

The Effect of Using Monopoli Kata Media On Beginning Reading Skills for 1st-Grade Students

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Abstract. Students must learn the beginning reading since it is a crucial ability. This is due to the fact that reading abilities acquired during early reading activities have a significant impact on subsequent abilities. This study aims to investigate the effects of the Monopoli Kata Media used with first-graders in elementary schools. One group time series design is used in this pre-experimental study. Tests and observation were used to gather the data. Pre-test and post-test results from instrument research are examined using a t-test. Inferential statistical analysis produced the following results: $t\text{-count} (10,59) > t\text{-table} (1,979)$ with $= 0,05$. It can be concluded that the use of Monopoli Kata Media affected the beginning reading skills of grade I students at SDN 1 Bancarkembar, Purwokerto Utara, Kabupaten Banyumas.

Keywords: Monopoli Kata Media, beginning reading skill, elementary school

1 Introduction

Education is one of several sectors that has been impacted by the advancement of science and technology. The development of a society that values education is necessary for this advancement. Reading is one method of learning that is successful. In a culture that is getting more complex, reading is becoming more and more crucial.

Pupils and pupils through reading activities carry out the majority of knowledge acquisition^[1]. The demand for kids to acquire reading abilities is growing as a result of the knowledge that must be assimilated through written media at an increasingly rapid rate. The role of reading cannot be filled by other learning tools, despite the fact that knowledge may be found in other mediums like television and radio.

Because reading and writing are the cornerstones of understanding many other disciplines, including social studies, mathematics, the natural sciences, and others, reading and writing skills in elementary schools (SD), particularly in lower grades, are superior to other skills. Writing and reading abilities go hand in hand. All of what children have learnt through reading and writing can aid them in learning.^[2]

¹ Nurgiyantoro, B.: Penilaian Pembelajaran Bahasa. BPFE. Pp.47 (2010)

² Sutrisno, Hesti P. Pengembangan Buku Ajar Bahasa Indonesia Membaca dan Menulis Permulaan Untuk Siswa Kelas Awal. Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran, Vol 8, No. 2 Pp. 83-91 (2021)

Learning to read and write is a process that involves all of a student's mental activity as well as their ability to think critically and creatively in order to comprehend, analyze, and reproduce written discourse^[3]. As a result, the teacher must take into account the reading and writing abilities of the students. Students will have trouble in the following stage if the foundation is weak.

Indicators of early reading proficiency are listed in Law of the Minister of National Education (Permendiknas) Number 137 of 2014 concerning National Standards for Early Childhood Education (PAUD). These indicators include: (1) Recognizing vowel and consonant symbols; (2) Being able to distinguish words that have the same initial letter; (3) being able to distinguish words that have the same initial syllable; and (4) being able to arrange syllables into a word^[4].

The reading ability is a fundamental competency in the area of child language. This will be required as supplies to advance to the following level. Beginning readers who can distinguish several letter sounds can combine those sounds into syllables, words, and words to give the words meaning. Increased vocabulary, comprehension, understanding of children, and still within the realm of developing literacy in children's language are all benefits.

Based on the results of class I observations for the 2022–2023 academic year, pupils' reading abilities continue to fluctuate. There are students who still don't know the names of the letters while others who are already highly proficient readers stammer. Additionally, because they are unable to comprehend letter symbols and writing sequences when reading, children lack confidence in their ability to demonstrate it.

According to Piaget's cognitive development theory, pupils in primary school between the ages of 7 and 12 are in the enactive stage, which prevents them from having abstract thoughts^[5]. In other words, kids need tangible things to help them organize their thoughts. Therefore, it is important for educators to recognize the value of media. Educational professionals recognize that the usage of learning media is very beneficial for learning process activities both inside and outside the classroom, particularly in raising student learning outcomes. Media is thus required for reading activities, even at the beginning.

In some earlier research, Monopoly are used as teaching tools. According to earlier research using the Monopoly game in class activities, students' speaking abilities can be enhanced by playing the game^[6]. In addition to encouraging speaking, the monopoly game creates a fun and carefree mood in the classroom. Additionally, monopoly games can enhance pupils' pronunciation, confidence, and fluency.

The findings of the Wiyani study indicate that the absence of parental assistance at home and the child's inadequate recall are the two variables that prevent first-graders from learning to read at the beginning of the year. The teacher must set priorities, provide reading instruction, provide effective learning resources, foster positive relationships with parents, monitor

³ Ernalis , Syahrudin D, Abidin Y. Pengembangan Model Bahan Ajar Bahasa Indonesia Berbasis Model Pembelajaran Yang Berorientasi Pada Pendidikan Karakter. Jurnal Pendidikan Dasar, Vol 5, No. 1 Pp. 5 (2016)

⁴ Peraturan Menteri Pendidikan Nasional (Permendiknas) Republik Indonesia Nomor 137 tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini (PAUD)

⁵ Windyaningrum, Afifa (2015) Penerapan Media Pembelajaran Story Pop-up untuk Peningkatan Kemampuan Membaca Siswa Kelas I Madrasah Ibtidaiyah Negeri Kepuhrejo Takeran Magetan. Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim.

⁶ Erlina, M., Rachmajanti, S. Developing a Prototype of English Monopoly Game. Malang: State University of Malang. . (2013)

children's progress in learning to read, and continuously develop and train students' interests if they are to overcome difficulties in beginning to read [7].

The Monopoly game's concept was taken from the Monopoly game in general, and research by Khairina Marini and Beta R. Silalahi (2022) adjusted the game's rules and the questions that students must respond to while learning^[8].

In this study, Monopoli Kata media refers to educational materials adapted from monopoly board games that come with a variety of word cards to aid kids' development of their early reading skills. Four contextual topics are represented by the word cards: fruits, animals, vocations, and hobbies.

Edgar Dale's pyramid of thinking objectives, sometimes known as the cones of experience, served as the foundation for the term "Monopoli Kata media innovation"^[9]. The cone of experience by Edgar Dale depicts the range of media experience from the most tangible (at the bottom) to the most abstract (at the top). The utilization of this media is also dependent on the variety of learning preferences among students, which include auditory, kinesthetic, and visual. The fact that this medium is game-based, has a full-color display, and uses vocabulary relevant to the learning environment for students are its advantages.

According to the above data, the research aim is to investigate the effects of the Monopoli Kata Media used with first-graders in elementary schools.

2 Method

Experimental research is the kind of study that was done in this one. Specifically, the study strategy utilized to investigate how different treatments affect people. Pre-Experimental Design was the method of experimental research employed to determine the impact of Monopoli Kata media on the beginning reading abilities of first-graders at SD Negeri 1 Bancarkembar. This type of research involves only one class as an experimental class and is conducted without the use of a comparison group.

One group a pre-test and post-test for this investigation.^[10] This method was chosen since there was just one class in this study, the experimental class, which underwent a pretest prior to treatment and a posttest following treatment with Monopoli Kata Media.

Design One Group Test Design

$$O1 \quad \times \quad O2 \quad (1)$$

Information:

$O1$ = Pretest value before treatment

⁷ Wiyani W, Solehun, Harun Gafur. Jurnal Papeda: Analisis Faktor Penghambat Belajar Membaca Permulaan pada siswa Kelas I SD Inpres 141 Matalamagi Kota Sorong. Jurnal Publikasi Pendidikan Dasar. Vol 2 No. 1 (2020)

⁸ Marini, Khairina; Silalahi, Beta Rapita. Pengembangan Media Monopoli Tematik pada Subtema Keberagaman Budaya Bangsa di SD. EduGlobal: Jurnal Penelitian Pendidikan Vo. 1 No 2, pp. 159-167 (2022)

⁹ Sari, Pusvyta. Analisis Terhadap Kerucut Pengalaman Edgar Dale dan Keragaman Gaya Belajar untuk Memilih Media yang Tepat dalam Pembelajaran. MUDIR: Jurnal Manajemen Pendidikan Vol 1, No. 1 Pp 1-16 (2019)

¹⁰ Arikunto S. Metode Penelitian. Bandung: Alfabeta. Pp 126 (2013)

X = Treatment by using the Monopoli Kata media
 O2 = Posttest value after being given treatment

The data instruments

The study's methods for collecting data included:

a. Observation

In learning, observation can be used to evaluate students' learning processes and outcomes, such as their behavior while studying, their discussions of how to complete assignments, and so on. Observation is a process of systematically observing and recording various phenomena, in real situations.

b. Test

The sample class was given a pretest and a posttest. Before using Monopoli Kata media, the pretest aims to assess how well students can recognize and pronounce letters in relation to the material they would be learning. The effectiveness of the lessons learnt after utilizing the Monopoli Kata medium is evaluated via a posttest.

3 Discussion

The first phase of learning to read is known as beginning reading. In grades I and II, reading instruction for beginners is provided. As a foundation for further reading, it is desired that pupils be able to comprehend and narrate written material with appropriate intonation^[11]. The process and outcomes of children's learning might be disrupted, and there may be many challenges if the instructor is inaccurate in evaluating pupils' early reading abilities.

The following table represents the evaluation of students' beginning reading abilities.:

Table 1. Beginning Reading Skills Assessment Rubric

| Aspect Evaluation | Score | | | |
|--|--|---|--|---|
| | 1 | 2 | 3 | 4 |
| Ability to recognize and pronounce letters | Recognize letters by pronouncing them, but not exactly, and not clearly. | Recognize letters by pronouncing them, but less clearly, and less fluently. | Knows letters, and can pronounce them, clearly, but not that smoothly. | Recognizes letters, and can pronounce them correctly, clearly, and smoothly |
| Ability to spell letters into syllables | Able to spell letters into syllables but imprecise and not fluent. | Able to spell letters into syllables but not quite right and not fluent. | Able to spell letters into syllables correctly but not fluently. | Able to spell letters into syllables correctly and fluently. |

¹¹ Asep M, Odin R, Erwin S. Metode Pembelajaran Membaca dan Menulis Permulaan di Kelas Awal. JPSPD Vol. 4 No. 1 (2018)

| | | | | |
|---|--|---|---|--|
| The ability to spell syllables into words | Able to spell syllables into words but imprecise and not fluent. | Able to spell syllables into words but not quite right and not fluent. | Able to spell syllables into words correctly but not fluently. | Able to spell syllables into words correctly and fluently. |
| Ability to combine words into sentences | Able to connect words into sentences but not precise and not smooth. | Able to connect words into sentences but not quite right and not right. | Able to connect words into sentences correctly but not that smoothly. | Able to connect words to form sentences correctly fluent. |
| Ability to read fluently | Able to read but imprecise and fluent. | Able to read fluently but imprecisely and not exactly. | Able to read fluently and accurately but lacking fluent. | Able to read accurately and fluently. |

The above beginning reading skills assessment rubric goes into great detail regarding the work phases that the teacher must complete in order to evaluate the learning processes and outcomes of the students. The four aspects of reading comprehension that are evaluated are letter recognition, reading syllables, word recognition, and sentence construction.

Table 2. Assessment Criteria

| No | Assessment criteria | Score | | | | Score that obtained |
|-------------|--|-------|---|---|---|---------------------|
| | | 1 | 2 | 3 | 4 | |
| 1 | Recognizing ability and saying the letters | | | | | |
| 2 | Ability to spell letters into tribes say | | | | | |
| 3 | Spelling ability syllables into words | | | | | |
| 4 | Ability to connect words into sentences | | | | | |
| 5 | Reading ability smoothly | | | | | |
| Total score | | | | | | |

The following steps are taken by the researcher to identify early reading abilities:

1. Planning

The following are some of the steps that must be taken when planning a lesson:

- a) decide on the general goals and specific objectives of teaching;
- b) decide on the content based on the general teaching objectives, which include topic details and subtopic reasoning;

- c) decide on the time allotted for each topic;
- d) decide on the teaching strategy, which includes strategies, assignments given to students, texts, etc.; and
- e) special planning, such as determining the equipment needed and lesson planning.
- f) determining the procedure for evaluating the achievement of specific teaching objectives.

2. Preparation.

Here preparation comprises both written and oral preparation. Unwritten preparation, such as knowledge of the subject matter, teaching tools, teachers' and students' mental readiness, and class arrangement^[12]

Making learning materials for the Monopoli Kata is the next stage. The Monopoli game has been modified by Monopoli Kata media, and now includes a variety of text cards created using the Canva program. The components of Monopoli Kata include a 50x50 cm board game, word cards, dice, and pawns.

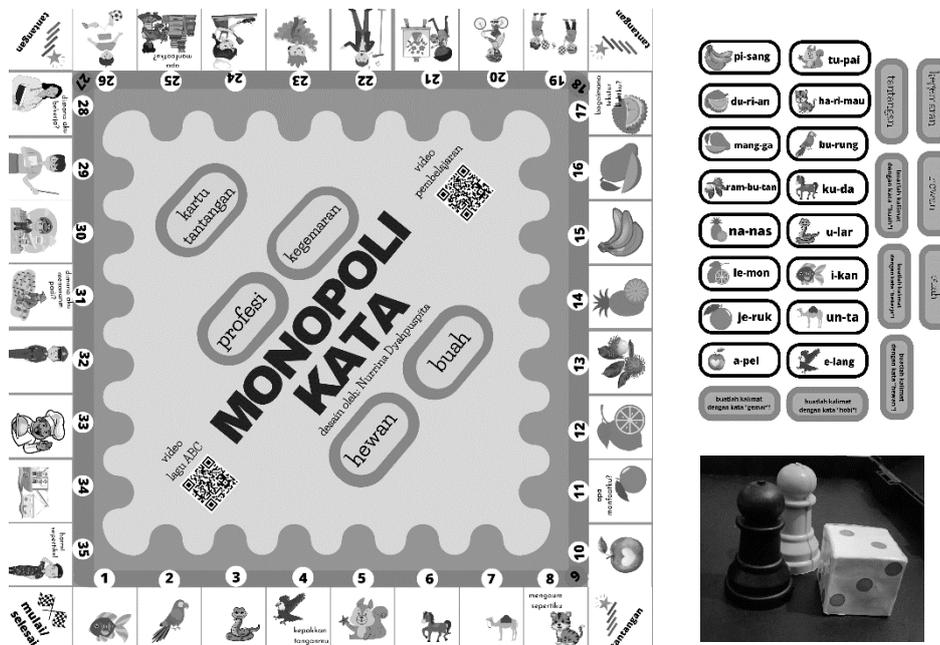


Fig 1. Monopoli Kata media

3. Implementation

The following are the steps (procedures) for data gathering used in this study's implementation of research:

- a. A pretest was administered by the researcher before to the start of the learning process without the use of the Monopoli Kata media.

¹² Hambali. *Materi dan Pembelajaran Bahasa Indonesia di Kelas Rendah Sekolah Dasar*. Makassar: Universitas Muhammadiyah Makassar.pp 23 (2008)

- b. The researcher contrasted the reading comprehension gains made by students utilizing Monopoli Kata with those made using traditional teaching methods.
 - c. The researcher ultimately carried out data analysis tasks.
4. Closing
- Students are invited to end the lesson at that point once all the activities related to the teaching and learning process have been completed. Students complete evaluation tasks in the form of essay tests at the conclusion of their studies.



Fig 2. The part of learning and asesment process

The table below contains more information about data analysis:

Table 3. Results of students' pretest and posttest

| Respondents | Pretest | Posttest |
|--------------------|----------------|-----------------|
| 1 | 30 | 75 |
| 2 | 90 | 95 |
| 3 | 30 | 80 |
| 4 | 35 | 80 |
| 5 | 30 | 70 |
| 6 | 55 | 90 |
| 7 | 40 | 85 |
| 8 | 35 | 70 |
| 9 | 65 | 85 |
| 10 | 50 | 85 |
| 11 | 25 | 95 |
| 12 | 30 | 80 |
| 13 | 80 | 95 |
| 14 | 25 | 40 |
| 15 | 30 | 90 |
| 16 | 30 | 80 |
| 17 | 85 | 95 |
| 18 | 75 | 95 |
| 19 | 65 | 95 |

| | | |
|---------|------|------|
| 20 | 40 | 90 |
| 21 | 65 | 90 |
| 22 | 70 | 95 |
| 23 | 85 | 95 |
| 24 | 25 | 70 |
| 25 | 55 | 85 |
| Amount | 1245 | 2105 |
| Average | 49,8 | 84,2 |

According to the data above, adopting Monopoli Kata media increased the average pretest to posttest score from 49,2 to 84,2. Descriptive statistics and inferential statistics were used to assess the outcomes of the pretest and posttest values through hypothesis testing. The formula is¹³:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(D^2)^2}{n}}{n(n-1)}}$$

Information:

D = score difference

n = amount of data

The purpose of this study is to determine whether using Monopoli Kata media has an impact on the beginning reading abilities of SDN 1 Bancarkembar students in grade 1.

H0: If t-count < t-table, Monopoli Kata media is not effective in the beginning reading skills of grade I SD Negeri 1 Bancarkembar, North Purwokerto District.

Ha: If t-count > t-table, Monopoli Kata media is effective in the beginning reading skills of grade I SD Negeri 1 Bancarkembar, North Purwokerto District.

Provisions if t-count < t-table, then H0 is accepted and Ha is rejected. But on the contrary, if t-count > t-table, then H0 is rejected and Ha is accepted.

The researcher utilizes the t distribution table with a significant level = 0.05 and dk=N 1 = 25-1 = 24 and then obtains t 0.05 = 1.979 based on the calculation findings. When inferential statistics were calculated, t-count = 10.58 and tTable = 1.929 were obtained, and the result was tCount > tTable, or 10.59 > 1.979. Therefore, it can be assumed that Ha is accepted whereas H0 is denied. Thus, it can be concluded that Monopoli Kata media is effective in the beginning reading skills of grade I students at SD Negeri 1 Bancarkembar, Purwokerto Utara, Banyumas. Besides, there are two findings of the research. First, the Monopoli Kata Media can use to enhance beginning reading skill. Second, the lack of Monopoli Kata Media have no time limit in the question and answer session on monopoly game, so that causing several students to be passive.

¹³ Jazuli, A. Statistika Penelitian. Purwokerto: UMP Press. Pp 112. (2021)

4 Conclusion

Based on the results of the study and the subsequent discussion, it can be determined that the use of Monopoli Kata media has a positive impact on students' abilities to read in Bahasa Indonesia lesson at the beginning in class I SD Negeri 1 Bancarkembar, where the average posttest score was 84.2 while the average pretest score was 49.2 out of 25. Giving a learning accomplishment exam in the post-test of reading forms led to the collection of research data, which was then evaluated using the t-test. The results of inferential statistical analysis of calculations obtained t-count (10.59) > t-table (1.979) at $\alpha = 0.05$. Thus, it can be concluded that the use of Monopoli Kata media for class I students at SD Negeri 1 Bancarkembar, Purwokerto Utara, Banyumas Regency affects on students' beginning reading skills.

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