FLASHCARD MEDIA USE ON GRADE 1 STUDENTS' READING ABILITY

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Abstract	This research aims to determine the effect of flash card media in improving the reading ability of class I students at SDN Semolowaru 1 Surabaya. This research uses a quantitative approach with an experimental design method, namely Pre Experimental Design in the form of One Group Pre-test Post-test Design. The research subjects were class I students at SDN Semolowaru 1 Surabaya. Class 1 students totaling 23 students with 10 male students and 13 female students. The data collection technique uses tests in the form of a pre-test before giving treatment and a post-test after the treatment is given, to compare the results before and after using flash card media. The validity of the instrument used is construct validity using SPSS version 25 tools. Data analysis was carried out using descriptive quantitative analysis techniques and paired t-test. The research results showed three main findings: first, students' reading ability before using flash card media was classified as poor with an average score of 55; second, students' reading ability after using flash card media increased with an average score of 83.5; third, there is a significant influence on students' reading ability after using flash card media, with a significance value of $0.000 < 0.05$. Thus, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This research concludes that the use of flash card media is effective in improving the reading ability of class I students at SDN Semolowaru 1 Surabaya.
Keywords	Reading Ability, Flashcards, Influence.

INTRODUCTION

Education is a vital need to work on the nature of human information. Recorded in the Law of the Republic of Indonesia no. 20 of 2003 concerning the State School Education System in article 1 states that Education is a conscious and planned effort to create a learning environment and developing experience for students so that they can effectively grow their ability to have a deep, firm, calm, characterful, knowledgeable, noble personality and abilities. needed without the help of others. This education is very important in human existence. School is a course for everyone who has a good position. There is no time that does not develop, no human life is permanent, and no one lives in the stagnation of civilization. Also, this is about school, because Education is the creator of human development that is enthusiastic and advanced like individuals in general (Adhani, 2016). Although education can provide academic knowledge and practical skills, the social environment, personal experiences, and genes also shape a person's personality and abilities. Daily challenges and interactions with society also shape deep and resilient characters.

Over time, thoughts in the world of education will continue to be refreshed or refreshed in the long term, the framework will continue to be further developed which is able to realize quality human resources (HR). At the axiological level, education is one of the important ways to obtain quality human resources (HR) and ensure the resilience and progress of the country (Oktavia, 2022). In Indonesia, the quality of human resources is the most important thing. As with innovation in general, there will continue to be increasingly modern mechanical changes. Education also generally experiences rapid progress over time, in addition, education is also refreshed to achieve the goals of general education, namely to educate the life of the country and create whole humans, especially humans who have self-confidence and dedication to God Almighty and have a respectable personality, have knowledge, abilities, real and very strong and free welfare and have a sense of responsibility.

Essential schools are very important in improving children's learning. Because basic education is given to children from the ages of 7-12 years, because at that stage children can already feel the joy of learning in themselves. Usually children aged 7-12 years are at a large stage. Where children will be presented with something original and truly exist, so that they can establish connections and be stored in children's memories of the examples they have learned (Aliyah, 2022). Essential schools are very important to improve the learning of children aged 7-12 years. Basic education at this stage provides a fun learning experience, allows children to build connections with

real material, and store it in their memories. During the growth period of children aged 7-12 years, it is known as a high functional period, namely when children are able to think coherently, efficiently and are able to solve big problems. They can do expansion, subtraction, addition, and division. At this stage, children are also ready to see numerical images, but are not ready to handle dynamic things Kurniawan, (2015).

Indonesian language learning is aimed at training the capacity of students. Language learning is intended to help students get to know themselves, their way of life and the way of life of others. Children are expected to be able to involve Indonesian people well to communicate their thoughts or feelings in appearing in public. Indonesian language learning aims to develop students' ability to convey Indonesian well and accurately, both orally and in writing in printed form, as well as foster appreciation for the scientific work of Indonesian individuals. Learning Indonesian is very important because by learning Indonesian students will easily communicate in Indonesian well and can easily learn and understand various subjects.

The situation that is often experienced in the field is that there are still some students who are not able to read fluently. The current situation shows that the information obtained by students is still very inadequate. Ofcourse this prevents them from succeeding in their class. The teaching and educating experience will be less successful because the preparation of materials by educators is hampered. To overcome this problem, of course the task of an educator is very important, especially for teachers who teach in early grades, such as in grade 1. However, it just so happens that there are some educators who sometimes don't do it. Find out their job. Occasionally educators just carry out what is in the education plan without forming the education plan into interesting and enjoyable learning.

METHOD

It should be written in paragraphs. It explains the approach of the research, the kinds of research, the data collection technique, and data analysis. They should reflect on and describe the purpose of the study appropriately. In the next paragraph, the author must display the research framework in a concept map or diagram. Therefore, educators need to make changes, both changes to themselves and changes to the learning strategies or techniques used in the classroom. Educators need to organize reading examples well so that they can encourage the tendency to read as a pleasant condition. Learning conditions should be completed in a relaxed and pleasant atmosphere, for

example by playing some games in the educator's experience. Games that can be used, for example word-building games from flash card media in learning to read, can be beneficial for students in learning. One type of learning media that can help educators in learning by handling and utilizing learning strategies is by utilizing flash card media. This series of cards is in the form of letter cards, word cards, or sentence cards (Sadiman, 2014). Flash cards are a strategy that can help in efforts to further develop students' reading skills by showing students the words on each card quickly (± 1 second/word). The formulation of the problem proposed in this study is:

1. How is the reading ability of grade 1 students at SDN Semolowaru Surabaya before using flash card media?

2. How is the reading ability of grade 1 students at SDN Semolowaru Surabaya after using flash card media?

3. How does the use of flash card media affect the reading ability of grade 1 students at SDN Semolowaru Surabaya?

The objectives of this study are:

1. To evaluate the reading ability of grade 1 students at SDN Semolowaru before the application of flash card media.

2. To evaluate the reading ability of grade 1 students at SDN Semolowaru after the application of flash card media.

3. To determine the effect of using flash card media on the reading ability of grade I students at SDN Semolowaru Surabaya.

FINDINGS AND DISCUSSION

Findings

This type of research uses quantitative research methods. Because this quantitative research method is seen as the most perfect and most purposeful research method by utilizing clear and tightly controlled research factors and being tested carefully through several stages of research. The experimental design used in this study is PreExperimental Design. The form of research from PreExperimental Design is the One Group Pre-test Post-test Design model, researchers conduct pretest measurements before and post-test after giving treatment to one group of subjects. Pretest and post-test can determine the results more accurately.

Sample is the number of characteristics that exist in part of the population. The sample of this study was grade 1 student, totaling 23 students, 10 male students and 13 female students. This research was conducted at SDN Semolowaru.

The data collection technique used by the researcher is in two stages, namely pretest and posttest. For the pretest stage, students are given a storybook reading test to determine the students' initial abilities before being given treatment using flash card media. While the posttest questions are given to determine the students' abilities after being given treatment. The process of implementing the pre-test and post-test will be carried out as follows:

1. Pre-test: Students will be asked to read a story book and the researcher will give an assessment score according to the assessment grid.

2. Post-test: After some time using flash card media as a learning aid, students will be asked to read the story book again to measure the improvement in students' reading ability.

Table 1. Table Reading Assessment Grid

Aspek Penilaian	Deskripsi	Skor
Kelancaran	Mampu membaca dengan lancar kata dan kalimat sederhana	4
	Mampu membaca dengan kesalahan kurang dari 5 kata atau kalimat sederhana	3
	Mampu membaca dengan kesalahan 6-10 kata atau kalimat sederhana	2
	Belum mampu membaca kata atau kalimat sederhana	1
Ketepatan	Mampu mengucapkan dengan tepat kata atau kalimat sederhana	4
	Mampu mengucapkan dengan kesalahan kurang dari 5 kata atau kalimat sederhana	3
	Mampu mengucapkan dengan kesalahan 6-10 kata atau kaliamat sederhana	2
	Belum mampu mengucapkan kata atau kalimat sederhana	1
Pelafalan	Mampu melafalkan wajar, tidak dibuat-buat dan menunjukkan kedaerahan	4
	Mampu melafalkan dengan kesalahan kurang dari 5 kata atau kalimat tidak dibuat-buat dan menunjukkan kedaerahan	3
	Mampu melafalkan dengan kesalahan 6-10 kata atau kalimat, tidak dibuat-buat dan menunjukkan kedaerahan	2
	Belum mampu melafalkan dengan wajar, dibuat-buat dan menunjukkan kedaerahan	1
Intonasi	Mampu menggunakan intonasi kata dan kalimat sederhana dengan tepat	4

Mampu menggunakan intonasi dengan kesalahan kurang dari 5 kata atau kalimat sederhana		3
Mampu menggunakan intonasi dengan kesalahan 6-10 kata atau kalimat sederhana		2
Belum mampu menggunakan intonasi kata atau kalimat dengan tepat		1

The reading ability of first grade students of SDN Semolowaru Surabaya based on pre-test data where students were measured from the way they read through story books consisting of 4 assessments of 23 student respondents, can be filled into 4 assessment categories. The results of the recapitulation of students' reading ability before using flash card media can be seen in the table below informan number of important data (original) fields which obtained from the questionnaires, surveys, documents, interviews, observations, and other data collection techniques. It can be completed with a table or graphic to clarify the result.

Table 2. Table Pretest Score of Students' Reading Ability

No.	Nama	Aspek yang Dinilai				Skor	Nilai Akhir
		kelancaran (1-4)	Ketepatan (1-4)	Pelafalan (1-4)	Intonasi (1-4)		
1.	ADS	2	3	3	2	10	62
2.	ADR	2	4	3	2	11	68
3.	AAI	2	2	1	2	7	43
4.	ANZ	2	2	2	3	9	56
5.	AFH	3	3	3	2	11	68
6.	AAV	3	4	4	3	14	87
7.	BPS	2	2	2	3	9	56
8.	DP	2	1	2	3	8	50
9.	DFW	2	2	1	2	7	43
10.	FFN	3	3	4	3	13	81
11.	FAA	2	2	4	3	11	68
12.	FAR	2	1	2	2	7	43
13.	GASW	2	2	2	2	8	50
14.	HFZK	2	1	2	2	7	43
15.	KZPP	2	2	1	1	6	37
16.	MF	2	3	2	1	8	50
17.	MJZ	2	3	2	2	9	56
18.	MAV	3	4	2	1	10	62
19.	MZ	1	2	2	2	7	43
20.	MSM	1	3	2	2	8	50
21.	NMA	2	1	3	2	8	50
22.	NW	3	2	3	2	10	62
23.	PACN	1	2	2	1	6	37
	Rata-rata					8	55,00

Based on the table above, the average value of reading ability of grade I students of SDN

Semolowaru Surabaya is 55.00. In accordance with the assessment qualifications, students' reading ability is classified as lacking (<60).

The reading ability of grade I students of SDN Semolowaru 1 Surabaya based on post-test data consisting of 4 assessments of 23 student respondents grouped into 4 assessment categories. The results of the recapitulation of students' reading abilities can be seen in the table below.

Table 3. Table Posttest Score of Students' Reading Ability

No	Nama	Aspek yang Dinilai				Skor	Nilai Akhir
		kelancaran (1-4)	Ketepatan (1-4)	Pelafalan (1-4)	Intonasi (1-4)		
1.	ADS	4	3	4	3	14	87
2.	ADR	3	4	3	3	13	81
3.	AAI	4	4	3	3	14	87
4.	ANZ	3	3	3	4	13	81
5.	AFH	4	4	4	3	15	93
6.	AAV	4	4	4	4	16	100
7.	BPS	3	4	3	3	13	81
8.	DP	4	3	4	3	14	87
9.	DFW	3	4	3	3	13	81
10.	FFN	4	3	4	3	14	87
11.	FAA	4	4	4	3	15	93
12.	FAR	3	3	4	3	13	81
13.	GASW	3	2	3	3	11	68
14.	HFZK	4	3	3	3	13	81
15.	KZPP	4	3	4	3	14	87
16.	MF	3	4	3	3	13	81
17.	MJZ	3	4	3	3	13	81
18.	MAV	4	4	3	3	14	87
19.	MZ	3	3	3	3	12	75
20.	MSM	3	4	3	3	13	81
21.	NMA	3	3	4	3	13	81
22.	NW	4	4	4	3	15	93
23.	PACN	4	2	2	3	11	68
	Rata-rata					13	83,57

Based on the table above, it can be seen that the average value of reading ability of grade I students of SDN Semolowaru 1 Surabaya is 83.57. In accordance with the assessment qualifications, students' reading ability is included in the good category (71-85).

Discussion

The results of the study above conclude that students' reading ability before using flash card media or pretest is still lacking. This can be seen from the results of the average reading ability of class I students at SDN Semolowaru 1 Surabaya which is 55.00. In accordance with the qualifications of students' reading ability, it is included in the category of lacking. Reading ability is a process of

thinking and reasoning whose success depends on a person's intellectual ability (Aprilia, 2018).

The results of the study above conclude that students' reading ability after using flash card media or posttest is relatively good. This can be seen from the results of the average reading ability of class I students at SDN Semolowaru 1 Surabaya which is 83.57. In accordance with the qualifications for assessing students' reading ability, it is included in the good category. Reading skills play a very important role in human life, because any knowledge cannot be separated from reading activities (Rahmah, 2019).

The conclusion of the study above is that there is an influence of the use of flash card media. This can be seen from the results of the paired sample t-test in this study with a significant value of 0.000 smaller than the significance of 0.05 (0.000 <0.05), so that the hypothesis (H1) is accepted and (H0) is rejected. This shows that there is a significant influence on students' reading ability before using flash card media with after using flash card media in class I SDN Semolowaru 1 Surabaya. This is due to the percentage increase between the average pre-test and post-test scores that meet the requirements with a percentage of 33%.

CONCLUSION

The reading ability of students before using flash card media in class I of SDN Semolowaru 1 Surabaya is classified as lacking. This is evident from the average score of students 55.00. The reading ability of students after using flash card media in class I of SDN Semolowaru 1 Surabaya is classified as good. This is evident from the average score of students 83.57. There is an effect of using flash card media on the reading ability of students in class I of SDN Semolowaru 1 Surabaya. This is based on the results of the paired sample t-test, the significant value of 0.000 is smaller than the significant value of 0.05 (0.000 <0.05), so that the hypothesis (H1) is accepted and (H0) is rejected.

The results of this study indicate that flash card media can be an effective tool in improving students' reading ability. This can be applied to SDN Semolowaru schools, precisely in class 1, in order to improve the quality of reading learning, and can be a consideration for class 1 teachers so that learning becomes more enjoyable and effective for students.

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