APPLICATION OF FLASHCARD MEDIA IN LEARNING TO READ OF SECOND GRADE STUDENTS

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ABSTRAK

Tujuan penelitian ini yaitu mendeskripsikan perencanaan penerapan media flashcard dalam pembelajaran membaca permulaan siswa kelas 2 SDN 02 Brujul, mendeskripsikan penerapan media flashcard dalam pembelajaran membaca permulaan siswa kelas 2 SDN 02 Brujul, mendeskripsikan factor pendukung dan penghambat penerapan media flashcard dalam pembelajaran membaca permulaan siswa kelas 2 SDN 02 Brujul, dan mendeskripsikan solusi dari pendukung dan penghambat penerapan media flashcard dalam pembelajaran membaca permulaan siswa kelas 2 SDN 02 Brujul. Teknik pengumpulan data yang digunakan yaitu wawancara, observasi, dan dokumentasi. Subyek penelitian ini adalah guru dan siswa kelas 2 sebanyak 5 siswa . Uji validitas data menggunakan triangulasi sumber dan triangulasi Teknik. Teknik Analisis data pada penelitian ini menggunakan reduksi data, penyajian data, dan verifikasi. Hasil penelitian, kegiatan perencanaan pembelajaran meliputi pemilihan metode pembelajaran, penyiapan media,dan penyiapan materi atau bahan ajar. Cara penerapan media flashcard yaitu pembelajaran huruf pada series I yaitu membaca huruf abjad a-z menggunakan media flashcard, pembelajaran series II yaitu membaca huruf nama-nama buah menggunakan gambar, sedangkan series III yaitu membaca dengan 2 kata atau lebih. Faktor penghambat penerapan media flashcard dalam pembelajaran membaca permulaan antara lain: (a) faktor keluarga. Faktor pendukung penerapan media flashcard dalam pembelajaran membaca permulaan antara lain: (a) faktor guru, (b) faktor anak didik, dan (c) faktor sarana prasarana. Solusi dari faktor penghambat penerapan media flashcard dalam pembelajaran membaca permulaan yaitu (a) rajin berlatih membaca dirumah dan berkoordinasi dengan orang tua tentang perkembangan anak.

Kata-kata kunci: Perencanaan, Penerapan, Faktor Penghambat, Faktor Pendukung, Solusi.

ABSTRACT

This research focuses on the application of flashcard media in the beginning reading learning of grade 2 students at SDN 02 Brujul. The study uses interviews, observation, and documentation to gather data from five grade 2 teachers and students. The research identifies learning planning activities such as selecting learning methods, preparing media, and teaching materials. The application of flashcard media involves learning letters in series I, II, and III. Factors inhibiting the application of flashcard media include family factors, while supporting factors include teacher, student, and infrastructure factors. To address these factors, diligent practice at home and coordination with parents regarding child development can be implemented. The study highlights the importance of considering both supporting and inhibiting factors in the application of flashcard media in early reading learning.

Keywords: Planning, Implementation, Inhibiting Factors, Supporting Factors, Solutions.

INTRODUCTION

Today, education plays an important role in future events and cultural transformations in countries. Schools can influence the improvement of human character and every aspect of life. In the world of education in the 21st century, efforts to make the nation's life smarter are very important, one of which is through language skills, so that learning can be carried out optimally. In the teaching process, teachers, students, and books are inseparable parts. To transfer knowledge, teachers must read. To increase their knowledge, students must also read books. Therefore, reading skills are very important for the continuity of school.

Initial reading skills in elementary school students are defined as the ability to change written symbols or sounds into meaningful sounds (Hatiningsih & Adriyati, 2019). Furthermore, reading becomes a bridge for students to have interactive and integrated abilities in the learning process between teachers and students (Nur Azmi Alwi & Desi Aulia, 2023). Reading is one of the priority activities in education and has many benefits. In reading activities, there is an attempt to find out the meaning of a piece of writing. The goal of learning to read in elementary school determines the success of students in having reading skills in the future, starting from recognizing letters, reading syllables, words, and sentences. Thus, learning to read starts with a good process in order to obtain good reading learning outcomes. (Bakle et al., 2020)

Learning to read in elementary schools takes place in the context of developing reading skills that every citizen must have to develop their potential through learning in elementary schools. Through reading, humans can know the power of God. Reading in elementary school is divided into two categories: beginning reading and advanced reading. Beginning reading is a stage in the process of learning to read for early-grade elementary school students. Students learn to gain the ability to master reading techniques and are able to grasp the content of the reading well. Reading skills are directly related to the entire learning process in elementary school. Students' success in participating in the learning process is largely determined by their mastery of reading skills. Students who are unable or are still not good at reading will experience difficulties participating in learning activities in each field of study. Students will experience difficulty capturing and understanding the material provided in various textbooks. Of course, it will affect the progress of academic achievement.

Based on observations carried out at SDN 02 BRUJUL, it is known that some second grade students still experience difficulties in beginning reading, which is influenced by several things, namely students not knowing the alphabet, a lack of support from parents, and students' slow absorption in the learning process of introducing the alphabet. Where initial reading does not use interesting learning media, by using flashcard media, it is possible to understand more easily. By implementing flashcards in initial reading learning, it is

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considered quite effective in making students more interesting and not feeling bored. This situation proves that students' reading knowledge is still very lacking. Of course, it hinders them from excelling in their classes. The teaching and learning process will become less effective because the provision of material by the teacher is hampered. To overcome this problem, of course, the role of teachers is very important. A teacher is no longer the only source of learning but acts as a facilitator who helps students gain direct learning experience. In other words, whether the learning process is successful or not is also determined by the quality and ability of the teacher. So as a teacher, it is very necessary to package learning as creatively as possible and as fun as possible (Ulfah, 2019).

Many students read by skipping words that should be read in a sentence. In addition, students have difficulty with reading intonation. Many students have difficulty reading closed words. Many students are embarrassed to read aloud in front of the class. Students are lazy about listening to class because they don't understand what the teacher is saying, and students feel bored because they only listen to class activities. Teachers do not use a variety of media in their teaching, so the learning process becomes monotonous and uninteresting. The first reading should be done as a fun activity. Initial reading skills can be improved if the learning medium used is interesting and new for students without causing boredom. For many reasons, students do not read fluently, which may come from both internal and external factors. The internal factors referred to are those of the person (student) themselves, while the external factors referred to are outside or external factors except the student. These external factors may be environmental situations and conditions that are not supported, especially in student learning activities. Internal factors can cause possible neurological dysfunction. Although external factors are the main cause of children's problems, External problem factors are wrong learning strategies; learning activity management does not increase children's study motivation. (Pratiwi, 2020)

Therefore, teachers need to make changes, both to themselves and to the techniques or learning methods they use in class. Teachers need to design reading lessons well so that they can foster the habit of reading as a pleasant condition. Learning conditions should be carried out in relaxed and encouraging conditions, for example, by playing several games in the learning process. One form of learning media that can help teachers in the learning process and implementing teaching methods is using flash cards (Kumullah et al., 2019).

If you use learning media, it is better to know how to read at first, because learning media can help teachers teach reading more easily. Picture card media is considered appropriate as a medium for beginning reading learning for students (Wahyu et al., 2018). Flash card media is one of the learning media that can raise enthusiasm and motivate students, present something abstract into concrete, train memory, and increase students' vocabulary mastery. Considering that several advantages of flash card media have been explained, researchers are interested in conducting similar research to see how flash card media can influence students' initial reading abilities. The use of flash card media can create motivation to learn to read later because it can be used through games. It is hoped that the use of flash card media can have a good impact on students, namely that they can learn to read fluently. (Fitri & Ermiana, 2022)

Flashcard media can be used to express facts using letters, numbers, and symbols to symbolize: "The advantages of flashcards include: (a) portability; (b) practicality; (c) ease of remembering; (d) fun. (Febriyanto & Yanto, 2019). Using media in the learning process can make it easier for teachers to convey information. Therefore, to create an active learning atmosphere, teachers must be creative, efficient, and fun. Be more creative and innovative in design and production. Use learning media, but in reality, many teachers do not use media to convey the material. Childhood is synonymous with game time. Then learn as a second grader who is still in the growth and development stage. Learning is more optimal if it contains

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game elements. With flashcard media, students can learn while playing. It makes students interested, and learning is more fun. Each card is shuffled without students finding out what is behind it. They are chosen at random. Cards can contain questions or include pictures with questions. Card games like that will make students learn more actively to deal with what they can find on the cards they choose, and they will be more motivated. There is competition between students or groups.

Based on the background above, the author is interested in conducting research with the title "Application of Flashcard Media in Beginning Reading Learning for second grade Students at SDN 02 Brujul."

RESEARCH METHODS

This is qualitative research with a case study approach. The subjects of this research were second grade students. This research was carried out at SDN 02 Brujul, which took place in November 2023. This research was about the application of flashcard media to beginning reading learning for second grade students.

The data used is qualitative. The data sources are second grade teachers and 4 children from second grade students. Data collection techniques consist of observation, interviews, and documentation. The data validity technique in this research refers to the data validity technique according to Sugiyono (2015: 92), which consists of source triangulation and technical triangulation. The source technique is comparing and counter-checking the degree of trustworthiness of information obtained through different sources, and the triangulation technique, namely testing the validity of the data, is done by checking the data against the same source but with different techniques. The data analysis technique in this research refers to the data analysis model according to Miles and Huberman (Sugiyono, 2014: 91), which consists of data reduction, data presentation, and verification. Data reduction, namely analyzing the data through data reduction; data reduction, namely summarizing, selecting, and sorting the main things; data presentation, namely presenting data with narrative text or words that are easy to understand; and data verification or conclusions, namely based on data processed through data reduction and visualization.

RESULTS AND DISCUSSION

This research was conducted through observation, interviews, and document analysis. The presentation of data in this research is presented in four focuses: flashcard media planning, application of flashcard media, supporting and inhibiting factors, and solutions to supporting and inhibiting factors.

Flashcard Media Planning in Beginning Reading Learning

Learning planning activities include selecting learning methods, preparing media, and preparing materials or teaching materials.

a. Selection of learning methods

The results of observations and interviews with second grade teachers show that the learning method applied in beginning reading at SDN 02 Brujul is a flashcard game. Flashcards were chosen because of their advantages, namely that they are easy to carry everywhere because they are small, practical, easy for students to remember, and fun because they can be used when learning and playing. Teachers prepare flashcards two weeks before learning activities begin.

The researcher chose flashcards because they are readily available on the market, so they are easy to get, and for students here, flashcards are something new, so I hope they will be impressive for students so they are easy to remember. Of course, it's also fun to learn while playing by putting together existing words. The goal is so that students can recognize letters

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more quickly, have a new vocabulary, and be able to read. There are no restrictions. Students must arrange letters for a special theme, for example, the name of a fruit.

b. Media Preparation

The teacher uses flashcards that are available to design using the Canva application. This flashcard has letters of the alphabet and examples of fruit names given different colors. The activity of applying flashcard media to initial reading will be carried out every Wednesday before carrying out teaching and learning activities.

Figure 1. Flashcard Media

As stated by the class 2 teacher in an interview with researchers, flashcards were used because they have interesting characteristics, namely a relatively small size so they are easy to carry, striking colors so they attract more students' attention, and fun because they can be used when learning and playing.

c. Material preparation

The material studied is the introduction of letters, fruit names, and syllables to make it easier for students to improve their reading skills. The teacher takes one card, and students say the letters and read them. It can be said that the teacher does not determine the theme or subject matter being studied but rather gives students the freedom to arrange the flashcards to form words or syllables according to the students' ability to understand and pronounce them. Because the aim of this learning is to introduce letters, fruit names, and syllables to students as a basis for learning to read.

Application of Flashcard Media in Beginning Reading Learning

The implementation of learning to read letters at SDN 02 Brujul is carried out through stages I, II, and III. Learning letters in series I is reading the letters of the alphabet a-z using flashcard media. Series II learning involves reading the letters of fruit names using pictures. This greatly increases students' interest in reading because there are pictures and writing that attract students' attention. This is in accordance with the opinion (Annisa Nur Fadhilah, 2023) that students are also able to understand the words on the cards. Students can read animal names, letters A–Z, number cards, fruit and vegetable names, color and object names, and transportation names. This really increases students' interest because there are pictures and writing. Meanwhile, series III is reading with two or more words. One of the learning media is flashcard media. Flashcards are learning media in the form of graphics in the form of small cards with pictures, containing photos, symbols, or pictures. This flashcard medium can be used for beginning reading or introducing letters to grade 2 children at SDN 02 Brujul.

Figure 2. Teacher Applying Flashcard Media

Implementing beginning reading for grade 2 children at SDN 02 Brujul, the teacher uses a lesson implementation plan before teaching letter recognition using flashcard media. The teacher's steps in implementing beginning reading using flashcards are: (1) The teacher greets students with greetings; (2) invites students to pray according to their respective religions and beliefs, led by one of the students; (3) communicates about the students' presence. (4) carries out apperception related to the material; (5) provides motivation so that students are enthusiastic when learning takes place; (6) Students listen to explanations from the teacher regarding the activities that will be carried out today and the goals that will be achieved from these activities. (7) The teacher introduces the letters of the alphabet a-z, and the students imitate (8) The teacher calls one of the students to come forward and asks a question about one of the letters, and the student reads the letter. (9) The students listen to the teacher's explanation regarding the names of the fruits from the letters a-z, and they imitate. (10) Students come forward to take one of the cards and read (11) The teacher gives an example of a sentence, and the students read, (12) Students come forward to make a sentence using flashcards and read it out loud. (13) The teacher asks about things that students don't know, and (14) the students and the teacher conclude about the material that has been discussed together.

By applying flashcard media to early reading learning, it can motivate students to read, increase interest in reading, encourage them to think and show the world through words, and describe images in flashcard media to train their cognitive abilities.

Supporting and Inhibiting Factors for Implementing Flashcard Media in Beginning Reading Learning

One aspect that greatly influences the success of learning at school is the aspect of utilizing supporting resources. There are several supporters of the application of flashcard media in initial reading learning at SDN 02 Brujul, including:

a. Teacher Factors

The teacher is the central point, namely the main actor who carries out reading and learning activities using flashcard media at SDN 02 Brujul. Teachers can make preparations; namely, before implementing it in class, the teacher first prepares a plan, such as a design or a lesson plan, which can be used as teaching material.

b. Student Factors

Students are the most important supporting factor in the learning process. Supporting factors in the success of the reading learning process at SDN 02 Brujul arise from the creativity, talent, and high interest of the students. This can be seen when the students are very enthusiastic and eager to take part in beginning reading lessons using flashcard media in the classroom. Therefore, it is easier for students to accept reading material using flashcard media, which is given while learning is in progress.

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c. Infrastructure factors

Having an adequate and comfortable infrastructure will make students happy to learn while playing at school. In this case, the infrastructure at SDN 02 Brujul is sufficient to make children comfortable because there are various teaching aids provided.

Meanwhile, the inhibiting factor in implementing flashcard media in early reading learning for second grade students at SDN 02 Brujul is parents who are busy working, so they pay less attention to their children's development. The following are the results of research on factors inhibiting initial reading learning for second grade students at SDN 02 Brujul. The following are the factors that inhibit early reading learning:

a. Family
1) The way of children learns at home

Based on research, the way children learn at home is one of the obstacles to early reading learning for second grade students. The way children learn at home can influence children's learning at school. Children who learn with the help of their parents tend to receive guidance and direction when they do not understand the material studied at school.

2) Children's activities at home

Based on research, children's activities at home are one of the obstacles to early reading learning for grade 2 students. Children's activities at home are activities that children often do at home. Children who play, watch television, and play on cellphones more often than studying can hinder learning at school.

This is in accordance with the opinion of Slameto (2010: 60–69), who states that factors that can become obstacles to learning are family factors.

Based on the explanation above, it can be concluded that the factors inhibiting early reading learning come from the family. Family factors include how children learn at home and children's activities at home.

Solutions to Inhibiting Factors in the Application of Flashcard Media in Beginning Reading Learning

The following are actions that students and teachers can take to overcome barriers to the use of flashcard media in beginning reading instruction for second grade students.

a. Efforts to overcome barriers to implementing flashcard media
1) Diligently practice reading at home.
2) Consistent in learning
3) Pay attention to the teacher's explanation during learning.
4) Coordinate with parents regarding child development
5) Prioritize and pay more attention to students who experience obstacles in learning to read.

This is in accordance with the opinion of Siti Fatimah (2022) who states that efforts to overcome the factors inhibiting initial reading learning can be summarized as: (1) diligently practicing reading at home; (2) being consistent in studying; and (3) coordinating with parents regarding child development.

CLOSING
Conclusion

Based on the results of research regarding the application of flashcard media in beginning reading learning for second grade students at SDN 02 Brujul for the 2023-2024 academic year, the following conclusions were obtained: Learning planning activities include selecting learning

methods, preparing media, and preparing materials or teaching materials. The way to apply flashcard media is by learning letters in series I, namely reading the letters of the alphabet a-z using flashcard media; learning letters in series II, namely reading letters of fruit names using pictures; and reading with two or more words in series III. By applying flashcard media to early reading learning, it can motivate students to read, increase interest in reading, encourage them to think and show the world through words, and describe images in flashcard media to train their cognitive abilities. The inhibiting factor in implementing flashcard media in early reading learning comes from the family. Supporting factors for implementing flashcard media in initial reading learning include teacher factors, student factors, and infrastructure factors. Solutions to the factors inhibiting the application of flashcard media solutions for students include: (a) diligently practicing reading at home; (b) being consistent in learning; and (c) coordinating with parents regarding child development.

Suggestion

For future researchers who are interested in researching the application of flashcard media in early reading learning in elementary schools, the results of this research can be used as ideas for future researchers. It is hoped that future research can improve the results of this research.

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