Improvement Of Beginning Reading Literature Skills Through Flash Card Media In Class 1ST A UPsT SPF SDN KIP V Bara-Baraya Makassar City

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Beginning Reading Skills.

ABSTRACT
The problem behind this research is the low reading literacy skills of students in grade 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City. This study aims to describe the use of Flash Card media to improve early reading literacy skills of grade 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City students. The research used is classroom action research (CAR) which consists of 2 cycles, each cycle consists of 4 meetings with the stages of activities in the form of planning, implementing, observing, and reflecting. The focus of this research is the use of Flash Card media to improve students' early reading literacy skills. The research subjects were students of class 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City in the even semester of the 2021/2022 academic year, totaling 16 students. Data collection techniques in this study used tests, observations, and documentation. The collection instrument qualitatively used an observation sheet and quantitatively used a preliminary reading skill test. The data analysis technique used is quantitative and qualitative descriptive data analysis. The results showed that there was an increase in early reading literacy skills in the learning process, as evidenced by the class average score of the pre-action was in the sufficient category (C), in the first cycle it increased but was still in the sufficient category (C) while in the second cycle experienced an increase and was in the good category (B). The improvement is based on the process of early reading literacy skills using Flash Card media so that the early reading literacy skills of grade 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City students can increase.

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INTRODUCTION
Reading skills possessed by students in low grades play a role as the basis or determinant of success in student learning activities. If reading learning in lower grades is not strong, then students will find it difficult to have adequate skills at the advanced reading stage. Reading is a learning that cannot be separated or becomes a necessity for students to learn it, in Indonesian language lessons it serves as an introduction to other lessons and is one of the language skills which includes listening, reading, writing, and speaking skills. "In the elementary school curriculum these four skills are taught in an integrated manner in order to improve learning outcomes" (Lestari et al., 2020, p. 114).

Reading is a receptive language skill, in reading activities students can find information conveyed by the author, gain knowledge and knowledge, and provide convenience in other learning experiences. According to (Sometimes, 2020) learning to read in elementary schools is in accordance with the stages according to the low class and high class groups. For low grade students, the reading stage is beginning reading which is the stages of speed reading, extensive reading, and reading comprehension. “Based on Language Competency-Based Curriculum Indonesia 2004, Competency Standards for Indonesian Language Subjects, especially beginning reading, students are required to be able to read letters, syllables and sentences” (Abarca et al., 2021, p. 61).

Beginning reading according to (Zulkarnaini & Mahdalena, 2019) "is an activity or cognitive process that seeks to find various information contained in writing" (p.58). At the elementary school level, early reading is a stage of the reading learning process aimed at students in the lower grades of elementary school. Students learn to gain expertise and understand reading techniques and understand the content of texts or readings properly and correctly. “Improving the quality of education in Indonesia has an impact on the need for
improving the quality of teachers” (Raihan, 2021, p. 58). For this reason, reading lessons need to be taught in first grade elementary schools where teachers must really hone students' initial reading skills.

Problems that are often encountered in learning about students' reading motivation according to (Koilmo, Mbuik, & Nitte, 2020) are caused by the influence of internal factors, namely health, concentration and achievement, while for external factors, namely lack of media use, lack of attention and parental assistance. when children study at home, as well as the lack of student attention to reading learning that takes place in class. In addition, it was found that the reading literacy ability of students in elementary school was very low, it was caused by a lack of habituation from within students to start reading.

Reading literacy skills are the ability to understand and use the forms of written language required by society and valued by individuals. The importance of reading literacy for elementary school students is also reinforced by the Regulation of the Ministry of Education and Culture Number 23 of 2015 concerning the growth of character, namely its realization through the obligation to read 15 minutes before the start of tiered learning starting at the elementary, junior high, and high school levels (Pebrianti & Rosidah , 2021). Especially in elementary school literacy is considered to have conformity with thematic learning. This is because literacy focuses on skills to add learning experiences in everyday life. And also education that serves as a forum for students to develop life skills by having literacy skills in a school environment.

The results of observations made in the field by researchers from October to December 2021, precisely during KKN and Internship activities at UPT SPF SDN KIP V Bara-Baraya Makassar City, by carrying out the learning process through Online (In-Network) and Offline (Out-of-Network), prospective The researchers found that the early reading literacy skills of children were still very low. Students who are in class 1 A totaling 16 people overall have difficulty reading stories or reading texts contained in textbooks with pronunciation, intonation, clarity, fluency are still not right.

The results of interviews conducted with the teacher as the homeroom teacher in March 2022, the researchers found that the learning carried out by the teacher did not use media. Whereas according to (Marmini, 2020) the implementation of learning that involves the use of a media in it will provide convenience, fluency, effectiveness and efficiency to achieve goals, therefore teachers need to provide interesting learning so that it can attract students to be active and creative. Regarding this, the teacher should prepare media that is in accordance with the material being taught so that it can generate motivation and interest in students because "early reading learning aimed at students in low grades requires media" (Lestari et al., 2020, p. 116).

Research in general shows that students who are actively involved in learning activities in general will easily learn the content or subject matter. In addition, game lessons will attract more attention. One of the learning media that is full of games that lead to student activity that can be done by the teacher is the use of Flash Card media (Febrianto, Yustitia, & Irianto, 2020). Because it will make it easier for students to achieve the required abilities so that it can be seen that the contribution of Flash Card media can increase students' vocabulary (Harisanty et al., 2020). Based on the research conducted (Kumullah, Yulianto, & Ida, 2019) there are several previous studies that are in line with the research to be carried out including (1) Pamungkassari who suggests that Flash Card media can improve early reading skills and also students look more active in learning in each cycle, (2) Indrayani's initial reading skills through the use of Flash Card media in grade 1 students of SDN Suroksars 2 Yogyakarta has improved well, this is proven in the pre-action by 41.38%, in the first cycle it increases to 58.62% and in cycle II to 82.76%, (3) Janawati, et al by using Flash Card was able to improve reading skills. After observing the problems that exist in the school, as well as looking at the solutions from previous research, prospective researchers are finally interested in conducting research with the title "Improving Beginning Reading Literacy Skills Through Flash Card Media in Grade 1 A UPT SPF SDN KIP V Bara-Baraya, Makassar City".

METHOD

The type of research that will be used is Classroom Action Research or abbreviated as CAR. In addition, classroom action research is an effort made by teachers to improve the quality of learning in the classroom. This research consists of several stages of implementation, namely: planning, conducting research, observation and reflection repeatedly called a cycle. This classroom action research was carried out in two cycles or more by applying Flash Card media.

This research uses an Action Research Classroom, which is a recycling research plan (cycle). The stages of classroom action research include the planning stage, the implementation stage, the observation stage,
and the reflection stage. Meanwhile, according to (Arikunto et al, 2015) the flow of action planned in this study is presented as follows.

Figure 1 Research Design According to (Arikunto et al, 2015, p. 42)

This research was carried out in the even semester of the 2021/2022 academic year in May-June 2022 in accordance with the approval of the researchers and teachers as homeroom teachers for class I A at UPT SPF SDN KIP V Bara-Baraya Makassar City. The focus subjects of this research are: (1) the researcher himself as a teacher to teach early reading literacy skills using Flash Card media and the teacher who becomes a collaborator to see and discuss the results of observations in classroom action research with the researcher; (2) grade I A UPT SPF SDN KIP V Bara-Baraya Makassar City with a total of 16 students (Sixteen). The students consist of 9 (nine) male students and 7 (Seven) female students. Data collection techniques used in this study were observation, tests and documentation.

The instruments used in this study were (1) preliminary reading skill tests, (2) teacher activity observation sheets, and (3) student activity observation sheets. A test to measure students’ initial reading skills using guidelines from Darmiyati and Budiasih, which include accuracy in voicing writing, pronunciation fairness, intonation fairness, fluency, voice clarity (Fitryaningsih, 2021)

Table 1 Guidelines for Early Reading Assessment

<table>
<thead>
<tr>
<th>No</th>
<th>Rated aspect</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Intonation</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Fluency</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Voice clarity</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 Teacher Activity Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Item Number</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

email : ijest@unm.ac.id
The data analysis technique in this study used quantitative and qualitative descriptive research methods. The use of qualitative data analysis to obtain the average percentage (mean) of student test results at the time the action was taken. The data obtained is the assessment of test results which are analyzed based on the mean (mean) of student test results. After knowing the score obtained for each student in accordance with several aspects assessed, the average value will be calculated in the pre-cycle, cycle 1, and cycle 2. The formula used according to Sudjana (2005:67), the formula to find the average is as follows.

\[ Me = \frac{\sum X_i}{n} \]

Description:  
- Me = average (mean)  
- n = sum of the i-th  
- Xi = amount of data

After knowing the average value, then to calculate the percentage of students who have reached the specified average value. The percentage can be obtained using the formula:

\[ P = \frac{students \ who \ have \ reached \ the \ average \ score}{total \ number \ of \ students} \times 100 \]

Information:  
- P = percentage number

After the data is collected, it will be grouped according to the criteria for assessing the initial reading skills. According to Burhan Nurgiyanto (2010: 253) the determination of criteria is grouped into four ranges of values, namely as follows.
Table 4 Criteria for the Range of Mastery Level Values

<table>
<thead>
<tr>
<th>Mastery Level Percentage Interval</th>
<th>4 Scale Change Value</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>4</td>
<td>A-D</td>
</tr>
<tr>
<td>76-85</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>56-74</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>10-55</td>
<td>1</td>
<td>C-D</td>
</tr>
</tbody>
</table>

While qualitative analysis is used to analyze the results of field observations both teachers and students which are carried out directly from the beginning to the end of the learning process that takes place in the classroom. This indicator is based on students who have achieved an average score of 75 and if 80% of students in the class have been able to master the initial reading skills (Kumullah et al., 2019).

RESULTS AND DISCUSSION

RESULTS

1. Pre-action Data Exposure

The initial step taken by the researcher before carrying out the classroom action was to make observations and found problems in early reading learning, namely students' reading skills were still less visible when students read, there were still many students who had not been able to voice the writing and the alphabet correctly and precisely. There are also many students who do not pay attention to pauses and do not pay attention to intonation correctly. In addition, teachers have not utilized the use of media that can help in early reading learning to the maximum so that students' motivation in reading is still very lacking. and also there are no literacy activities carried out by the teacher before starting learning.

The next step is to analyze the curriculum and collaborate with grade 1 A teachers to match the Basic Competencies (KD), indicators, learning objectives and develop a Learning Implementation Plan (RPP) along with the instruments that will be applied according to the steps for using Flash Card media. Prepare Flash Card media that will be applied in learning. Compiling teacher observation sheets and student observation sheets and compiling an evaluation tool for reading literacy skills at the beginning of each cycle. The researcher also conducted a preliminary reading skill test to students before being given action or before the implementation of cycle I.

Table 5 Percentage of Achievement of Average Pre-Action Reading Skills

<table>
<thead>
<tr>
<th>No.</th>
<th>Information</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students who achieve an average score</td>
<td>5</td>
<td>33 %</td>
</tr>
<tr>
<td>2.</td>
<td>Students who have not achieved the average score</td>
<td>10</td>
<td>67 %</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the completeness of the initial reading skill value during pre-action reached 33% or as many as 5 students while students who had not completed it reached 67% or as many as 10 students. Students are said to be complete if they reach an average score of 75 and 80% of students can achieve an average score.

Table 6 Percentage of Criteria for Mastery of Pre-Action Reading Skills

<table>
<thead>
<tr>
<th>Value Interval</th>
<th>Value Criteria</th>
<th>Information</th>
<th>Total students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>A</td>
<td>Very Good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>76-85</td>
<td>B</td>
<td>Good</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>56-75</td>
<td>C</td>
<td>Enough</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>10-55</td>
<td>D</td>
<td>Less</td>
<td>7</td>
<td>47%</td>
</tr>
</tbody>
</table>
Based on the recapitulation of the score data above, there are no students who get the criteria for a very good score or A, and there are 2 students who get a good score or B criteria of 13%. There are 6 students who get sufficient criteria or C by 40%, and there are 7 students with less predicate or D about 47%.

2. Cycle Action I
   a. Action Planning Cycle I
      At this planning stage, the researcher and the teacher have determined indicators, learning materials that are relevant to the curriculum, determined a lesson plan for each meeting, and determined themes and sub-themes to be implemented in four meetings in cycle I, have prepared assessment instruments and observation sheets, which will be used to obtain data during the implementation of the research, then prepare Flash Card media that will be used in learning.
   b. Implementation of Cycle I Research
      In the implementation of the first cycle research, the researcher collaborates with the teacher, the researcher will carry out learning activities in accordance with the lesson plans that have been prepared by the researcher and the teacher for grade 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City, namely teaching early reading, especially Indonesian. While the teacher will act to observe and assess all the implementation of student learning activities. Meetings I to IV are described as follows:
      1. Initial activity
         In the initial activity, the researcher prepared students to line up in front of the class before starting learning and doing literacy activities that had never been done before. Students will be prepared by one friend to line up neatly, then the researcher as a teacher will direct students to mention each Flash Card shown in the form of Alphabet or vocabulary one by one or alternately. Next, directing students to enter the classroom to start praying according to their respective beliefs led by one friend. After praying, students are given questions related to the material that has been studied previously and given information about the learning activities to be carried out and their objectives.
      2. Core activities
         In the core activity, the activities carried out by the researcher are providing explanations related to the material and asking students to listen and answer any questions given related to the material. Students are asked to read slowly the reading text that is distributed by spelling for students who are not yet fluent in reading. To make all students actively involved in the process of learning to read the beginning, the researcher who acts as a teacher directs students to form groups to play while learning, namely compiling Flash Cards that are provided in turn. In addition, students are also asked to develop vocabulary related to the material "Day and Night Events". During the learning activities, teachers collaborate with researchers to observe student activities, the implementation of learning by researchers, and the use of Flash Card media.
         The teacher will provide an assessment of the researcher and fill out the observation sheet given in accordance with the learning activities that occur. During the learning activities the researcher will involve all students both individually and in groups in the use of Flash Card media. In addition, researchers will provide questions and answers to help students who do not understand the material before being given an assignment.
      3. End activities
         In the final activity, the activity carried out by the researcher is to provide or draw conclusions regarding the material that has been studied together with students. Before closing the learning activities, the researcher conveys moral messages and invites students to study when they return home, especially regarding early reading learning which needs to be streamlined again. After that, he invited the students to get ready to go home by tidying their seats and getting angry and then praying together according to their respective beliefs. At the end of the first cycle, a preliminary reading test was carried out for students according to the indicators that had been previously arranged, so that the student's development from pre-action to cycle I could be known.
   c. Action Observation Cycle I
      1. Student Activities
         The results of student observations in the first cycle showed that student participation in the learning process was quite active in literacy activities before learning, in answering questions, responding to apperception, but student activity in asking questions was still lacking, there were only a few students who asked questions. In group discussion activities, not all students are actively involved in expressing opinions.
         At the beginning of the reading activity using Flash Card media, the students looked enthusiastic. Students pay attention to the teacher when showing the Flash Cards one by one. In addition, students seemed excited to mention the Flash Cards that were shown and were also enthusiastic when compiling or using Flash
Card media in turn. Students begin to actively respond when involved in using the media. However, when asked to read the contents of the Flash Card or the composition of vocabulary and reading texts, many students pointed at each other to their friends and when asked to read the students read in a small voice so that they could not be heard clearly. Some students are still not used to it or have the courage to read when asked.

Some students have started to read fluently although there are still students who still need guidance from the teacher. There are still students who read with a flat intonation or have not paid attention to the high and low of the voice.

2. Research Activities

Meanwhile, from the results of observations for researchers from teachers when carrying out preliminary reading lessons using Flash Card media, researchers have implemented several aspects according to the learning steps using Flash Card media. When delivering subject matter to students, it is clear enough and creates a pleasant learning atmosphere and can attract students' attention to take part in learning. Conduct questions and answers and allow students to be actively involved in expressing opinions. When discussing in groups, researchers need to direct students not to be too noisy and make some students who do not dare to express their opinions to be active.

In addition, when using Flash Card media to teach early reading, researchers have carried out several aspects including, namely, providing examples for reading with appropriate intonation, pronunciation and pauses, directing students to discuss, supervising and guiding students who have difficulty. However, there are several steps in cycle 1 that have not been carried out properly including, digging up information related to the text on the Flash Card relating to students, digging up information related to the text on the Flash Card relating what students have received, and digging up information related to the text on the Flash Card linking with the student world. Researchers must also pay attention to the behavior of each student in the class so as not to disturb other friends.

3. Reading Skill Improvement

Beginning reading skills tests were conducted individually to measure students' skills in preliminary reading. The results of the reading skills test at the beginning of cycle I can be seen in the following table as well as a comparison of the value of reading skills at the beginning of the pre-action and cycle I.

**Table 7 Percentage of Criteria for Mastery of Reading Skills Beginning Cycle I**

<table>
<thead>
<tr>
<th>Value Interval</th>
<th>Value Criteria</th>
<th>Information</th>
<th>Total Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>A</td>
<td>Very Good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>76-85</td>
<td>B</td>
<td>Good</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td>56-75</td>
<td>C</td>
<td>Enough</td>
<td>10</td>
<td>67%</td>
</tr>
<tr>
<td>10-55</td>
<td>D</td>
<td>Less</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that there are no students who get initial reading skills with very good criteria or A, good criteria or B there are 5 students, for sufficient criteria or C there are 10 students, and there are no students for poor criteria or D.

Students with good criteria with value intervals between 76-85, students who read with good criteria there are 5 students or 33%. Students with good criteria on average are already fluent in reading but in pronunciation and intonation are sometimes still not quite right. Students with sufficient criteria with an interval of values between 56-75 are 10 students or 67%.

Students with sufficient criteria read with still spelled per syllable but read quite fluently. Sometimes students in this sufficient criteria read with still spelled per syllable but read quite fluently. Sometimes students in this sufficient criterion when reading are still with guidance from the teacher. Pronunciation and intonation when reading is also still flat and has not paid attention to pauses properly. The sound when reading is also still not clear and still low. The value of students' initial reading skills based on the average value can be seen in the table below.

**Table 8 Percentage of Achievement of Average Reading Skills Beginning of Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Information</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students who achieve an average score</td>
<td>8</td>
<td>53 %</td>
</tr>
<tr>
<td>2.</td>
<td>Students who have not achieved the average score</td>
<td>7</td>
<td>47 %</td>
</tr>
</tbody>
</table>
From the table above, it can be seen that there was an increase in initial reading skills at the time of the pre-action with after the action was carried out in cycle I. The results of the reading skill scores in the first cycle were 8 students who had achieved an average score or 53% of the total number of students who had obtained value meets the average. Meanwhile, 47% of the total number of students or as many as 7 students did not meet the criteria for the success of the average score. This shows a fairly good increase. However, this research has not been said to be successful because it has not met the criteria for success in the study. This study meets the criteria of success if 80% of the total number of students can achieve an average score.

d. Action Reflection Cycle I

In the implementation of this reflection carried out by researchers and teachers by looking at the comparison of the acquisition of the initial reading value and the class average value before the action and after the action. In addition, this reflection activity also carried out a review of the implementation of the early reading learning process using Flash Card media. There are still steps in the use of media that have not been implemented properly and will be followed up in cycle II.

3. Cycle II Action

a. Action Planning Cycle II

This stage is carried out in accordance with the planning carried out in cycle I, but adjusted to the results of the reflection carried out in cycle I along with improvements in the reflection cycle I. At this planning stage, the researcher has determined or readjusted the lesson plan for four meetings in cycle II to be more optimal and overcome problems and obstacles in cycle I. Prepare assessment instruments and observation sheets that will be used to obtain data during the implementation of the study, then prepare Flash Card media that will be used in learning.

b. Implementation of Cycle II Research

In the implementation of the second cycle in collaboration with the teacher, the researcher will carry out learning activities in accordance with the lesson plans that have been prepared by the researcher and the teacher for grade 1 students A UPT SPF SDN KIP V Bara-Baraya Makassar City, namely teaching early reading, especially Indonesian. While the teacher will act to observe and assess all the implementation of student learning activities. Meetings 5 to 8 are described as follows:

1. Initial activity

In the initial activity, students were directed to line up neatly in front of the class before starting learning to carry out literacy activities as in the previous cycle. The researcher as the teacher directs the students who will be prepared by one friend to line up neatly, then the researcher as the teacher will direct the students to mention each Flash Card shown in the form of Alphabet or vocabulary one by one or alternately. Next, directing students to enter the classroom to start praying according to their respective beliefs led by one friend. After praying, students are given questions related to the material that has been studied previously and given information about the learning activities to be carried out and their objectives.

2. Core activities

In the core activity, the researcher begins learning by asking questions or asking questions about the material to students. Then what the researcher did was to provide an explanation related to the material on theme 8 "Natural Events" sub theme 1 "Day and Night Events" and sub theme 2 "Drought". The researcher directs students to sit according to their respective groups and will be given Flash Card media to be used together during the learning activities. In addition, the researcher also gave reading texts to students in groups, students were asked to take turns reading the reading text slowly by spelling it for students who were not yet fluent in reading. Researchers present learning activities while playing with students, namely compiling Flash Cards that are provided alternately based on vocabulary or sentences according to the material.

During the learning activities, teachers collaborate with researchers to observe student activities, the implementation of learning by researchers, and the use of Flash Card media. The teacher will provide an assessment of the researcher and fill out the observation sheet given in accordance with the learning activities that occur. During the learning activities the researcher will involve all students both individually and in groups in the use of Flash Card media. In addition, researchers will provide questions and answers to help students who do not understand the material before being given an assignment.

3. End activities
In the final activity, the activity carried out by the researcher is to provide or draw conclusions regarding the material that has been studied together with students. Before closing the learning activities, the researcher conveys moral messages and invites students to study when returning home, especially regarding early reading learning which needs to be improved again. After that, invite students to tidy up their seats and their belongings, then pray together according to their respective beliefs. At the end of the cycle II activity, a preliminary reading test was carried out for students according to the indicators that had been previously arranged, so that the student's development from cycle I to cycle II could be known.

c. Action Observation Cycle II
1. Student Activities

The results of student observations during the implementation of cycle II showed that student participation in learning was good even though there were one or two students who did not participate as much as the others. Some children also need to be admonished to refocus while studying and not to disturb their friends. In the implementation of the second cycle of learning, the students became much more improved, students became more active to ask things they did not understand and answer the questions given. In addition, students are getting used to using Flash Card media during early reading learning activities, unlike before. When the researcher asked students to read the reading text or compose Flash Cards, almost all students raised their hands and were more daring to be asked to read the reading text in front of their other friends. During group activities, students have been able to work well together, divide their respective tasks and not scramble to use Flash Card media.

2. Research Activities

From the results of the teacher's observations of the early reading learning process using Flash Card media carried out by researchers, it has been going well and the learning steps have been carried out properly. Researchers also make good use of the use of media to make students participate in learning activities, besides that researchers are also active in providing examples of reading correctly to students.

3. Reading Skill Improvement

The initial reading skill test is the same as the implementation in cycle I, which is carried out during the learning process by asking students to take turns or one by one to come forward. The results of the reading skills test can be seen in the following table.

From the results of the recapitulation data in the table above, it can be seen the comparison of the number of students who have met the completeness score. In the pre-action the number of students who met the completeness score were 5 students, in the first cycle as many as 8 students, and in the second cycle as many as 14 students who met the completeness. If it is displayed in graphic form, then a graph of the improvement of the beginning reading skills of grade 1 A students is presented based on the comparison of the average values (means) as follows.

Figure 1 Bar chart Comparison of the Average Scores of Students' Beginning Reading Skills in Pre-action, Cycle I and Cycle II

![Bar chart Comparison of the Average Scores of Students' Beginning Reading Skills in Pre-action, Cycle I and Cycle II](image)
Based on the diagram presented above, it can be seen that there was an increase in the average value of students' reading skills from before the action was carried out the average value was 62.33, then increased during the implementation of the first cycle the average value became 71.4 and increased to 78.06 in cycle II.

**Figure 2 Bar Chart Comparison of the Percentage of Comparison of Students' Beginning Reading Skills Scores in Pre-action, Cycle I and Cycle II**

Based on the diagram above, it can be seen that the percentage comparison of the number of students who meet the minimum completeness criteria has increased. In the pre-action, the percentage was 33%, then in the first cycle it increased to 53% and in the second cycle it increased to 93%. The graph shows that there is an increase in learning early reading skills through Flash Card media. All students experienced an increase in grades in the second cycle so that it can be concluded that the learning in the second cycle was quite successful. The results obtained can be seen in the table of the percentage of criteria for mastering early reading skills, which are as follows.

**Table 9 Percentage of Criteria for Mastery of Reading Skills Beginning Cycle II**

<table>
<thead>
<tr>
<th>Value Interval</th>
<th>Criteria</th>
<th>Information</th>
<th>Total Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>A</td>
<td>Very Good</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>76-85</td>
<td>B</td>
<td>Good</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>56-75</td>
<td>C</td>
<td>Enough</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td>10-55</td>
<td>D</td>
<td>Less</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Based on the percentage data of the criteria above, it can be concluded that in the very good category there is 1 student with a percentage of 7%. While in the good category there are 9 students with a percentage of 60%, and the sufficient category is 5 students with a percentage of 33%. In addition, there were no students who were in the poor category, indicating that there was an increase in mastery of preliminary reading skills compared to the results in cycle I.

Students with very good criteria read fluently and clearly so that other students can hear them. This student reads aloud, besides that, students with very good criteria can already read by paying attention to the right intonation and pronunciation.

Students with good criteria read fluently and clearly, but some students sometimes still read with inaccurate intonation. And when reading the students' voices, sometimes they become slower. Meanwhile, students who are in the sufficient category, read quite fluently but there are still some sentences that are spelled in syllables.

**d. Action Reflection Cycle I**

In the implementation of the second cycle, it became an obstacle in the first cycle after being resolved. Researchers have been able to use Flash Card media as well as possible, researchers have provided examples of the right way to read to students when asked to read one by one. In addition, in the activity of compiling...
words, students are able to understand and cooperate well with each other in their groups. When asked to read the students also followed the instructions given by the researcher even though there were still some who needed guidance. During the implementation of the second cycle, students were more active in asking questions and providing responses during learning.

In the implementation of the second cycle, students' reading skills have improved from the implementation of the first cycle. Most of the students are able to voice their writing correctly, the intonation, pronunciation, and fluency of students when reading is getting better than before. In addition, students have shown the courage to read.

On the whole, the implementation of early reading learning through Flash Card media for students in grade 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City in cycle II the researchers felt it was sufficient because the learning process that had been prepared previously showed better learning outcomes.

DISCUSSION

Based on the research described above, the reading skills of students in grade 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City have improved. Students' reading skills can increase because they are influenced by several factors, as stated by Partikasari, Suryani, & Imran (2014) namely intellectual factors, namely student abilities or intelligence (IQ) which not all students have, but other factors that can help students, namely, teacher's teaching methods, procedures, and teacher's abilities. In addition, psychological factors which are factors that come from within students include motivation, interest and adjustment.

Students' motivation to read has a great influence on students' reading skills. Students who have the drive to read will improve their reading skills. This can be seen from the attention of students during the initial learning, students who have high motivation to read then these students will pay attention to the teacher when giving the right learning. Another factor that influences native reading skills is the reading materials used in learning to read. Reading material that is difficult to understand will result in students not being interested in reading, on the contrary if the reading material contains simple stories and is easily accessible to students, it is more interesting. In addition, interesting learning presented by students also has a big influence, such as making learning fun and making students actively involved. One of them is the use of learning media that is suitable for students' reading activities such as Flash Card media.

On the whole, the implementation of original learning using Flash Card media for grade 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City for the academic year 2021/2022 in cycle II the researchers felt it was sufficient because the process was running according to the lesson plan that was prepared and was in accordance with the criteria for completeness, or indicators of success where students have achieved an average of 75 and 80% of students in the class have mastered preliminary reading skills based on (Kumullah et al., 2019) so this research does not require any cycle III action. Based on the discussion made by the researcher, it can be concluded that the initial reading game of students 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City for the 2021/2022 academic year can be increased through the use of Flash Card media.

CONCLUSION

Based on the results of research and discussions that have been carried out, it can be concluded that Flash Card media can improve the early reading literacy skills of grade 1 A UPT SPF SDN KIP V Bara-Baraya Makassar City students. This is evidenced by an increase in students' initial reading literacy skills which can be seen based on the activities of students and researchers as teachers and data analysis of increasing students' initial reading skills scores. The results of observing student activities in cycles I and II showed that student participation was good and active, while the activities of researchers in cycles I and II had carried out several aspects according to the learning steps using Flash Card media. The results of the pre-action students' preliminary reading skills test were 5 students who achieved the average score and 10 students who had not achieved the average score. The average value of the class is 62.33 and the percentage of completeness is 33%. In the first cycle 8 students who achieved the average score and 7 students who had not achieved the average score. The average value of the class is 71.4 and the percentage of completeness is 53%. In the second cycle there was a fairly good increase, namely 14 students who achieved the average score and 1 student who had not achieved the average score. The average value of the class is 78.06 and the percentage of completeness is 93%.
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