

Developing SPOK Literacy Board Media (PALIPOK) for Reading of First Grade of Elementary School

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Abstract

Based on the results of observations, namely by knowing the conditions in the field with a total number of students, namely 13 students, the learning media is said to have not trained students' reading skills and students have not experienced, still have difficulty in carrying out learning. For that we need media that can support students' reading skills in learning activities. This study uses the ADDIE model with five stages, namely: analysis, design, development, implementation, and evaluation. The results of the evaluation through the material expert validation test stage 1 were 72.72 in stage 2 of 86.36, while the media validation test was 73.07, the teacher's response was 65.62 and the results of student responses from 13 students who did not enter 2 were 72, 10. This falls into the good category and is good to use as the basis for a conversion table. The results of these efforts indicate that the media is in the appropriate category for use.

Keywords: *beginning reading; development; SPOK media literacy board*

1. Introduction

Reading is an important skill in human life (Abidin, 2017). Reading is also one of the important skills that one needs to have for a better life. Reading activities continue to be carried out from children to adults. Reading is basically a complex process. This reading process includes not only the pronunciation of words, but also visual, thinking, psycholinguistic, and metacognitive activities. Reading as a thinking process includes word recognition, literal understanding, interpretation, critical reading, and creative reading (Farida Rahim, 2015). With today's technological

advancements, most of the information is given in writing and can only be obtained by reading. Learning about information from newspapers and magazines Delivering information through online media requires reading skills. Reading also improves interaction and communication, as well as the basis for mastery of various disciplines.

Reading is very necessary in our daily life. Reading is the key to acquiring knowledge and a way to open windows to the world (Henry Guntur Tarigan, 2011). Meanwhile, technological advances have a big impact on people who love to read too. Those who like to

read will gain new knowledge and insights that will increase their intelligence to answer the challenges of future life (Hary, 2012). Therefore, reading is a necessary activity for anyone who wants to improve themselves. For this reason, learning to read from an early age in elementary schools plays a very important role. Reading is a receptive activity that provides reading skills that must be learned and mastered by readers. In the early stages of reading, the letters A to Z are introduced to children, and they read and memorize according to the sound of the letters (Dalman, 2014).

The early reading phase usually begins when children around the age of 6 enter primary school. Starting to read is a prerequisite for influencing advanced reading levels. Reading success is influenced by psychological maturity, visual skills, listening skills, language and language development, thinking and attention skills, motor development, social and emotional maturity, motivation, and attention (Arikunto, 2007). expect students to have good reading skills after entering elementary school, but students still have learning difficulties, especially early reading difficulties. Learning to read is difficult to begin to affect other disciplines, either directly or indirectly, such as writing, arithmetic, and understanding other subjects. Beginning reading is the initial stage in which lower grade elementary school students learn to read for the next stage. Students learn to gain the ability to understand reading content, master

reading skills, and students will be able to tell stories to others (Rachmanah, 2020).

Here, teachers also need to design early reading lessons well to develop students' reading habits to be more interesting. In addition, mastery of reading comprehension is a fundamental preparation for mastery of various subjects. If elementary school students do not have the ability to read, they will find it difficult to continue to the next level. Therefore, children should have these early reading skills so that they already have the basic requirements to advance in reading comprehension when they enter the next grade. Early reading skills are acquired through the learning process. To be able to write letters, students need to recognize letters, letter order, and word order to form sentences (Dalman, 2014).

Seeing the current situation, many parents have started teaching, even before entering elementary school, they have invited tutors to teach their children to read. This is done because parents want their children to excel in school. On the other hand, there are parents who do not teach their children to read until they enter elementary school. This may be due to the low level of education of children who actually learn to recognize, read, write, and count since the first grade of elementary school (Henry, Guntur, Taringan, H, et al, 2011). According to (Dalman, 2014), early reading includes (1) letter shape recognition, (2) language element recognition, (3) spelling/correspondence

pattern recognition (the ability to pronounce text), and (4) slower reading speed (Jihad, 2010). According to Andayani, she also believes that reading is a step in the learning process for younger students to acquire proficiency, master reading skills, and master reading content.

Thus, students have two different potentials, one who reads imperfectly and one who cannot read at all (Anggun, 2012). While the process of learning to read in schools is classical, so students who are just learning to read have the experience of being left behind many times with their peers who can read. This is one of the factors that reduce students' learning motivation. Students with reading difficulties are often characterized by symptoms such as slow homework, difficult/inaccurate handwriting, lack of interest and enthusiasm for learning, and below-average learning achievement.

The results of the needs analysis are based on the results of observations and interviews conducted by researchers on July 23, 2021, in the process of learning to read beginning in grade 1, students' reading abilities caused by lack of motivation and lack of interest in reading. Not only that, students also have difficulty reading as indicated by: a) difficulty reading double consonants; b) difficulty distinguishing the letters b, d, p, q, m, n, w, v, y, g c) improper slashing of syllables when reading; d) remove punctuation. f) Children are easily distracted when disturbed by their friends during reading activities. g)

Sometimes avoid reading books (Rowiyanto, 2017).

In the lesson students do not experience difficulties in other learning activities, such as: writing and counting. Themes can be reproduced well. It's just that he's in trouble. During the dictation process, the subject demonstrates the ability to read, different from other friends (Hidayati, 2010).

The main materials used for reading are textbooks and worksheets which are used as a complement. The learning media used is a blackboard, but there is no media used in learning to read.

Based on the above problems, therefore, in order to facilitate and facilitate the learning process, the researcher wants to provide innovations in the development of learning media, one of which is the SPOK Literacy Board (PALIPOK) media. Literacy board (palipok) is a board that resembles madding made from used boards or plywood formed into a rectangle with a height of 130 cm x width 80 cm. This board is made for a place to arrange words into sentences. This media explains the thematic material for theme 1 myself, sub-theme 1, me and my new learning friend 3.

Next, ask each student to make a word card consisting of a subject, predicate, and object using HVS paper and markers. The word cards are then collected into one. Each student gets a turn to compose sentences with the arrangement of subject – predicate – object – description (S-P-O-K) on the Literacy Smart Board using word cards

made by students. Other students will be asked to observe and write down as much as they can in the notebook regarding the results of the wording by their friends on the Literacy Smart Board.

With the SPOK Literacy Board (PALIPOK) it is hoped that it can help children facilitate their reading, besides that they can also learn to know the layout of the subject - predicate - object in a sentence. The steps in using the SPOK literacy board (PALIPOK) are as follows: 1). recognize 11 new initial consonants, 2). read and say 75 new words (such as nouns, adjectives, verbs, and adverbs), 3). Recognizing letters of the alphabet, words (for example, from their own names), 4). Write down the words he knows, 5). Combining known words into a sentence, 6). Paste the known word on the literacy smart board. With this research, it is hoped that it will be beneficial for teachers, students, schools and future researchers.

2. Method

This research method uses this, namely using Research and Development (Nurzayyana, Putra, & Hermita, 2021) with the ADDIE model. According to Tegeh (2014) said that: "The ADDIE model has a sequence" systematic activities in an effort to overcome learning related problems with learning resources that are in accordance with the needs and characteristics of learning. The ADDIE model in this development has several stages including: analysis (Analysis), the planning stage (Design), the development stage (Development),

implementation phase (Implementation) and evaluation phase (Evaluation) (Sugiono, 2017).

In the analysis stage, the researchers conducted interviews and observations on 23 July 2021 in grade 1. The media that teachers often use are textbooks, youtube videos and pictures. However, often teachers use pictures and books lessons that are considered more practical. From the descriptions of some first year students too It was explained that teachers often use textbooks and pictures as teaching materials which they consider to be lacking, so from the observations it can be seen that limited use of media is a problem and must be considered, especially in learning to read the beginning and deliver material Theme 1 Myself Sub-theme 1 Me and My New Learning Friend 3. The 1st grade teacher also explained the obstacles in teaching In the classroom, some students seem very noisy by themselves, and they often noisy while studying. This is because the media used by the teacher is often lacking developing and less varied so that it makes students less interested in participating learning process. The teacher also explained that developing media that Interesting takes time, so the teacher encounters obstacles in this regard.

Based on the facts above, there are limitations to the use of media that make students are less active and noisy during the learning process. This is the main problem that must be considered because the media plays an important role in the delivery of information or

material from the teacher to the students. One of the tasks in overcoming the limitation of using media is to create interesting media that allows students have fun while their playmates learn effectively and efficiently, so that make it easier for teachers to organize classes.

Planning Phase (Design) At this stage the researcher conducts this research has two (2) goals, namely general goals and specific goals. General purpose of manufacture Media Palipok is to help students improve their early reading skills they. The specific purpose of using palipok media is so that students can read easily correct without experiencing reading errors: missing letters, reverse letters, and incorrect meaningless words. Customized developed media with thematic material.

The material determined by the researcher is in the form of thematic material on theme 1 (Myself), subtheme 1 (Me and a New Friend), learning 3. Material determined by the researcher contains material about Indonesian, Mathematics and Civics lessons.

In the Indonesian language lesson, it contains material about Recognizing Letters Consonants and Vocal Letters where this material teaches students to recognize letters vowels and consonants by singing and Q&A with students, then in the next material, namely learning to arrange random letters into object names then arrange words into a SPOK sentence. In Mathematics Lessons contains material about Recognizing the symbols of Numbers 1 to 10 where this material is for teach students to

recognize the symbols of numbers 1 to 10 and interesting lines to match the same number of images. Next on the lesson Pancasila and civic education contains material on the Rules of Return from School where this material is teaches students to get used to always being orderly when coming home from school like tidy up school equipment and say hello to teachers and friends

Identify competencies and metrics to be achieved through the media learning. At this stage requires students to acquire Innovative learning with this matter through learning media in the form of SPOK literacy board is used to make it easier for students to read with KI and KD. Prepare a plan for making SPOK board media, make a concept or prototype of the SPOK board media, designing the board and giving paint to make it more attractive, HVS paper that students will use to write words containing SPOK elements are then arranged into sentences

Development stage (Development) At this stage the development of media The SPOK Literacy Board runs according to the previous design stage. Stage development is the stage of media production, where researchers change the form of design into physical form. Researchers design and create Literacy Board media SPOK resembles a madding board by providing colored paint to make it more attractive, designing paper that students will use to write words with pictures interesting and arrange them into sentences.

The resulting SPOK literacy board media is verified by media experts and material expert. Validation aims to determine the adequacy of the media before it is carried out product testing. As a result of media expert verification, material expert is used as a formative modifications to enhance media development.

Implementation stage, (Implementation) The implementation stage takes place in Class 1. Researchers also made observations during the implementation. On trial product field The SPOK literacy board media was carried out to find out the attractiveness of SPOK literacy board which can be known through material validation test, media validation test, student response questionnaire and teacher response questionnaire. Student response questionnaire and teacher response questionnaire given to students and teachers grade 1. Student and teacher response questionnaire used to determine the attractiveness of the SPOK literacy board media.

At the evaluation stage, the evaluation stage has two stages, namely formative evaluation and summative evaluation. During the formative evaluation stage, namely at each stage of the research, from analysis, design, design, development to implementation. Meanwhile, at the summative evaluation stage, a thorough evaluation was carried out at the end of the study.

The researcher chose grade 1 students for several reasons including the researcher wanted to know how students

could improve their reading and writing skills so that students were interested and motivated to actively participate in learning. In addition, how to provide real and meaningful experiences for students so that they can increase the percentage of each student's reading ability. Research Time In this research, the researcher will conduct direct observation, then interview will be conducted to obtain accurate and objective data. The time of the research was carried out on July 23, 2021. Then I will do further research

3. Results and Discussion

The first step in the product development process is to conduct a needs analysis in schools. In other words, assessing students' reading ability to determine what they really need in learning to read. The evaluation consisted of an integrated observation test and a reading ability test.

In general, reading is understanding language patterns from written images (Tarigan Guntur H, 2008:9). Reading is a receptive activity that will provide a skill in reading that must be learned and mastered by the reader. At the initial reading stage, children are introduced to the letters from the letters A to Z, then read and memorized according to the sound of the letters. The beginning of reading is in the lower grades, namely grades 1 to 3. Before entering advanced reading or reading comprehension, children must be trained to read fluently. Children need to be trained in correct pronunciation and intonation when

starting to read or mechanically. Every elementary school student needs to have basic reading skills to be able to enter the advanced reading stage, here are some aspects of preliminary reading skills that need to be mastered in lower grades, including the introduction of letter shapes, the introduction of linguistic elements. (phonemes) / glyphs, words, phrases, patterns, clauses, sentences and etc.), Reading speed to a slow level. Beginning reading also emphasizes sentences expressed in written form. In other words, students are required to be able to translate written form into spoken form. This also includes aspects of reading fluency. Students must be able to read discourse fluently, not just reading words or recognizing written letters.

The study conducted showed that the students' reading ability was still at the spelling stage. In the consonant and vowel pronunciation tests, students are able to pronounce them well. Students who have difficulty pronouncing diphthongs and consonants /au/ia/oa//ng/ny/. Students also make reading errors by adding or removing letters from words. This is equivalent to adding letters to words with double consonants with /r/. For example, "Students are comfortable". This may be due to the child's low detoxification ability. Also, students do not realize that duplicate letters will be single letter sounds. Individuals with poor reading skills can affect students' poor reading skills

Here are some of the most common mistakes students make. That

is, replacing /b/ with /d/. This may be due to the poor visual perception of the students. Students with visual perception problems tend to have difficulty distinguishing between letters that are almost identical to /b/ and /d/ and /p/ and /q/, which are characteristic of mentally retarded children. In reading (Mulyono Abdurrahman, 2010)

In another reading test, students were found to have reading errors, namely pronouncing words that were not true and meaningless. Reads /puskesmas/ into /kesmas/ and /ketela/ becomes /katala/. This reading error may also be caused by students who have a deficit in visual identification (Vernon quoted in Hangrove 1984, Mulyono Abdurrahman, 2010:206). This can make it difficult for children to learn to read and reduce their ability to correctly identify and distinguish written symbols.

Students also remove characters from the words they read, such as /gadis/ becomes /adis/ and /terminal/ becomes /termin/. This error can occur because students are not familiar with letters, language sounds, and sentence formats, but it can also occur because children read too fast, skip and ignore some characters (Mulyono Abdurrahman, 2010).

When reading a sentence, students often do not pay attention to the intonation. When students read a sentence, they read quickly and without pause. Children with learning disabilities can experience intonation difficulties because they do not understand the meaning of punctuation marks. In

addition, students are still in the spelling stage. Sometimes students may have difficulty spelling words with double consonants, which may be due to the student's comprehension ability or poor auditory perception. Discrimination or difficulty in auditory perception to the point that children have difficulty finding spelling and finding words or sentences (Nini Subini, 2015:55).

At the planning stage, researchers conducted observations and interviews with the aim of being able to facilitate and facilitate the learning process by providing innovations in the development of learning media, one of which was the SPOK literacy board media. Furthermore, the material determined by the researcher is in the form of thematic material in Theme 1 (Myself), Subtheme 1 (Me and My New Friends), Learning 3. The material determined by the researcher contains material about Indonesian, Mathematics and Pancasila and civic education lessons then prepares a plan for making SPOK literacy board media, make a concept or prototype from the SPOK literacy board media, design the board and provide paint to make it more attractive, HVS paper that students use to write with interesting picture words.

In the product development stage, the researcher developed the literacy board (palipok). This literacy board is made to make it easier for students to read the beginning in grade 1. The initial stage in making this media is to first prepare a used board or plywood then shape it into a rectangle with a height of

130 cm x width 80 cm. This board is made for a place to arrange words into sentences. And this media explains the thematic material for theme 1 myself, sub-theme 1, me and my new learning friend 3.

Next, ask each student to make a word card consisting of a subject, predicate, and object using cardboard and markers. The word cards are then collected into one. Each student gets a turn to compose sentences with the arrangement of subject – predicate – object – description (S-P-O-K) on the Literacy Smart Board using word cards made by students. Another student will be asked to observe and write down as much as he can in the notebook regarding the results of the wording by his friend on the Literacy Smart Board

At the implementation stage, student learning outcomes increased from 13 students, only 3 students had poor learning outcomes. In students' reading ability, namely the ability to recognize letters by students is good. Students are able to pronounce vowels well, but there are some students who are quite capable of pronouncing consonants when reading, for example, the letter r is read l, the letter p is read q, the letter b is read d. Students are able to distinguish lowercase letters from capital letters.

Furthermore, the evaluation stage has two stages, namely formative evaluation and summative evaluation. The results of the Formative evaluation of early reading of students in grade 1 SDN Jatisari 01 based on data analysis of

material validation and SPOK literacy board media showed that the media that the researchers developed were good, quite valid or could be used to develop early reading skills of grade 1 students, while the questionnaire data analysis teacher and student responses showed that the media that the researcher developed was good for use in grade 1 students to develop students' initial reading skills.

The results of the Summative Evaluation of reading the beginning of students in grade 1 based on the thematic learning evaluation sheet theme 1 (Myself) sub-theme 1 (Me and New Friends) learning 3 with indicators that students are able to explain vowels and consonants, students are able to mention vowels and consonants consonants, students are able to complete the missing vowels and consonants. Based on what has been determined above, 13 students and 2 students are not included in the knowledge assessment (cognitive) on the LKPD with an average value of 78.31 while in the knowledge assessment (cognitive) evaluation questions with an average value of 72.61 can be categorized as well developed. Meanwhile, based on the students' reading ability test with indicators. Recognizing lowercase and uppercase letters, Pronouncing vowels, Pronouncing consonants, Pronouncing diphthongs, Pronouncing vowels and consonants, Reading words and sentences, Ordering readings

Based on the indicators of the initial reading ability test with an average score

of 71.70 students from 13 students and 2 students who did not enter it could be categorized as developing well and 3 children from 13 students could be categorized as expected.

4. Conclusions And Recommendations

Conclusions that can be drawn from research data on early first grade reading skills and discussion of the development of media products for early first grade reading. The research and development carried out consisted of four stages, namely, (a) Collecting information about children's reading abilities which were analyzed to be used as a reference for product development. As a result of collecting information, early reading ability is affected by children's reading errors, namely omissions (omitting letters from words), flipping letters (especially letter b and letter d), incorrect word pronunciation and meaninglessness. The media developed was entitled "Palipok" (SPOK Literacy Board) for students and for teacher guidance. This media contains thematic material, namely theme 1 (Myself) Subtheme 1 (Me and a New Friend) Learning 3. This material contains 3 subjects namely Indonesian Language, Mathematics, PPKn. The feasibility test was modified and tested by media, material, teacher and student responses. This means that the results of the evaluation through the material expert validation test stage 1 are 72.72 in stage 2 of 86.36, while the media validation test is 73.07, the teacher's response is 65.62 and the student's

response is 72.10. It's in the fine category and is good to use as the basis for a conversion table. The results of these efforts indicate that the media is in the category that is feasible to use.

Based on the results of research and development that have been described so far, the suggestion that researchers can convey to teachers is that the product developed can be used as an educational reference to improve the reading ability of students with learning disabilities. Then the researcher hopes that the teacher pays more attention to students when learning, because in the class there are active students and quiet students who are afraid to speak in front of the class. In addition, researchers hope that future researchers will pay more attention at a certain time, and researchers hope that they can further improve further media improvements to reach the dissemination stage.

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