Development of Reading and Writing Competence for Indonesian Language Subjects Using Flash Card Media in Class VIII SMP Negeri 1Pulau Rakyat Academic Year 2022-2023

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Abstract

This research is motivated by the ability to read and write to be something that is very difficult for students of class VIII SMP Negeri 1 Pulau Rakyat. One of the learning media that is full of games that lead to student activity that can be done by Indonesian teachers is the use of flashcard media. Flashcard media can be in the form of picture cards under which there are writings that are designed in attractive colors so that this will please the child, so the child will be motivated to learn. These problems are discussed through classroom action research which is carried out through 2 cycles with each cycle the stages are planning, action, observation and reflection. Research data obtained through observation in class and tests. The results showed that there was an increase in the reading and writing ability of class VIII students of SMP Negeri 1 Pulau Rakyat using flash card media, it was seen that students' reading abilities increased each cycle, namely in the pre-cycle there were 8 students or 42%, there was an increase in the first cycle, namely 12 students or 63 % and at the end of the second cycle, 17 students or 89% completed. Likewise, students' writing skills have increased in each cycle where in the pre-cycle the completeness reached 9 students or 47% an increase in the first cycle there were 13 students or 69%, and in the second cycle there was an increase of 17 students or 90%. This result has exceeded the set indicator, which is 80%. Likewise, student activity increased where in the first cycle there were 10 students or 52% and after improvements were made in the second cycle, 16 students or 86% were achieved. These results have reached the specified indicators.

Keywords: Flash Card Media, Reading and Writing

1. Introduction

Based on observations made by researchers, it turns out that many students are less enthusiastic, such as many who talk alone, sleepy and less enthusiastic in asking questions. Some assumptions are that students are less interested in the lesson because the teachers who teach are less varied in applying the learning model.

To attract students to be interested in learning to write, as a language teacher, it is obligatory to find the right solution to overcome the difficulties above, one of which is by looking for effective learning methods, to increase students' motivation in improving their reading and writing abilities.

The learning model that Indonesian language teachers need to use in class VIII of SMP Negeri 1 Pulau Rakyat to get good learning outcomes does not only rely on the lecture model or better known as verbalism. Verbalism is present in every learning situation, namely when children are given words without understanding their meaning (S. Nasution, 2016:94).

One of the learning media that is full of games that lead to student activity that can be done by Indonesian teachers is the use of *flash card* media. *Flash card* are a simple but very useful medium for displaying and practicing vocabulary. *Flash card* media can be in the form of picture cards under which there are writings that are designed in attractive colors so that this will be fun for students so that children will always be

motivated to learn.

The use of *flash card* media in the teaching and learning process makes teaching more attractive to students so that it can foster learning motivation; the meaning of the lesson material will be clearer so that it can be better understood by students; teaching methods will be more varied so that students do not feel bored; and students do more learning activities because they do not only listen to descriptions from the teacher but also other activities such as observing, doing and demonstrating (Sudjana, Nana and Ahmad Rivai, 2017: 2).

2. Literature Review

2.1 Reading Ability

According to the Ministry of National Education (2018: 869) states that Ability is "Ability; proficiency; Strengths: While reading is an interactive activity to pick and understand the meaning or meaning contained in the written material. Reading skills are the basis for mastering various fields of study. If children at early school age do not immediately have the ability to read, then they will experience many difficulties in learning various fields of study in subsequent classes (Abdurrahman, 2016: 200).

2.2 Writing Ability

Ability is "Ability; proficiency; strength: "(Ministry of National Education, 2018: 869) while writing according to is "skills in generating ideas and packaging those ideas into graphic symbols in the form of writing that can be understood by others" (Nurhadi. 2016:43). According to Poteet (in Abdurrahman, 2016:179) states that "writing is a visual depiction of thoughts, feelings, and ideas by using the symbols of the author's language system for communication or note-taking purposes". Writing skills according to Byrne (in Slamet, 2015:106) states:

> *"Writing skill is the ability to put thoughts into written language through sentences that are assembled in full, complete, and clear so that these ideas can be communicated to the reader successfully.*
> *Writing ability is the ability to be able to generate new ideas and present them in written form completely, completely, and clearly, so that ideas are easily understood and understood by others for communication or note-taking purposes."*

2.3 Definition of *Flash Card* Media

Flash card media is an effective learning card containing images, text, or symbols that are used to help remind or direct students to something related to images, text, or symbols on the card, and stimulate students' thoughts and interests so that the learning process occur.

Drs. Asep Henry Hernawan (2018: 136) also revealed that *Flash card* media is a learning media in the form of picture cards measuring 25 x 30 cm. Then it can be concluded that f*lash cards* are effective learning cards that have two sides with one side containing pictures, text, or symbols and the other side in the form of definitions, descriptions of pictures, answers, or descriptions that help remind or direct students to something related to learning. the picture on the card. *Flash cards* are usually 8 X 12 cm, 25 X 30 cm, or can be adjusted according to the size of the class at hand.

3. Research Method

This research is a type of Classroom Action Research (CAR). CAR "is an effort to solve problems, as well as seek scientific support" (Arikunto, 2017:95). So CAR is a form of reflective study by actors of action, carried out to solve problems from the actions of students in carrying out tasks, deepen understanding of the actions they take, and improve the conditions in which these learning practices are carried out.

According to Stephen Kemmis as quoted by Subyantoro (2019: 8) states CAR as a form of study or inquiry through self-reflection carried out by participants in certain educational activities in social situations

(including education) to improve the rationality and correctness of: (a) social practices or education they undertake themselves, (b) their understanding of the practices, and (c) the situation in which the practices are carried out.

The data collection technique uses the observation method (observation), the data collection method goes directly to the field on the object under study, the population (sample) (Margono, 2017:158). And also using the test method with the aim of getting data on the results of reading and writing abilities of class VIII students of SMP Negeri 1 Pulau Rakyat as an evaluation after the action process takes place.

The data analysis technique used in this research is critical analysis and comparative descriptive analysis. The critical analysis technique referred to in this study includes activities to uncover the weaknesses, strengths of students and teachers in the teaching and learning process based on criteria. The results of the critical analysis are used as the basis for the preparation of action plans for the next stage in accordance with the existing cycle. Regarding reading and writing skills, critical analysis includes reading and writing results conducted during the pre-survey. This is to find out the initial conditions regarding students' simple dialogue skills.

After the initial conditions of the student's simple dialogue are known, the author plans a cycle of actions to overcome the problems he faces. At the end of each cycle, the results are analyzed what the weaknesses and strengths are so that it is known that the improvement of students' story writing skills is known. Critical analysis of story writing skills includes indicators that have been determined in each lesson.

The comparative technique referred to in this study is to compare the results of the first cycle, second cycle, and third cycle research. The results of the comparison are to determine the indicators of success and failure in each cycle. Indicators that have not been achieved are corrected in the next cycle. So that the deficiencies that have been corrected, in the next cycle can improve students' reading and writing skills.

4. Results

In the pre-cycle, the researcher collected initial data in the form of a list of students' initial scores, with a KKM of 6.5. The initial value of students is taken from the pre-cycle value in the form of the last Indonesian value obtained by students before using flash card learning media. The initial value is used to determine the ability of students. Pre-cycle values can be seen in Table 4.1.

Table 4.1 Pre Cycle Value

No	Respondent	Value			
		Reading	Description	Writing	Description
1	R-1	56	Not Completed	60	Not Completed
2	R-2	66	Completed	65	Completed
3	R-3	55	Not Completed	60	Not Completed
4	R-4	64	Not Completed	66	Not Completed
5	R-5	55	Not Completed	55	Not Completed
6	R-6	63	Not Completed	60	Not Completed
7	R-7	55	Not Completed	60	Not Completed
8	R-8	62	Not Completed	65	Not Completed
9	R-9	70	Completed	70	Completed
10	R-10	62	Not Completed	65	Not Completed
11	R-11	52	Not Completed	60	Not Completed
12	R-12	72	Completed	72	Completed
13	R-13	78	Completed	75	Completed
14	R-14	67	Completed	65	Completed
15	R-15	77	Completed	80	Completed
16	R-16	63	Not Completed	65	Not Completed
17	R-17	64	Not Completed	65	Not Completed

18	R-18	76	Completed	76	Completed
19	R-19	55	Not Completed	60	Not Completed
Total		1212		1244	
Median		63.79		65.47	
Completed		36.84%	7 student	36.84%	7 student
Not Completed		63.16%	12 student	63.16%	12 student

Results of Classroom Action Research Cycle

Table 4.2Category of Student Learning Outcomes In Cycle 1

Value	Category	READING		WRITING	
		Total students	%	Total students	%
85-100	Baik sekali	0	0%	0	0%
65-84	Baik	13	68.42%	13	68.42%
46-64	Cukup	6	31.58%	6	31.58%
0-45	Kurang	0	0%	0	0%
Median		71.68		73.11	
Total		13 student		13 student	
Persentase		68.42%		68.42%	

From table 4.2, it is known that the pre-cycle writing skill test results obtained a percentage of 47% in the sufficient category. The number of students who finished studying were 13 students from 19 class students or 68.42%.

Table 4.3 Category Of Student Learning Outcomes In Cycle II

Value	Category	READING		WRITING	
		Total students	%	Total students	%
90-100	Baik sekali	0	0%	0	0%
70-89	Baik	16	84.21%	16	84.21%
50-69	Cukup	3	15.79%	3	15.79%
0-49	Kurang	0	0%	0	0%
Median		71.68		73.11	
Total		16 student		16 student	
Persentase		84.21%		84.21%	

From table 4.14 it is known that the results of the second cycle of reading and writing skills test results obtained a percentage of 84% in the sufficient category. The number of students who finished studying were 16 students from 19 class students or 84.21%.

5. Discussion

In cycle I, in general and overall the implementation of learning carried out by both researchers as teachers and students has been going well. Although there are several steps in using flashcard media that have not been implemented, the achievement of the desired goals has been achieved. Students are active, enthusiastic, and happy in every learning activity. Weaknesses in the first cycle will be corrected in the second cycle by correcting the steps that are not right. In addition to the steps of using media in learning, the teacher also has

not fully motivated students, the teacher does not provide opportunities and reinforcement to students, so it appears that only certain students are active in each learning activity.

Based on the final results of the learning in the first cycle, the data on reading ability scores obtained data on the students' reading ability at the end of the first cycle, the category "Enough" with the final number of an average of 66.7 with a student completeness level of 10 students or 53%. For the writing ability of grade 1 students at the end of the first cycle in the "Enough" category with an average number of 69% with a mastery level of 9 students or 47%. The percentages obtained in the first cycle did not meet the criteria for research performance indicators, so the researchers continued in the second cycle. Likewise, the results of this observation indicate that the students' reading and writing skills in the first cycle are still low.

At the end of the second cycle of learning, the data obtained the final average value of students is 74.4 and students' learning mastery reaches students' reading with a mastery level of 15 students or 79%, while writing ability is 76.6 and students' learning mastery reaches students' reading with a level of completeness of 16 students or 89%. Meanwhile, the students' reading ability in cycle II has increased. The proof is that the average student reaches the "Good" category. The percentages obtained in cycle II have met the criteria for research performance indicators, so the study was stopped.

Conclusion
After describing the discussion of the research results, the researchers can conclude as follows:
1. Improving the ability to read and write Indonesian Language Subjects in students who are taught using *flash card* media. Improving the ability to read and write Indonesian Language Subjects in students using *flash card* media, it can be seen that the ability to read the quiz results has increased every cycle, namely in the pre-cycle there were 8 students or 42% an increase in the first cycle, namely 12 students or 63% and at the end cycle II to 17 students or 89% who completed.
2. *Flash card* media can foster student learning activity in learning Indonesian for class VIII students of SMP Negeri 1 Pulau Rakyat. During the learning process in class (using observation instruments held by collaborators related to students) the researchers prepared themselves well. This is done so that students are motivated to be active in learning and grow courage and self-confidence (communication, express ideas), another goal so that students are happy in learning to use *flash card* media properly. Meanwhile, other students evaluate by commenting on the work of friends. There are several records of the results of the forms of activity that have been carried out by students, namely student learning activities, in the first cycle active students only reached 7 students or 37%, and after it was done.

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