

IMPROVING STUDENTS' READING COMPREHENSION USING WORD CARD MEDIA IN INDONESIAN LANGUAGE

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ABSTRACT

The purpose of this study was to determine the increase in students' reading comprehension when using Indonesian word cards as media. This type of research is Classroom Action Research (CAR). This classroom action research was carried out in a cycle consisting of planning, action, observation, and reflection. the results of classroom action research that has been carried out in cycle I, from the initial to the last stages have been carried out properly as they should. But in cycle 1 there were only 54% of students who were complete in carrying out learning activities. KKM in this content is 70. The percentage of students who complete in cycle II then increases to 88%. Based on the results of the research conducted in class 1 at Mlajah II Bangkalan elementary school, the researcher can conclude that there is an increase in learning outcomes in the Indonesian language subject about praise sentences with the help of word card media. This can be seen from the learning outcomes of grade 1 students, where there was an increase after the implementation of learning through the media game of word cards, praise sentences.

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A. Introduction

Education is a very important need for everyone today and everyone has the right to obtain legal education according to their needs. Therefore, the primary task of educators today is to provide education to individuals in states and metropolitan areas, both rich and poor alike. For this reason, educators are tasked with understanding fair and equitable education and creating empowered and competent learning.

Indonesian language education in elementary schools leads to four language skills, namely reading, writing, listening and speaking. Language skills are usually mastered in sequence, starting from childhood when a person first learns to listen from the surrounding environment, then speaks then learns to write and read. Of the four language skills, reading is one of the preferred activities and has many benefits in life, especially in the world of education. Through reading activities there is an effort to obtain information and meaning in a writing. Reading is one of the skills that must be possessed by all elementary, junior high, high school and high school students. Through reading activities students can obtain a lot of information and knowledge so that students can add insight. But in reality there are still many who do not understand the importance of reading, reading is not yet a requirement that must be fulfilled by someone.

Reading is essentially an activity that involves many things, not only reading an article but also using the mind, psycholinguistics and meta-cognitive is also an activity to obtain a meaning from a reading but also must master the language used by the author, so that readers need to activate mental processes and cognition (Rahmawati 2016: 128). Reading comprehension is an activity or process to obtain the meaning or message conveyed by the author through words or writing (Rahmawati 2016: 128). Reading comprehension is a process that involves several senses and is an activity of thinking in understanding a text, the meaning or message conveyed by the author to the reader. Reading comprehension activities in elementary schools include: a) reading with good comprehension, b) reading without pointing, lip and head movements, c) reading silently Reading activities especially for high grades (4,5 and 6) are activities carried out to understanding and thinking that occur simultaneously so that reading in high grades occurs thinking activities understanding reading not just learning letters or speech (Rahmawati 2016: 128).

Regarding the effectiveness of the use of media in the learning process the Ministry of Education and Culture emphasizes that the use of media in the learning process can generate interest and motivation in student learning, reduce or avoid the occurrence of verbalism, generate regular, systematic reasoning, and to foster understanding and develop values. to students that the use of media in learning will increase the effectiveness of learning. The use of learning media in the teaching and learning process can generate new desires and interests, as well as generate learning motivation. In addition, the use of learning media is very important because it can directly save time. That is, learning by using media can simplify problems, especially in conveying things that are new and foreign to students. From some of the things described above, it can be concluded that learning media is very important to increase the learning interest of elementary school students. It has become a public discourse among educators that the media is a teaching aid to achieve learning objectives effectively and efficiently. In order to be able to create effective media in the learning process the teacher should understand the learning material to be taught, and what media is suitable for use as a tool in delivering the material. In addition, teachers are also required to be smart in determining the types and types of aids to be used in the learning process itself. This is because in the learning process, not only material media can be used as learning aids, but non-material media can also be used. There are several kinds of non-material media that are often used as educational media in general. These media are orders, prohibitions, advice, punishments, warnings, guidance, gifts, praise, and so on (Magdalena, 2021: 314)

Media is an absorption of Latin and the plural word of "medium" has the meaning of intermediary, intermediary from the origin of the message and the recipient of the message. (a receiver) (Eliyawati, 2005). It is further conveyed with media in learning, so it will be easy for children to accept the lessons given by the teacher because motivation will arise and learning will become more interesting. Media is anything that can be used to channel messages from the sender to the recipient, so that it can stimulate the thoughts, feelings, concerns and interests of the recipient of the message (Asmonah, 2019: 33).

B. Method

The research subjects were 26 students of class I at Mlajah II Bangkalan Elementary School. This research was carried out in class I Mlajah II Bangkalan

semester 1 of the 2021/2022 school year which is the place of assignment of the researcher whose address is Klampis Village, Bangkalan Regency. The research was carried out using two cycles, with each cycle held 1 meeting. This research was carried out for 1 month, from 01 October to 31 October 2022. This research was a class action research which was carried out 2 times, where the design of each cycle consisted of 4 stages, namely planning (Planning), implementation (Acting), observation (Observing), and reflection (Reflecting). This research data collection techniques using observation, interviews, and tests. The research instrument uses observation guidelines, interview guidelines, and tests. Observation guidelines are applied where researchers observe the implementation of learning by placing a check mark in each activity that occurs during the learning process. The interview guide was applied to determine students' reading ability. Interview guidelines were conducted with grade I teachers at Mlajah II Bangkalan elementary school. The test guidelines were applied to all grade I students by way of the researcher providing test guidelines and asking students to answer the questions in the test guidelines. The tests used include test sheets using Word Card Media.

C. Result and Discussion

With the progress of innovation as it is now, the change of events and the progress of the times is growing, so many students fail to remember their education, so that the achievements are getting lower. For this situation, it tends to be seen from the side effects of the test for each subject, especially the Indonesian language subject, which they underestimate on the grounds that it is just repetition retention. In fact, if we look at phonetics, there are many sciences that require understanding skills. They don't know about it. So that so far the achievement of experimental results obtained at this time has only increased from 40 to 50. Despite this score, it is considered important to take steps to further develop children's reading skills so that they can achieve great achievements. We make sure that with this effort, we really want to achieve another great achievement.

Learning media means everything that can be used as material and tools for playing so that early childhood acquires knowledge, skills and determines attitudes (Yasbiati et al., 2017). One of the media that can attract children's attention and improve vocabulary mastery of Sundanese for early childhood is picture word cards. (Mardati & Wangid, 2015) The learning media developed is in the form of a

picture card game which contains real or concrete pictures as well as words, because students at early elementary school age are a transition in learning patterns from previous education. By using concrete images students more quickly understand the concepts to be conveyed. From the description that we present about the basic state, we intend to try to further develop the ability to read in exactly the same words which are then collected into sentences with important skills according to the teacher's plan. After doing the assessment, I can reason that grade 1 students' reading ability is still low. It is important to take a step so that grade 1 students' reading ability increases, especially by utilizing the activities of cycle I and cycle II. In the first cycle, some students already had the ability to read so that their learning achievement increased even though it was still very low. By utilizing the word card media, we can see that the increase in students' reading skills from the pre-cycle to the second cycle is very real, then the word card media is very helpful with the aim of further developing the reading ability of 1st grade students.

Word cards are a medium used in learning to read to attract students' attention and interest in mastering beginning reading techniques (Hasmi, 2017). The purpose of using this word card media is to attract attention and get students excited to repeat reading techniques with spelling that they have not mastered by paying attention to good intonation, good fluency, good pronunciation and good voice clarity. (Suriani et al., 2015) Letter cards are alphabets written on pieces of a medium, whether cardboard, paper or blackboard (plywood). The pieces of letters can be moved according to the wishes of the maker of syllables, words or sentences. The use of these letter cards attracts students' attention and is very easy to use in teaching beginning reading. In addition, letter cards also train students' creativity in composing words according to their wishes. This can be seen from the introduction of the table of results of daily experiments in cycle I and cycle II, where there was an increase in each cycle. From the pre-cycle activities to the main cycle, the increase is small, because the media used is still very simple. However, from the first cycle to the next, there was a very rare increase in student achievement. Because the use of media and techniques is very suitable and interesting for students. So that in this second cycle students really have the ability to read according to the instructions expected by educators. The following is a description of the research results in cycle I and cycle II:

1. Cycle I

Cycle I was held on October 1, 2022 with 1 meeting. Before taking action, the researcher prepared everything in advance such as the Learning Implementation Plan, observation sheets, question sheets, and word card media. The implementation of the actions in cycle I was carried out on the material of praise sentences. The teacher gives examples of praise sentences and things that are done regarding how to convey with praise sentences. Then the teacher distributes word card sheets to each student for them to practice reading with the teacher providing guidance. After that, the teacher gave a word card media question sheet to each student to test students' understanding of the material.

To assess student understanding, researchers used observation sheets. The following are the results of observations in cycle I:

Table 1. Student Learning Value in Cycle I

No	Cycle 1	Score
1.	51 – 60	0
2.	61 – 70	12
3.	71 – 80	8
4.	81 – 90	3
5.	91 – 100	3

Based on the following table, there are still 12 students with a percentage of 46% who get scores in the range of 61-70. This shows that 46% of these students have not studied thoroughly while the remaining 54% have met the minimum standard of completeness or can be declared complete. This shows that the results obtained in cycle I have not reached the target of research success. Therefore, improvements are needed for further learning in the next cycle.

2. Cycle II

Preparation and implementation in cycle II are not much different from the preparation and implementation stages in cycle I. It's just that, in this cycle the teacher provides more feedback, guidance, supervision to students who are judged to still not understand the material. In addition, in cycle II, the test was given after the teacher and students drew conclusions together. Therefore, students' understanding in this cycle is likely to be better than students' understanding in the previous cycle. The following are the results of observations of researchers in cycle II:

Tabel 1. Student Learning Value in Cycle II

No	Cycle 1	Score
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1.	51 – 60	0
2.	61 – 70	3
3.	71 – 80	6
4.	81 – 90	12
5.	91 – 100	5

Based on the data in the table above, it shows that learning outcomes in cycle II have increased. In this cycle there were only 3 students with a percentage of 12% who had not met the minimum standard of completeness, and 88% of the students had met the minimum standard of completeness. In cycle II, three children had not reached the minimum standard of completeness because they did not have the interest or readiness to read so they did not pay attention to the teacher and often disturbed other friends. Children often play alone or go out of class so they don't pay attention to the teacher and it's still difficult to concentrate. Reading ability requires readiness to read, on that basis the teacher teaches children it will be easier to accept what is being taught. However, because the results in cycle II met the standard of research success, in which more than 85% of students were declared to have completed learning, the repetition of the action was not carried out again.

D. Conclusion

Based on the results of research conducted in class 1 Mlajah 2 Bangkalan elementary school, where there was an increase in the percentage of students who completed learning from cycle I which only reached 54% to 88% in cycle II, the researcher can conclude that there is an increase in learning outcomes in Indonesian language subjects about praise sentences with the help of word card media. This can be seen from the results of learning in grade 1 students.

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