FLASHCARD SENTENCE AS A MEDIA FOR INCREASING ELEMENTARY SCHOOL STUDENTS’ LITERACY UNDERSTANDING

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Abstract:
This study aims to find solutions to the challenges of learning to read difficulties for students who are at SDI Nurul Ulum Kab. Sumenep through interesting learning media in the form of Flashcard Sentence. The media is expected to be able to optimize the process of learning to read for elementary school students, as well as provide an understanding of what they read with media images related to the sentences read to increase students’ literacy levels. This research uses Classroom Action Research (CAR) technique which goes through 3 cycles with each cycle containing 4 stages, namely planning, implementation, observation, reflection. After observing the Flashcard Sentence Learning Media, it can improve literacy understanding of SDI Nurul Ulum students by being shown when the Pre-action average score is 60.66 with a passing percentage of 0%, increasing in Cycle 1 the average score is 64.11 with a fixed passing percentage numbered 0%. After going through the evaluation process followed by cycle 2 getting an average score of 74.66 with a passing percentage of 55.56%, as the author's commitment at the beginning was that for a minimum graduation of 77.78% of the number of grade 2 students at SDI Nurul Ulum, cycle 3 was refined and giving an average score of 81.56 with a passing percentage of 100%.

Keywords: Literasi, Media Flashcard, Sekolah Dasar

Kata Kunci: Literasi, Media Flashcard, Sekolah Dasar
INTRODUCTION

Quality human resources (HR) are urgently needed ahead of "Golden Indonesia 2045". Three aspects must be fulfilled to create quality human resources: basic literacy, character, and competence. However, the literacy problem is still something that must be addressed in Indonesia. Based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia is ranked 62 out of 70 countries or is in the bottom ten countries with low levels of literacy (Novrizaldi, 2021).

Especially at this time which is a recovery period due to the Covid-19 Pandemic which since 2019 has hampered various face-to-face activities, adding to the long list of literacy burdens for the Indonesian nation. According to the KBBI, literacy is the ability to write and read, reading is one of the basic competencies in language and communication skills which incidentally is a fundamental activity for human life. According to (Dalman, 2017), four aspects of language skills must be mastered, namely listening, speaking, reading, and writing. Reading is one of the basic skills that must be learned by every student at the elementary school level, as stated in article 6 paragraph 6 PP No.19 of 2005 concerning National Education Standards. Meanwhile, in various regions in Indonesia, especially outside Java, there are still many students who really need special assistance directly to be able to read and understand the reading. (Tim Penyusun Di rektorat Sekolah Dasar, 2021).

This research was conducted at Nurul Ulum Islamic Elementary School, Batuputih, Sumenep Regency, when the researcher was in the "Campus Teaching Batch 3" program, which had become one of the main tasks of the researcher to be able to increase literacy in the target schools. (Tohir, 2020). Researchers also observed several obstacles students experienced when learning, one of which was the lack of reading skills, especially the ability to understand the reading itself. Because SDI Nurul Ulum students, when learning to read, are not accompanied by capturing the meaning in the reading itself, so often, students can only read a piece of writing without the slightest understanding of what the writing means. Incidents like this are also often felt by several regions with remote geographic locations and less advanced levels of education. But the researcher believes that different methods and media can improve reading skills, including this Flashcard Sentence media, as stated in "At Thoriqatu Ahammu Minal Maddah" which means that the process or media that becomes a way is more important than the material presented (Padi, 2018).

These problems were obtained from the results of interviews and observations that researchers conducted at SDI Nurul Ulum, Batuputih District, Sumenep Regency. Problems were found in the process of reading learning material, namely the number of students who were unable to understand or describe what was read. Especially in the low grades, as well as in observations it was found, where grade 1 was still in the learning to read stage, grade 2 was already fluent in reading but did not understand the contents of the reading and grade 3 had started to understand reading and apply it in learning material. On various occasions we have seen various efforts made by class teachers, but the
students themselves were not enthusiastic, lethargic, bored and played alone during the learning process. This can be seen from the lack of involvement of students in capturing information related to the learning material delivered by the teacher. In learning activities the participation of students is indicated by the role of students such as listening, observing, writing, and others (Habibah, 2020).

Seeing the problems above, researchers in the early days of research tried to find studies that felt related and could provide enlightening references to the issues above. Until the researcher found a previous article entitled "Improving Beginning Reading Ability Using the Word Institution Method with the Help of Flashcard Media." (Yunita et al., 2021). This article has the same goals and problems as those we examined in the hope of solving the problems that exist in class 2 SDI Nurul Ulum. The above article in general, tries to solve problems in class 1 at Jatisampurna Elementary School, Bekasi. The problems that occur are almost the same as what we experienced, namely difficulties in improving reading literacy skills in elementary school students, but in developing the method and media used is the institutional word method with the help of flashcard media.

With the differences that exist, the article above is not said to be relevant as a means of solving problems that exist in class 2 SDI Nurul Ulum, because in class 2 SDI Nurul Ulum the average student can read words for each word but cannot connect them into reading sentences. Therefore, the researcher feels that there are areas for improvement in the article above, namely the lack of precision in the method to be applied and does not solve the problem of boredom which supports reading difficulties in grade 2 students at SDI Nurul Ulum. Because in the applied steps, students are told to read the letters and pictures on the projector as Flashcards, it is not relevant for use in remote areas of the village where schools still need projectors.

Next, in the action steps, the researchers felt less interested and still focused on the teacher as the main focus in spelling and starting reading until students finally repeated it. Even though it is hoped that grade 2 students at SDI Nurul Ulum will no longer spell or be backed up by the teacher, this hope is in line with reading skills which are essential for students learning journey. In line with that, until recently, the teacher carried out spelling followed by students walking at SDI Nurul Ulum, but this also made students need to improve at reading literacy. After obtaining the data, the researcher then seeks to improve students' literacy understanding in an interesting and light way. Immediately the researcher remembered that when conducting lectures there was one device that could help the reading process in a light and interesting way for low grade students, namely using flashcard learning media. (Membaca et al., 2021). In addition, learning media can also help optimize learning. According to researchers, flashcards can be the right choice of media to accompany reading learning for students still in lower grades. In line with (Rahman & Haryanto, 2014), Flashcard media can be chosen because it has an exciting impression and is easy to understand, so students can learn happily and enthusiastically.

Many studies have widely recommended flashcard media itself. (Kumullah et al., 2019) Said that the application of flashcards has a
significant impact on reading skills in low grades, flashcards as an external factor have more impact than intelligence as an internal factor. According to Arsyad (Arsyad, 2013), a flashcard is a small card containing pictures, text, or symbols to remind and guide students to things related to the picture. The researcher concluded that flashcards are learning media with the shape of a card, containing images, text, symbols, and symbols that clarify the contents of the material on the card. Attractive appearance and realistic character made students happier and more motivated to participate in learning. Thus strengthening literacy understanding with the help of flashcard sentence media is a combination of one sentence that trains students' reading competence with an image behind it as a visual explanation of what is meant in the sentence read earlier by students so that it can be well described in the understanding of each student. (Suprihatiningrum, 2016) In its application, later students are invited to be able to read one sentence written on the front of the flashcard, after that, they are directed to look at the picture on the back of the flashcard and are given an explanation of the relationship between the two. (Suprihatiningrum, 2016) In its application, later students are invited to be able to read one sentence written on the front of the flashcard, after that, they are directed to look at the picture on the back of the flashcard and are given an explanation of the relationship between the two (Belajar et al., 2020).

The material contained in the flashcard is material from the Islamic Religious Education subject; in this subject, many sub-chapters can be studied and are essential for elementary school students, especially in terms of practice and examples that need to be presented in absolute terms (Santoso, 2022). Class 2 Islamic Religious Education, which can be collaborated between increasing literacy understanding with material that provides lots of examples in the form of pictures and is given explanatory sentences to make it easier for students to understand especially being able to apply everyday life the standards of commendable behavior conveyed (Habibah & Wahyuni, 2020), in the subject of Class 2 Islamic Religious Education. Islamic Religious Education also aims to form a Muslim as a whole, develop all human potential physically and spiritually, and continue to foster a harmonious relationship with Allah, fellow human beings, and the universe (Haryanto, 2016). So at the beginning, the researcher believes there will be many benefits when this classroom action research is carried out well. In the future, it can inspire many educators to be able to apply it regularly.

RESEARCH METHOD
This study aims to strengthen students' reading literacy (Gunawan & Paluti, 2017) with the help of Flashcard Sentence media. This research was conducted at SDI Nurul Ulum Batuputih, which was addressed in Aeng Telor Hamlet, Batuputih Look Village, Batuputih District, Sumenep Regency. The research was carried out from June 2022 until completion.

This study applied the classroom action research method from the Kemmis and Taggart models (Ekawarna, 2011) which was carried out in 3 cycles, and each cycle was carried out through four stages, namely planning,
implementation, observation, and reflection. This research was carried out in face-to-face in-class learning activities. The subjects of this research were the 2nd-grade students of SDI Nurul Ulum, which consisted of 9 students.

The data set will be obtained from reading skills tests, observations, field notes, documentation, and class teacher & student interviews. The data set was then analyzed using the Miles and Huberman model analysis techniques, which consisted of data reduction, description, and verification. Starting from collecting data, compiling and selecting, then presenting the data descriptively and in tables and diagrams (Miles et al., 2014). Then the information is verified by concluding all the results obtained during field research.

Verification or re-checking can be obtained from several different perspectives through data triangulation. As stated by Moleong (Moleong, 2018) a technique for checking the validity of data can be done by utilizing other things to check or compare data. The parameter of success in this study was that students had an average reading comprehension test score of > 75, with a percentage of students who were assessed as having completed 77.78% of the total class 2 students at SDI Nurul Ulum. The following aspects of the reading comprehension test assessment include the accuracy of saying words, and the accuracy of voicing.

FINDINGS AND DISCUSSION

Research on grade 2 students of SDI Nurul Ulum Sumenep, totaling 9 students, used the classroom action research (CAR) method. The researcher, who is also a teacher of community service from the Teaching Campus Team 3 in the subject of Islamic Religious Education in the class in the following study, obtained the following research data:

<table>
<thead>
<tr>
<th>Pratindakan</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>60, 66</td>
<td>64,11</td>
<td>74,66</td>
<td>81,55</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>55,56%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the data obtained above, it can be seen how the pre-action conditions of the average score of 2nd grade students at SDI Nurul Ulum did not meet the passing standards for the reading ability and reading comprehension test, which contained a sentence reading skill test, observation of reading comprehension, field notes, documentation and interviews class teachers & students. It is also known from the table above that the highest score is 65 while the lowest score is 57 and the average score of 9 students is 60.67 which is still missing or 0% of students who exceed the minimum passing score is 75. For teachers, the following results are definitely not satisfying feeling.

At the pre-cycle stage, based on observation and evaluation, there are notes that need to be considered so that in the future they can be improved and produce a better score. The note is about the number of students who have difficulty arranging word readings in one sentence, which in the end they still really need the teacher's help to correct how to arrange the correct word readings into a sentence. (Sulistriani et al., 2021).
Supporting factors for the lack of reading ability of grade 2 students at SDI Nurul Ulum are teachers as educators who should be facilitators for students to learn through many methods and media that are not provided optimally. As we found during class and interviews with teachers and students that so far teachers have only taught traditional reading, namely the spelling method, read aloud and students are told to repeat what the teacher reads. In the pre-cycle, the most noteworthy for the writer is that the students are still being read by the teacher when learning using textbooks.

Other observations obtained by classroom teacher researchers do not provide a separate portion in terms of improving reading skills, especially in terms of reading comprehension. Teachers more often use the lecture method and continue learning according to the scheduled theme package book, this results in students having more difficulties in learning because key skills such as reading are not prioritized. (Budiarti & Haryanto, 2016).

Next begins cycle 1, in the following cycle the researcher tries to fix some of the aspects in the previous evaluation notes and enters the planning stage. The researcher prepared a number of supporting things such as blackboard erasers, short letters to be read, Flashcard Sentences, assessment papers explaining the procedures that must be carried out by the teacher to support increasing literacy understanding of grade 2 students at SDI Nurul Ulum.

**Table 2. Steps of the word method of the institution with the help of flashcard media**

<table>
<thead>
<tr>
<th>No</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers prepare flashcards and support tools</td>
</tr>
<tr>
<td>2</td>
<td>The teacher invites students to read short letters while rotating the flashcard opportunities to be read</td>
</tr>
<tr>
<td>3</td>
<td>Students who have their turn are welcome to read while explaining a little about the interrelationships of sentences &amp; images</td>
</tr>
<tr>
<td>4</td>
<td>The teacher observes and assesses the students' readings and explanations while continuing their turn</td>
</tr>
</tbody>
</table>

Starting from the teacher giving a separate portion of time for learning to read, making the class atmosphere more fun by way of when learning and distributing flashcards with a random system using the media for reading short letters found in the Al Qur'an and waiting for the chanting of short letters to stop, the students are welcome take flashcards, after taking flashcards students are asked to read the sentences in the flashcard sentences and convey what pictures are printed on the flashcards in their language.

At that time the researcher observed, observed, and gave a score to each student who had been caught reading and presenting what was listed on the Flashcard. The above cycle is repeated until all grade 2 students at SDI Nurul Ulum get a share in the cycle and can be recorded optimally. After going through planning, action, and observation, the researcher continued cycle 1 to the next stage, namely evaluation with notes, documentation and interviews with teachers who had been gathered by researchers.

Data was obtained that the average score of class 2 students at SDI Nurul
Ulum was 64.11 with a passing percentage of students of 0% when viewed from the graduation standard with a score of 75, besides that from the results of interviews both students and teachers conveyed that students were still confused about following the method new to them. However, the good news can be seen in the field conditions that they are very pleased with the presence of this different method from usual, from the teacher's point of view, we conclude from interviews and field conditions that teachers are also still adjusting to such methods because they are accustomed to using the lecture method, so that it can be concluded that the teacher also still need assistance in bringing the class atmosphere more fun and not rigid. But in line with the data above, it is already starting to show a little student progress from the pre-action average score of 60.66 to an average score of 64.11 in Cycle 1.

In the next trip the researcher tries to improve the planning by looking at some of the things in the evaluation of cycle 1 and moving on to cycle 2. In this cycle 2 before starting the action in the planning process the researcher prepares a number of things as cycle 1 but adds reinforcements to technical matters to the class teachers and discussions related to the way cycle 2 is more optimal and increases the results of the average score of class 2 students at SDI Nurul Ulum.

After it was felt that it was sufficient and the time had come for Islamic Religious Education subjects, the action phase began in cycle 2 of this classroom action research. Starting as in cycle 1, namely with ice breaking and building a pleasant classroom atmosphere, when it is felt that it is sufficient then it is continued by reading a short letter in the Qur'an while relaying the blackboard eraser as an object to mark who will get the opportunity to take Flashcards and read at the same time convey what on the Flashcard. Of course the Flashcards that we provide have different readings and pictures, the goal is that apart from following the theme of the day's subject we also try to avoid students relying only on memorizing the Flashcards they have taken.

The process is repeated until all students have finished taking, reading and explaining what is in the flashcards obtained. The completion of the action phase in cycle 2 indicated that the researcher immediately interviewed students and teachers to quickly move on to the observation phase, which concluded that students were starting to like this method they had never gotten before and they felt learning to read was easier. Meanwhile, according to the teacher as a student learning facilitator, in cycle 2 it is felt that time goes faster because both students and teachers enjoy learning, the result is that students find it easier to read sentences because they are helped by Flashcard media which is also interesting and easy to understand for students.

In Cycle 2 the data obtained from the action phase was that students had an average score of 74.66 with a passing percentage of 55.56%, namely 5 out of 9 students who exceeded the standard passing grade of this study, namely a score of 75. In Cycle 2, the researcher sees a positive trend for Flashcard Media in helping improve the reading skills of grade 2 students at SDI Nurul Ulum, but there is still a note that the percentage of students passing has not met the target of 77% or as many as 7 out of 9 students. Moreover, students are sometimes still lacking in understanding the correlation between reading and pictures on
Flashcards, the following things can be used as evaluation by researchers and decide to try to do cycle 3.

In cycle 3, the researcher in the planning phase prepared as in the previous cycle, which added a little reinforcement to the teacher to provide a portion of students' reading comprehension so that student scores increased even though the substance of the reading and pictures on the flashcards changed following the learning theme of each meeting. After the planning phase is complete, the action phase of cycle 3 is carried out as in the previous cycle but still with the existing adjustments from previous evaluations.

In Cycle 3 the data obtained surprised the teaching teacher and was in accordance with the hypothesis of the researcher that Flashcard Media was considered appropriate to be a media teaching aid for class 2 students of SDI Nurul Ulum. With the following data details, the average score of 2nd grade students at SDI Nurul Ulum was 81.56 and the student passing percentage became 100% of the 9 grade 2 students at SDI Nurul Ulum. These results are an evaluation material as well as a reference for teaching teachers and even SDI Nurul Ulum that the method applied in the school is expected to be not only the traditional lecture method, seeing the changing journey of generations.

Seeing the results that the researcher obtained in the paragraphs above illustrates the role of the media as supporting the student learning process. Using media and learning strategies is a challenge for teachers as student facilitators (Ortlieb, 2013). Media is also a way to start and provide a fun learning process for students to increase student learning motivation. Learning motivation for elementary school students is considered very important, especially in this process it feels fun for students who really like learning while playing. The researcher's taste flashcard media is the right solution for grade 2 student learning, especially based on the above research and similar previous studies. As conveyed by the flashcard media with the convenience that is presented as arranged in short sentences, interesting shapes, font sizes that are considered quite proportional for students and can be presented in a simple and attractive way (Nugroho et al., 2019).

Flashcard sentence media which is proven to be a media aid in strengthening students' reading literacy, is intended to help students' reading literacy difficulties which are a basic ability and important for the development of student learning processes (Anam, 2016).

CONCLUSION
As in the results and discussion above, it can be concluded that Flashcard Sentence Media can be a media tool to improve reading literacy skills for grade 2 students at SDI Nurul Ulum with the following data. When the pre-action score averaged 60.66 with a passing percentage of 0%, it increased in Cycle 1 with an average score of 64.11 with a passing percentage still at 0%. After going through the evaluation process, it was continued in cycle 2 to get an average score of 74.66 with a passing percentage of 55.56%, as the author's commitment at the beginning stated that the minimum graduation was 77.78% of the total number of grade 2 students at SDI Nurul Ulum, so cycle 3 was perfected and gives an
average score of 81.56 with a passing percentage of 100%. Thus Flashcard Sentence media can solve the problem of reading literacy difficulties experienced by grade 2 students at SDI Nurul Ulum, Sumenep.

REFERENCES


