

Developing Scrap Book Media to Improve First Grade Students' Reading Skills

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Abstract

The purpose of this study is to develop Scrap Book Media to improve the reading ability of first grade students and to find out the feasibility of Scrap Book Media. The type of research used is Research and Development using the ADDIE model. The data were collected through expert validity test and pilot test with students. The results showed that the average score of media expert validation 92% fall into the category of very feasible, validation of material experts 75% with the category feasible, validation of educational experts 91% in the category of very feasible. The results of the response questionnaire of students of small group trials get 90% while large group trials get 89%. From the average results above, it can be concluded that scrap book media is suitable for use and makes it easier for teachers in the learning process.

Keywords: *research and development; scrap book media; teaching materials*

INTRODUCTION

Language skills are abilities used for daily language use. There are four language skills that must be mastered by students, namely listening, speaking, reading, and writing. The four language skills should ideally develop in tandem. However, among these language skills that are quite difficult for students to master is reading. Most of the grade 1 students are not fluent in reading, this is due to several factors of laziness in reading, playing games and parents who are busy with their own work so that they cannot guide their children, especially during the Covid-19 pandemic, students do not meet face to

face with the teacher (Domingue et al., 2021).

For grade 1 teachers, this is a challenge because they must have high patience and not give up easily to teach children to read. Reading is the main key to understanding the various materials that will be learned by students during the learning they will learn at school. If students are not fluent in reading from grade 1, then in the next learning process, they will find it difficult (Alpian & Yatri, 2022).

One way that is considered quite adequate to improve reading skills is to use learning media. Learning media serves to help a more interesting learning process,

provide a new atmosphere, display objects that are different from the lecture method, and provide motivation to students. During the learning process, using learning media, students will be more enthusiastic in learning than before and can help students see more clearly with concrete media in accordance with the material to be taught. Therefore, teachers in the present are trying their best to provide interesting learning media so that students do not feel bored with the same model or method (Abdullah, 2017).

Teaching materials are one of the determining factors in determining the achievement of each basic competency set in the learning process. If the teaching materials used meet good criteria, it will give birth to an effective learning process. But on the contrary, if the teaching materials used are not in accordance with the criteria, what will arise are problems in the learning process.

According to the Ministry of National Education (2011) teaching materials are all forms of materials used by teachers in carrying out the learning process. However, the teaching materials used are not only helping the learning process but seeing as a whole the achievement of the basic competencies developed. One of the efforts to improve the quality of education through teaching materials is expected to have a positive impact on education, especially in the implementation of the 2013 curriculum. Husnidar et al. (2014) stated that teaching materials are all materials (both information, tools, and texts) that are arranged systematically, which present a complete figure of competencies that will be mastered by

students and used in the learning process with the aim of planning and studying learning implementatio (Husnidar et al., 2014). Oktaviani et al. (2019) explained that teaching materials are one of the important parts in the learning process and are part of teaching resources that contain learning messages both special and general in nature and can be used for learning purposes. It can be understood that the role of a teacher in designing or compiling teaching materials is very decisive in the success of the learning process through a teaching material. In addition, the industrial revolution 4.0 and the skills of the 21st century left fundamental problems in the implementation of the 2013 curriculum teaching materials with an integrated thematic approach.

It is very important for teachers to integrate technology in learning (Oktaviani & Wulandari, 2019) and the results of research by Hamriana (2021) prove that teaching materials are very important in learning activities in the classroom, because teaching materials make it easier for students to understand the material and more active to find out the material they are teaching (Nurzayyana, Putra, & Hermita, 2021; Winanda, Putra, & Zufriady, 2020). Thus, the use of appropriate teaching materials is important to support the implementation of the learning process. Although the guidelines for the implementation of thematic learning have been prepared by the Ministry of National Education, there are still complaints from teachers to implement thematic learning. Apart from being caused by limited learning resources, this is also because teaching materials still have shortcomings so that

teachers need teaching materials that can support the learning they teach (Hamriana, 2021).

Based on observations made at SDN Lenteng Agung 03, it is known that 30% of grade 1 students are not fluent in reading. This is because the parents of students are busy making a living for daily needs so that children are not trained to read. Then the parents leave the whole matter of the child's education to the teacher. However, it is still best for parents to take the time to teach children in terms of reading because parents are the main teachers or good role models for their children.

Based on preliminary observations, researchers tried to develop learning media to improve the reading ability of grade 1 students. Researchers chose the use of *Scrap Book* media that can be used to spell, display images and developed smart pockets or can be called Kapin. *Scrap Book* is a medium in which there are pictures to attract the attention of students and there are writings to make it easier for students to understand existing images (Veronica et al., 2018).

Researchers use *Scrap Book* media because in making *Scrap Book* media it does not take much time, materials are cheap, easy to get, and can be reused with the same material. It's just that in the *Scrap Book* media, it requires special skills to draw. This *Scrap Book media* can make the new atmosphere in the learning process more interesting so that students are more enthusiastic in learning. In the *Scrap Book* media, there is a smart bag in which there are fragments of words to be spelled before going to the learning material with the aim that students can find

out letters and words by spelling them first. The subjects used are Indonesian. Indonesian is learning for skills in language so that in the learning theme book Indonesian tells a lot of stories and tells students to read. Therefore, in the *Scrap Book* there are stories from the material to be taught and are closely related to reading skills in elementary schools (Dewi & Yuliana, 2018).

Based on the presentation of existing problems, researchers want to conduct research on how *Scrap Book* can enhance reading abilities student of SDN Lenteng Agung 03?, with the title in this research is "*Development of Scrap Book Media to Improve the Reading Ability of grade 1 students of SDN Lenteng Agung 03*".

METHOD

This research chooses methods for 2 types of approaches, namely a combination of quantitative and qualitative, (Mustaqim, 2016). The quantitative approach is obtained from the results of validation and questionnaires of media experts, material experts, educational experts and large and small group trials of learners (López et al., 2017). Conducting Pre-Tests and Post-Tests on students. In this data, the numbers obtained from the calculation of the assessment questionnaire using a level scale are then distributed to respondents who have been selected by the researcher to provide criticism and suggestions and responses. After the data is analyzed, it is then processed into a score presentation (Table 1).

$$P = \frac{\text{Total score obtained}}{\text{Maximum score}} \times 100\%$$

Information:

P = percentage
100% = scale

Table 1. Percentage of Validity Criteria

Percentage	Criterion
81% - 100%	Very Worthy
61% - 80%	Proper
41% - 60%	Enough
21% - 40%	Not Worth It
0% - 20%	Very Unworthy

Responses from each participant would be analyzed and calculated by finding the maximum value of the questionnaire score and validated, so we can find if that participant is qualified or not.

Meanwhile, a qualitative approach is obtained from the results of interviews and evaluations in the form of criticism and advice from media experts and material experts related to the media developed, and the data from participant is scripted and analyzed by finding the main purpose of participant argument (Liao & Hitchcock, 2018).

On this research there is 15 participants in total for qualitative research, which divided into small group and large group, where small group consist of 5 student and on the large group consist of 10 students, moreover there is another 27 participants in total for quantitative method using a questionnaire.

In the development of Scrap Book media to improve the reading skills of grade I students of SDN Lenteng Agung 03 Jagakarsa. The selection of models is carried out simply. This research process uses the ADDIE development model

(Agustien et al., 2018). Addie development has steps that must be passed, namely:

1. Analysis: Ideas from researchers to develop new products. Analyze products according to the situation of learners, learning objectives, analyze learning materials to match the product to be created, analyze the learning process that exists in the research school.
2. Design: Designing an idea that is carried out in the stage of analysis. The design is in accordance with what happened in the school later, providing the application of the design of a product with an explanation written briefly, clearly and concisely.
3. Development: From a design to a product development that has been clearly designed in accordance with the material or materials that will be carried out during the learning process. This stage of development has begun to make products according to the stages that the product will be made.
4. Implementation: This stage has begun in using products that have been made in schools for the learning process. Then after that see how the learners interact using the media or products that have been used to be evaluated.
5. Evaluation: This evaluation stage sees changes in students during the learning process, the achievement of learning objectives in accordance with the lesson plan and sees the extent to which learning objectives have been achieved using learning media.

RESULT

The first stage is the analysis stage. At this stage, it is carried out by analyzing in developing the Scrap Book that will be used in this study. At the beginning of the study, researchers began by conducting observations and interviews at schools.

The second stage of the design, the media is designed according to the material of the Plants Around Me. At the initial stage the researcher designed the design in accordance with the material under study. Researchers designed using the Coral Draw X7 application and the Canva application to make it easier for researchers to provide an overview of the media created so that it can attract the attention of students. At this design stage, choose colorful colors and images because grade 1 children tend to prefer bright colors such as rainbows. Media Scrap Book is made colorfully because it aims to be more enthusiastic in learning and play an active role.

The third stage is the development stage. At this development stage is the collection of material related to the design made regarding the Scrap Book media itself and the material to be used in the Scrap Book.

The fourth stage is implementation. At this stage, product designs that have been validated by several experts and given input can be continued in small group trials and large group trials at SDN Lenteng Agung 03 class 1A and 1B. In small and large group trials were carried out in their respective classes. However, in the small group trial stage, only 5 students were present. Meanwhile, the large group trial was only 10 students.

The fifth stage is the last stage, namely the evaluation stage. At this stage, it can be

implemented using student response questionnaires, pre-test and post-test questions. The three activities are carried out in order to find out the feasibility and smoothness of activities during the learning process using Scrap Book media. Apart from the response questionnaire of students, researchers make questionnaires for experts so that the Scrap Book media that is made is given criticism and suggestions so that researchers improve the suggestions given and implemented properly after the suggestions.

The results of the media assessment obtained from media expert data 92% fall into the very feasible category, material expert validation 75% with the feasible category, education expert validation 91% in the very feasible category and the results of the response questionnaire of small group trial students get 90% while the large group trial gets 89% (Figure 1).

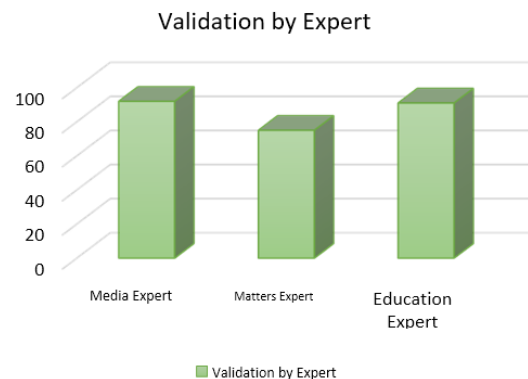


Figure 1. Results of Expert Validation

In addition to using questionnaires, researchers conduct Pre-Test and Post Test. The pre-test produced the lowest score of 20 and the highest of 100 with the number of questions 5. While the lowest Post-Test score is 60 highest 100. Based on the value

of knowledge above, it can be said that there is an increase in using Scrap Book media so that Scrap Book media is feasible and as an interesting learning alternative.

DISCUSSION AND CONCLUSION

The Scrap Book Media for learning give a significant effect because it can give better understanding to the student, with visualize effect and good design Scrap Book can increase student interest to read the book and learning (Rosihah & Pamungkas, 2019), and the ADDIE method is an effective to implement Scrap Book as Media, moreover ADDIE method give researcher the clear step by step of the process to implement start from Analysis, Design, Development, Implementation and Evaluation (Rosdianto et al., 2019).

Based on the results obtained from the research "Development of Scrap Book Media to Improve the Reading Ability of Grade I Students of SDN Lenteng Agung 03", it can be concluded that Scrap Book media development using research methods Research and Development (R&D) developed by the ADDIE model with 5 stages. The development of this Scrap Book media can be said to be an innovative product because no one has developed it and it becomes an interesting additional learning process to facilitate the interest of readers of grade I students.

The media created by the researcher is the Scrap Book media. The media can be said to be worthy of use in the learning process. Media Scrap Book is said to be feasible because of the results of the assessment carried out by experts. The results of the assessment were 92% from media experts, 75% from material experts,

91% from education experts, 90% from small group trials, 89% from large group trials, 63% from students who took the pre-test, 83% from students who took the post-test. From the assessment carried out, the Scrap Book media is suitable for use by students in the learning process.

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