

**APPLICATION OF READING CARD MEDIA TO IMPROVE EARLY GRADE 2nd
READING ALOUD SKILLS SD INPRES BAROMBONG 2 KECAMATAN TAMALATE
KOTA MAKASSAR**

1 Sayidiman, Universitas Negeri Makassar

E-mail: sayidiman@unm.ac.id

2 Andi Dewi Riang Tati, Universitas Negeri Makassar

E-mail: andi.dewi.riang@unm.ac.id

3 Lulu Nursintiah, Universitas Negeri Makassar

E-mail: nurlulu866@gmail.com

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ABSTRACT

The problem behind this research is the low reading ability of class II students at SD Inpres Barombong 2, Tamalate District, Makassar City. This study aims to improve the ability to read aloud students of class II SD Inpres Barombong 2 Tamalate District, Makassar City. The approach used in this research is a qualitative approach and a type of classroom action research (CAR), which consists of II cycles with activity stages in the form of planning, implementing, observing and reflecting. The focus of this research is the use of reading cards to improve students' reading aloud skills. The research subjects were teachers and students of class II SD Inpres Barombong 2, Tamalate District, Makassar City. In the odd semester of the 2022/2023 school year, a total of 25 students. Data collection uses the format of observation, tests, and documentation. The data analysis used is qualitative. The results showed that there was an increase in learning both in teacher and student activities and in students' reading skills. The results of this study are that the teacher's teaching activities and student learning activities have increased, it can be seen in the average value produced in cycle 1 which is 63.2 and cycle II to 85.2. In addition, the results of observations of teacher teaching activities in cycle 1 were in the less category (K) while in cycle II they were in the sufficient category (C). Student activity in cycle 1 is in the sufficient category (C), and cycle II is in the good category (B). The conclusion of this study is that the use of reading cards media can improve the reading skills of class II students at SD Inpres Barombong 2, Tamalate District, Makassar City.

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INTRODUCTION

Education is a need that must be met in the process of life. The progress of a nation is influenced by the quality of education of the nation itself because higher education can produce quality human resources. Improving the quality of education is reflected in the learning abilities of students. Good quality education will bring students to improve higher learning achievement. In accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter II Article 3 which explains that:

National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Indonesian is a subject taught in elementary schools. Learning Indonesian in elementary schools has four language skills that must be mastered by students. These skills include listening, speaking, reading and writing. This skill aspect is the basis for the education curriculum in Indonesia, especially reading skills must be mastered by SD/MI students because Reading skills are closely related to the entire teaching and learning process.

Reading is an activity carried out by the reader in order to obtain important information conveyed in the reading. According to Law No. 19 of 2005 concerning National Education Standards article 6 paragraph 5 which reads "SD/M/SDLB/Package A curriculum and syllabus or other equivalent forms emphasize the importance of reading and writing abilities and hobbies, numeracy skills and communication skills". Reading is part of the educational process to develop one's academic ability to think rationally. The purpose of reading is to get the meaning of what he reads.

According to Tarigan (in Sari, 2021) reading skills are needed by students in achieving success in the academic field, because reading is a process that is carried out and used by readers to get the message that the writer wants to convey through written language. Reading ability is the process of understanding words and combining the meanings of words in sentences and reading structures so that readers are able to understand the contents of the text they are reading and can summarize the contents of the reading using their own language.

The problems that are often encountered in the learning process at school are related to students' reading skills and comprehension of a text. In acquiring language skills, usually through an orderly relationship: first in childhood we learn to listen to language, then speak, after that we learn to read.

One of the reading skills is reading aloud. The skill of reading aloud is a very important skill to be taught to students and has ins and outs that must be considered, for example paying attention to fluency, intonation, clarity, pronunciation and so on (Fitriani 2018). Reading aloud focuses on the skill of reading simple Indonesian words and sentences with proper pronunciation and intonation, and use proper punctuation. To be able to read simple words, students are required to know the word and be able to pronounce it correctly.

The results of observations and interviews with problems faced by class II students at SD Inpres Barombong 2, Tamalate District, Makassar City on January 24 2022, namely that there were more students who could not read and found it difficult to recognize words, so it was difficult to write. Of the large number of students in class II, there were 13 people who could not read. Factors that affect students who are not able to read are due to Covid-19 where students play more than read, and the lack of attention from parents. In order to improve students' reading skills, solutions need to be provided, one alternative solution is the use of reading cards to improve students' reading skills.

Learning media is a communication tool that aims to make Arsyad's teaching and learning process more effective (Romadhoni, 2016: 3). The use of learning media in the teaching and learning process can arouse students' enthusiasm in learning. So the authors took the initiative to research by using Learning Media.

Using this reading card media, the teacher can train students' creativity in developing ideas from a word, add to students' vocabulary so that students have no difficulty in pouring ideas into written language, train students' skills in choosing the right words to use in constructing sentences properly and correct. Fathurrohman (2014: 65) defines media as something that can carry information and knowledge, in the interactions that take place between teachers and students. The learning media used is read card media. reading cards are media that can be used in the activity of composing sentences.

The advantages of reading card media are (1) Presenting concrete learning objects or learning messages realistically, so it is very good for adding to the learning experience, (2) It is visual in nature, so it has its own charm and can be a trigger or motivator for students to learn, (3) Very good for achieving psychomotor learning goals, (4) Can reduce learning saturation, (5) Increase memory endurance or retention of the learning object being studied. Based on field observations that learning Indonesian on writing skills in stringing words has not run optimally. This can be seen from each lesson, the teacher still uses the lecture method during the learning process. Thus, students look less enthusiastic and tend to be passive because the learning process is watching and boring, and the teacher dominates the class in learning Indonesian. By using media such as reading cards, students can easily follow the lesson. The media will attract the attention of students to be more active in participating in the teaching and learning process. Sometimes many students feel a bit bored with the methods taught by the teachers, because they consider the methods applied to be rather old-fashioned and boring.

METHOD

This study uses a qualitative approach. It is called qualitative because in this study the researcher used an observation sheet to see an overall picture of teacher and student activities during the learning

process. Because it will be explained about the increase in students' critical thinking ability test results by using the Description Question.

The type of research that will be used in this research is classroom action research or commonly abbreviated as PTK which consists of several stages of implementation including: planning, conducting research, observing and reflecting repeatedly which is called a cycle. This classroom action research was carried out in one cycle or more by applying instructional media. The planned action flow in this study is presented as follows:

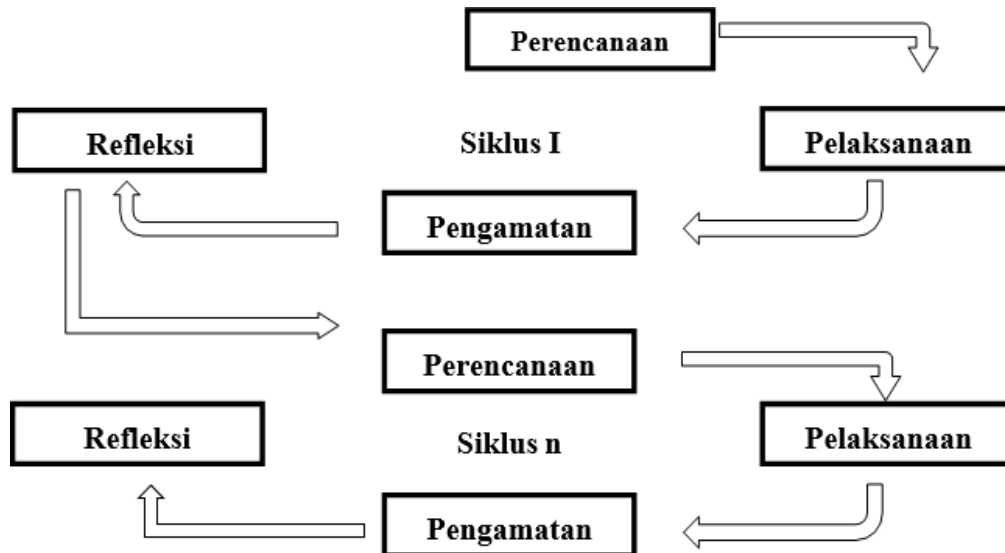


Figure 3.1 Class Action Research Flow according to Suharsimi Arikunto (2016)

This research was conducted at SD Inpres Barombong 2, Tamalate District, Makassar City in learning Indonesian and the time of conducting the research was in September, even semester of the 2022/2023 school year. The subjects of this study were teachers and students of class II SD Inpres Barombong 2 with a total of 25 (twenty five) students. The focus of this research is the use of reading cards to improve reading aloud skills for second graders of Barombong 2 Primary School, Tamalate District, Makassar City. Data collection techniques used in this study were observation, tests and documentation. The research instruments in this study were (1) student worksheets (LKPD), (2) final evaluation tests, (3) teacher observation sheets, and (4) student observation sheets. To measure the success indicators of teachers and students in using reading card media.

Table 1 Level of Process Success in Implementing Reading Card Media Learning.

	Nilai	Kategori
	68% - 100%	Baik
	34% - 67%	Cukup
	0% - 33%	Kurang

No	Nilai	Kategori
1	76% - 100%	Baik
2	60% - 75%	Cukup

Sumber: Arikunto (2013)

RESULTS AND DISCUSSION

RESULT

1. Pre-Action Data Exposure

On September 23, 2022, the researcher first visited the school where the research would take place. The visit intends to meet the class II principal and teacher to discuss research plans, at the meeting the school principal permits research and invites them to consult directly with the class II teacher in setting a research plan schedule and subject matter to be taught but still adhering to health protocols such as washing hands, keep your distance and wear a mask during the process classroom learning. Based on the results of interviews with second grade teachers at SD Inpres Barombong II, Tamalate District, Makassar City, this research will be carried out for second grade students in the odd semester of the 2022/2023 school year at the same time as the learning process takes place. The implementation method follows the working principle of classroom action research which consists of four stages, namely planning, action implementation, observation and reflection. At the time of the interview, the researcher showed directly the photo of the reading card that had been made as well as explained about the stages of learning using the reading card, especially in the Indonesian language lesson content, to the class II teacher at SD Inpres Barombong II, Tamalate District, Makassar City. After the class teacher understood the application of the reading card game, he allowed the game to be implemented in class II, but the researcher was appointed directly to teach in class because there were several school activities that he had to participate in, so the researcher was entrusted directly to become a teacher during the learning process.

Cycle 1 Action

Table 3 Descriptive Data on the Frequency of Students' Reading Ability Test Scores in Cycle I

Data Deskripsi	Kategori	Jumlah Siswa	Persentase
86 – 100	Baik Sekali	3	12%
70 – 85	Baik	6	24%
55 – 69	Cukup	9	36%
41 – 54	Kurang	5	20%
≤ 40	Sangat Kurang	2	8%

Based on the data in table 3 above, it is obtained an illustration that the results of the aloud reading ability test for class II students in cycle I on the descriptive scale were categorized as very poor (SK) by 2 students or 8%, the category

lacking (K) was 5 students or 20%, the category sufficient (C) as many as 9 students or 36%, and good category (B) as many as 6 students or 24% and those in the very good category (BS) as many as 3 students or 12%. Then to see the percentage of completeness of the results of the ability to read aloud students with the application of reading card games in class II students of SD Inpres Barombong II, Tamalate District, Makassar City, in cycle I can be seen in the following table:

Table 4 Description of the Completeness of Students' Aloud Reading Ability in Cycle I

Data Deskripsi	Kategori	Jumlah Siswa	Persentase %
70 – 100	Tuntas	9	36
0 – 69	Tidak Tuntas	16	64
Jumlah		25	100%

From the table above, of the 25 grade II students of SD Inpres Barombong II, Tamalate District, Makassar City, the results of students' reading aloud ability, 9 students (36%) were included in the complete category, and 16 students (64%) were incomplete.

Based on the results of observations, the implementation of the action has not reached the predetermined success indicators. This can be seen in the implementation of cycle I actions which are still far from what was expected. The results of observations of teachers show that:

- 1) The teacher has not carried out learning in a conducive manner and allows students to focus and concentrate fully on learning.
- 2) The teacher is still unclear in giving instructions to students in completing the tasks assigned to each group.
- 3) The teacher is not responsive to groups that are experiencing difficulties and gives suggestions to each group.
- 4) The teacher does not motivate students in completing assignments and discussing with their group mates.
- 5) The teacher does not give other students the opportunity to provide overall conclusions from the results of the discussion.
- 6) The teacher does not provide the widest possible opportunity for students to express opinions and provide responses and ask questions that are not understood in each lesson.

While student observations show that:

- 1) Students do not focus on paying attention to the explanations given by the teacher.
- 2) Students cannot discuss well and compactly with their group mates. Each group member contributes to the group, not just a few students.
- 3) Students are not able to listen properly to the suggestions and comments they get from the teacher regarding deficiencies during the discussion.
- 4) Students do not dare to correct the answers expressed by other groups.
- 5) Students don't dare to ask questions about things they don't understand related to cycle II material.
- 6) Students are not too enthusiastic in following the lesson.

Based on the reflection above, it can be concluded that learning for cycle I actions has not succeeded as expected so that some improvements are needed for further actions

Cycle II Action

Table 4.3 Descriptive Data on the Frequency of Students' Reading Skills Test Scores in Cycle II

Data Deskripsi	Kategori	Jumlah Siswa	Persentase
86 – 100	Baik Sekali	12	48%
70 – 85	Baik	10	40%
55 – 69	Cukup	3	12%
41 – 54	Kurang	0	-
≤ 40	Sangat Kurang	0	-

Based on the data in table 4.3 above, it is obtained an illustration that the results of the aloud reading ability of class II students in cycle I on a descriptive scale are categorized as very poor (SK) as many as 0 students, poor category (K) as many as 0 students, sufficient category (C) as many as 3 students or 12%, and good category (B) as many as 10 students or 40% and those in the very good category (BS) are as many as 12 students or 48%. Then to see the percentage of completeness of students' initial reading ability results with the application of reading card games in class II students of SD Inpres Barombong II, Tamalate District, Makassar City, in cycle II can be seen in the following table:

Table 4.4 Description of the Completeness of Students' Aloud Reading Ability in Cycle II

Data Deskripsi	Kategori	Jumlah Siswa	Persen tase %
70 – 100	Tuntas	22	88
0 – 69	Tidak Tuntas	3	12
Jumlah		25	100%

The implementation of actions in cycle II in general, the results of observations and evaluations increased compared to cycle I. This can be seen in the results of teacher and student observations. The results of the reflection of the actions that occurred are as follows:

The results of observations of teachers show that:

- 1) The teacher has carried out learning in a conducive manner and allows students to focus and concentrate fully on learning.
- 2) The teacher has carried out learning in a conducive manner and allows students to focus and concentrate fully on learning.
- 3) The teacher has given instructions to students in completing the tasks assigned to each group.
- 4) The teacher has been responsive to groups experiencing difficulties and giving suggestions to each group.
- 5) The teacher has motivated students in completing assignments and discussing with their group mates.
- 6) The teacher has been able to provide opportunities for other students to provide overall conclusions from the results of the discussion.
- 7) The teacher has been able to provide opportunities for other students to provide overall conclusions from the results of the discussion.
- 8) The teacher has provided the widest possible opportunity for students to express opinions and provide responses and ask questions that each one does not understand during the lesson.

While student observations show that:

- 1) Students have focused on paying attention to the explanations given by the teacher.
- 2) Students have been able to discuss well and compactly with their group mates.
- 3) Students are able to listen well to the suggestions and comments they get from the teacher regarding deficiencies during the discussion.
- 4) Students have focused on paying attention to the explanations given by the teacher.
- 5) Students have been able to discuss well and compactly with their group mates.
- 6) Students are able to listen well to the suggestions and comments they get from the teacher regarding deficiencies during the discussion.
- 7) Students have the courage to correct the answers expressed by other groups.
- 8) Students have the courage to ask questions that have not been answered
- 9) Students have the courage to correct the answers expressed by other groups.
- 10) Students have the courage to ask things they don't understand related to cycle II material.

All students increased interest and were very enthusiastic about participating in the lesson. Based on the previous explanation, it can be concluded that the results of observations of teacher activities in carrying out the learning process through reading card games in cycle II experienced a significant increase. Judging from the success of the teacher in implementing the steps for implementing the reading card game properly and correctly starting from the preliminary activities to closing activities in the learning process. The results of observations of student activities in cycle II when reading card media were applied also showed a good stimulus-response seen from students' interest and enthusiasm in the learning process.

DISCUSSION

The discussion of the research results consisted of teacher teaching activities and student learning activities in the learning process using reading card games in class II SD Inpres Barombong II, Tamalate District, Makassar City. This research was conducted for two cycles. Prior to conducting the research, the researcher first found out how far the students' reading ability was. The results obtained from the previous student learning outcomes data, it turns out that the

number of students has not reached 85% with the KKM score set by the school, namely ≥ 70 . This shows the need for an action in learning so that it can improve the ability to read aloud students in class II SD Inpres Barombong II, Tamalate District, Makassar City by implementing a reading card game.

Student learning outcomes were obtained after the first cycle was carried out in the Indonesian language lesson content by using a reading card game. Descriptive analysis of student learning outcomes obtained that the overall average student score in cycle I was 63.2 obtained from the total student score of 1,580 divided by the number of class II students, namely 25 students. Data analysis also showed that the learning outcomes of 25 students, only 9 students reached the KKM standard with a percentage of 36%. While students who did not reach the KKM standard were 16 students with a percentage of 64%. The minimum completeness criteria (KKM) that must be achieved is 70.

In the learning process in cycle I, it has shown changes but is still lacking. This is because of the deficiencies that occur at each stage of learning activities both in the teacher aspect, in this case the class II teacher, and also from the student aspect. The deficiencies that occur from this teacher aspect can be seen in the observation sheet that has been described previously. Student learning outcomes in cycle I were in the sufficient category, because the application of the reading card game in the learning process used had not gone as it should. The presentation of the material is also not maximized so that the learning process is not achieved according to what is expected. This resulted in students' reading aloud ability being still relatively low, because students did not understand the steps of the reading card game and still paid little attention to the teacher's explanation. Seeing the aloud reading ability of students in cycle I who had not yet reached the KKM, this is where there is a demand for cycle II to be held as a follow-up to cycle I.

Further action is taken which aims to improve the performance of teachers and students who have not been achieved during the learning process. The purpose of improved performance is: teacher teaching activities, student learning activities, and student learning outcomes. Therefore, in cycle II the teacher gave students a detailed and clear understanding of the application of the reading card game and students also paid more attention to the teacher's explanation.

The results obtained in cycle II were much better than cycle I. Therefore, it can be said that cycle II was a cycle in which the teacher succeeded in implementing the reading card game in class II SD Inpres Barombong II, Tamalate District, Makassar City. This is evidenced by the acquisition of student learning outcomes that are able to reach the good category. Descriptive analysis of student learning outcomes obtained that the overall average student score in cycle II was 85.2 obtained from the total student scores of 2,130 divided by the number of class II students, namely 25 students. Data analysis also shows that the learning outcomes of 25 students, 22 students achieved the KKM standard with a percentage of 88%.

While students who did not reach the KKM standard were only 3 students with a percentage of 12%. The minimum completeness criterion (KKM) that must be achieved is 70. Student learning outcomes based on the acquisition from the second cycle test have increased, namely from the results of the first cycle test the average student score is 63.2 to increase in cycle II with the overall average student score is 85.2.

The results of observations on the implementation of the second cycle proved that the teacher's teaching activity had increased from before, where in the first cycle the teacher's teaching activity was in the sufficient category and in the second cycle it was in the good category. In line with this, student learning activities also increased, where student learning activities in cycle I were still in the sufficient category, and cycle II was able to change student learning activities for the better and were in the good category.

Based on the data on the final test results of cycle I and cycle II, it can be concluded that learning has been successful using reading card games to improve reading aloud skills in class II SD Negeri 72 Bontoloe, Galesong District, Takalar Regency. This can be seen from the increase in the number of students who achieve KKM scores from cycle I to cycle II. In the first cycle of mastery learning outcomes have not reached 85%, because the number of students who achieve completeness is only 9 people with a percentage of 36%. Whereas in cycle II there was an increase in the completeness of student learning outcomes which had reached 85% seen from the number of students who achieved completeness as many as 22 people with a percentage of 88%. This shows that the reading card game can improve the ability to read aloud in class II students of SD Inpres Barombong II, Tamalate sub-district, Makassar City.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the application of reading card games to improve the ability to read aloud in class II SD Inpres Borombong II, Tamalate District, Makassar City has increased. This increase can be seen in the average student score in cycle I, which is 63.2 and cycle II, which is 85.2. In addition, the results of observations of teacher teaching activities have increased from before, where in the first cycle the teacher's teaching activities were in the less category (K) and in the second cycle they were in the sufficient category (C). In line with this, student learning activities also increased, where student learning activities in cycle I were still in the sufficient category (C), and cycle II was able to change student learning activities for the better and were in the good category.

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