

APPLICATION OF WORD CARD LEARNING MEDIA
TO IMPROVE THE ABILITY TO READ EARLY
1ST GRADE STUDENT MI WALISONGO 1 SOOKO MOJOKERTO.

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ABSTRAK

This research aims to find out the improvement of early reading skills through the application of word card media to students of class I MI Walisongo 1 Sooko Mojokerto. This research was motivated by the low reading ability of students. This can be seen from the symptoms as learning progresses, only a small percentage of students from all students are able to read the beginning. Lack of student ability to read. This is indicated by the lack of students who can read. This research is qualitative research. The subject of this study was 25 students. The object in this study is the application of word card media and the ability to read beginnings. Data collection in this study uses observation techniques, tests and documentation. While the data analysis technique used is in a qualitative descriptive way with percentages. Based on the results of research and data analysis, it can be concluded that word card media can improve the ability to read the beginning. This can be known before the act of reading ability to start only reached 59.2% with the underprivileged category. After the action, the reading ability of the Beginning increased to 68.8% with the underprivileged category. While the next action reached 78.8% has reached kkm. Thus, it can be concluded that the application of word card media can improve the ability to read the beginning of class I MI Walisongo 1 Sooko Mojokerto.

Keywords: Word Card Media Application, Initial Reading Ability

INTRODUCTION

Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble morals, and the necessary skills of themselves, society, nation and state (Indonesian Law No.20 of 2003 on the national system).

Reading is one type of writing language ability that is receptive. It is called receptive because by reading a person will obtain information, acquire knowledge and knowledge and new experiences. Everything gained through reading will allow a person to be able to heighten his thinking power, sharpen his views, and expand his horizons. So important is the reading activity, so that reading learning in school has an essential role.

Reading is a unique and complicated activity, so a person cannot do it without learning it, especially elementary school age children who are new to letters or words. A common problem faced by children in reading learning is in the implementation of reading teaching, teachers are often faced with children who

have difficulties, both with regard to letter relationships, syllables, simple sentences, or the child's inability to understand the content of reading.

The reading ability of students obtained at the initial reading stage will greatly affect advanced abilities in higher grades. As the ability that underlies the next ability. At this stage the student must really get the attention of the teacher, if the basis is not strong then at the advanced reading stage students will have difficulty learning other fields.

To improve the achievement of learning to read students in the 1st grade of elementary school and Madrasah Ibtidaiyah, teachers are expected to have the ability and skills in choosing and using the appropriate learning approach. The language learning approach is more emphasized on the communicative approach, which is the skill of using good and correct Indonesian to communicate. A fully communicative approach can be applied in the teaching and learning process in the classroom if students are actively involved. Students are not only involved from the beginning in the stage of choosing a theme and determining the topic of serving teaching materials. Thus students can feel that the learning activities carried out belong to and their responsibilities. The highest level of student liveliness is student independence in learning, high curiosity, thirst for new information, and agility in finding problem solving.

The use of learning models and media is very helpful in teaching early reading for 1st grade MI students is absolutely necessary, 1st grade MI children who are generally only 6 (six) years old are still at the level of concrete thinking, that is, children will easily recognize things that are real. In addition, with the tools used by teachers will vary will arouse students' interest in following the lesson. One medium that allows teachers to use in teaching this beginning reading is through word card media.

Word Card is an alphabetic letter written on the pieces of the card accompanied by an interesting image of a medium, both cardboard, paper and tuls board (triplex). The pieces can be moved according to the wishes of the syllable maker, as well as sentences. The use of this letter card is very attractive to students and is very easy to use in teaching early reading. In addition, Word Card also trains creative students in compiling words in accordance with their desires.

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Based on the above, it is necessary to conduct a study on the use of media and appropriate methods to improve the reading skills of students, especially students at MI Walisongo 1 Sooko Mojokerto. With this author raised a research title "Application of Word Card Learning Media To Improve Early Reading Skills for 1st grade STUDENTS MI Walisongo 1 Sooko Mojokerto."

THEORETICAL FOUNDATION

Reading is the activity of a series of one's thoughts that are done attentively to understand the meaning of something that is presented to the sense of sight in the form of a letter emblem or other sign. So, reading is not the activity of the eye

looking at a series of sentences in reading material, but the activity of the mind understanding a description through the sense of sight.

Reading is also defined as a complicated activity that involves many things, not only memorizing writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a thought process, reading includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding. According to Crawley and Mountain in the Womb (2005: 3), "reading is a combination of perceptual and cognitive processes". Reading as a visual process is the process of translating written symbols into sounds. Readers of this stage identify reading tasks to form appropriate reading strategies, monitor their understanding, and assess the results.

RESEARCH METHODS

Research in overcoming the difficulty of learning to read in MI Walisongo 1 Sooko Mojokerto is done scientifically, as it is, in normal situations that are not manipulated circumstances and conditions, emphasizing on the natural description of the research procedures produced with written or spoken words. Based on this exposure, the qualitative research approach, or often called naturalistic research because the research is carried out under natural conditions.

This research is qualitative descriptive research. According to Bogdan Taylor as revealed by Lexy J. Meleong that qualitative research is a research procedure that produces descriptive data in the form of words, writing or oral from people whose behavior is observed.

RESEARCH SUBJECT

The place and time of research used in this researcher are as follows:

1. Research Location

This research was conducted at the MI Walisongo 1 school on Jl Barat Pasar Brangkal No.460 Sooko District, Mojokerto Regency.

A madrasa located in rural areas whose people began to think modern which not only depends on the geographical conditions of the existing environment, but is now starting to move in the development of industry both the household industry (home industry) and the bag and shoe industry developed intensively with a pattern of partnership with large entrepreneurs in the country.

1. Research Time

The implementation of the research was carried out in the 1st grade in the Even semester, the 2021/2022 school year.

A. DATA COLLECTION TECHNIQUES

1. Observation (Observation)

Observation or observation is the process of retrieving data in research where the researcher or observer looks at the research situation. Observation is very suitable for use in research related to teaching and learning conditions/interactions, behavior and group interactions.

In this study observation techniques carried out by direct observation of teachers and students during learning with word cards, the observation action is carried out based on observation sheets that have been compiled. Researchers prepare observation sheet and observe every activity of students and teachers in at the time of the learning process.

2. Interview

An interview is a conversation with a specific intent (Moleong, 2007, p.286). Meanwhile, according to Rubino Rubiyanto (2009, p.73) the interview is data collection by directly facing-to-face questions, researchers ask verbally respondents answer orally as well. The interview was conducted by class teacher and 1A madrasah Ibtidaiyah Walisongo 1 sooko Mojokerto. Each informant is interviewed separately to maintain the objectivity of the information.

3. Reading Test

The test is a tool used to measure students' success regarding competence (Wina Sanjaya, 2010, p. 235). The same thing is also stated by (Suharsimi Arikunto, 2005, p. 198) which states that a test is a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, abilities, or talents possessed by individuals or groups.

This test is done to find out the improvement of students' reading skills. The test performed in this study was a loud reading test.

The initial reading test is done by reading 5 to 10 sentences read by students, students read them individually in front of the class and teachers observe and listen to students' reading with attention to the accuracy of voicing writing, pronunciation, intonation, fluency and clarity in pronunciation.

4. Documentation

Documentation is a method of obtaining or knowing something with books, archives related to research. Documentation is used to obtain school data and student identities such as student names, student parent numbers by looking at the documentation in the school.

RESULT AND DISCUSSION

From research on early reading in 1st grade students Mi Walisongo 1 Sooko, researchers saw firsthand the learning process. Learning as usual. The teacher gives the reading text to the students to read together. The teacher teaches how to read well and correctly first then the student reads the reading text by following the teacher. The teacher tells students simultaneously to read on their own without being guided. Only a few female students want to read. Students then read individually. As a result, there are still students who cannot read. In general, students are still afraid to read for themselves. And some of the students reading it

are still stammering. Students are still stammering in reading and are less heard by teachers.

Teachers are seen guiding students who cannot read. However, the voice of the student who was reading was inferior to the crowded voice of the student behind. On the other hand, students look less enthusiastic when participating in learning. The classroom atmosphere is not conducive. This is shown by many students who are still running around and out of class. The teacher had already reprimanded the students and told the students to calm down but they still actively ran around. In this initial condition, it is known that there is still a lot to improve in order to create learning that is fit for purpose, makes students active, and fun.

1. Pre-test activities

To see in more detail the ability to read the beginning in 1st grade students the implementation of pre-test activities before using the word card media as follows : **Tabel 4. Kondisi awal hasil belajar *pre test***

No	Nama	Kategori pengamatan	
		Nilai <i>Pre Test</i>	Keterangan
1	Ahmad Latif Azizan	40	Tidak tuntas
2	Ainur Rodliyah	75	Tuntas
3	Akhmad Firman	75	Tuntas
4	Aprilia AZ Zahrah	40	Tidak tuntas
5	Byan Arshaka Virendra	40	Tidak tuntas
6	Farhan Alya Shidqiyah	40	Tidak tuntas
7	Hana Ais Salma	50	Tidak tuntas
8	Kunni Fatimatuz Zahra	75	Tuntas
9	M. Lutfi Akhsan Isfaq	75	Tuntas
10	MOH. Nabil Aly	75	Tuntas
11	Mohammad Rafa Azka P	70	Tidak tuntas
12	Muhammad Afif Alimudin	75	Tuntas
13	Muhammad Faris	75	Tuntas
14	Muhammad Yusri	50	Tidak tuntas
15	Muhammad Zidan	60	Tidak tuntas
16	Muhayyaroh Safitri	75	Tuntas
17	M. Haidar Al Ghazali	70	Tidak tuntas
18	Nadya Fitri Azzahrah	40	Tidak tuntas
19	Neysa Dessy Angela	50	Tidak tuntas
20	Rizel Andromedha	40	Tidak tuntas
21	Royyana Ikfi Uzmana	40	Tidak tuntas
22	Revania Nur Calissa Putri	75	Tuntas
23	Salman Dzaki Maulana	50	Tidak tuntas
24	Zahdan Akbar Al Ghazali	50	Tidak tuntas

25	Za Zhafran Nugraha	75	Tuntas
Jumlah		1480	Rendah
Skor Rata-rata		59,2	

Based on such data, it can be obtained that the average score of students' initial reading skills is 59.2 (Low). While those who can meet the Minimum Completion Criteria (KKM) are only 10 students out of 25 students in class I, this indicates that students' reading skills are still low.

Based on the findings at the beginning of the study, it can be concluded that the average reading skills of class I students in MI Walisongo 1 fall into the category of "Low". This is due to the low quality of students' reading skills. Teachers have not applied innovative learning media to the aspect of reading, teachers have not used the right media, so many students are still unable to read. In thematic learning of Indonesian subjects, especially in the reading aspect, students are still very low. Based on the above problems, therefore teachers must be able to apply the right learning media and in accordance with the material to be taught to students, which can attract students' attention so that learning, especially aspects of reading skills can increase.

1. Post test activity introduction of word card media

Based on the results of the research evaluation analysis, it shows that at the time of the learning process that begins with the opening activities, core activities, and closing activities. When the teacher explains the material students participate actively in the learning process in the classroom. All the students listened well, although there were some students who were still crowded. And there are students who don't really understand the material, but students dare to ask the teacher and also have dared to come forward.

Student Learning Outcomes Using Word Card Media in the habit of reading the beginning with post test score as follows :**Tabel 5. Hasil penilaian Pos Test ke 1**

No	Nama	Kategori pengamatan	
		Nilai Pos Test	Keterangan
1	Ahmad Latif Azizan	55	Tidak tuntas
2	Ainur Rodliyah	75	Tuntas
3	Akhmad Firman Hariansyah	75	Tuntas
4	Aprilia AZ Zahrah	60	Tidak tuntas
5	Byan Arshaka Virendra	55	Tidak tuntas
6	Farhan Alya Shidqiyah	50	Tidak tuntas
7	Hana Ais Salma	50	Tidak tuntas
8	Kunni Fatimatuz Zahra	75	Tuntas
9	M. Lutfi Akhsan Isfaq	75	Tuntas
10	MOH. Nabil Aly	75	Tuntas
11	Mohammad Rafa Azka P	70	Tidak tuntas
12	Muhammad Afif Alimudin	75	Tuntas

13	Muhammad Faris	75	Tuntas
14	Muhammad Yusri Sempurna	70	Tidak tuntas
15	Muhammad Zidan	70	Tidak tuntas
16	Muhayyarah Safitri	75	Tuntas
17	M. Haidar Al Ghazali	75	Tuntas
18	Nadya Fitri Azzahrah	50	Tidak tuntas
19	Neysa Dessy Angela	65	Tidak tuntas
20	Rizel Andromedha	50	Tidak tuntas
21	Royyana Ikfi Uzmana	60	Tidak tuntas
22	Revania Nur Calissa Putri	75	Tuntas
23	Salman Dzaki Maulana	60	Tidak tuntas
24	Zahdan Akbar Al Ghazali	60	Tidak tuntas
25	Za Zhafran Nugraha	75	Tuntas
Jumlah		1655	Rendah
Skor Rata-rata		66,2	

As for the results of the evaluation test on the Post Test on the aspect of reading skills using word card media, there are student grades. with an average of 68.8% has not reached the Minimum Completion Criteria (KKM). Where the results of students' reading skills have not improved, students who were originally not completed in this pre-test have obtained good enough grades, students who have completed the first test have increased their grades even more.

The results obtained by most students showed better completion compared to completeness at the time of pre-test through word card media in reading skills students already look quite enthusiastic in learning and participating so that at the time of the evaluation test students can read with pronunciation and intonation that is good enough.

1. In the last stage of research in the student's understanding of reading the beginning After the last Post Test is held as follows:

Tabel 6. Hasil penilaian *Pos Test* ke 2

No	Nama	Kategori Nilai <i>Post Test</i>	
		Nilai <i>Post Test</i>	Keterangan
1	Ahmad Latif Azizan	75	Tuntas
2	Ainur Rodliyah	85	Tuntas
3	Akhmad Firman Hariansyah	85	Tuntas
4	Aprilia AZ Zahrah	75	Tuntas
5	Byan Arshaka Virendra	75	Tuntas
6	Farhan Alya Shidqiyah	75	Tuntas
7	Hana Ais Salma	75	Tuntas
8	Kunni Fatimatuz Zahra	80	Tuntas
9	M. Lutfi Akhsan Isfaq	80	Tuntas
10	MOH. Nabil Aly	80	Tuntas

11	Mohammad Rafa Azka P	80	Tuntas
12	Muhammad Afif Alimudin	80	Tuntas
13	Muhammad Faris	85	Tuntas
14	Muhammad Yusri Sempurna	75	Tuntas
15	Muhammad Zidan	75	Tuntas
16	Muhayyaroh Safitri	80	Tuntas
17	M. Haidar Al Ghazali	80	Tuntas
18	Nadya Fitri Azzahrah	75	Tuntas
19	Neysa Dessy Angela	80	Tuntas
20	Rizel Andromedha	75	Tuntas
21	Royyana Ikfi Uzmana	75	Tuntas
22	Revania Nur Calissa Putri	85	Tuntas
23	Salman Dzaki Maulana	75	Tuntas
24	Zahdan Akbar Al Ghazali	80	Tuntas
25	Za Zhafran Nugraha	85	Tuntas
Jumlah		1970	Sudah
Skor Rata-rata		78,8 %	mencapai KKM

In the final data analysis, researchers used the learner's learning outcome scores from the final test scores (post test) of the 1st class of question sentences in MI Walisongo 1. Learners' learning results from the final test scores (post test) to be used as the final basis for carrying out research. In this case, the final ability of the class will be used as a research conclusion. Therefore, researchers take the post test value of class I learners as the final data value. Based on the analysis of the final data, the results of the calculation obtained the average value of the final test (post test) in class I with an average score of 78.8% In other words that the condition of class 1 ability after increasing with word card media. Which is the implementation of learning in the activity, requires 2 meetings (four hours of lessons) and 1 meeting (two hours of lessons) for the post test. The final test (post test). The final test (post test) is carried out after the treatment with word card learning media in the class.

CONCLUSION

From the overall discussion of this study, it can be concluded that to improve reading of the beginning in students of class I MI Walisongo 1, KedungMaling Village, Kec. Sooko, Mojokerto Regency, East Java For the 2021/2022 School Year can be done through word card media. This medium is useful to use as an introduction to early reading in children. The percentage of increased reading (pre test) obtained an average score of 59.2% of students' reading skills with low categories, and only 10 students could already read and there were still 15 students who could not read. There is also an increase in the percentage of early reading after the treatment (post test) experienced an excellent increase with an average score of 78.8% with an excellent category, all students are complete in the initial reading skills. This shows that student learning outcomes have achieved a Minimum Completion Criteria of 70 as an indicator of success. So it can be concluded, that the word card media can be said to be successful to improve reading the beginning in students in the 1st grade of MI Walisongo 1

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