The Use Of Word Card Media To Improve Sentence For Class V Students Of Elementary School Sihombu

Henri RH Hasugian
Classroom Teacher Elementary School Sihombu, Kec Tarabintang, Humbang Hasundutan
Email : henrirh@gmail.com

ARTICLE INFO	ABSTRACT
Keywords : media, cards, sentences, learning	This research was conducted to improve the understanding of the fifth-grade students in composing sentences using word card media. The work process was carried out by forming cards as needed by containing the words on each piece of card. The procedure in the game was developed by dividing groups of students and the teacher supervising and giving directions. The research subjects were students of class V SD Sihombu. This research goes through several activities, namely planning, implementing, observing, and reflecting. The instruments used were observation sheets and test instruments. Based on the tests and analyses carried out, there was an increase in the quality of sentence arrangement for grade V students, namely in the first stage students / I compiled sentences without any assistance and produced an average value of 70. The second stage in the second trial the value reached 1652 with a rerate of 82.6 in the Very Good category and experiencing a very significant development.

1. INTRODUCTION

Sentence is the smallest language unit that expresses a complete mind, both in spoken and written ways. In the spoken form, sentences are pronounced in an up and down, loud and soft voice, interrupted by pauses, and ended with a final intonation. Whereas in the form of Latin lettering, sentences begin with a capital letter and end with a period. The process of forming sentences will basically be explained and learned while in elementary school. The ability to form sentences is based on a child's habit of interacting with others or the teacher's creativity in understanding. The main purpose of sentence formation is to design a language in interacting with other people. Speaking is a series of a language as a unit of development that involves the ability to listen, speak, read, and write. Language skills are required in all aspects of learning. Among other things, to have a dialogue with the teacher, dialogue with other students, take brief notes when listening to lessons, complete learning achievement test questions in the form of essays (descriptions). As well as hanging out with others in the neighborhood and public places.[1]–[5] The inability to design language in the form of sentences will have an impact on certain situations. Some of the problems found in the field are 1). the inability of some students to compile and form sentences properly and quickly and which have clear meaning 2) the lack of creativity of the teacher in providing teaching because the method applied by the teacher for learning is in the form of conventional teacher- centered methods such as the lecture method. So that students' communication skills cannot develop because students do not get the opportunity to be actively involved in learning. 3) the absence of media provided by the school to support the sentence formation learning process. [6]–[8]

To support and improve students' understanding of designing sentences properly, it is necessary to use learning media because the media has a general-purpose which is to generate and increase motivation in understanding learning. The media design to be used is a media card called a word card with the assumption that as many words as possible have been provided by the teaching teacher, then a study group is formed with several groups, students are asked to compose sentences according to what the teacher says and continue with sentence composing based on group discussions. Media is the plural word of the medium, which means an introduction or an intermediary used by the communicator to convey messages to the communicant in achieving certain effects. The word media comes from the

Latin "medium". In Latin, media is defined as between. Media is the plural form of medium which literally means an intermediary and an introduction. Associated with the learning process, media is defined as a communication tool used in the learning process to carry information in the form of teaching material from teachers to students so that students become more interested in participating in learning activities. Media is the source of the message with the message recipient. The media used by the teacher in the learning process is called learning media. Learning media is basically a vehicle for messages that the source of the message (teacher) wants to send to the recipient of the message (child).[6], [9]–[12] The message conveyed is learning in the form of learning topics with the aim that the learning process occurs in children. The Association of Education and Communication Technology (AECT) defines that the media are all forms and channels used to transmit forms/information. All physical tools that can present messages and stimulate students to learn can be called media The definition of instructional media or media proposed by Heinich and friends (2008) is something that makes information and knowledge that can be used to carry out the learning process.[13], [14] The media used to support learning activities to acquire knowledge, skills, and attitudes are called learning media Media based on its function is divided into 2, namely media in a broad sense is all forms of objects used by a person to carry out long-lasting actions that occur through direct or indirect experience. Learning media in the sense of, for example, the tools and materials used. teachers in the teaching and learning process that occurs in class to solve problems or to achieve learning objectives. [8], [15]

2.   METHOD

Methodology is the science of a framework for carrying out systematic scientific work, a set of rules, activities, and procedures used by actors of a scientific discipline, a study or theoretical analysis ofa method/method; or branch of logic, the work steps of this scientific work are described in the following picture:
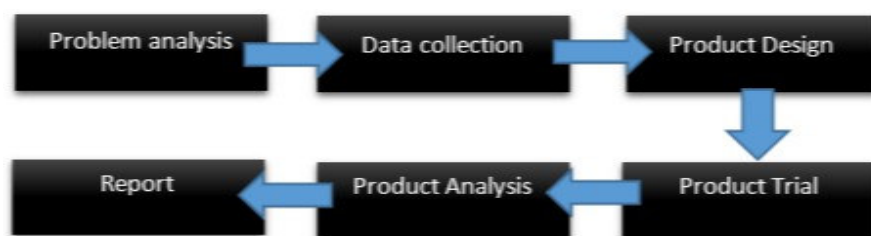

Figure 1 Research Work Steps

With the following job descriptions:
1.   Problem Analysis At this stage, the author will analyze the problems that exist in problem identification so that it can be developed effectively and efficiently so that the problems found can be resolved properly. Such as using word cards in improving sentence formation so that it will have an impact on daily communication.
2.   Data Collection At this stage, study the data collection process which includes:
     a.   Literature Is a process that studies the sources obtained from books, journals, and other references related to the topics discussed.
     b.   Observation Observation is very necessary in the preparation of scientific papers by visiting the object. In this case, the place to make observations is SD Sihombu
3.   Product Design At this stage, the product design process is used as a medium to improve children's learning in forming sentence
     1.   Product Trial The results of the design are tested before implementation in the field by involving people who are competent in their fields and involving all supporting components.
     2.   Product Analysis At this stage is the implementation stage for students / I and conducts analysisto ascertain whether the word card media is functioning and improves the sentence formation process.
     3.   Report Writing

The final stage of the work is the creation of a report in the form of a scientific paper so that it is useful for others.

3.   RESULT AND DISCUSSION
Result

After conducting experiments on improving sentence formation using word cards, an experiment or experiment was carried out. The results of the trial on 20 students. The learning implementation was carried out by class V SD Sihombuteachers. Learning activities are carried out with a time allocation of 2x 40 minutes. The first step taken is to carry out learning activities by bringing learning devices, and students form groups and listen to instructions from the teacher. At the end of the session students complete the evaluation with as many as 20 questions in the form of multiple-choice and essays. The test results are calculated with the data that has been obtained and then processed for analysis. The values of the 20 students are as follows:

Table 1. Meeting Value Table I

STUDENT	TOTAL SCORE	CATEGORY
1	72	Well Well
2	75	Very well
3	81	Well Very
4	77	wellWell
5	88	Very well
6	80	Very well
7	86	Well Well
8	85	Well Well
9	72	Well Well
10	71	Very well
11	80	Well Well
12	70	Well Very
13	77	wellWell
14	76	
15	85	
16	76	
17	77	
18	75	
19	82	
20	75	

Based on the table above, 20 students have used word card media with a total value of 1560 with a rerate value of 78 in the Well category. Then a comparison is made to the trial at the second meeting to produce the following values:

Table 2 . Value of Second Meeting

STUDENT	TOTAL SCORE	CATEGORY
1	85	Very well
2	83	Very well
3	79	Well
4	81	Very well
5	85	Very well
6	79	Well
7	87	Very well
8	80	Very well
9	86	Very well
10	88	Very well

11	81	Very well
12	79	Well
13	83	Very well
14	79	Well
15	85	Very well
16	85	Very well
17	82	Very well
18	84	Very well
19	81	Very well
20	80	Very well
TOTAL		**1652**
RERATE		**82.6**
CATEGORY		**Very well**

Disscusion

The appropriateness of the word card media was assessed based on two validations, namely theoretical validation, which consisted of media expert validation, material expert validation, and practitioner validation, and empirical validation, which consisted of student response questionnaires and observations or observations made by observers on attitudes, enthusiasm. , and the curiosity of students. Initial media products that have been revised based on input, suggestions, and corrections by experts will then be validated by a validator consisting of media experts, material experts, and Indonesian language teachers. The media expert who assesses the development of the Kata Card media is one of the experts who has been in S.3 at the Department of Educational Technology at the State University of Medan. The results of the assessment are in the form of qualitative data in the form of a scale from very poor (SK), insufficient (K), sufficient (C), well (B), to very well (SB) categories. The assessment from the media expert validation assessment will then be converted into quantitative data, namely: very poor (SK) is 1, less (K) is 2, sufficient (C) is 3, well (B) is 4, and very well (SB) is worth 5 Input and advice given by media experts on media development. Word cards are designs of word cards made more contemporary or suitable for children with the addition of some decorations to provide a stimulus. This suggestion has been implemented by adding some designs to word cards. Then the second suggestion is that an image is needed to make it more attractive.

The addition of images already exists in the initial design of the word card so that for this second suggestion, the implementation has been carried out before validation. Assessment by material experts has aspects consisting of material and media content and the learning process using the media. The data obtained from the material expert's judgment is in the form of qualitative data in the form of a scale from very poor (SK), insufficient (K), sufficient (C), well (B), to very well (SB) categories. The assessment data from the material expert validation assessment will then be converted into quantitative data, namely: very poor (SK) is 1, less (K) is 2, sufficient (C) is 3, well (B) is 4, and very well (SB) is worth 5. Suggestions and corrections from material experts on word card media development are making observation or observation instruments to see the attitudes, enthusiasm, and curiosity of students from the use of word card media in the learning process. These suggestions were then implemented by involving three observers in different classes when using the word card learning media

4. CONCLUSION

The conclusion of this study is an increase in the quality of sentence formation for class V students and an increase in significant value from the first meeting with the Well category and the second meeting with the Very Well category and the media used can be developed and implemented independently because the process is easy and fun.

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