Development of a Beginning Reading Module Based on the Syllable Method and Read Card Media

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Abstract
The purpose of this study was to analyze the development of a starter reading module based on the syllable method and reading card media to improve the reading skills of grade 1 students at SDN 1 Plawangan. This research method is Research and Development which refers to the theory of Borg and Gall, using ten steps ; Research and Information Collecting, planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, Dissemination and Implementation. The population of this research is first grade elementary school students. Sampling technique with purposive sampling. Research instruments in the form of interviews/observations, questionnaires, tests, and product validation instruments. Descriptive data analysis. The results of the needs analysis research based on interviews and learning observations still do not use the right learning media so that it is difficult to stimulate students' reading skills. The development design begins with planning, namely analyzing the RPPH, module materials (material), steps for using media and the size of the modules made. Product feasibility was tested for validity on media experts with a score of 93.75% and material expert validation with a score of 87.5% (very feasible category). The teacher's response got a percentage of 92% in the very like category. The conclusion of this study is that the development of a starter reading module based on the syllable method and reading card media meets the needs analysis and is appropriate for student learning.
Keywords: *Beginning Reading Module Based on Syllable Method and Reading Card Media, Reading Skills.*

Abstrak
Tujuan penelitian ini adalah menganalisis pengembangan modul membaca permulaan berbasis metode suku kata dan media kartu baca untuk meningkatkan keterampilan membaca siswa kelas 1 SDN 1 Plawangan. Metode penelitian ini adalah Penelitian dan Pengembangan yang mengacu pada teori Borg dan Gall, dengan menggunakan sepuluh langkah yaitu: Penelitian dan Pengumpulan Informasi, Perencanaan, Pengembangan Bentuk Awal Produk, Uji Lapangan Awal, Revisi Produk Utama, Uji Lapangan Utama, Revisi Produk Operasional, Uji Lapangan Operasional, Revisi Produk Akhir, Diseminasi dan Implementasi. Populasi penelitian ini adalah siswa kelas I SD. Teknik pengambilan sampel dengan purposive sampling. Instrumen penelitian berupa wawancara/observasi, angket, tes, dan instrumen validasi produk. Analisis data deskriptif. Hasil penelitian analisis kebutuhan berdasarkan wawancara dan observasi pembelajaran masih belum menggunakan media pembelajaran yang tepat sehingga sulit untuk menstimulasi keterampilan membaca siswa. Desain pengembangan diawali dengan perencanaan yaitu menganalisis RPPH, materi modul (materi), langkah-langkah penggunaan media dan ukuran modul yang dibuat. Kelayakan produk dilakukan uji validitas pada ahli media dengan skor 93,75% dan validasi ahli materi dengan skor 87,5% (kategori sangat layak). Respon guru mendapatkan persentase 92% dengan kategori sangat suka. Kesimpulan penelitian ini adalah pengembangan modul membaca permulaan berbasis metode suku kata dan media kartu baca telah memenuhi analisis kebutuhan dan layak untuk pembelajaran siswa.
Kata Kunci: Modul Membaca Pemula Berbasis Metode Suku Kata dan Media Kartu Baca, Keterampilan Membaca.

INTRODUCTION

Children's education focuses more on laying the foundation for children's growth and development. In the learning process the teacher acts as a facilitator and motivator to explore children's potential. The teacher acts as a bridge to make children ready to enter further education in terms of academics, religious values and religious norms as well as the habituation of good behavior. One of the educational stimuli is to prepare academically, religious values and religious norms and habituation of good behavior (Majid 2018). Learning to read and write in elementary schools is learning that requires attention from educators. This is because reading is an interactive process of understanding language symbols through various strategies to understand the meaning of what is written, involving visual, thinking, psycholinguistic, and metacognitive activities (Tarigan 2020).

Reading skills are the key to success, for that learning to read is important. The importance of teaching early reading is a concern in various countries (Nurgiyantoro 2018). The development of reading and writing skills is one of the focuses for early childhood teachers . Attention to reading and arithmetic learning for children up to grade 1 of elementary school. Therefore, learning to read and write needs to be designed as optimally as possible so that it can facilitate the acquisition of learning to read and write optimally (Elliot 2018). Students' reading ability is distinguished by several types of skills, including beginning reading skills (Taufina 2017). Beginning reading is a learning program that is oriented towards beginning reading skills in early grade elementary schools (Rahmawati 2018).

Provisions for learning Indonesian in a competency-based curriculum for grade 1 are emphasizing aspects of improving early reading and writing skills. Beginning reading learning emphasizes the symbols or signs associated with letters. Beginning reading skills activities still place more emphasis on recognizing and pronouncing sound symbols in the form of letters, words and sentences in simple forms (Aisyah 2019). Beginning reading places more emphasis on recognizing and pronouncing sound symbols in the form of letters, words and sentences in simple forms. Reading as an auditive and visual activity to get the meaning of symbols in the form of letters or words which includes the process of *decoding* or technical reading and the process of understanding. The achievement of these skills can be formed by providing appropriate and interesting starting reading modules (Dhieni 2018).

Reading is a process that is carried out to get messages and then convey them through words orally and in writing (Tarigan 2020). To improve reading skills, in the implementation of learning, the teacher must choose teaching materials that are in accordance with the characteristics of students in the class. There are many factors that influence the acquisition of beginning reading learning. One factor that plays an important role is the learning method used by the teacher in the form of learning resources. Learning resources are basically all materials (both information, tools, and text) that are systematically arranged, which display a complete figure of the competencies that students will master and use in the learning process with the aim of planning and reviewing the implementation of learning. Learning resources are supporting tools in learning that are packaged and arranged systematically to help achieve curriculum goals. Learning resources will be able to focus attention and raise student interest and motivation in learning (Guslinda dan Kurnia 2018).

One of the efforts that teachers can make in improving early reading in children is by doing learning while playing using interesting learning media. Media is an intermediary tool for conveying learning information to attract children's interest in learning. The media used is to use a number of letter cards as a tool for learning to read by seeing and remembering the shape of the letters accompanied by writing on the reading cards (Arsyad 2019). Letter card media is the use of a number of cards as a tool

for learning to read by seeing and remembering the shapes of letters and pictures accompanied by writing the meaning of the pictures on the cards. Letter cards are alphabetic cards that contain pictures, letters, symbols, which increase or guide the child in relation to these symbols (Hasan 2018).

Application and improvement of children's reading skills with letter card media as a stimulation for children to be skilled at reading well (Nurafifah 2019). Picture word card media with larger and varied sizes will attract students' attention, and the form of fun and challenging activities will be more effective and make children happy (Asmonah 2019). This picture card media is made of thick cardboard in the shape of a rectangle which is inscribed with letters and words around the child and accompanied by pictures of objects around the child , so that the child will get meaningful experience in improving early reading skills. This media is also able to show the subject matter because images have concrete properties. Images have great power in responding to the child's brain. Children will easily understand the words they learn by looking at pictures (Sundayana 2018).

The low beginner reading skills are due to less varied learning activities. In addition to the lack of learning media used, the media used is also less attractive so the learning process becomes monotonous which causes children to play less active roles in the learning process. The method used is less effective in learning to introduce the concept of letters and words so it needs another method or method to be effective in learning. Learning that does not activate children or involves children during the learning process will tend to be passive and children prefer to do other things. Every teacher is required to stimulate student activity (Tatik 2019). Seeing the existing problems, the ability to read the beginning needs to be developed optimally. Researchers want to improve children's early reading skills by using interesting educative learning media, namely syllable cards and reading cards, so that children have enthusiasm, curiosity and are active in the learning process.

The results of observations and interviews at SDN 1 Plawangan in class IA on Monday, May 3 2021 found that the initial reading ability of class I children was still not in accordance with their competence. The teacher in explaining material about reading, especially reading the beginning without using interesting teaching materials. Teaching materials, especially in Indonesian subjects, can be said to be still not optimal and inadequate, teaching materials in Indonesian lessons only use teacher's books and student books from the government. The lack of use of teaching materials results in low student learning outcomes in beginning reading skills. The reading module which is accompanied by interesting reading cards, using animated images and clear writing can increase student enthusiasm thereby increasing interest in reading and student learning outcomes.

The purpose of beginning reading is for students to have the skills to understand and voice writing with a reasonable intonation for further reading. But in reality, achievement in beginning reading is still low, especially in grade 1 elementary school. This is influenced by various factors, one of which is the use of media in learning. Media is very important because it is useful for educators in assisting their educational tasks. In general, media functions to direct students to gain various learning experiences. Of course the learning outcomes that use media and do not use media will have different results. The media that can be used in beginning reading is the media of picture word cards. Several schools have used this media in teaching reading beginners. Learning media in the form of syllable method-based initial reading modules and reading card media contain initial reading methods that emphasize the use of reading cards. The use of this media is expected to be effectively used during the initial learning.

Based on these problems and needs analysis, the researcher developed a starter reading module based on the syllable method and reading card media to improve grade 1 students' reading skills. The purpose of this study was to analyze the development of

a starter reading module based on the syllable method and reading card media to improve the reading skills of grade 1 students at SDN 1 Plawangan.

METHOD

The research method uses a Research and Development design which includes 10 steps; Research and Information Collecting, planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, Dissemination and Implementation. The population is first grade elementary school students. Sampling technique with purposive sampling.

Research instruments in the form of interviews/observations, questionnaires, tests, and product validation instruments. Quantitative and qualitative data analysis is descriptive.

RESULT AND DISCUSSIONSA

The results of research on needs analysis were obtained through interviews and observations. The results of interviews with 10 children showed that children were interested if teaching materials helped improve reading skills, children needed media that made enthusiasm fun in learning, children liked media that made it easy, material that was coherent, interesting, easy to use and accepted, and helpful in improving reading skills. The results of interviews with 5 teachers showed that so far the teacher in learning to improve students' reading skills did not use instructional media and only used existing books. Teachers also find it difficult to make learning media according to the theme. By not using interesting media, and only in the form of explanations using learning media, the teacher is less able to stimulate students' reading skills.

Previous research found that students in the early stages of development carried out a needs analysis, namely by assessing students' reading abilities, this was intended to find out what things were really needed by students in learning to read. The assessment was carried out by means of an integrated observation test, reading ability test, visual perception ability test and auditory perception ability test. Students make reading mistakes by adding or removing letters in words. In reading sentences, students often do not pay attention to intonation. Students read quickly so that they often do not pause when reading a sentence. Difficulties in intonation can occur because children with learning difficulties do not understand the meaning of punctuation marks (Khairisofa 2017).

Previous studies have found that students prefer learning media that are presented visually with pictures and an interesting blend of colors, so that students are happy and not bored in the learning process. Teachers suggest developing alternative teaching materials to practice critical reading skills that integrate character values (Tarigan 2018). Children experience a sensitive period to react to intellectual stimuli as well as being ready to carry out learning tasks that require cognitive capacities such as reading, writing and arithmetic. Students need teaching materials that increase the attractiveness of learning (Muhibbin 2018). In efforts to improve reading skills, teachers design certain learning models that suit the characteristics and needs of students, teachers must also pay attention to learning materials that can increase students' interest in reading (Nurafifah 2019).

Pratama in his research stated that the first stage in development research is the stage of identifying needs to formulate goals. To identify needs, interviews were conducted, distributing questionnaires and questionnaires, and observing the availability of critical reading teaching materials. interviews were conducted with reference to aspects of the questions, including: (1) critical reading teaching materials, and (2) the application of character values in learning to read. The results of interviews with 3

Indonesian language teachers revealed that critical reading skills were not presented in writing in the curriculum and were not taught directly by teachers in classroom learning. Teachers teach indirectly in the classroom by training students to determine the author's purpose and identify facts and opinions in the text. Another thing that was found in the interviews was the limitations of teaching materials, especially character-based reading teaching materials (Pratama 2018).

The results of observations on learning obtained answers that the teacher used lecture and conventional methods (3 people), 2 teachers did not use learning media, 2 teachers did not review the material, all children were less interested and children were less active in learning to read. The observation results show that in teacher learning through lectures, learning activities use the same book from the previous year, the learning carried out so far makes students less interested, students pay less attention to the teacher, because the media used by the teacher is less attractive, the child pays less attention to the teacher's explanation and be busy yourself. Learning activities like this do not provide a stimulus for the development of reading for children.

The results of observations of students showed that out of 10 children only 2 children understood the material presented, 3 children actively asked questions, a small number of children showed a sense of pleasure towards the media used by the teacher in increasing children's reading interest, the media used had little impact on improving children's reading ability. while learning has not used scientific steps. The use of median letters is less clear, the colors are less attractive, the pictures are also less attractive and difficult to use. Observations on 5 teachers found that only 4 teachers used material that was easily accepted, 2 teachers used material that was in accordance with the RPPH, 1 teacher used media that can improve reading skills, 2 teachers used the scientific method, 1 teacher did fun learning, 1 teacher did evaluation, 1 teacher prepared learning media, 2 teachers used easy-to-use media, 2 teachers used media with clear letters and 2 teachers used media that can improve reading skills.

Needs analysis based on observations of the teaching materials used shows that there are no teaching materials that specifically train students' critical reading skills. There are two teaching materials used by students, one of which is an Indonesian language textbook published by the Ministry of Education and Culture. The results of the analysis of available teaching materials show that critical reading skills are not taught explicitly in these teaching materials, but critical reading skills are taught in parts in these teaching materials. Critical reading materials studied in these teaching materials include: (1) finding the author's purpose based on the type of text, (2) finding sentences of facts and opinions in the text, and (3) finding the author's arguments in the text (Nurhayati 2018).

Previous research by Susilowati mentioned the observation of early studies which showed that children's interest in reading was very low. This is evident from the enthusiasm of the children who are not visible, the children do not like to leaf through books and the children do not dare to ask questions. The initial analysis becomes a reference for developing appropriate learning media (Susilowati 2020). Another study by Nurhikmah (2019) found that students' reading skills were still low and the media used to stimulate an increase in students' reading skills was not yet, so this preliminary study became the basis for module development (Nurhikmah 2019). Safitri in his research stated that students need modules that are easy to learn, modules that make students interested in reading with an attractive design. Apart from that, the module must be valid, practical and effective (Defa Safitri 2021).

Syafa'ati's research found that the basis for developing the module was started with a preliminary study by examining the information used as the basis for product development. The collection of information about how to make learning modules is also used as a reference in developing a reading skill learning module. Information collection

was obtained by means of literature studies, interviews and observations (Syafa'ati 2018). Asmonah stated that elementary school-age children are in the concrete operational stage where children really like real objects. Children also have very high fantasy power at that age. So, in order to attract children's attention to something more, we need a media that can channel creative imagination, with modules assisted by reading cards (Asmonah 2019).

Susilowati's research found that the reference in storybook development was books that did not support students' interests and interests (Susilowati 2020). Yulianti's research states that the characteristics of low grade elementary school students are that they are still in the ability to think concretely. While reading and writing involve symbols. Symbols are something abstract. Therefore, learning to read and write at the beginning needs to link learning to read and write, especially to acquaintance with things that are close to students' daily lives. Things that are known to students are usually related to their daily lives (Yulianti 2018). Rahmawati explained that there were no teaching materials that specifically trained students' reading skills. The results of the analysis of available teaching materials show that critical reading skills are not taught explicitly in teaching materials, but critical reading skills are taught in parts in these teaching materials (Rahmawati 2018).

The study of learning theory to improve initial reading and writing skills, namely the learning phases for teaching literacy at the beginning level based on themes, according to the characteristics of students and the objectives of learning to read and write beginning include (1) introduction, (2) memorization, (3) writing and (4) strengthening. These learning phases facilitate students to learn to recognize, memorize, distinguish letters, pronounce, write, assemble syllables and then simple words. According to the needs of students, learning media are developed according to the characteristics of students. The resulting learning media is in the form of reading and writing learning books at the initial level of development results to facilitate students learning with learning phases, namely the use of reading modules with the help of syllables (reading cards) needed by students to support lower grade beginning reading (Nurafifah 2019).

The results of the study found that the development stage begins with planning, namely analyzing the RPPH, module materials (materials), steps for using media and the size of the modules made. Previous research by Yulianti (2020) stated that the introduction of literacy at the beginning level through themes is an activity that facilitates students to get to know the symbols and sounds of letters, syllables and words through existing themes. At this stage, the learning media contains instructions for the teacher to introduce letters, syllables or words that build themes. Recognition activities are carried out using various learning techniques. The introduction is carried out using singing techniques followed by activities showing the body parts mentioned in the song, or using picture cards. Students are asked to show and name their body parts. The essence of the introduction activity is to acquaint students with the symbols or symbols and sounds of letters, syllables or words.

Using the right media will make learning activities more effective. The design of the development of the initial reading module based on the syllable method and reading card media to improve students' reading skills that the researchers have compiled follows the following flow:
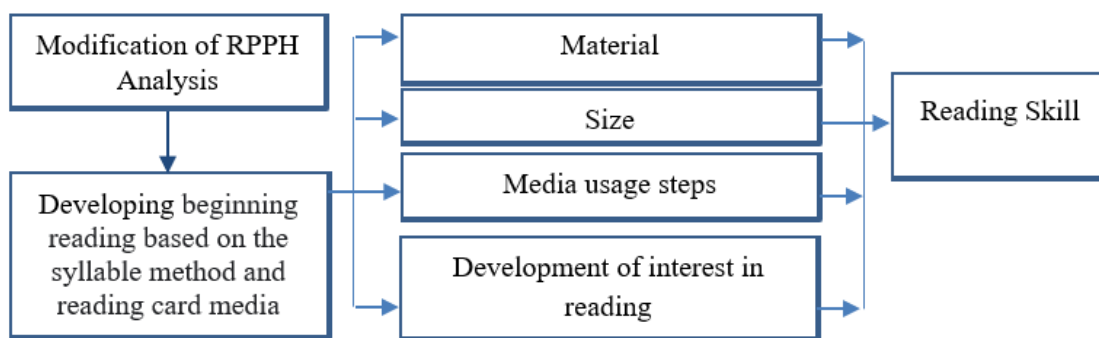
Figure 1. Design of Beginning Reading Development Based on the Syllable Method and Reading Card Media

The results of the research at the development stage are arranged competencies that must be mastered by students, namely core competencies, basic competencies and indicators. The development of the development of the initial reading module based on the syllable method and reading card media consists of an initial section, a core section and an ending section. Researchers determine the theme, objectives, learning resources and module size. The graphic aspect consists of the cover being prepared on 210 gr of paper art paper and determining the cover design according to the contents of the book. Content design (*typography*) is prepared by media starting from cover pages, prefaces, competencies and indicators, table of contents, contents, bibliography and biographies. The writing uses Comic Sans MS font with size 12. The program used in the manufacture is *Corel Draw X7.* The final stage, this book is bound using stapler binding.

Previous research by Syafa'ati stated that the planning for making reading skills learning modules was by formulating the use of the module, adapting the module to the material, preparing the tools and materials to be used in developing the module, and designing the module design. The development step is made by formulating the objectives of the module, making sketches and drafts as well as planning the materials to be used in producing the product. The initial product draft developed was in the form of a design for the front cover page, back cover page, design for the contents of the learning module page, instructions for using the module, and material content consisting of: material descriptions, examples, exercises, and evaluation questions (Syafa'ati 2018).

Khoirisofa said that the initial reading module contains learning objectives, learning activities, and evaluation. This module is also equipped with a user guide for teachers. Learning objectives are determined based on the child's abilities, namely targeting early reading skills that the child has not mastered (Khairisofa 2018). The learning activities in this module are in the form of preliminary reading exercises that are tailored to the objectives of each learning activity and can accommodate children's reading mistakes. The strategy for recognizing letter sounds is by analyzing the phoneme elements contained in a word. The preparation of this module takes into account the characteristics of a good module which consists of 5 characteristics, namely *self-instructional, self-contained, stand-alone, adaptive* and *user friendly* (Sukiman 2018).

Development must meet the requirements for consistency in module development which lies in the use of fonts, layout, margins, and spacing. The format used in this module is A3 sized paper designed so that it forms two equal parts in a horizontal position. The organization consists of showing maps/charts. Sort and organize systematically, place pictures of interesting manuscripts, arrange them in an easy-to-understand flow. Development must also consider product attractiveness, namely combining appropriate colors, images, shapes and font sizes, tasks and exercises packaged in such a way (Mudlofir 2019). Nurhikmah found that the development step by analyzing learning and context produced six ability targets, namely understanding and

characteristics of critical reading, finding the author's purpose of distinguishing facts and opinions, identifying feasibility, identifying arguments, and analyzing argumentation errors (Nurhikmah 2019).

Primary research found that the teaching materials developed produced module products by presenting critical reading material using an adapted direct instruction model, which included four stages, including: (1) orientation, (2) material description, (3) activity, and (4)) independent practice (Pratama 2018). Prastowo explained that the structure of the module is the module title, general instructions which consist of basic competencies, subject matter, achievement indicators, references, learning strategies, learning activity sheets, instructions, and evaluation. Determine module material and semester evaluation. The composition of this learning module includes the title, introduction, material, and closing. Title is on the front cover page. The introduction to this learning module includes prototypes, table of contents, SK, KD, explanations of modules, procedures for using modules, and etymology tables (Prastowo 2018).

The design of teaching material formats is determined based on several criteria, including the results of learning analysis and student characteristics, elaboration of ability goals, and the initial design of reading teaching materials. These criteria indicate that the teaching materials used are learning modules. The module design format used is the module format developed by Purwanto, which contains the following module designs: (1) title, (2) subject matter or sub-topic, (3) learning objectives, (4) subject matter, (5) assessment, and (6) literature (Purwanto, Rahadi, and Lasmono 2018). The visual design or module layout is guided by the standard evaluation of teaching materials developed by the Ministry of National Education, which includes three components, including content feasibility components, linguistic components, presentation components, and graphic components (Kemendiknas RI 2018).

Pertiwi's research stated that the results of the needs analysis carried out module development. The modules developed include student activity sheets, worksheets, question sheets, answer sheets, and answer keys. Learning is developed with the principles of EEK (Exploration, Elaboration, and Confirmation) combined with contextual learning. The display is presented in contrasting colors and full color to attract students to learn. Display and layout are presented in accordance with the rules for preparing good teaching materials (Pertiwi 2018). Competence and description of critical reading material is an adaptation and development of Carnine's opinion, which includes four aspects of critical reading skills, including: (1) identifying the author's conclusions, (2) distinguishing facts and opinions, (3) assessing the worthiness of the writer, and (4) identify argument errors . The selection and development of material is based on the results of theoretical studies which state that this critical reading material description can be implemented to students in stages (Carnine, Silbert, and Kameenui 2019)

Mudlofir explained that the attractiveness is in the form of combining appropriate colors, images (illustrations), shapes and sizes. This module is designed with the dominant color green which can create a cool impression when read. This will not make students get tired quickly in reading books. The practice questions are formed by dividing the number of practice questions into two parts in order to increase their attractiveness and not create the impression of having a lot of practice questions (Mudlofir 2019). The selection of modules as teaching materials is based on Smaldino's opinion which states that modules have several advantages, including: (1) students can determine their own pace of learning, (2) modules are integrated teaching packages that are packaged in total, (3) good modules are modules that have been tested and validated by several experts before being disseminated (Smaldino, Deborah, and James 2018).

The results of the study found that the development of the initial reading module based on the syllable method and reading card media was completed, then a validity test was carried out on media experts to determine the level of feasibility of the designed module

in the learning process, and revisions were made to improve the designed module. Expert validation in the development of initial reading modules based on the syllable method and reading card media consists of 2 parts, namely material and media. According to the media expert's assessment, it was found that in the early stages a score of 57.3% (not good) was then revised according to the suggestions so that stage II received a score of 77% and then a limited test was carried out and the third revision was carried out so that the score reached 93.75%. These results, when read in the media expert score table in the validation results table, are classified as valid. The results showed that the assessment of material experts obtained the result that the total score reached 87.5%. These results, when read in the media expert score table in the validation results table, are classified as valid.

Syafa'ati's research (2018) explained that the assessment of material experts on the feasibility of this learning module reached 4.75. The media expert's assessment of the feasibility of this learning module reached 4.5 in the final result. The results of the expert validation test stated that the category was very feasible as a learning medium. Suggestions and criticisms in the form of additional follow-up questions aimed at deepening the material were given after the practice questions. The expert validation process is carried out through a revision process for product perfection (Syafa'ati 2018). Pratama research shows that the assessment of the critical reading module direct instruction model refers to the BSNP teaching material assessment standards, including aspects of material feasibility and aspects of teaching material feasibility. Other aspects designed for module assessment are: (1) exposure aspect of the direct instruction model, (2) character value aspect (3) evaluation aspect of critical reading. The results of the assessment of 4 experts and 3 practitioners of learning Indonesian obtained an average score of 72% with sufficient criteria. The results of expert and practitioner validation show an average score of 96%, individual trials with a score of 92%, and field trials of 89%. Revision of the module taking into account comments and expert responses regarding the initial design of the module (Pratama 2018).

Module revisions are carried out by taking into account comments and expert responses regarding the initial design of the module. Several things were corrected and added, including: (1) front cover revision by paying attention to students' interests and motivation, (2) the author's description page to provide information about the compiler and other people involved in preparing the module, (3) the answer key section as part students' self-reflection after completing the independent exercise section, (4) instructions for using the module which contains information about how to use the critical reading module with character-based direct instruction, (5) the introductory section in the sub-module sub-section is revised in the instruction sentence to make it easier for students to knowing the competencies to be achieved, learning indicators, and study instructions, (6) a useful glossary section for providing information to students about words that are difficult to understand.

Khairisofa's research stated that module validation was carried out by one material expert and one class teacher and received a good (decent) category. The developed module can be categorized as good and suitable for use because the module has fulfilled the four elements of eligibility according to BNSP, namely the content aspect of the material is considered good because of the theme, the level of difficulty is in accordance with the cognitive level of students, the material is easy to understand, the accuracy of the concept of the material. The linguistic aspect is considered good because the language in the module is easy to understand, the language used is good and correct, the language used is in accordance with student development, the sentences used are effective. The presentation aspect is considered good because the writing systematics is consistent, presents the steps of activities that must be carried out, the proportions of images and text are appropriate and student-centered. The graphic aspect is considered

good because of the content design and attractive appearance, suitability of image sizes, attractive module covers, appropriate image and color combinations and consistency of font and font size (Khairisofa 2018).

The results of the research on the validation assessment of the questionnaire given by the teacher regarding the implementation of the pilot reading module development trial based on the syllable method and reading card media for improving reading skills of class 1 students at SDN 1 Plawangan showed that the number of positive responses was 46 out of 50 points, which means the percentage as much as 92% with the very like category. Based on the results of these calculations, it can be seen that the development of a starter reading module based on the syllable method and reading card media for improving the reading skills of grade 1 students at SDN 1 Plawangan has a very good effect and is needed by teachers in learning. The results of the research based on a questionnaire about children's responses showed positive responses obtained as many as 136 or 85% with the very like category. This is certainly very good for children's learning in improving reading skills.

Previous research by Pertiwi (2018) found that product development was then tested on experts, practitioners and students. Modules are assessed with five assessment criteria, namely competency development, content (material and questions), sequence of learning activities, language, and appearance. The development of competency aspects is very good with an average value of 3.75 so the follow-up is implementation. Assessment of content aspects (materials and questions) shows an average value of 3.00 so the follow-up is revision. Assessment of the learning activities in the module obtained an average value of 3.20 so the follow-up is implementation. Assessment of the language aspect shows an average value of 2.75 so that the follow-up is revision. The evaluation of the display aspect shows that the average value is 2.50, so the follow-up is revision (Pertiwi 2018).

Yulianti's research (2018) found that product development would be feasible to use if it had a level of content validity, language, design and effectiveness that was in the good category. The design validation results obtained 4.34, which means that the design of the learning book is very good (Yulianti 2018). Safitri's research (2021) found that the module was tested by three validators obtaining an average value of 84.72 % and in the very valid category (Dyah Safitri 2021). Nurhikmah's research (2019) found that the evaluation of the critical reading module was carried out by 3 experts. Assessment is carried out on the aspects of material, language, appearance, and presentation. The results of the expert test show the results of several aspects, including the presentation aspect getting a score of 80% with very good criteria, the content presentation aspect getting a score of 85% with good criteria, the reading method aspect getting a score of 85% with very good criteria, the information literacy aspect getting a score 85% with very good criteria, and the benefit aspect gets a score of 86% (Yulianti 2018).

CONCLUSION

The results of needs analysis through observation and interviews. Interviews with 10 children showed that children were interested if teaching materials helped improve reading skills, children needed media that made learning enthusiastic in fun, children liked media that made it easy, material that was coherent, interesting, easy to use and accepted, and helped in improve reading skills. Interviews with 5 teachers showed that so far the teacher in learning to improve students' reading skills did not use instructional media and only used existing books. Teachers also find it difficult to make learning media according to the theme. Observations of 10 children only 2 children understand the material presented, 3 children actively ask questions. Observations from 5 teachers observed that only 4 teachers used material that was easily accepted, 2 teachers used

material that was in accordance with the RPPH. The development design begins with planning, namely analyzing the RPPH, module materials (material), steps for using media and the size of the modules made. In the development stage, the competencies that must be mastered by students are compiled, namely Core Competencies, Basic Competencies and Indicators. The development of the development of the initial reading module based on the syllable method and reading card media consists of an initial section, a core section and an ending section. Product feasibility is tested for validity on media experts to determine the feasibility level of the modules that have been designed in the learning process, and revisions are made to improve the modules that have been designed. Expert validation in the development of initial reading modules based on the syllable method and reading card media consists of 2 parts, namely material and media. The final stage of media expert assessment resulted in the total score reaching 93.75% valid category. The results of the research by material experts obtained a total score of 87.5% which was classified as valid. The validation assessment of the teacher's questionnaire regarding the application of the pilot reading module development trial based on the syllable method and reading card media for improving the reading skills of grade 1 students at SDN 1 Plawangan showed that the number of positive responses was 46 out of 50 points, which means the percentage was 92% in the very category. Like.

The recommendations of this research are m Reading learning modules are necessary for every student to have because this learning module can make students more active in learning and more independent. The teacher should have a learning module handle because this teaching material is a practical teaching material. This learning module can also help teachers to realize more effective learning.

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