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Digital Flash Card Media for Early Reading Learning in Elementary Schools

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ABSTRAK

Banyak siswa yang belum mengenal huruf dengan tepat, sering keliru dalam membedakan huruf yang bentuknya hampir mirip, kesulitan dan tidak lancar dalam membaca. Untuk itu guru perlu mengembangkan media pembelajaran yang dapat menarik minat siswa, praktis digunakan, berbasis digital, dan sesuai dengan karakteristik siswa serta perkembangan teknologi agar pembelajaran membaca menjadi menyenangkan. Tujuan penelitian ini adalah untuk mengembangkan media Flash Card digital dalam pembelajaran membaca permulaan di Sekolah Dasar. Subyek dalam penelitian ini adalah siswa kelas satu yang berjumlah 30 siswa. Metode penelitian yang digunakan adalah metode penelitian dan pengembangan atau Research and Development (R&D). Pengumpulan data dilakukan melalui wawancara, angket, dan observasi. Data yang sudah terkumpul dianalisis dengan teknik analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa penilaian uji validasi produk media Flash Card digital oleh ahli materi sebesar 87% dengan kategori sangat valid. Penilaian oleh ahli media sebesar 90% dengan kategori sangat valid, dan penilaian oleh ahli bahasa sebesar 89% dengan kategori sangat valid. Selanjutnya, hasil observasi uji coba penggunaan media Flash Card digital dalam skala luas terhadap siswa Sekolah Dasar diperoleh rata-rata 87,7% dengan kategori efektif. Disimpulkan bahwa pengembangan media Flash Card digital sudah memenuhi kriteria valid, praktis dan efektif untuk digunakan dalam pembelajaran membaca permulaan di Sekolah Dasar.

ABSTRACT

Many students need to learn the letters correctly, often make mistakes in distinguishing letters that are almost similar in shape, have difficulty, and are not fluent in reading. For this reason, teachers need to develop learning media that can attract students' interest, are practical to use, digital-based, and are by student characteristics and technological developments so that learning to read becomes fun. This study aimed to develop digital Flash Card media in early reading learning in elementary schools. The subjects in this study were first-grade students, totaling 30 students. The research method used is the method of research and development or Research and Development (R&D). Data collection was carried out through interviews, questionnaires, and observation. The collected data were analyzed using qualitative and quantitative descriptive analysis techniques. The results showed that the validation test for digital Flash Card media products by material experts was 87% in a very valid category. The assessment by media experts is 90% with a very valid category, and an evaluation by linguists is 89% with a very valid type. Furthermore, the results of observing trials using digital Flash Card media on a large scale for elementary school students obtained an average of 87.7% in the practical category. It was concluded that the development of digital Flash Card media met the valid, helpful, and effective criteria for learning to read in elementary schools.

1. INTRODUCTION

Reading is one of the language skills that must be mastered by students. Reading is one of the most important things in the learning process because, through reading, various sciences can be obtained (Salikin et al., 2017; Wulanjani, 2019). Reading is not just pronouncing the symbols of writing but also understanding various information or messages contained in the text being read. Reading is also one of the receptive written language skills because, by reading, a person will obtain information, knowledge,

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and new experiences (Dahlani, 2019; Koilmo, 2020). One of the reading skills taught in elementary school is early reading. Early reading is one aspect of language skills that is taught for two years in the first and second grades of elementary school students. In the early reading activity, students are taught to recognize written language and pronounce the symbols of language sounds (Lucas et al., 2021; Pratiwi & Ariawan, 2017). The implementation of early reading in elementary school is carried out in two stages, namely reading with books and reading without books (Astalini et al., 2018; Mardika, 2019; Widyaningrum & Hasanudin, 2019). Reading with a book is an activity that involves using books as lesson material. While reading without a book is done using media or props other than books such as letter cards, word cards, sentence cards, and picture cards, early reading is an important skill that needs to be accelerated through application-based or digital media (Danaei et al., 2020; Mustadi, 2022).

Early reading aims to train students to have the ability to understand and pronounce the writing with the correct intonation as a basis for being able to read further (Kumullah, 2019; Muammar, 2020). In early reading learning, students are expected to recognize various types of letters, syllables, words, and sentences (Haspari, 2019). Early reading learning in elementary school should be taught through fun methods and media so that students do not feel bored and burdened with reading activities (Aulia, M., Adnan, Yamin, M., & Kurniawati, 2019; Wildová & Kropáčková, 2015). Therefore, the process of learning early reading in the lower grades should be implemented by the teacher with a variety of techniques, methods, and media that are interesting and fun for students so that reading skills can be obtained by students easily.

Based on the results of observations and interviews in the field, it is known that the early reading ability of students in elementary school is still low. There are still many students who do not know the letters correctly; they are often mistaken in distinguishing letters that look almost similar, cannot read words well, and make mistakes in pronouncing words or sound symbols. This is in line with previous study which states that the difficulties experienced by students in early reading are that it is difficult to identify similar consonant sounds, identify similarities in vocal and schwa sounds, identify similar sounds in sentences, and identify inverted sounds (Damaianti, 2020). The difficulties experienced by students in reading the beginning must be overcome as early as possible by the teacher because it will influence their further reading ability. Even students will have difficulty following other lessons because of their inability to understand the reading material (Muammar, 2020; Virinkoski et al., 2018).

The low ability to read causes students to face several problems during the learning process because reading ability is the key to the success of the learning process. The low early reading ability of students in elementary school can be caused by the fact that the learning method presented by the teacher is still conventional and learning is still teacher-centered, so student learning activity is low and does not develop (Priyatni & Martutik, 2020; Sahan et al., 2021; Sumaryanti, 2018). In addition, the teaching strategies used by teachers also did not vary, so it was less attractive to students, and students seemed less active in participating in learning. Another cause of the low reading ability of students in elementary school is that teachers sometimes only implement what is in the curriculum without developing it into an interesting and fun learning experience. The teacher pays little attention to the characteristics of each student that are heterogeneous or different from each other. In addition, teachers have not used instructional media that can attract students' interest in learning, especially in learning to read. The teaching and learning process is often faced with material that is abstract and beyond the daily experience of students, so the material becomes difficult for teachers to teach and for students to understand (Musahrain et al., 2018; Taufik, 2014). Therefore, the use of appropriate learning methods and media in accordance with the material, student characteristics, and the development of the times is very important so that the expected learning objectives can be achieved properly.

Learning media is an external factor that can strengthen students' motivation to learn. Instructional media is anything that can be used by teachers to convey messages to students. The use of instructional media in the teaching and learning process can increase interest, motivation, and stimulation of learning activities. It can even have psychological influences on students so that they have an interest in learning and the concentration to understand the lesson (Ambarsari et al., 2021; Ningsih, 2022). In addition, instructional media can also help facilitate teachers' delivery of subject matter to students so that the learning process becomes optimal. Fully designed learning media, where media elements and learning resources qualify, will affect the learning atmosphere so that the learning process that occurs in students becomes more optimal (Mulyati & Nugrahani, 2020; Ramadanti, E., & Arifin, 2021). Learning media that are well designed and equipped with interesting content and illustrations will also stimulate students to use these media as learning materials or resources. The use of appropriate media will improve the quality of learning because the media have the function of explaining the information or message conveyed by the sender of the message (teacher) to the recipient of the message (student) (Susantini, 2021; Syakur et al., 2020).

Low-grade students in elementary schools usually tend to like to play and be happy when, in the teaching and learning process, teachers use new and interesting learning media, especially digital-based media. For this reason, teachers need to plan initial reading lessons with interesting media so that reading becomes a pleasant habit. One form of media that can help teachers in the process of teaching early reading is the media Flash Card or serial card. Serial cards can be presented in the form of picture cards, letter cards, word cards, or sentence cards. According to previous study Flash Card is a method that can help in an effort to improve students' learning to read by showing students the words in each card quickly (2/1 second/word) (Susantini, 2021). Flash cards are small cards containing images, text, or symbols that can remind or direct students to something related to the image (Arsyad, 2013; Fitriyani & Nulanda, 2017; Utami, 2021). So, it can be interpreted that the Flash Card is a card that contains pictures and interesting writing so that students easily understand the writing through the images he saw.

Learning to read using Flash Cards is a method used by teachers by utilizing serial cards, picture cards, word cards, and letter cards in an effort to improve student reading learning (Alam & Lestari, 2019; Febiola & Yulsyofriend, 2020; Pradana & Gerhni, 2019). Learning using Flash Card media has been previously studied, where the results of the study stated that the use of Flash Card media in reading materials is appropriate to use, very effective, and accurate to increase student interest in learning (Mulyati & Nugrahani, 2020). Another relevant study was also conducted which states that the use of Flash Card media can increase student motivation in reading initiation, which is characterized by student interest in Flash Card media so that students can read well (Koilmo, 2020). However, the Flash Card media developed so far is still in the form of print media, so it is less practical and not in accordance with the development of students and the sophistication of current technology. Along with the development of technology, the manufacture of flash cards no longer needs to use paper. Currently, flash cards are more economical because they can be made through digital applications, so they become practical, attractive, and easy to remember. Digital Flash Card Media can be used anywhere and anytime and can be easily accessed via mobile phone, Android, laptop, or Chromebook. Digital Flash Card Media adopts card game activities in digital form that are visualized in different and interesting ways (Fitriyani & Nulanda, 2017; Kesumawati, 2022). So that through digital flash card media, the learning process can be presented in the form of a game. Based on the description, then, in this study, researchers will develop a digital flash card medium that is attractive, easily accessible, and easily used, making it more practical and in accordance with the needs of students and the Times. The formulation of the problem in this study is: how does the development of digital flash card media in learning early reading of elementary school? The purpose of this research is to develop digital flash card media products using Canva applications and present them in the form of flipbooks to aid in learning to read in elementary school.

2. METHOD

The method used in this study is the method of research and development, or Research and Development (R&D). Research and development methods are research methods used to produce certain products and test the effectiveness of these products so that the products produced are valid, practical, and effective (Sugiyono, 2019). Research and development methods are carried out deliberately and systematically to improve existing products and develop a new product through testing, so that the product can be accounted for. The subjects in this study were first-grade students at SD Negeri 31 Payakumbuh totaling 30 students. While the object of research is a Digital Flash Card media for early reading in Grade I elementary school. Research and development conducted at level 4, where research aims to create new products and test the effectiveness of these products. The research and development steps carried out are: 1) Data Collection, 2) Planning, 3) initial product development, 4) initial product testing, 5) revision of initial product test results, 6) limited trials, 7) limited trial revisions, and 8) wide-scale trials. The steps of research and development can be described as Figure 1.

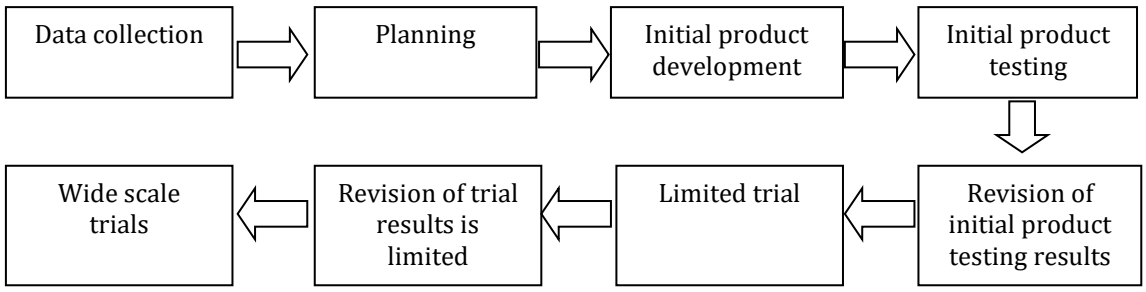

Figure 1. Development Research Step

Based on Figure 1, the steps that researchers take in Developing Digital Flash Card media products can be described as early reading in elementary school. The first step is to collect data and analyze the needs of teachers and students. After that, the plan is prepared by creating a product development schedule. Then proceed with the development of the initial product. After the initial product is finished, a trial of the product is carried out individually. Then the test results are revised for weaknesses and shortcomings by material experts, media experts, and linguists. After that, the revised product was tested again in a limited batch. The results of the limited group trial were revised to mention its shortcomings. The last trial was conducted again on a wide scale, namely on grade 1A students, totaling 30 students. To complete the research data, the researchers used several data collection techniques, namely interviews, questionnaires, and observations. Interviews were conducted to obtain information about the school and the characteristics of the students. Questionnaires were given to validators, namely material experts, media experts, and linguists, to assess the products that have been developed. Observation techniques are carried out during the learning process to know firsthand various things related to the use of digital Flash Card media and to see students' understanding of the introduction of vocabulary names of fruits in the initial reading activities.

The collected data is then analyzed and interpreted. Data analysis techniques used in this research and development are qualitative and quantitative descriptive techniques. A qualitative descriptive technique was used to analyze data in the form of input and suggestions obtained from the results of the evaluation questionnaire from material experts, media experts, and linguists to test the level of validity and feasibility of the product in order to be implemented in reading activities beginning in elementary school (Utami, 2021). Quantitative descriptive techniques were used to analyze the results of questionnaires given to material experts, media experts, and linguists, with the assessment categories shown in Table 1.

Table 1. Product Validation Test Criteria

Percentage (%)	Eligibility Level
80% < scor ≤ 100%	Very Valid
60% < scor ≤ 80%	Valid
40% < scor ≤ 60%	Invalid
20% < scor ≤ 40%	Very Invalid

To test the practicality of the media, used an observation sheet at the time of limited trials both individually and in small groups that contained three aspects of media interest: how to use the media and the benefits of Digital Flash Card media in learning early reading in elementary school. The results of the trials were then analyzed by quantitative analysis techniques using the percentage value formula. Practical test criteria for limited trials are shown in Table 2.

Table 2. Product Practicality Test Criteria

Percentage (%)	Practicality Level
82% < scor ≤ 100%	Very Practical
63% < scor ≤ 82%	Practical
44% < scor ≤ 63%	Impractical
25% < scor ≤ 44%	Very Impractical

Furthermore, to determine the effectiveness of Digital Flash Card media in early reading, is done by testing the ability to recognize vocabulary about fruits through observation sheets. Then the results were compared between the treated group (experimental group) and the untreated group (control group) using digital Flash Card media. The effectiveness test criteria are shown in Table 3.

Table 3. Product Effectiveness Test Criteria

Percentage (%)	Effectiveness Level
> 76	Effective
56- - 75	Quite Effective
40 - 55	Less effective
< 40	Ineffective

3. RESULT AND DISCUSSION

Result

In accordance with the research and development steps previously described, the first step taken in the development of Digital Flash Card media is to collect data and conduct a needs analysis. This activity was carried out through interviews with teachers from SD Negeri 31 Payakumbuh. From the interviews, obtained information that the use of media in learning is very important, but the availability of instructional media in schools is still limited. Teachers have not used a variety of media, using media only in the form of images in the book package. Teachers also do not have enough ability to create their own media, especially digital-based media. Teachers are not familiar with Digital Flash Card media, but they really need the media, because it is interesting, practical, easy to use, and in accordance with the development of students and the Times.

The next step in this research is planning. At the planning stage, the researcher formulates the purpose of the research to be conducted as being to produce or develop products in the form of Digital Flash Card media that are valid and practical and to determine the effectiveness of products developed in reading activities beginning in elementary school. The researcher also designed a product development schedule. Furthermore, the researcher chooses and determines the material to be taught by analyzing the learning achievement in accordance with the curriculum applied by the school, namely the merdeka curriculum. The selected material is vocabulary recognition material for the initial reading activity about the names of fruits ranging from letter A to letter Z in Grade I elementary school. The selection of the material is done because not all students know the types of fruits, and not all types of fruits can be presented directly in the learning process. Therefore, researchers developed a digital Flash Card Learning media in order to provide students with a concrete picture of the various types of fruits. At this stage, the researchers also compiled an observation sheet instrument for the implementation of limited trials and wide-scale trials.

The next stage is the initial product development by designing digital Flash Card media. Digital Flash Card media design developed consists of 3 parts: images, writing, and background. Images are used to show the shape of the object fruits that will be introduced to students, writing is used to show the letters and names of fruits in accordance with the image, and the background is used for Digital Flash Card media that is made to look good and attractive. The design of this digital Flash Card media product was made using the Canva application. Researchers first choose a template that is both available and in accordance with the material to be taught. After that, the researcher inserts the fruit object by selecting an existing fruit image on the Canva element or using a pre-prepared image. The selected images are sorted by alphabetical names, from letter A to letter Z. After that, researchers gave names to the images of these fruits. For naming, above the image is written the letter as inisaial from the image, for example the image of an apple, then above the image is written the letters "A" large and "A" small. The letters are written in accordance with the alphabet and prefix names of these fruits. Then, for the name of its fruits, the author wrote under the picture of the object fruits in small letters with the appropriate shape, size, and color of the letter making it easier for students to read the name of the fruits.

After the images, letters, and names of the fruits were designed, then to beautify the digital Flash Card media created, the researchers chose an interesting background. The background selection is selected color and clear shape, so that it can beautify the appearance of the designed Flash Card media. So, this designed digital Flash Card media, contains picture cards, letter cards, and word cards all at once. After the Flash Card media is finished in the design, the researchers download the media in the form of Flipbook. Then the researcher copied the Flipbook link and inserted it into the student's Chromebook and sent it to the class Whats App group so that it could be opened by students at their respective homes with their parents. The following researchers present an example of a digital Flash Card media Design designed with a size of 9 x 14 cm in Figure 2.

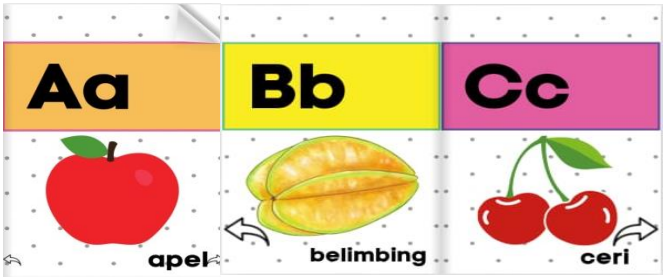

Figure 2. Example of Digital Flash Card Media Design

The next step is preliminary product testing. The products that have been made are tested individually on five first-grade students who are learning to recognize the vocabulary of fruit names. Test the product using Chromebooks already available in schools and prepared in advance by researchers. The percentage of results from individual trials conducted on 5 students, show Digital Flash Card media products used, the average value of the percentage of product feasibility was 81.6%. The figure is categorized as very practical, so that Digital Flash Card products that have been tested can then be used in limited trials after revision. Next is the revision of the preliminary product test results. In this activity, the researcher showed the initial product of Digital Flash Card media to material experts, media experts, and linguists to get scores, suggestions, and input as revision material. The percentage of revision assessment of the initial product test results by material experts, media experts, and language experts can be seen in the Figure 3.

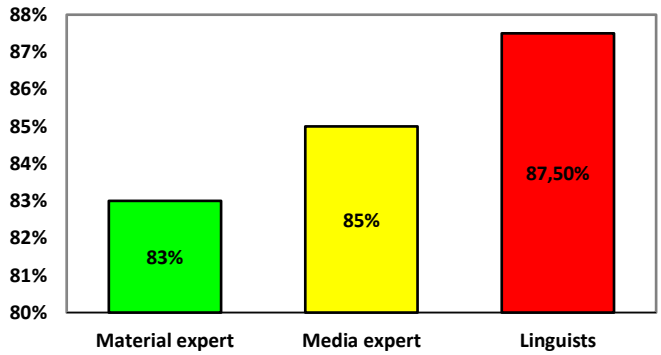

Figure 3. Percentage of Assessment of Initial Product Test Results By Material Experts, Media Expert, And Linguists

Base on Figure 3, show assessment of product feasibility by material experts was 83% valid. Assessment by media experts was at 85%, which is a very valid category. While the assessment of linguists' amount to 87.5% with a very valid category. Suggestions from material experts, media experts, and linguists include, Digital Flash Card media should be titled and equipped with a media usage guide book. In addition, the size and shape of the writing that is designed still need to be revised and adjusted to the correct form of letters or writing. After getting advice and input from experts, researchers revised and improved the Digital Flash Card media products. From the results of the assessment by material experts, media experts, and linguists, it was concluded that this product can be used with revisions according to suggestions and continued limited trials.

In the limited trial phase, the digital Flash Card media was tested on a small group of 10 students. The percentage of the results of limited trials in small groups, show similar to individual trials, all students on these limited trials are also facilitated with Chromebooks. Students seemed very enthusiastic about using digital Flash Card media, because the media is already equipped with a quiz-shaped game created by the teacher. From the test results of the Digital Flash Card media products in this small group, an average value of 83.33% was obtained. The percentage of product feasibility, indicating that the product is categorized as very practical and can be used with minor revisions and proceed to wide-scale trials. The next step is to show the media that have been experimented with on a limited basis in small groups back to material experts, media experts, and linguists to get advice and input so that the media can be revised again. The percentage of revision assessment of limited test results by material experts, media experts, and language experts can be seen in the following Figure 4.

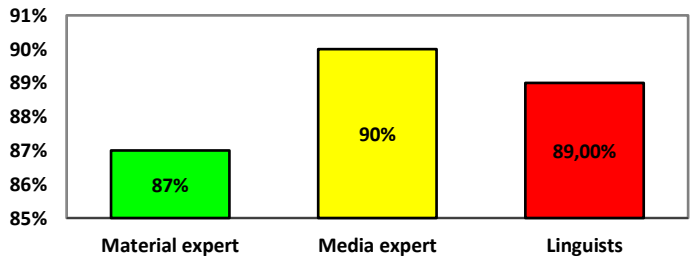

Figure 4. Percentage of Assessment Results of Limited Trials by Material Experts, Media Experts, and Linguists

Base on Figure 4 show assessment of product feasibility by material experts was 87% valid category. Assessment by media experts was 90%, a very valid category. While the assessment by linguists is 89% with a very valid category. Suggestions from material experts, media experts, and linguists include adjusting the selected object or image to the level of knowledge of the students, so that students can easily read the name of the object. From the results of the assessment, it can be concluded that the product can be used with revisions according to suggestions and continued to wide-scale trials. The final step in this research and development is wide-scale trials. A wide-scale trial was conducted on all 30 students in the IA class. At this stage, the researchers distributed observation sheets to compare the posttest value of class IA (experimental group) with class IB (control group). Class IA is a group that gets the treatment using digital Flash Card media, while Class IB is a group that does not get the treatment using digital Flash Card media in the vocabulary introduction material for fruit names. This experiment was conducted to see students' understanding of the introduction of vocabulary names of fruits through observation instruments. The comparison of the results of a wide-scale trial between the experimental group and the control group on the use of digital Flash Card media can be seen in Figure 5.

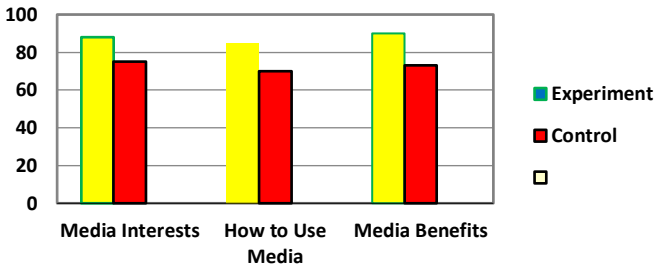

Figure 5. Comparison of The Results of Large-Scale Trials on The Use Of Digital Flash Card Media Between The Experimental Group and The Control Group

Based on Figure 5, it can be seen the results of trials of the use of digital Flash Card media on a large scale for the experimental group and the control group. The results of the trial of students' interest in Digital Flash Card media in the experimental group were 88% with effective categories and 75% in the control group with quite effective categories. The results of trials on how to use Digital Flash Card media in the experimental group showed that 85% of the categories were effective, compared to 70% in the control group with quite effective categories. While the results of trials on the benefits of Digital Flash Card media in the experimental group were 90% effective category and the control group was 73% effective, the results are quite effective. The average test results of Digital Flash Card media products amounted to 87.7% with an effective category in the experimental group, and 72.7% with an effective category in the control group. So it can be stated that the Digital Flash Card media products that have been developed can be categorized as effective for use as a learning medium to recognize vocabulary in early reading in elementary school.

Discussion

In this research and development, the resulting product is a digital Flash Card media for learning early reading in elementary school. This digital Flash Card Media was developed to overcome the difficulty of students in early reading, especially with the introduction of vocabulary names of fruits. At the stage of limited product trials, both individually and in small groups, students are still finding it difficult to use the media, because this is the first time they have learned to use digital Flash Card media directly. However, the enthusiasm and curiosity of students are very high. They look engrossed and curious about the media used. Research and development of Digital Flash Card media have passed the validation stage, where the digital Flash Card media have been validated by material experts, media experts, and linguists. The suggestions and inputs given by the three experts have been applied by researchers as revision materials. After being revised and tested again in a wider group, the validation results obtained from the three experts indicate that the digital Flash Card media is suitable for use in learning early reading in elementary school.

Referring to some opinions and results of previous research in line with the development of Digital Flash Card media, it was found that the digital Flash Card media used in the learning process can attract the attention and interest of students so that they look active in the learning process and the learning purpose is expected to be achieved properly (Kesumawati, 2022). Furthermore, other study also mentioned that the resource-based learning model (RBL) using Flash Cards is very influential on problem-solving skills and student motivation (Koilmo, 2020). The results of previous study also showed that Flash

Card media can be used as a learning medium to improve the ability to recognize colors in kindergarten, where the validation results from material experts obtained a percentage of 78.33%, from media experts by 92%, and from six teachers by 97.55% (Dewi, 2020). Furthermore, the results of previous research show that the implementation of learning by using Flash Card media can improve student learning outcomes in social studies subjects in Grade IV SDN I Pesanggrahan, where there is an increase in the average value of students before taking action from 52.7 to 66.2 in Cycle 1 and increased to 74.7 in Cycle 2 (Febriyanto & Yanto, 2019).

Then, related to learning early reading in elementary school, it is believed that letter recognition is the basis of the learning process. Students who are not able to recognize letters well will definitely not be ready to learn to read and write. At the early reading stage, students should be able to recognize letters from A/a to Z / z (Pratiwi & Ariawan, 2017; Westhisi, 2019). The ability of students to recognize letters is very necessary to be developed as a basis for student readiness to learn, especially in learning to read. Therefore, through the flash Card media that researchers developed, students can recognize letters quickly and easily, read words correctly, understand pictures well, and have a lot of vocabulary, so that reading becomes a fun and useful activity. The implication of this study is to provide an overview of digital-based digital flash card media for early reading learning in elementary schools. This research will be very useful especially for educators especially in elementary schools as a reference in choosing media to teach early writing to their students. The limitations of this study lie in the scope of the research which is still very limited. Therefore, it is hoped that future researchers will be able to deepen and broaden the scope of research related to the use of digital flash card media.

4. CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that the Digital Flash Card media developed in this study has met the criteria of validity and practicality in its use for teaching and learning early reading in elementary school. Furthermore, from the results of trials on a wide scale, Digital Flash Card media also proved effective in teaching and learning early reading in elementary school.

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