

## USE OF DOMINO WORD CARD TO IMPROVE READING SKILLS FOR MADRASAH IBTIDAIYAH STUDENTS

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**Abstract.** The purpose of this study was to identify the use of domino word cards in class I (one) MI Darwata Karangasem learning. This type of research is descriptive qualitative research. The research was conducted at MI Darwata Karangasem, Sampang, Cilacap. The research subjects included grade I (one) students at MI Darwata Karangasem. The results of the study show that when properly designed, the use of domino word cards in learning at MI Darwata Karangasem is an effective learning medium. This learning media can simplify and improve the quality of learning, increase student learning motivation, support individual learning according to student abilities, and can be used to improve reading skills, recognize a lot of vocabulary, and in identifying vowels and consonants in students. The use of domino word cards also has the benefit of the teacher being able to find solutions or solving problems encountered in learning. Madrasas have provided various supporting factors for learning media. With the existence of domino word cards, students' interest in learning increases, and the presence of the media also provides additional motivation for students, so that students do not become passive in the learning process.

**Keywords:** domino word card, reading skills

### INTRODUCTION

In an effort to achieve the national goals stated in the preamble of the 1945 Constitution, one of the goals is to increase the intelligence and knowledge of the people. The ultimate goal of these efforts is to create Indonesian citizens who are balanced physically, mentally and morally, and have noble ethics, high morality and responsibility (Sujana & Sujana, 2019). Therefore, the teacher's role is very important in preparing to become professionals who behave well, have high morality, are disciplined, and are responsible for their profession.

From the objectives mentioned above, then in madrasas, teachers and students need to undergo a learning process that provides them with moral values, good attitudes, and various skills. Especially in the current era of globalization, by having adequate provisions, students will be better prepared to face the challenges of an increasingly complex era. Reading has a very significant role in creating the next generation that brings progress. We agree that reading can improve children's intelligence and knowledge.

Reading is one of the four language skills which include reading, writing, speaking and listening. These four skills are interrelated in various ways. According to Irdawati (2019), reading is a complex activity that involves physical and mental aspects. The physical aspects associated with reading are eye movements and visual acuity (Chasanah et al., 2021).

In SD/MI, reading is an important skill in learning. Teachers can develop moral values, logical thinking skills, and students' creativity through reading. The ability to read is always integrated into every learning theme in SD/MI. This shows how important reading ability is at that level, because reading is a standard of language proficiency. Reading ability is the most important basic ability and must be mastered in all subjects. According to Santoso, reading activity consists of two aspects, namely reading as a process and reading as a product. Children's language skills are very important because through this language they can communicate with their peers and the people around them (Chasanah et al., 2021).

Learning to read for lower grades must get serious attention. Especially for grade 1 (one), the teacher must be careful in planning and implementing it. This is important because grade 1 (one) is the foundation for subsequent classes. Grade 1 SD/MI is the gateway for students to enter the world of formal education. According to Munawir Yusuf (2003: 69) reading is an audiovisual activity to derive meaning from symbols in the form of letters or words (Uzer et al., 2023).

Writing skills are closely related to reading skills. The more and better reading skills, then writing skills will also increase. Therefore, it is expected that students have good reading skills, because reading ability has a significant influence on their writing skills. The results of several studies can also be suggestions for teachers to motivate and pay attention to students in developing reading skills (Rinawati et al., 2020).

There are many methods that teachers can use to teach reading in grade 1 (one) SD/MI. One of them uses the Learning to Read Without Spelling method. This method is quite successful, but when children are tired and bored, they can experience obstacles and delays in mastering reading skills. So another method is needed that is more challenging and fun when children learn to read, recognize a lot of vocabulary, and identify vowels and consonants.

The use of card media in SD/MI can be an effective learning medium, especially in teaching reading in lower grades. According to research by Rumidjan, et al. (2017), card media is proven to improve students' reading skills (Mumpuni & Supriyanto, 2020).

In the initial observation at MI Darwata Karangasem, it was found that vocabulary learning did not receive sufficient attention. This can be seen from the absence of the use of learning methods and media to improve reading skills and Indonesian vocabulary material. This of course can hinder students in improving reading skills, knowing a lot of vocabulary, and in identifying vowels and consonants in students. Therefore, this study aims to determine the effective and fun use of domino word card media for grade I (one) students at Darwata Karangasem.

## RESEARCH METHOD

This research uses a descriptive method with a qualitative approach. The purpose of this study is to describe and provide a more in-depth picture of the application of learning media in the form of domino word cards. This study will interpret the research results as information that will provide an explanation of the conditions that occur.

Primary data and secondary data are data used by researchers in this study. Researchers obtained primary data from the results of interviews conducted with students who were considered relevant in providing information. Secondary data was obtained from Teacher's Books and Student's Books for class I (one) SD/MI Indonesian subjects and relevant documents. In this study, the researcher requested documents from the class teacher and students as resource persons to obtain data.

The research subjects were grade I (one) students in the even semester of the 2021/2022 academic year, with a total of 22 students at MI Darwata Karangasem, Sampang, Cilacap. In qualitative research, information is collected from various sources using various data collection techniques (triangulation).

In this study, data analysis was carried out using three stages developed by Miles and Huberman (Sugiyono, 2019, p. 321). The process of analyzing qualitative data is carried out interactively and continuously until it is finished, ensuring that the data has reached a saturation point. Stages in data analysis included data reduction, data display dan conclusion drawing/verification (data reduction, data display, and conclusion or verification).

## RESULT AND ANALYSIS

Based on research on the use of domino word card media in integrated thematic learning in class I (one) MI Darwata Karangasem, it is known that the use of this media began at the end of the 2020 school year. Initially, the teacher used the Learning to Read Without Spelling (BMTM) method (Jatijasa & Nilayani, 2022). However, during the Covid-19 pandemic, face-to-face learning was very limited so that learning success was not optimal. So the teacher tries to choose other media that is more effective and fun. The presence of this media is considered as an aid for teachers and students in the learning process, so currently media options are available in madrasahs.

Learning media functions as a teaching aid that also influences the conditions and environment that are arranged or created by the teacher. Learning media also functions to concretize ideas and provide clarity so that knowledge and learning experiences can be clearer and easier to understand. In line with the opinion of Sudjana and Rivai (1991), media is useful for making learning more interesting and growing student motivation, more meaningful and easy to understand (Suryani, 2019, pp. 9–15).

The use of learning media as an interactive tool is one of the learning methods based on the Law of Consequences. The Law of Consequences assumes that behavior is followed by pleasure. The S-R (Stimulus-Response) theory emerged based on this principle. Learning using this theory involves providing a stimulus in the form of an interesting media to students in the learning process, followed by responses or answers from students to the questions given (Rejeki, M.Fachri Adnan, 2021).

Domino word card games are unique in that they can invite students to learn new vocabulary without students realizing it because they are immersed in domino word card games. such as compiling game rules, preparing game tools and so on (Priyastuti, 2021). Domino word cards are a learning media that can be used to attract

interest students in learning Indonesian. Domino cards are cards that have been modified by filling in Indonesian vocabulary according to the theme being studied.

Domino word game is a type of learning media that uses domino word cards as a means of teaching Indonesian vocabulary. The existence of this card can increase students' learning motivation in learning Indonesian. In addition, learning Indonesian using domino word cards also creates a more pleasant atmosphere. Domino word cards as learning media that involve elements of games encourage students to be actively involved and interact with each other, in learning activities while playing (Alamsyah, 2021).

Reading, as a language skill, becomes an important concern in human life. This relates to awareness of the meaning, value, and important role of reading in social life. Therefore, there are various understandings of reading activities. Reading is a thinking process which includes understanding, telling, interpreting the meaning of written symbols by involving sight, eye movements, inner speech, and memory (Harianto, 2020). So reading skills need to be trained/taught to low grade students, especially grade I (one).

Reading activities require basic skills in the form of understanding the meaning of words and sentences. The indicators are students can read diphthongs, clusters, digraphs, read 2-3 syllables fluently and can even read sentences clearly and precisely (Loliyana et al., 2022). Through the use of domino word card media can improve reading skills, recognize a lot of vocabulary, and in identifying vowels and consonants in students.

The steps for using domino word cards in learning: at the beginning of the learning session, the teacher introduces the topic to be studied to students; the teacher invites students to learn about vowels, consonants, and vocabulary; before starting the game, the teacher provides stimulation to students that the group that successfully completes the game will be allowed to open a box containing various interesting story books.

Interactive boards can be used by students flexibly, both before, during, or after learning, as well as during breaks.

How to use Domino Word Cards in learning:

1. Students are grouped into groups of four.
2. Each child gets eight scrambled word cards.
3. After the order of play is determined, one of the children places one card on the game board or on the floor.
4. The next child chooses the same word card, reads the word on the card aloud, and attaches it to the word that fits on the game board.
5. If the second child does not find a word that matches, then the turn continues to the third child, and so on, until all the cards are used up.
6. The winner in this game is the child who manages to use all the cards quickly.



**Fig. 1.** Domino Word Card Prototype



**Fig. 2.** The Process of Using Domino Word Cards



**Fig. 3.** Final Completion of the Domino Word Card Game

By using domino word cards in learning, many benefits are obtained, including:

**1. For student**

Improve reading skills, Add to the treasury of everyday vocabulary or according to the theme, Follow the learning process with feelings of joy and enthusiasm

**2. For Teachers**

Teachers have innovation and skills in utilizing and using learning media, Teachers can find solutions or solutions to problems encountered in learning

**3. For Madrasah**

Madrasahs will benefit from learning innovations carried out by teachers, Innovations that are useful in improving student learning achievement

## CONCLUSION

Utilization of domino word card media in class I (one) MI Darwata Karangasem, Sampang, Cilacap, if planned properly, can be an effective learning media. This can facilitate and improve the quality of learning, as well as increase student motivation. The existence of domino word card media in class I (one) MI Darwata Karangasem, Sampang, Cilacap, has important benefits and roles. These media can help present messages more clearly, overcome the limitations of space, time, and sensory power.

A supporting factor in the use of domino word card media in class I (one) MI Darwata Karangasem, Sampang, Cilacap is the availability of several learning media provided by the madrasa. The presence of learning media makes students more interested in learning, can increase student motivation, so they don't feel bored or distracted while studying.

However, there are several inhibiting factors in the use of domino word card media in class I (one) MI Darwata Karangasem, Sampang, Cilacap. One of them is the lack of teacher readiness in using available learning media. Many teachers have not utilized learning media optimally in the teaching and learning process. In addition, human resources are also an inhibiting factor, where teachers need to have skills in

choosing and utilizing existing learning media. Adequate expertise and knowledge is needed so that teachers can maximize the use of media in learning.

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