



Papan Pintar Acak Kata for Improves Reading Skills of Grade II Elementary School Students

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ABSTRAK

Kemampuan membaca merupakan kemampuan yang harus dimiliki siswa sebagai modal utama dalam meningkatkan kualitas dirinya. Penelitian ini bertujuan untuk menghasilkan media pembelajaran "Smart Board Random Words" untuk meningkatkan keterampilan membaca muatan bahasa Indonesia siswa kelas II SD yang sudah teruji keefektifannya. Penelitian ini menggunakan model ADDIE yang terdiri dari 5 tahapan yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek pengembangan dalam penelitian ini adalah produk berupa media papan pintar acak kata, objek pengembangannya adalah validitas konten, respon pengguna, dan efektivitas produk. Subyek tes dalam penelitian ini melibatkan 55 siswa kelas II SD, yang objek tesnya adalah kemampuan membaca. Metode pengumpulan data dan instrumen yang digunakan dalam penelitian ini adalah pedoman observasi, pedoman wawancara, skala penilaian dan angket. Uji validitas produk menggunakan rumus Gregory. Analisis data menggunakan statistik kualitatif dan teknik statistik uji t inferensial. Hasil validasi isi, respon guru dan siswa menunjukkan bahwa media smart board acak kata diperoleh sangat valid. Hasil uji efektivitas media pembelajaran menunjukkan hasil sebesar 0,000 kurang dari 0,05 yang berarti produk yang dikembangkan mempunyai efektivitas yang signifikan. Disimpulkan bahwa media pembelajaran "Smart Board Random Words" dapat meningkatkan keterampilan membaca muatan bahasa Indonesia siswa kelas II SD.

ABSTRACT

The ability to read is an ability that must be possessed by students as the main capital in improving their quality. This study aims to produce learning media "Smart Board Random Words" to improve the reading skills of Indonesian language content for second grade elementary school students whose effectiveness has been tested. This study uses the ADDIE model which consists of 5 stages: analysis, design, development, implementation, and evaluation. The subject of development in this research is a product in the form of word scrambled smart board media, the object of development is content validity, user response, and product effectiveness. The test subjects in this study involved 55 grade II elementary school students, whose reading skills were used as the test object. Data collection methods and instruments used in this study were observation guidelines, interview guidelines, rating scales and questionnaires. Test product validity using the Gregory formula. Data analysis is using qualitative statistics and statistical inferential t-test technique. The results from content validation, teacher's and students' response showed that the random word smart board media obtained a very valid. The test results for the effectiveness of learning media show a result of 0.000 less than 0.05, which means that the product being developed has significant effectiveness. It was concluded that the learning media "Smart Board Random Words" can improve the reading skills of Indonesian language content for class II elementary school students.

1. INTRODUCTION

The use of learning media certainly has an important role in supporting the learning process in order to create a learning atmosphere that focuses students on active learning and creates a fun learning atmosphere. The choice of learning media must be adjusted to the characteristics of the students (Aisa et al., 2008; Fatimah & Santiana, 2017). One of the learning media that can be adapted to the characteristics of

elementary school students is one that has an element of play which can give the impression of fun learning (Negara, 2014; Safitri et al., 2022). In the learning process students still find problems, namely students who have difficulty receiving good learning this is because there are still students who are not fluent in reading. The low reading ability was seen by the researcher during the learning process when the teacher asked each student to read and the results showed that out of 55 students, 35 of them were not fluent in reading and still stammered in combining words into sentences, 7 students were unable to spell letters into words, 3 students do not know letters and 10 people can read fluently.

The lack of management of learning media by teachers in schools will certainly affect the quality of learning. This is due to the lack of teacher creativity in utilizing learning media as a tool in conveying information and material (Apriyanti et al., 2020; Naila et al., 2021). Apart from that, when observing the learning process, it is still found that teachers use conventional learning where the teacher is more active compared to their students so that learning will become monotonous, especially considering the characteristics of low grade students who quickly feel bored and quickly lose concentration in their studies. Based on the results of interviews and observations conducted at SD Negeri 1 Kintamani in class II students there were problems, namely the lack of use of media in the learning process and the low ability of students to read. Based on the results of observations is found lack of management of the media used in the learning process.

The skills that must be possessed in 21st century learning are learning skills, communicating, innovating, skills in using information technology and media, and being able to work using life skills. Literacy ability is one of the provisions needed in facing the challenges of the 21st century (Dasor et al., 2021; Muliastri, 2020). In the general provisions of Law Number 3 of 2019 concerning the freezing system, literacy is defined as the ability to interpret information critically so that everyone can access science and technology in an effort to improve the quality of life (Bosica et al., 2021; Muliastri, 2020). Literacy is the ability to learn to access knowledge through reading. Conversely, literacy means the ability to use reading skills in accessing the world of knowledge, such as finding sources, evaluating arguments, and so on.

The ability to read students can have a role and be one of the keys to success in one's life, because any information and knowledge can be obtained inseparable from reading activities. In learning Indonesian in elementary schools there are various kinds of skills, namely listening skills, speaking skills, writing skills and reading skills (Friantary et al., 2020; Hasmi, 2017). The four skills are closely related to each other, which have their respective roles. Reading skills acquired at the beginning of reading will greatly affect advanced reading skills, as abilities that underlie subsequent abilities, then reading skills in low grades really need the teacher's attention. At the initial reading stage students will have difficulty having adequate reading skills. Reading skills must be mastered by elementary school students, because these skills are directly related to the entire learning process of students in elementary schools. Students who are unable to read well will have difficulty participating in learning activities (Septiana Soleha et al., 2021; Sholihin & Samsudin, 2022).

Difficulties in learning to read some types of elementary school students face many low grades. The difficulties that students often experience in reading are 1) students' reading habits are lacking, 2) mistakes in knowing words, and 3) mistakes in understanding (Lestari et al., 2021; Rafika et al., 2020). There are many factors that cause students to be low in reading skills, namely a lack of interest in reading skills, apart from self-awareness of the importance of reading to increase knowledge. According to previous study low reading skills are caused by students' reading abilities that are still lacking, such as fluency in reading is not fluent, pronunciation and intonation in reading are not correct (Oktaviyanti et al., 2022).

This shows that there are problems faced by the world of education in elementary schools in the form of the many difficulties in learning to read faced by students so that efforts are needed to overcome these problems. Efforts to improve reading skills must of course be supported by components in learning. The components in learning, including materials or materials, strategies, tools and media as well as evaluation (Hasanah & Lena, 2021; Rinawati, 2020; Wardiyati, 2019). Media is one component in the learning process. The position of learning media is not only as a tool in the learning process but as an integral part of learning. Learning media is media that is used to support learning activities, namely presenting or presenting information and knowledge to both individuals and groups. Learning media is used as a tool to facilitate and assist the teacher's task in conveying subject matter and make students efficient in understanding the material and lesson material (Prastika et al., 2019; Untari, 2017). In addition, the importance of using learning media is also in line with the paradigm of student-centered learning or student-centered learning where the teacher no longer acts as a conduit of information, as the only source of knowledge, but rather as a mediator and facilitator (Cole & Feng, 2015; Putri & Citra, 2019).

The lack of teacher creativity in utilizing or managing instructional media greatly influences the learning process. Teacher creativity in the learning process is able to utilize various learning resources and learning media in order to enhance the learning outcomes achieved. In the learning process, the most

important thing is the goal of the process, namely how to achieve the learning that has been determined. To determine the level of student achievement in receiving information or material, it can be seen from learning achievement and good reading ability, all of which are inseparable from student motivation and teacher creativity in delivering learning material (Marsa & Desnita, 2020; Supartini, 2016). Based on this explanation, it is very important for teachers to improve students' reading skills in elementary schools. This study aims to produce learning media "*Papan Pintar Acak Kata*" to improve the reading skills of Indonesian language content for second grade elementary school students

2. METHOD

This is an Research and Development (RnD) with the model that used in the development of *Papan Pintar Acak Kata* is the ADDIE development model. The selection of this model is based on the consideration that this model is easy for researchers to understand. This model is arranged in an arranged manner with systematic activities in an effort to solve learning problems related to learning media according to the needs and characteristics of students. The ADDIE model is a learning system design model that shows the basic stages of a learning system that are easy to implement (Zulkifli et al., 2018). This model is structured programmatically with systematic sequences of activities in an effort to solve learning problems related to learning resources that suit the needs and characteristics of learning. The ADDIE model consists of five stages, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation (Tegeh & Sudatha, 2019).

First, the analysis stage aims to analyze the importance of developing and implementing learning and determining development requirements. At this stage there are several analyzes that will be carried out by researchers, consisting of student character analysis, material analysis, and needs analysis. Second, design stage in this study was carried out by making a developed media design. The activities carried out at this planning stage were (1) compiling the initial product and (2) preparing instruments consisting of media validity instruments, material validity instruments, practitioner validity instruments, student response instruments and media effectiveness instruments on reading skills. Third, development stage of the activities carried out was conducting a judges test to determine the validity of the instrument grids used, realizing the product design and making product improvements carried out by 2 learning media experts, 2 learning material experts, 2 teacher responses and 1 class response of class II SD students. The purpose of this stage is to determine the level of content validity and user response of the product being developed. Fourth, the implementation stage is the trial stage of the developed learning media product. The implementation phase aims to test the effectiveness of the product. The test involved one class of Grade II elementary school students using the pre-experimental design of the One-Group Pretest-Posttest Design. And the last, evaluation is to see the learning media that have been implemented in accordance with what is expected.

The subject of development in this development research is a product in the form of a scrambled word smart board, while the object of development is content validity, user response and product effectiveness. The test subjects in this study were class II students at SD Negeri 1 Kintamani, while the objects in this development research were reading skills which were used as the test objects. Effectiveness test of the media using the pre-experimental design One-Group Pretest-Posttest Design is used because the results of the treatment can be known more accurately, because it can compare with the conditions before being given a treatment (treatment). The pre-experimental research design One-Group Pretest-Posttest Design can be seen in Figure 1.

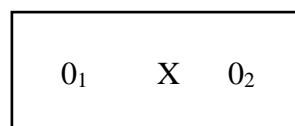


Figure 1. One-Group Pretest-Posttest Design

The types of data used in this study are qualitative data and quantitative data. Qualitative data were obtained from analysis of student problems, analysis of student character analysis, analysis of the material to be used and analysis of student needs as well as input and suggestions from experts. While the quantitative data in this study were obtained from expert validation rating scales, user response rating scales (teachers and students) and effectiveness tests. The media expert validation instruments, material experts response instruments, teacher response instruments, student response instruments is show in Table 1, Table 2, Table 3, Table 4.

Table 1. Grid of Media Expert Validity Instrument

No	Aspect	Indicator	Item Number	Number of Items
1.	Technical	Ease of use of media	1	3
		Media can help students understand the material presented	2	
2.	Appearance	Media can train students' reading skills	3	5
		Suitability of media use according to the material	4	
		Accuracy of media use	5	
		Media display quality	6	
3.	Media Resilience	Accurate and harmonious composition and color combination	7	2
		Clarity of instructions for use in the display	8	
		Safe media used by students	9	
		Durability of the materials used in the media	10	
Amount			10	

Table 2. Grid of Material Expert Validity Instrument

No	Aspect	Indicator	Item Number	Number of Items
1.	Material Accuracy	Suitability of material to purpose	1	5
		Suitability of material with media	2,3	
		Suitability of material to student characteristics	4,5	
2.	Breadth and Clarity of Material	Breadth of material	6,7	3
		Clarity of material	8	
3.	Suitability of Linguistic Aspects	Language accuracy	9,10	6
		Accuracy of writing	11,12,13,14	
4.	Media Accuracy and Usefulness	Accuracy of random word smart board media	15,16	6
		Media usefulness	17,18,19,20	
Amount			20	

Table 3. Grid of Teachers' Responses Instrument

No	Aspect	Indicator	Item Number	Number of Items
1.	Material	Easy to use	1	4
		Material completeness	2,3	
		Suitability of material with supporting media	4	
2.	Presentation	General view	5	4
		Increase enthusiasm for learning	6	
		The presentation of material involves students being active and independent	7,8	
3.	Language	Use language according to correct rules	9,10	4
		Clarity of language	11	
		Ease of reading	12	
4.	Appearance	Media appeal	13,14,15	3
		Amount		

Table 4. Grid of Students' Responses Instrument

No	Aspect	Indicator	Item Number	Number of Items
1.	Material	Easy to use	1	4
		Material completeness	2,3	
		Suitability of material with supporting media	4	
2.	Presentation	General view	5	4
		Increase enthusiasm for learning	6	
		The presentation of material involves students being active and independent	7,8	

No	Aspect	Indicator	Item Number	Number of Items
3.	Language	Use language according to correct rules	9,10	4
		Clarity of language	11	
		Ease of reading	12	
Amount				12

The data analysis method is at the analyze stage, this method is processing data in the form of sentences or words or regarding an object (Agung, 2018). Data obtained and collected at the analysis stage in the form of observations, interviews, and questionnaires. These data will be analyzed using qualitative analysis techniques. The analysis process using this model is to classify information both criticism, suggestions, input and comments from qualitative data obtained from the results of questionnaire data. The purpose of this technique is to apply data from the analysis of learning problems, analysis of student character, material analysis and needs analysis, so that they are used as a reference in developing products.

The validity of the instrument are using the Gregory formula. Content validity analysis uses Aiken's validity formula. Analysis of user response data uses the percentage formula and comparison of the PAP Scale 5 table. Based on this table, the indicator of success in this study is if the minimum product validation score percentage is in the good category with a range of 60% - 70%. The PAP Scale is show in Table 5.

Table 5. Percentage of PAP Scale 5

Achievement Level	Qualifications	Revision
80% - 100%	Very good	No need to revise
60% - 79%	Good	Slight revision
56% - 65%	Moderate	Slight revision
46% - 55%	Poor	Many things were revised
≤ 45%	Very Poor	Repeatedly make the product

Data analysis implementation phase using inferential statistical analysis. The inferential statistical analysis used in this study consisted of a data distribution normality test, a variance homogeneity test and a hypothesis test using a correlated sample t-test technique (Paired Sample t-test). Data analysis was carried out using the SPSS program. Test the homogeneity of variance using Fisher's formula (f-test). Hypothesis testing uses a correlated t-test formula (Koyan, 2012). The hypothesis tested in this study was that there was a significant difference in the reading skills of grade II elementary school students using the *Papan Pintar Acak Kata*.

3. RESULT AND DISCUSSION

Result

Papan Pintar Acak Kata is used to help students more easily learn to read. This media can also train students' independence to add to the vocabulary that students have. In addition, this media can help students solve the problems they face. In accordance with the results of the initial observations that have been carried out, the problem found in the field is the low ability of students to read. This was observed when the learning process took place, it was still found students who had difficulty receiving good learning, this was because there were still students who were not fluent in reading. Reading is an integrated unit of activity which includes several activities, such as recognizing letters and words, associating with sounds and their meanings, and drawing conclusions about the purpose of reading. The result of development *Papan Pintar Acak Kata* is show in Figure 1.



Figure 1. The Result of Development *Papan Pintar Acak Kata*

The design of the product at the analysis stage of the activities carried out by researchers is analyzing the problems faced by students, analyzing student characteristics, analyzing the material to be provided and analyzing needs in learning using observation and interview methods. The planning (design) stage is compiling the initial product to be made and compiling the instrument consisting of learning material validity instruments, learning media validity instruments, teacher response instruments, student response instruments and media effectiveness instruments on reading skills. The development stage is the activity of developing the validity of the scrambled word smart board media to find out the feasibility of the product to be developed, first being assessed by judges by two lecturers at the Ganesha University of Education. The instruments tested for validity were the instructional media expert instrument obtaining a score of 0.90, the learning material expert instrument obtaining a score of 1.00, the teacher response instrument obtaining a score of 1.00, the student response instrument obtaining a score of 0.87 and the reading skill instrument obtaining a score of 1, 00 so it can be concluded that it has very high content validity. The implementation stage is the testing phase or implementing the Random Word Smart Board media in the field to determine its effect on the quality of learning. The evaluation stage is to find out the strengths and weaknesses of the product that has been developed. In more detail the result of content validity test is show in [Table 6](#).

Table 6. The Result of Content Validity Test

No	Instrument Validation	Score	Qualification
1.	Learning Media Expert Instrument	0.90	Content validity is very high
2.	Learning Material Expert Instrument	1.00	Content validity is very high
3.	Teacher response instrument	1.00	Content validity is very high
4.	Student response instrument	0.87	Content validity is very high
5.	Reading skills instrument	1.00	Content validity is very high

Base on [Table 6](#) measuring the feasibility of the developed media, validation has been carried out and the results of user responses (teachers and students) with the results achieved are valid learning media products based on the assessment of learning media experts, learning material experts and user responses (teachers and students) as well as the effectiveness of the media to improve reading skills. This is inseparable from the advantages of the product being developed, that the word random smart board learning media is designed very attractively with a display of various colors according to the characteristics of grade II elementary school students. This media provides letter pockets and word boxes that students can use in learning to read and add to their vocabulary. This media is very easy for users to use because this media is designed for elementary school students, especially low grade students, which is made simple so it is easy to use for learning. This media can help students to improve reading skills where in the media there are pockets of letters, students can make words according to the material or outside of the material being taught. Apart from that, there is a safe word box where several words will be presented which will be scrambled in the word box and students are asked to form sentences. This can train students' critical thinking skills to remember scrambled words so that a sentence can be formed.

Discussion

The validation stage was carried out by media experts and user responses (teachers and students). This validation is carried out to improve the product that has been developed so that later it is suitable for use in the field. The results of the research that has been carried out show that the learning media that have been developed have very good quality. The scrambled word smart board media can be said to be of high quality in terms of the test results by learning media experts, learning material experts and user responses (teachers and students). The results of the validation test of learning media experts obtained very good qualifications consisting of assessments on the attractiveness aspect, the display aspect and the media resilience aspect. The display aspect consists of the ease of use of the media and the usefulness of the media ([Antariani et al., 2021](#); [Cole & Feng, 2015](#)). Aspects of appearance, consisting of the suitability of the media with the material, the accuracy of using the media, the quality of the appearance of the media, the accuracy and harmony of the composition and color combinations and instructions for use. Then the aspect of media resilience, consisting of media security and media durability ([Maruti, 2022](#); [Moore & Hancock, 2022](#)). The data obtained is in the form of a score to determine the feasibility of the media, while the data in the form of suggestions and comments are used to revise the product being developed.

The next validation stage is the validation of learning material by experts who obtain very good qualifications which consist of an assessment on the accuracy of the material, consisting of the suitability of the material with the learning objectives, the suitability of the material and the suitability of the material with student characteristics. Furthermore, the aspect of the breadth and clarity of the material is the

breadth and clarity of the material. Then the linguistic aspect, consisting of accuracy of language and accuracy of writing and aspects of accuracy and usefulness of the media (Fatimah & Santiana, 2017; Nurpratiwiningsih et al., 2018). The data obtained is in the form of a score to determine the feasibility of the media, while the data in the form of suggestions and comments are used to revise the product being developed.

The user (student) response trials were carried out by all second grade elementary school students with assessment aspects, namely material aspects, presentation aspects and language aspects. In the user response test, the results of the qualifications were very good so that the learning media developed had no revisions. From the product evaluation that has been carried out, a good score is obtained and a positive response to the product that has been developed is from learning media experts, learning material experts and user responses (teachers and students). The average score given is 5 (very good) and 4 (good). The results of product tests that have been carried out and obtained the content coefficient of word scramble smart board media based on learning media experts is 0.96 and the content coefficient for learning material experts is 0.96 with a very high validity category. As for the results of user responses that have been carried out and obtained the content coefficient of word scramble smart board media based on learning media experts is 0.96 and the content coefficient for learning material experts is 0.96 with very high validity category.

The use of learning media that is appropriate to the characteristics of students can help students understand the material. This is in line with Piaget's theory which states that elementary school children are in the concrete operational stage which indicates that children will understand if taught with concrete or real objects (Pebriani et al., 2021). The feasibility of scrambled word smart board media can be seen from several aspects of the assessment which display media and material that is packaged very attractively and is easy for students to use so that it is interesting to ask students to learn to read.

Based on the data analysis that has been carried out the validation of the random word smart board media based on learning media experts is 0.96 and the content coefficient for learning material experts is 0.96 with a very high validity category. Furthermore, for the reporting level of user responses, namely teachers, is 90% with very good qualifications and for the level of reporting users, namely students, is 96.3% with very good qualifications. Hypothesis testing was carried out using an independent sample t-test showing a significant value (2-tailed) $0.000 < 0.05$ so that the basic part of decision making in the independent paired sample t test can be won that H_0 is rejected H_1 is accepted. Thus it can be interpreted that there is a significant difference in the reading skills of second grade elementary school students after learning to use the random word smart board media, so the random word smart board media is effective for improving students' reading skills in Indonesian for second grade elementary school students.

The application of scrambled word smart board learning media has a very good effect on students. In the learning process using random word smart board learning media students will be invited to learn to read in stages (Melesse & Mekonnen, 2020; Munikasari et al., 2021). First students will be invited to learn to recognize letters, then students are asked to make words using letter pockets. In applying the letter pockets students will be asked to make words according to the material with the aim of adding new vocabulary and increasing the students' vocabulary. Then students will be invited to form sentences from a few words about a clean living environment at school that has been provided according to the picture using word pockets. Through the word bag students are trained to recognize several words that will be used as sentences. Application with this word bag makes it easier for students to learn to read and train students' critical thinking skills to turn words into appropriate sentences. In addition, students are invited to observe the environment around the school with the aim that students know how the conditions are in the surrounding environment and can write and tell about the environment around the school.

After the use of random word smart board learning media makes students active in participating in learning and there has been a change in students, where according to the indicators of reading skills students are able to read words and sentences with a clear voice and the right intonation, the clarity of the words and sentences spoken is good, students are able to read words and sentences quite fluently (Alenezi, 2020; Cookson & Stirk, 2019). Besides that, students are also able to convey what they have learned, rewrite what students have learned even though only a few sentences can be written by students. This can be interpreted that the use of scrambled word smart board learning media effectively can improve students' reading skills. In addition, the delivery of messages by the teacher will be clearer and easier for students to understand because the media used is very effective, so students feel interested, attract students' attention and students feel happy in learning (Agustini et al., 2020; Gebre, 2018).

Word random smart board media is a visual media. Previous study state the use of visual media can attract students' attention during the learning process (Kustandi et al., 2021). The use of visual media can involve students directly. This of course will provide motivation to students in the learning process so that students can achieve the desired learning objectives. Random smart board media is made according to the

students' reading stage. The initial stage of the student reading process is preliminary reading. Low grade students, especially grade II are still at the beginning reading stage. Other study state beginning reading is carried out for low grade students focusing on mastering writing systems such as letter recognition and how to pronounce them in learning to read so that students have a basis for advanced reading activities (Cole & Feng, 2015).

The implications of this research provide a reference in developing learning methods that are more interactive and effective in increasing literacy at the elementary school level. This research can encourage the integration of technology, such as the Random Word Smart Board, in the basic education curriculum to support more interesting and effective learning. The sample size may be limited to one particular school or area, so the results cannot be directly generalized to the entire population of class II students at a wider level. Additionally the duration of the study may be limited, and the results may be more relevant for certain time periods. Additionally, the time measured for improvements in reading skills may need to be extended to measure long-term impacts.

4. CONCLUSION

Based on the discussion of these results, it can be concluded that there is a significant difference in the reading skills of second grade elementary school students after learning to use the word scramble smart board media, so the word random smart board media is effective for improving the reading skills of Indonesian language students of grade II elementary school students. The implication of this study is that the learning media of word scramble smart boards in class II SD with very good qualifications for the student learning process can be seen from the results of the research that has been carried out.

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