

APPLICATION OF SPINNING WHEEL FLASHCARD MEDIA TO IMPROVE VOCABULARY RECOGNITION IN GRADE 1 PLAY AND MOVING MATERIALS IN ELEMENTARY SCHOOL

PENERAPAN MEDIA SPINING WHEEL FLASHCARD UNTUK MENINGKATKAN PENGENALAN KOSAKATA PADA MATERI BERMAIN DAN BERGERAK KELAS 1 DI SEKOLAH DASAR

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Abstrak

Pemanfaatan media dalam pengajaran merupakan bagian yang harus mendapat perhatian dari guru sebagai fasilitator dalam setiap kegiatan pembelajaran. guru akan mendapatkan berbagai macam kemudahan dalam mengajar apabila mampu menggunakan media pembelajaran sebagai salah satu alat bantu ketika mengajar, serta mengatasi masalah kebosanan siswa dalam proses belajar mengajar. Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini menggunakan dua siklus yaitu siklus I dan siklus II yang terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Subjek dari penelitian ini yaitu seluruh kelas I SDN 2 Sukomulyo Lamongan. Teknik pengumpulan data yang digunakan yaitu test (pretest dan posttest), observasi dan dokumentasi. Hasil penelitian ini dapat disimpulkan bahwa: (1) Observasi aktifitas guru pada siklus I mendapatkan rata-rata 51 % dan siklus ke II sebesar 84,30%. Dari siklus I dan siklus II mengalami peningkatan sebesar 65,29%. (2) Observasi aktifitas siswa pada siklus I mendapatkan rata-rata 51,80% dan siklus ke II 89%. Dari siklus I dan siklus II mengalami peningkatan sebesar 53,98%. (3) Hasil belajar siswa pada siklus I mendapatkan rata-rata 40% dan siklus II 80%. Dari siklus I dan siklus II hasil belajar siswa mengalami peningkatan 40%. disimpulkan bahwa penggunaan media meningkatkan hasil belajar siswa dalam pengenalan kosa kata materi bermain dan bergerak kelas I SDN 2 Sukomulyo

Abstract

The use of media in teaching is a part that must receive attention from teachers as facilitators in every learning activity. Teachers will get various kinds of convenience in teaching if they are able to use learning media as a teaching aid, as well as overcome the problem of student boredom in the teaching and learning process. This type of research is classroom action research (CAR). This research uses two cycles, namely cycle I and cycle II which consist of planning, implementation, observation and reflection. The subjects of this research are all class I of SDN 2 Sukomulyo Lamongan. The data collection techniques used are tests (pretest and posttest), observation and documentation. The results of this study can be concluded that: (1) Observation of teacher activities in cycle I obtained an average of 51% and cycle II was 88.30%. From cycle I and cycle II there was an increase of 65.29%. (2) Observation of student activities in cycle I obtained an average of 51% and cycle II was 89%. From cycle I and cycle II there was an increase of 53.98%. (3) Student learning outcomes in cycle I achieved an average of 40% and cycle II 80%. From cycle I and cycle II, student learning outcomes experienced an increase of 40%. The conclusion is that the use of media improves student learning outcomes in vocabulary recognition for playing and moving material for class I SDN 2 Sukomulyo.

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INTRODUCTION

The world of education in Indonesia is experiencing rapid development, especially in the implementation of learning. The use of media in teaching should be a part that must receive attention from teachers as facilitators in every learning activity (Nurfadhillah et al., 2021). According to Mukarromah & Andriana (2022), teachers will experience various kinds of convenience in teaching if they are able to use learning media as a tool, one of the tools when teaching. Because the function of learning media is not only as a teaching aid but also as one of the many ways to make students more active in the teaching and learning process that takes place in the classroom. Preparing learning media so that it can be utilized optimally, teachers must be aware of their advanced needs and the problems faced by students, roughly the texture to be conveyed (Husna & Supriyadi, 2023).

Media plays a crucial role in helping students understand learning materials more easily (Rizalia et al., 2022). Media is a means of conveying material from teacher to student in the form of displayed images and sounds (Irmaningrum & Khasanah, 2021). According to Julyananda et al. (2022), learning media is a learning resource that can help teachers enrich students' knowledge. Teachers can use various types of learning media as a resource for imparting knowledge to students. Learning media functions as a tool to overcome socio-cultural barriers between students (Qibtiyah et al., 2024). A large number of students, with varying customs, habits, environments, and experiences, may have differing perceptions and understandings of a learning topic (Silahuddin, 2022).

Advances in education have led to numerous innovations, particularly in learning media. Developing learning media requires engaging materials that engage students. One such engaging medium is the spinning wheel flashcard. A spinning wheel, also known as a roulette wheel, is a learning tool shaped like a rotating circular wheel with several colored sections on each side (Puteri, 2022).

Spinning Wheel media is a wheel-shaped media that can be rotated and divided into several sectors or sections, thus it can help the effectiveness of the learning process. Learning media in the form of cards that help in remembering and reviewing learning materials such as: definitions or terms, symbols, foreign language spelling, formulas, and others (Gusdiana & Egok, 2021). Researchers concluded that spinning wheel media is a learning media in the form of a wheel that can be rotated and the inside is divided into several areas to be used as a place to store materials, while flash card media is a learning media in the form of cards that contain learning materials that function to help students in remembering.

One of the learning experiences for elementary school students is vocabulary introduction. (Karuniawati & Budiarti 2023) Vocabulary is the words in a language, the different words a person has for communication, and the words used in a scientific field from various lists of compiled words with brief explanations. Vocabulary is a tool used by someone to convey messages and opinions, and it is essential for every student. The more diverse vocabulary each student has, the easier it will be for them to grasp information, both verbally and in writing (Sari et al., 2021).

Vocabulary must be mastered by students in order to understand the information obtained both orally and in writing (Astuti, D et al. 2025). Vocabulary mastery will also support students' activities in expressing opinions, as well as expressing intentions and goals. Vocabulary is a basic element that must be mastered by a student before learning a language (Mumpuni & Supriyanto, 2020). (Russant 2022:39) explains the indicators for achieving mastery of Indonesian vocabulary (1) mentioning words according to the requested meaning, (2) mentioning words according to the picture shown, (3) explaining the meaning of words with words.

Vocabulary introduction is included in the Indonesian language subject. Learning Indonesian

itself has goals similar to other learning objectives: to acquire knowledge, skills, creativity, and attitudes (Ali, 2020). (Hoerudin, 2022) Indonesian is a subject studied in elementary schools from grades 1 to 6. Learning in elementary schools can be divided into lower-grade and upper-grade learning. Learning Indonesian in lower-grade classes has its own unique characteristics. This uniqueness is evident in the learning approach, which uses a thematic approach. This uniqueness is also clearly evident in the teaching materials taught in lower-grade elementary schools.

Based on the results of observations conducted by researchers at SDN 2 Sukumulyo Lamongan, on November 14, 2024, it showed that students at SDN 2 Sukomulyo, especially in grade 1, totaling 10 students, of the 10 students, 6 of them still had difficulty in recognizing vocabulary with a percentage (60%), this was seen from the presence of students who lacked reading ability due to a lack of familiarity with vocabulary. while 4 other students were already able to recognize vocabulary with a percentage (40%), where these 4 students, when observed, appeared to have quite good reading ability. The results of the observations were also reinforced by the results of initial interviews conducted with class teachers who stated that there were some students who did not know vocabulary. This was also based on the introduction of vocabulary that was not optimal with the absence of the use of interesting media. The media used was only a non-interactive power point so that students were not involved in learning by using power point media, making students bored in learning.

Based on the observations, it can be concluded that using spinning wheel flashcards in Indonesian language learning is a good idea. This medium can make learning more fun and interactive. Students will be more enthusiastic about learning because of the game element. Furthermore, spinning wheel flashcards can also help students learn vocabulary more easily.

This research is not the only one ever conducted; several previous studies have examined the application of Spinning Wheel Flash Card media. The researchers used three previous studies that were relevant to the current study.

The first study, conducted by Prasetyo et al. (2022), entitled "The Use of Spinning Wheel Learning Media in English Subjects at Cibogo Public Elementary School," showed that the creation of Spinning Wheel learning media helps teachers teach and introduce basic English to students in a fun, playful way, so that students feel less afraid of learning a foreign language.

The second study conducted by Hikmawati et al. (2023) with the title Efforts to Improve Learning Outcomes and Interest in Learning Science Diversity Material Using Spinning Wheel Media in Grade IV Students. The results of the study showed that there was an increase in student learning outcomes from pre-action, cycle I, and cycle II. This is evidenced by the level of motivation in the pre-action of 25 students, there were 3 students in the moderate/sufficient category and 5 students and 1 student in the high and very high categories. Then the learning motivation after the implementation of Problem Based Learning using spinning wheel media in cycle I can be seen from 25 students, there were 4 students in the moderate/sufficient category while only 8 students and 2 students were in the high and very high categories. This proves that using spinning wheel media can improve learning outcomes and student learning interests even though it has not reached the expected indicator of 80%.

The third study conducted by Safitri & Sundi (2024) with the title Improving Learning Outcomes of Whole Numbers Up to 10,000 Through the Make a Match Type Cooperative Learning Model with Spinning Wheel Media for Grade 4 of SDN Madyopuro 1 Malang. The results of the study show that the application of the Make a Match learning model with Spinning Wheel media can improve student learning outcomes in mathematics at SDN Madyopuro 1 Malang in the 2024/2025 academic year. The percentage of learning outcomes in the pre-cycle was 69.6%, increased to 83.5%

in cycle I, and increased again to 95.7% in cycle II. This research data has exceeded the set achievement limit, which is 75%.

Based on the explanation above, the difference between previous research and the research conducted by the current researcher is in the use of subjects, in the current research the researcher uses the Indonesian language subject regarding vocabulary introduction with play and movement material. Spinning wheel flash card media has advantages for use in vocabulary introduction with the hope that spinning wheel flash card media can improve vocabulary recognition in students and be able to assist teachers in delivering learning materials. The reason the researcher chose spinning wheel flash card learning media in this study was the low vocabulary of elementary school students. Based on this explanation, the researcher is interested in further research into a study with the title "Application of spinning wheel flash card media to improve vocabulary in play and movement material for grade 1 in elementary school"

METHOD

The research method used is classroom action research (CAR). The subjects in this study were 10 first-grade students at SD Negeri 2 Sukomulyo Lamongan, consisting of 6 male students and 4 female students. The classroom action research (CAR) procedure carried out by the researcher went through several stages, namely: first, the planning stage; second, the implementation stage; third, the observation stage; and finally, the reflection stage. The instruments used in this study were teacher activity observation sheets, student activity observation sheets, and test questions. Data collection techniques used observation, documentation, and tests. The data analysis techniques analyzed were analysis of teacher and student observation results, average scores on tests (pretest and posttest), and classical learning completeness

RESULTS AND DISCUSSION

Teacher Activities

Observations of teacher activities in cycles I and II were conducted to measure the extent of teachers' abilities in the classroom teaching process using spinning wheel flashcard learning media. Indicators of teacher activity observed during learning activities and the average results obtained in each cycle can be seen in the table and diagram below.

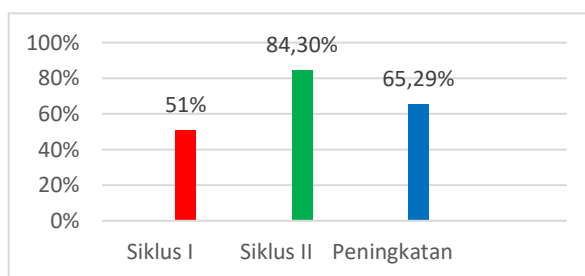


Figure 1. Comparison of Teacher Activities in Cycle I and Cycle II

Based on the diagram above, it can be seen that the results of teacher observations in teaching in cycles I and II can be said to be very good overall at each meeting. In cycle I, teacher activity during teaching averaged 51%. Meanwhile, in cycle II, it was 84.30%. This can be said to have increased teacher activity in teaching from cycle I to cycle II, increasing by 65.29%. Thus, teacher activity achieved.

This aligns with the opinion of Pidrawan et al. (2022) who stated that a teacher is a learning leader whose job is to act as a facilitator, motivator, and promoter for students. As a facilitator, an Indonesian language teacher facilitates student learning, making it easier for students to learn Indonesian. As a motivator, an Indonesian language teacher consistently provides encouragement and encouragement to students, motivating them to continue learning Indonesian.

Student Activities

Based on the results of the researcher's analysis, student activity in learning activities increased in each cycle I and cycle II. This indicates that there were obstacles in cycle I which were then corrected in cycle II. The following is a comparison diagram of student activity in cycles.

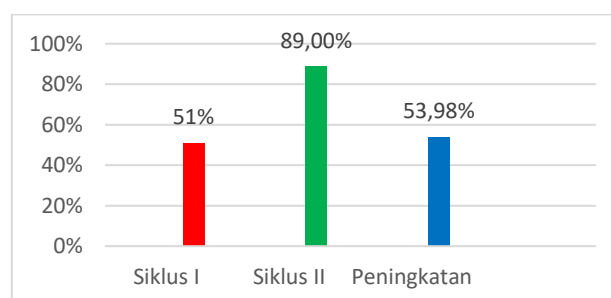


Figure 2. Comparison of Student Activities in Cycle I and Cycle II

Based on the diagram above, it can be seen that the results of student observations in learning cycle I and cycle II as a whole can be said to be very high at each meeting. In cycle I, student activity got an average of 51.80% and in cycle II, student activity got an average of 89%. It can be said that there was an increase in student activity in learning starting from cycle I to cycle II, increasing by 53.98%. Thus, student activity has reached the desired target, because there was an increase in student activity in learning. desired target, because there was an increase in teacher activity in teaching.

This is in line with the opinion of Hidayat et al. (2021) in solving problems, problem-solving solutions are needed that are not only able to encourage students to master the material, but also provide unforgettable impressions and learning experiences, namely by implementing learning using appropriate strategies and models, student-centered, can develop potential, abilities, skills to the maximum and increase student enthusiasm and learning outcomes to achieve learning objectives..

Student Learning Test Results

The results of the study showed that student learning outcomes improved in cycles I and II. This improvement was achieved after learning using spinning wheel flashcards, as seen in the following table

Table 1. Results of Student Learning Tests in Cycle I and Cycle II

Yes	Information	Cycle I		Cycle II	
		Pretest	Posttest	Pretest	Posttest
1	Average	55	65	64	86
2	Highest Score	70	70	80	95
3	Lowest Score	35	55	40	65
4	Completion Level	10 %	40 %	40 %	80 %

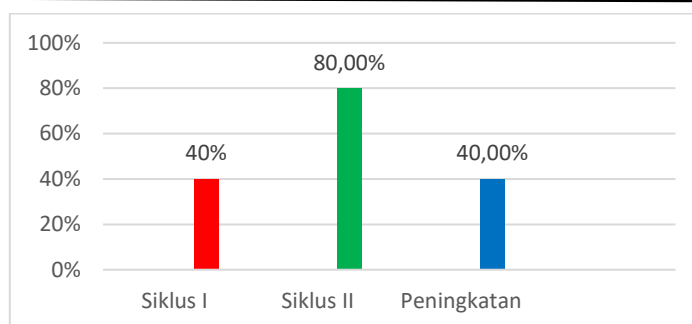


Figure 3. Results of Student Learning Tests in Cycle I and Cycle II

The results of the study showed that the level of completion of student learning outcomes in cycle I, pretest, was 10%, while in the posttest, it was 40%. In cycle II, the level of completion of student learning outcomes in pretest was 40%, while in posttest, it was 80%. So, the level of completion of student learning outcomes in cycle I to cycle II increased by 40%. Therefore, the desired target for the completion of student learning outcomes has been achieved.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the classroom action research that has been presented, it can be concluded that the use of spinning wheel flashcard learning media can improve student learning outcomes, especially the introduction of vocabulary for grade I at SDN 2 Sukomulyo, Lamongan Regency, with the completion of student learning outcomes in cycle I of 40% and cycle II of 80%. So, from cycle I to cycle II student learning outcomes increased by 40%.

Observations of teacher activity in cycles I and II were conducted to measure the extent of teacher ability in the learning process using spinning wheel flashcards. The results of observations of teacher activity in cycle I obtained an average of 51% and in cycle II 84.30%. Between cycles I and II, there was an increase of 65.29%.

Observations of student activities in cycles I and II were conducted to determine the activities students had carried out during the learning process. The results of observations of student activities in cycle I obtained an average of 51.80% and cycle II 89%. Between cycles I and II there was an increase of 53.98%.

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