, of course, choose media that attracts children's interest in learning so that the learning process could run well.

CONCLUSION

Based on the classroom action research that has been carried out, it could be concluded that learning to read beginning using word card media could improve reading skills in first grade students of Primary School 2 Palatiga, Baubau City. From the results of the research cycle I showed that through the Word Card Media the average score of student learning outcomes was 66.29 and learning completeness reached 53.85% or there were 14 students out of 27 students who had completed learning. These results indicate that in cycle I classically students have not finished learning, because students who get a value > 65 are only 66.29% smaller than the desired percentage of completeness which is equal to 85%. Furthermore, from the results of the cycle II research showed that through the Word Card Media the average value of student learning outcomes is 75.18 and learning completeness reaches 92.30% or there are 24 students out of 27 students who have completed learning. These results indicate that in cycle II classically the students have finished learning, because students who get a value of > 65 are 92.30%, the desired completeness percentage is 85%.

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