

THE INFLUENCE OF COLORED WORD LEARNING MEDIA ON THE READING SKILLS OF GRADE 1 ELEMENTARY SCHOOL STUDENTS

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Abstract: *Reading is a basic skill that must be possessed by students. Reading skills are very important for students. This study aims to determine the influence of colored word learning media on the reading ability of grade 1 elementary school students. This research included quantitative research conducted on 64 first-graders of primary school. The data retrieval technique uses a reading test. The test design used is an experimental design with the type of Posttest Only Control Group Design. The data analysis technique used in this study is the t-test. The results showed the influence of colored word learning media on the reading ability of grade 1 elementary school students. Based on the calculation results of the t test analysis, it can be seen that significant values of $0.000 < 0.05$. So it is known that there is an influence of colored word learning media on students' reading skills. The average score of reading skills in the experimental class was higher than the average score of the control class that did not use colored word learning media.*

Keywords: *Learning Media, colored word media, reading skills*

Introduction

Language is inseparable from human life, because every human being always uses language for his life so that language can be said to belong to man. In all aspects of human life using language. Language is a tool to convey the content of the mind, language is also for communicating, language is a tool for interacting. Language learning is one of the inseparable human activities in human life, especially in elementary schools (Rahman & Haryanto, 2014).

Reading is one of the skills learned at school age and is also one of the four basic language skills, and is a part or component of written communication. Reading is a complex, complex skill and includes a series of other skills, namely letter recognition and punctuation, the correlation of letters with punctuation marks. These elements can be in the form of words, sentences, paragraphs, chapters and books (Budiarti & Haryanto, 2016). Teaching reading in elementary schools is intended to develop the basics of reading skills. Reading activities are activities in understanding writing. Two aspects are reading skills, namely mechanical reading skills and reading skills that are understanding. In addition to this, reading activities require the ability to concentrate. The ability to read is also related to the ability in the sensomotor process.

Reading has many benefits. By reading someone will gain broad knowledge, fluently reading will affect other learning. If children have difficulty reading, it will hinder their mastery of knowledge. In learning Indonesian elementary school students, the most basic is reading and writing skills. This is because these skills are the basis of lessons for the next class (Mustikowati, Wijayanti, & Darmanto, 2016).

Readiness to read is inextricably linked to child's interest in reading, implying that readiness is not merely a capacity (Kurnia & Satria, 2022). There are many reasons that make students less fluent in reading, because these can come from internal factors and external factors. This is almost the same as the opinion of Slamet (2008) the main cause of learning difficulties is internal factors, namely the possibility of neurological dysfunction, while the main causes of learning problems are external factors, namely in the form of wrong learning strategies, management of learning activities that do not result in children's learning motivation.

Reading skills are based on cognitive abilities. The cognitive aspect is closely related to the ability to remember a person. The ability to remember is a mental process that includes coding, storing and recalling information from knowledge that is all centered in the brain. Primary school-age children are a concrete operational stage in piaget's stages of cognitive development. At this stage the child can think logically about concrete events and classify objects into different forms. At this stage, it can be interpreted that children of primary school age need a concrete medium in supporting the understanding and memory of students in a learning and already have the ability to coordinate the views of others with their own views (Syah, 2014). The use of learning strategies and media can support learning (Novitasari & Rezania, 2022).

In the concrete operational stage, the media needed is a real media that can be seen or felt by students, one of the supporting media is visual media. Visual media is a medium that provides a comprehensive picture from the concrete to the abstract. Visual media is more realistic and can be perceived by most of our five senses especially by the sense of sight.

Visual media is a medium that contains messages that are expressed in the form of writing, letters, images and symbols that contain meaning (Riana, 2012). Visual media of colored words is a visual media formed from a word which is a learning material that is formed interestingly and given an attractive color according to the classification of the material given In visual media colored words have several benefits or uses, including: (1) Media is concrete and more realistic than verbal media, (2) Several studies prove that learning, especially attractive visual media, can accelerate the absorption of learners in understanding the learning delivered, (3) More effective and efficient, (4) Its use is practical, meaning that it can be operated by everyone who chooses this medium.

Color in the media gives a noticeable effect in the process of remembering learning. Because each type of color has wavelengths ranging from ultraviolet to infrared (or red to blue) affects the brain and body differently depending on the personality and state of mind at the time. In Jensen (2008) a number of neurology scientists conclude that concrete images can be very influential in the process of remembering learning.

The use of visual media is graphic media in the form of colored words that are appropriate to improve students' memory of reading materials. This is because the word consists of interesting and different colored letters that make it easier for students to understand and remember the learning. Seeing this reality, this study has the aim of knowing the influence of colored word media on the reading skills of elementary school students.

Method

This research uses experimental quantitative research methods. In this study, there was one free variable, namely colored word learning media and one bound variable, namely the reading skills of elementary school students. The test design used is an experimental design with the type of Posttest Only Control Group Design. The participants were categorized or randomly placed in two groups. Researchers both conducted postes on both groups, and only the experimental group (A) was treated (Creswell, 2014).

The sampling technique used in this study is a probability sampling technique with cluster random sampling. From the sampling technique, a sample of 64 students was obtained, consisting of 32 students as a control class and 32 students as an experimental class.

In this study, to collect data in the form of reading tests. The data analysis technique used in this study is the t-test. H_0 is accepted, so there is no influence on the use of colored word learning media on the reading ability of grade I students. H_1 is accepted, then there is an influence of the use of colored word learning media on the reading ability of grade I students. The decision in this t-test is that the value of the t count $>$ t table then H_0 is rejected and H_1 is accepted which there is an influence of the use of colored word learning media on the reading ability of grade I. If t count \leq t table, then H_0 is accepted and H_1 is rejected which means that there is no influence of the use of colored word learning media on the reading ability of grade I students.

Result and Discussion

In this study, students' reading skills in the classroom were measured using reading tests. The reading test here is to read syllables and words. The number of respondents in this study was 32 students for the experimental class and 32 students for the control class. The results of the calculation of the ability to remember the learning of the students of the experimental class and the control class are displayed in the table as follows.

Table 1: Comparison of Reading Results of Experimental Class and Control Class

	Class Experimental	Class Control
Mean	82,34	76,41
Minimum	75	70
Maximum	95	90
Median	80	75
N	32	32

Based on Table 1, it can be seen the difference in reading skills from the experimental class and the control class. The average score of the control class was 82.34 and the average value of the control class was 76.41. The minimum score of the experimental class is 75 and the dick class is 70. The maximum value of the experimental class is 95 and the maximum value of the control class is 90. Seeing this, it is known that the reading skills between the experimental class and the dick class have a difference from the value of postes. Students' reading skills have differences with the use of colored word media in reading learning learning compared to classes that use colorless word media in reading learning.

Data analysis begins by using prerequisite tests, namely normality tests and homogeneity tests. The normality test is used to determine whether the sample data is normally distributed or not. The normality of a data is a requirement to conduct parametric statistical testing in this study. At this stage the normality test is carried out using Kolmogorov-Smirnov with a significant degree of $\alpha = 0.05$. The decision on the normality test is that if the significance number > 0.05 , it is said to be normally distributed, but if the significance ≤ 0.05 , then it is not normally distributed. The homogeneity test is used to see if the compared population has the same variance. The homogeneity test was performed using the Lavene test. Significant level $\alpha = 0.05$. The standard used to test the homogeneity of variance between groups is if the significance > 0.05 , then the variance between groups is homogeneous, and if the significance ≤ 0.05 , then the variance between groups is not homogeneous. The results of the normality and homogeneity test are shown in the following details.

Table 2: Normality test

		Class Experimental	Class Control
N		32	32
Normal Parameters ^{a,b}	Mean	82,3438	76,4063
	Std. Deviation	5,38582	4,62015

Most Differences	Extreme	Absolute	,262	,370
		Positive	,262	,370
		Negative	-,175	-,255
Test Statistic			,262	,370
Asymp. Sig. (2-tailed)			,420 ^c	,124 ^c

Based on the table above above, the value of Asymp.Sig. (2-tailed) in the experimental class of 0.420 greater than 0.05 hence the data is normally distributed, and the value of Asymp.Sig. (2-tailed) in the control class of 0.124 greater than 0.05 hence the data is normally distributed.

Table 3: Homogeneity Test

Levene			
Statistic	df1	df2	Sig.
1,621	1	62	,208

Based on the table above, it can be stated that the significance value (α) = 0.208 is more than 0.05. This shows that populations have homogeneous variance.

Test the hypothesis in this study using the t test. The t-test was used to find out whether there was an influence on the use of colored word learning media on the reading ability of grade 1 students. The hypothesis test in this study used a t test with homogeneous variants and a signification rate of 5%, the test criterion is H1 accepted if the t count > t table which means there is an influence of colored word media on reading skills. If t count \leq t table, then H0 is accepted and H1 is rejected which means that there is no influence.

Table 4: Research Hypothesis Test

Pair	Class	Paired Differences		t	df	Sig. (2-tailed)			
		Mean	Std. Deviation						
1	Experimental Class Control	- 5,93750	7,23316	1,27865	3,32967	8,54533	4,644	31	,000
		95% Confidence Interval of the Difference		Lower	Upper				

Based on the results of the t-test analysis, it can be seen that there are significant differences between the experimental class and the control class related to students' reading skills. Based on the calculation results of the t test analysis, it can be seen that significant values of $0.000 < 0.05$. So it is known that there is an influence of colored word learning media on students' reading skills. The results of the t test above show that there are differences in the reading skills of students who use colored word learning media at the time of learning with those who do not use colored word learning media in their learning. The average score of reading skills in the experimental class was higher than the average score of controls that had not used colored word learning media. So, it can be concluded that the medium of learning colored words affects the reading skills of grade I elementary school students.

Based on the results of the hypothesis test, it shows that using the t test by testing colored word learning media affects the reading ability of grade I students, it is found that, the ability to read students who use colored word learning media there is a difference between the experimental class and the control class. The use of colored word learning media makes students more active and interested in participating in learning, making it easier to remember the learning taught. This is in line with research from Hartati (2017) that the use of visual learning media is one of the important factors in remembering activities because most of the remembering activities in the brain are assisted by visual symbols. The visual environment in learning is needed to help students remember learning and improve students' ability to remember.

Through visual learning media, it is a concrete learning so that students are immediately given a clear picture of the material provided and will increase student understanding in learning which ultimately makes it easier for students to remember learning (Sadiman, 2014). The ability to remember is a mental process that includes coding, storing and recalling information from knowledge that is all centered in the brain. In optimizing students' ability to remember learning, the use of real or visible learning media is important in remembering activities.

Word card media can be used to help train students' concentration in learning, develop students' memory, expand students' knowledge of word keeping (Eliana, 2020; Rumidjan, Sumanto, & Badawi, 2017). The use of word cards and picture cards makes it easier for students to understand the vocabulary material presented and makes students know the meaning of vocabulary (Arsini & Kristiantari, 2022).

The use of attractive and appropriate colors will have a good effect on learning. Color is one of the factors that can trigger students' memory to be better if it is right in its application. Color in the media gives a noticeable effect in the process of remembering learning. Because each type of color has wavelengths ranging from ultraviolet to infrared (or red to blue) affects the brain and body differently depending on the personality and state of mind at the time. As is known the use of color will affect memory performance, stimulate students' emotions and motivate learning. Therefore, the use of card media with the application of different colors is proven to increase children's understanding and stimulate students' curiosity so that they are more enthusiastic in learning (Prasetyorini, 2020).

This is supported by the theory expressed by Jensen (2008), which states in the test of verbal memory and color memory, it is known that learners are better at remembering colors. At the time of learning in class using the medium of colored words students become more active, interested and happy. Students become excited, actively ask the teacher and it is easier to answer the questions asked by the teacher. This is clear evidence that the use of colored word learning media affects students' reading ability.

Conclusion

Based on the above, it can be concluded that the medium of learning colored words affects the reading skills of grade I elementary school students. Based on the calculation results of the t test analysis, it can be seen that significant values of $0.000 < 0.05$. So it is known that the influence of colored word learning media on students' reading skills. This means that the good use of colored word learning media in the classroom in the learning process will affect students' reading skills. This is because colored word media is able to grow memory in students so that students can easily remember syllables and words in reading. Concrete media also affects students' enthusiasm for learning. With the medium of colored words students are more concentrated and easier to remember the vocabulary.

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