

Development of TUACA Flashcard Media (Learning to Read) to Improve the Reading Skills of Grade 1 Elementary School Students

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Abstract

The reading ability of class I students at SDN 2 Candisari is still low. Observation results stated that 60% of students still classified as having below average reading skills and lack of use of learning media. The research objective was to develop TUACA flashcard media and test its validation level to improve students' reading skills in grade I. This research used the R&D method and the ADDIE development model. The instruments included material and media validation questionnaires, validation of teacher responses, and an initial grade I reading ability test by applying qualitative descriptive analysis techniques in the form of percentages according to eligibility categories. Material validation results obtained a percentage of 75% (high category) and 95.83% (very high category) for media validation. The results of the validation of the class I teacher's response obtained a percentage of 97.32% (very high category). The average result of the analysis of the initial reading ability test before the TUACA flashcard media was applied obtained a percentage of 55% (enough category) and after the application of the media increased to 85% (very high category). Thus the TUACA flashcard media is feasible and can be used to improve the reading skills of grade I SD students.

Keywords: TUACA Flashcard Media, Reading Ability



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INTRODUCTION

"Educating the life of the nation" is a national education goal which is contained in the 4th paragraph of the 1945 Constitution with the hope that all citizens can receive education in order to achieve an intelligent nation's life, so that the progress of the nation will be more easily achieved. According to Ekayani (2017) national education goals can be realized through schools as formal government institutions. Therefore, schools have an important role in realizing national education goals, so schools are needed that are able to become a forum according to the National Education Standards (SNP). The benchmark for education providers to achieve educational goals is the application of SNP as a minimum criterion (Alawiyah, 2017). For the sake of schools that can realize the goals of national education, it is necessary to have planning and guidelines in the learning process contained in the curriculum. In essence, the curriculum is an educational design that acts as an educational tool and the curriculum becomes a guide in the process of teaching and learning activities to achieve educational goals (Mubarok et al., 2021). Based on this opinion, it can be concluded that the curriculum is the implementation of educational goals in the form of planning which is used as a guide by educators in carrying out the learning process according to educational standards. Supposedly, good quality learning will affect student learning outcomes (Yandi et al., 2023).

Understanding concepts in learning is very important, so that the knowledge students receive through the learning process can be well understood (Rumidjan et al., 2017). Implementation of the learning process requires interactive communication between educators and students, so that learning can run effectively. Language is the main communication tool used in learning, so that it becomes a support for studying broader

knowledge (Safa'ah & Rimadhani, 2021). Indonesian subject is one of the subjects that must be studied at the formal education level, because it contains the language skills needed in communication practice (Aulia & Mastoah, 2019). The use of good and correct Indonesian facilitates the continuity of interactive communication in the learning process, because Indonesian acts as the language of instruction for national education. Reading, writing, listening, and speaking are language skills that students acquire through continuous learning experiences, one of which is carried out in literacy activities.

Literacy is a basic human ability to process skills that can be used in solving everyday problems, in general, the basis of literacy is mastering the ability to read and write (Fahrianur et al., 2023). Literacy influences language learning abilities and through reading literacy habits in schools helps students obtain information in understanding learning material (Noveliana & Ghani, 2022). So, reading ability affects students in understanding learning and gaining new insights. The survey results in 2019 by the Program for International Student Assessment (PISA) through the Organization for Economic Co-operation and Development (OECD) stated that Indonesia has a low literacy rate in rank 62 out of 70 countries (Fahrianur et al., 2023). The results of the Reading Literacy Activity Index (Alibaca) by the Center for Education and Culture Policy Research in 2019, at the national level are still in the low category with an index of 37.32 out of 100. This condition is supported by the opinion that not many do reading activities at the reading level. Elementary schools and grade 1 students are often found not to be able to read fluently (Fajrina et al., 2020; Ningsing et al., 2019). The ability to read can be supported by the utilization and use of learning media in the teaching and learning process (Ningsing et al., (2019). According to Ekayani (2017) Learning media is a tool that can be used during the teaching and learning process, where the tool can improve students' abilities Therefore, teachers need to understand the importance of using and utilizing instructional media in the teaching and learning process in order to improve students' reading skills.

The results of observations of class 1 which were conducted in February 2023 at SD Negeri 2 Candisari Boyolali, when the learning process found problems related to students' reading abilities which were still relatively low, it was seen from 15 students only 6 started to read fluently and 6 others spelled slowly when given the word -words to read and 3 others can't read because they don't know letters well. Based on the results of interviews with the principal and homeroom teacher for grade 1, it was stated that reading ability is indeed a major problem in grade 1. The school has made an effort to add 1.5 hours of lessons, specifically to practice reading skills every Tuesday, Wednesday and Thursday. Based on these observations and interviews, it was found that there were several factors that influenced the low reading ability, namely the lack of classroom facilities and infrastructure, caused by leaky classroom conditions and many learning resources such as books being damaged. Lack of effective use of learning media, for example only letter card media is applied in the process of practicing reading skills. Family background is also an external factor such as a lack of attention to students regarding the importance of school and learning. Based on the results of these observations and interviews, there is no more interesting picture card learning media to use in training reading skills.

Flashcard is one of the learning media. Flashcard media is in the form of cards containing words, pictures, or both (Salmiati & Samsuri, 2018). In accordance with previous research, namely in the study "Improving Beginning Reading Through Flashcard Media in Elementary School Lower Class Students" stated that through action research methods the use of flashcards was proven to be able to significantly improve the reading ability of low grade students, seen through the results of the initial pre-action percentage was 41, 38%, seen

an increase in cycle I, namely 58.62%, and continued to increase in cycle II, namely to 82.76% (Kumullah et al., 2019). The research "Development of Flashcard Learning Media to Improve Fluent Reading Ability of Elementary School Students" conducted in grade 1 stated that the media was very suitable for use. It was seen from the test results of validation of material eligibility 90%, test of eligibility validation of media 87%, teacher response results and 9 100% students with very high category feasibility (Pratama & Hardini, 2022). So, through the results of previous research, it can be proven that flashcards are very effectively used in low grade learning to help improve language skills, namely reading.

Based on the problems that occur in SD Negeri 2 Candisari Boyolali and supported by the results of previous research, it is necessary to conduct research related to "Development of TUACA Flashcard Media (Reading Learning Cards) to Improve Reading Ability of Class 1 Elementary School Students", where this media is designed not only in the form of cards only illustrated, but packaged in a book with a spiral bound model that can be used as a support in the application of interesting learning methods. This aims to find out how the development design and validation level of TUACA flashcard media is to solve problems related to low reading ability in grade 1.

RESEARCH METHODS

Research related to the development of a TUACA flashcard learning media to improve students' low reading ability, uses Research and Development (R&D) research which is often known as research and development. According to Sugiyono quoted by Putri & Setiadi (2021) research and development is a research method that can be applied to produce a quality product through the due diligence stages. The definition of research and development is clarified by Sukmadinata in a quote from Rosvita & Anugraheni (2021) stating that Research and Development is a research method that has steps to develop an earlier product or a new product whose effectiveness can be tested. This research and development was carried out using the research and development model from Sukmadinata which includes several stages, namely the first preliminary study stage, the second development stage, and the third testing stage. In this study using the ADDIE development model. According to Branch experts, there are 5 steps in the ADDIE development model cited by Mawardi (2014), namely the first analysis, the second design, the third development, the fourth implementation and the fifth evaluation.

Samples were taken from class I students at SDN 2 Candisari Boyolali with a total of 15 people. In the early stages of data collection, observation and interviews were carried out to find out the problems and needs needed by class I students. Reading ability data was obtained through preliminary reading ability tests before and after the implementation of the TUACA flashcard media which had been tested for feasibility through material and media validation tests and validation the response of the class I teacher. The data analysis technique used in this study is a qualitative descriptive technique in the form of percentages according to category. According to Sudjono (2007) the measurement seen from the score obtained is then calculated using the following formula:

$$AP = (\text{Actual Score}) / (\text{Ideal Score}) \times 100\%$$

Information:

AP : Percentage Number

Actual Score : Score obtained

Ideal score: The maximum score of the number of times the result of each indicator

Table 1. Categories of Assessment Results according to Sudjono (2007)

Interval	Category
81.00 % - 100 %	Very high
61.00 % - 80.00%	Tall
41.00 % - 60.00%	Enough
21.00 % - 40.00 %	Low
1.00 % - 20.00 %	Very low

The value obtained can be declared as a product that is feasible and meets the requirements if it obtains a minimum percentage in the high category, namely $\geq 61\%$ (Mawardi, 2014: 113).

RESEARCH RESULTS AND DISCUSSION

Research Result

The implementation of the research entitled "Development of TUACA (Reading Learning Cards) media flash cards to improve reading skills of grade 1 students" was conducted at SD Negeri 2 Candisari. This study applies the Research and Development (R&D) research method with the ADDIE development model. The following is a description of the results of each research stage:

1. Analysis. The first step at this development stage is to conduct a needs analysis. Based on the data that has been obtained from the results of observations and interviews with students and teachers in grade 1, the results of the needs analysis are obtained as follows:
 - a. Students need interesting and interactive learning media in the process of learning to read beginning.
 - b. Teachers need innovative learning media that can attract students' attention in learning to read beginning.
 - c. The learning media used must be able to answer the needs of teachers and students in the problem of improving initial reading skills.
2. Design. The next step is design, based on the results of the needs analysis above, it helps the thinking process in describing the media to be developed. First, starting with determining the thematic learning content, namely learning Indonesian and SBdP grade 1 Theme 7 "Objects, Animals and Plants around me", sub-theme 1 "Living and Inanimate Objects". Second, designing TUACA flash card product development according to the needs and learning content. The following are TUACA product designs:
 - a. TUACA book size A4 is 29.7 cm x 21 cm (Consisting of cover, opening page, instructions, materials, letter cards, and let's practice).
 - b. The TUACA card is A5 size, which is 10.5 cm x 14.5 cm (Each front sheet contains 1 picture of animate or inanimate objects, while the back sheet contains the name of the image).
3. Development. The development step is the process of realizing the design picture correctly. The development of TUACA flash cards pays attention to each component such as appearance, shape, selected media material, accuracy, relevance and systematic presentation of the material in the media by conducting material and media validity tests by experts in their fields of expertise. The following are the results of the TUACA flashcard material and media validity test results:

Table 2. TUACA Flashcard Material Validity Test Results

No	Indicator	Score
1	accuracy	6
2	Relevance	18

3	Serving Systematics	6
Total		30

$$AP = (\text{Actual Score}) / (\text{Ideal Score}) \times 100\%$$

$$AP = (30) / (40) \times 100\%$$

$$AP = 75\%$$

Based on the results of the material validity test, it can be seen that the score obtained is 30 out of a maximum total score of 40. Based on the percentage of the material validation test results which obtained 75%, the TUACA flashcard media material for improving the reading ability of 1st grade students is classified in the interval 61-80 % which is in the high category so that it can be stated that the material being tested meets the requirements and is feasible to be tested on grade 1 students.

Table 3. TUACA Flashcard Media Validity Test Results

No	Indicator	Score
1	Appearance	37
2	Form	20
3	Material	12
Total		69

$$AP = (\text{Actual Score}) / (\text{Ideal Score}) \times 100\%$$

$$AP = (69) / (72) \times 100\%$$

$$AP = 95.83\%$$

From the results of the media validity test, it can be seen that the score obtained is 69 out of a maximum total score of 72. Based on the percentage of media validation test results which obtained 95.83%, the TUACA flash card media material for improving the reading ability of 1st grade students is included in the interval 81-100% which is in the very high category so that it can be stated that the media tested meets the requirements and is feasible to be tested on grade 1 students.

1. Implementation. Next is the implementation stage where the results of product development that have fulfilled the requirements from the results of the material and media validity test are then applied to grade 1 students at SDN 2 Candisari. This product trial used a classroom action research approach that began with the making of a thematic lesson plan (RPP) for learning Indonesian and SBdP grade I, Theme 7 "Objects, Animals and Plants around me", sub-theme 1 "Living and Inanimate Objects". The implementation of learning is carried out according to the steps in the learning design. Before applying the TUACA flashcard media, a preliminary reading ability test was carried out to find out the initial conditions for grade 1 students' initial reading ability. Furthermore, after applying the TUACA flashcard media, the same test was carried out again to see if there was an increase in initial reading ability after the application of the TUACA flashcard media.

Table 4. Average Beginning Reading Ability of Students in Initial Conditions

No	Indicator	Score	Total Students (%)
1	Very good	81-100	
2	Good	70-79	6 peoples (40%)
3	Enough	60-69	1 peoples (6.67)%
4	Not enough	50-59	3 peoples (20)%
5	Very less	0-49	5 peoples (33.33%)
Class Average			55%

Based on the percentage of results of the average analysis of the beginning reading ability of grade 1 students at SDN 2 Candisari before the TUACA flashcard was applied, it obtained 55%, so the class average for beginning reading ability belonged to the interval of 41-69% which was included in the sufficient category.

Table 5. Average Beginning Reading Ability of Students in the Final Condition

No	Indikator	Nilai	Jumlah Siswa (%)
1	Sangat Baik	81-100	10 orang (66,67%)
2	Baik	70-79	3 orang (20%)
3	Cukup	60-69	2 orang (13,33)%
4	Kurang	50-59	
5	Sangat Kurang	0-49	
Rata-Rata Kelas			85%

Based on the average percentage of the results of the analysis of the initial reading ability of grade 1 students at SDN 2 Candisari after applying the TUACA flashcard, it obtained 85%, so the average class of beginning reading ability belongs to the interval of 81-100% which is included in the very high category. From the results of the application of the TUACA flashcard media, it can be seen that students experienced an increase in reading ability so that it can be interpreted that the TUACA flashcard media can improve the beginning reading ability of grade 1 students.

2. Evaluation. The last stage is evaluation, at this stage evaluating each stage in order to test the feasibility of the product and product assessment by conducting the validity of the class I teacher's response to the TUACA flashcard media. Following are the results of the acquisition of research data:

Table 6. TUACA Flashcard Media Validity Test Results

No	Indicator	Score
1	accuracy	8
2	Relevance	21
3	Serving Systematics	8
4	Appearance	40
5	Form	20
6	Material	12
Total		109

$$AP = (\text{Actual Score}) / (\text{Ideal Score}) \times 100\%$$

$$AP = (109) / (112) \times 100\%$$

$$AP = 97.32\%$$

Based on the percentage of the results of the validation test of the class I teacher's response to the TUACA flashcard media which obtained 97.32%, the TUACA flashcard media was classified in the 81-100% interval which was included in the very high category. So, it can be stated that the media meets the requirements and is feasible to be applied to grade 1 students to improve reading skills, especially beginning reading.

Furthermore, specifications from the results of TUACA flash card product development that will be used in grade 1 students to improve reading skills, namely:

- a. TUACA book



Figure 1. Front and Back Covers



Figure 2. Opening Page



Figure 3. Instructions Page



Figure 4. Material Page 1



Figure 5. Material Page 2



Figure 6. Material Page 3



Figure 7. Letter Card Opening Card Page



Figure 8. An Example Page for Composing Letter Cards



Ayo Berlatih

Amatilah gambar disamping !

1. Tentukan nama gambar disamping dan susunlah menggunakan kartu huruf !
2. Kelompok gambar disamping menjadi benda hidup dan tak hidup beserta alasannya !
3. Perhatikan ruangan sekitarmu, carilah minimal 5 benda yang berbeda dari benda yang ada pada gambar disamping, kemudian kelompokkan benda apa saja yang termasuk benda hidup dan tak hidup kedalam sebuah tabel !

Benda Hidup	Benda Tak Hidup

Figure 9. Let's Practice Page



Figure 10. Closing Page

b. TUACA Object Card (Front and Back Page)



TAS
Tas termasuk benda mati yang digunakan untuk membawa barang



JAM
Jam termasuk benda mati yang dapat menunjukkan waktu



AIR
Air termasuk benda mati yang berwujud cairan dan dapat dimasak untuk diminum



Figure 11. 3 Letter Item Cards



Figure 12. 4 Letter Item Cards



Figure 13. 5 Letter Item Cards



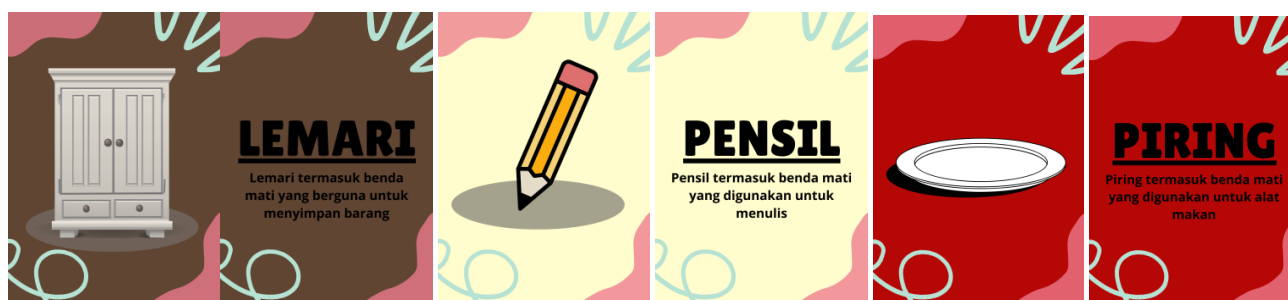


Figure 14. 6 Letter Item Cards

Discussion

The results of the product development have been tested for validation by obtaining a percentage of 75% of the validation results of the material classified in the "High" criteria and 95.83% of the results of the validation of the material classified in the "Very High" criteria. Based on the results of the material and media validation results, it can be stated that the TUACA flashcard media is feasible and can be tested on students. Furthermore, by obtaining the results of material validation, it will be followed up by carrying out limited product trials to students and teachers of class I SDN 2 Candisari. The application of the media has been carried out with the aim of improving the reading ability of class I, namely initial reading by measuring the initial reading ability of class I students before and after the implementation of the TUACA flashcard media by means of a reading ability test for each student. Based on the results of the initial reading ability test for class I, an average percentage of 55% was classified as "Enough" before the TUACA flashcard media was implemented. Furthermore, after the implementation of the TUACA flashcard media, the average reading ability at the beginning of class I was in the percentage of 85% which was classified in the "Very High" category. Based on the results of these acquisitions, it can be seen that there was an increase in the initial reading ability experienced by class I students after the application of the TUACA flashcard media. Likewise the validation response given by the class I teacher by filling in the questionnaire obtained a percentage of 97.32% which was classified in the "Very High" category.

The success of a similar research was carried out by Marhatillah & Esi Trisdania in 2018 with the title "Development of Macromedia Flash-Based Learning Media to Improve Students' Reading Ability in Class II SD Negeri Paya Peunaga, Meureubo subdistrict" which obtained a score of 75% for the learning content test, 80 % for material test and media test. Through the results of these acquisitions, this development is declared feasible to be used to improve reading skills. Furthermore, research conducted by Aldo Putra Pratama with the title "Development of Flash Card Learning Media to Improve Fluent Reading Ability of Elementary School Students" which was conducted in class I in 2022, stated that the media was very feasible to use, judging from the test results of validating the eligibility of the material at 90%, the test of validating the eligibility of the media was 87%, the results of the responses of the teacher and 9 students were 100% with very high category feasibility. Based on the description above, flashcard media can be used to improve the reading ability of grade I students.

CONCLUSION

Based on the results of the discussion of research that has been carried out under the title "Development of TUACA Flashcard Media (Reading Learning Cards) to Improve Reading Ability of Class I Elementary School Students" it can be concluded that Development of TUACA flashcard media to improve reading skills in grade I students, especially in beginning reading

ability carried out using the R&D method. This product was developed using the ADDIE development model which includes the stages of analysis, design, development, implementation and evaluation. The TUACA flashcard media is integrated with the content of class I Indonesian and SBdP learning materials on Theme 7 "Things, Animals and Plants Around Me", sub-theme 1 "Living and Inanimate Objects". The flashcard media is divided into 2 parts, namely the TUACA Book which contains thematic material and letter cards and the TUACA Object Card which consists of living and non-living things. The quality of the products that have been developed is tested by carrying out material and media validation tests by experts in their fields of expertise. Material validation on TUACA flashcard products obtained a percentage of 75% which was classified in the high category and 95.83% for media validation results which were classified in the very high category. The results of validating the class teacher's response to the TUACA flashcard product obtained a percentage of 97.32% which was classified in the "Very High" category. The average result of the analysis of the initial reading ability test in class I students at SDN 2 Candisari experienced an increase, namely before the TUACA flashcard media was applied the percentage was 55% which was included in the sufficient category then after applying the media it increased to 85% which was classified in the "Very High" category. . Thus the development of TUACA flashcard media products is feasible and can be used in improving the reading skills of first grade elementary school students.

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