

Development of Rossi: Enhancing English Reading Skills by Using the Literacy Wheel Media

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ABSTRACT

This research stems from the low reading proficiency observed among students during the the process of teaching English learning , which impacted various sectors, including primary education. The issue was especially prominent in English, a mandatory subject that needs to be mastered from an early age. Consequently, efforts were made to support students in learning English through the development of an interactive educational tool called "Roda Literasi" (Rossi), designed to enhance students' learning motivation. This study focuses on evaluating the validity and practicality of the developed learning media. The research involved third-grade students from SD IT Imam Syafei'I and followed a Research and Development (R&D) approach using the ADDIE model. Data collection included preliminary interviews, validation by subject matter and media experts, and feedback from teachers and students through questionnaires. Results indicated that "Roda Literasi" aligned with 95% of the subject matter and achieved a 98% validity score for educational use. Additionally, 88.93% of students reported enjoying the use of the tool. Based on these findings, the researcher recommends expanding the content of Roda Literasi to include other subjects.

Keywords: Research and Development, Learning Media, Spinning Wheel, Literasi Media.

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INTRODUCTION

Education aims to cultivate skills and build the character of a dignified nation, ultimately shaping intelligent and creative future generations. This pivotal role of education is emphasized in Law No. 3 of 2003, which states: "Education aims to develop skills and shape the character of a dignified nation to create intelligent and creative students in the future." Education is recognized as one of the most effective tools for national development, enabling countries to compete on a global scale. As noted by Idris (1997), "Education is one of the efforts undertaken by the government to prepare future generations capable of continuing the nation's struggles and competing with other nations." However, the onset of the COVID-19 pandemic posed significant challenges to the education sector in Indonesia. With the transition to online learning, students' motivation declined, and their reading skills suffered, particularly at the elementary level. In the context of globalization, it is troubling when elementary school students face difficulties with literacy, a foundational skill. According to 2019 data from the Indonesian Ministry of Education and Culture using the Alibaca national assessment, Indonesia scored 37.32, which is categorized as low. This low literacy rate has a direct impact on the early introduction of foreign languages like English, where students face additional

challenges during the learning process, particularly when it relies on the use of teaching aids or learning media.

In learning, there must be a tool that facilitates the delivery of material. Such tools are often referred to as learning media in the field of education. Media have various functions and play an important role in improving students' achievements during the learning process" (Budiman et al., 2020). Learning becomes more engaging with the introduction of something new, especially at the elementary education level. One applicable innovation in learning is the use of instructional media. "Instructional media are tools or resources, either physical or digital, specifically designed to facilitate the achievement of learning objectives" (Widyowati et al., 2020). Supporting learning media today offers many innovations, one of which, based on observations, is the "Literacy Wheel." This medium was chosen to enhance the English reading skills of third-grade students because the use of media is highly effective in increasing students' interest in learning to read English. Specifically, the Literacy Wheel is designed to introduce letter pronunciation in English and assist students in reading short sentences in English.

Teachers often face limitations in developing learning media, especially during online learning. According to Gerlach and Ely (as cited in Arsyad, 2011), media, in a broad sense, refers to people, materials, or events that create conditions enabling students to acquire knowledge, skills, or attitudes. Within the scope of education, teachers, textbooks, and the school environment can all be considered as media. Specifically, learning media in the teaching and learning process tends to involve graphic, photographic, or electronic tools designed to capture, process, and convey information. Meanwhile, according to the National Education Association (NEA) in Arsyad (2011), any form used to deliver information can be considered media. This includes anything that can be manipulated, viewed, heard, read, or discussed, along with the instruments utilized in teaching and learning activities, ultimately influencing the effectiveness of instructional programs. Similarly, the Association for Education and Communication Technology (AECT), as cited in Arsyad (2011), defines media as any form used in the process of information delivery.

Development is the process of transforming design concepts into a tangible form. This involves the creation and production of learning materials (Rayanto & Sugianti, 2020). The Literacy Wheel represents an innovative adaptation of the pre-existing Spinning Wheel media. Similar research on the development of Spinning Wheel-based learning tools has been conducted, such as the study by Gusdiana et al. (2020) titled Development of Spinning Wheel Game Box Media for Science Subjects in Fourth Grade Students of SD Negeri 69 Lubuklinggau. Their research aimed to enhance the science learning experience by introducing media that fosters a more innovative, creative, and effective approach to overcoming challenges in the learning process.

The process of developing media products certainly takes into account the characteristics of the users, in this case, elementary school students. The media creation must be child-friendly and easy for children to use, so that it can enhance motivation and interest in learning, particularly in the English language subject. The characteristics of English learning at the elementary school level have been studied by various parties, one of which is in the article Methods of Teaching English at the Elementary Level: "Teaching is a conscious effort by the teacher to make students learn, which results in a change in the behavior of the students. This change is obtained through a continuous effort over a certain period of time." (Yamin, 2015)

The conclusion of this article highlights that the fundamental and most important aspects that a professional teacher must possess, whether in general or as an English teacher at the elementary level, include simplifying vocabulary, pronunciation, grammar, and conversation, in order to create a comfortable atmosphere that can boost learning motivation. This is because English is a foreign language that is difficult for many Indonesian children to learn. The content of the material in the Literacy Wheel media includes Pronunciation in simple

sentences, which has been adjusted to the syllabus of Grade 3, Semester 2. The material is limited to vocabulary that involves reading simple sentences aloud, understanding sentences and descriptive texts with pictures related to daily activities both at school and at home (Kemendikbud, 2013).

METHOD

This research is a type of Research and Development. The data collection procedure begins with a preliminary study using structured interviews conducted with third-grade teachers. In this study, the data collected was analyzed using the ADDIE model as cited in the book by (Hamzah, 2019). The analysis process begins with reviewing the results of the interviews, which allowed conclusions to be drawn that the current condition requires a stimulus to address the challenges faced. The next step is to create a media product design that will be developed. The product can then be validated by subject matter experts, media experts, and third-grade teachers to receive feedback or revisions, ensuring that the media produced is valid and practical for use in teaching.

The learning media, after completing the revision stage, can proceed with a limited trial with a sample of all third-grade students at SD IT Imam Syafei'i, which was conducted on October 5, 2024. The data analysis technique for the limited trial used a Likert Scale to determine the responses of teachers and students to the *Literacy Wheel* media in the English learning process. The data collected in this research is quantitative, which can be expressed as qualitative data using the Guttman analysis technique."Response options from students, such as 'Yes' or 'No,' are given as answer choices, and the data obtained is then converted into numbers." (Usyanti, 2015)

Table 1. Students' Response

Response students	Score
Yes	1
No	0

The validity of the data is ensured through documentation of the research activities. The analysis results provide the foundation for revising the developed media product. Data gathered from opinions or responses through questionnaires is analyzed using descriptive statistics. A non-test instrument, specifically a questionnaire, is utilized and employs a Likert scale. As explained by Sudaryono (2013), the Likert scale is designed to measure attitudes, opinions, and perceptions of individuals or groups regarding specific events or social phenomena. The obtained percentages can be expressed in qualitative statements as follows:

Table 2. Scoring Guidelines for Subject Matter Experts and Media Experts

Score	Explanation
1	Less
2	Enough
3	Good
4	Very good

FINDINGS AND DISCUSSION

The field study was conducted at SD IT Imam Syafei'i Pekanbaru, with the aim of gathering preliminary information about the situation and conditions to serve as a foundation for developing the Literacy Wheel media. The information was obtained through a structured

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interview with the third-grade teacher of SD IT Imam Syafe'i Pekanbaru, Rio Rozalmi.S.Pd. The results of the interview with Mr. Rio shows that the discontinuation of English language instruction at SD IT Imam Syafe'i resulted from a policy by the Education Office that classified English as an elective, rendering it a non-mandatory subject. This decision significantly impacted students' exposure to English, as it removed the structured and consistent opportunities for learning foundational language skills. The absence of English as a core subject limits students' preparedness for future educational levels where English proficiency may be required. This policy shift reflects broader debates on curriculum prioritization and the challenges of balancing elective and core subjects in primary education.

Additionally, the COVID-19 pandemic exacerbated the situation by forcing a transition to online learning, which further hindered the introduction of basic English skills. The reliance on Student Worksheets (LKS) as the sole instructional material, without the integration of diverse and engaging media, limited the effectiveness of the learning process. This lack of instructional variety likely contributed to diminished student interest and engagement, making it difficult for learners to develop practical language competencies. Together, these factors underscore the need for strategic curriculum planning and the incorporation of innovative teaching resources to enhance English language instruction.

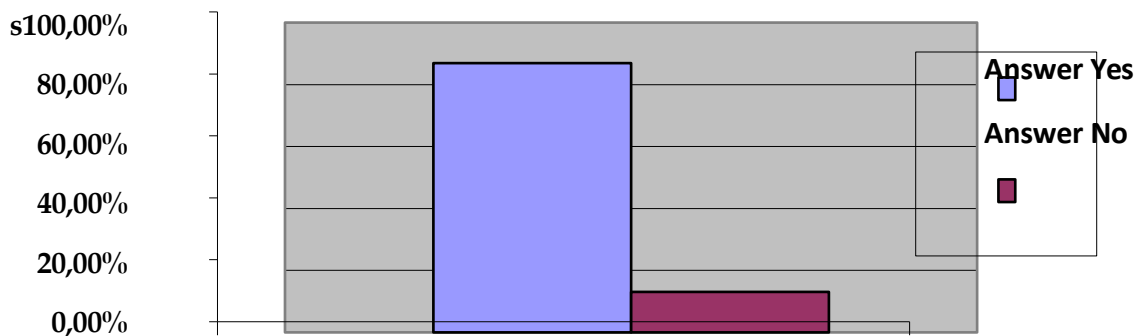
This study is based on the ADDIE model, incorporating an innovation in the form of instructional media focused on improving students' English reading (vocabulary) skills. The need for such media was identified through structured interviews, an analysis of teacher requirements, and expectations for future English learning processes. The research proceeded with the ADDIE model's design phase, which involved creating instructional media: designing the media content using corel draw. Preparation of tools and materials, and printing and applying stickers. This process emphasizes the creation of engaging and interactive instructional media to support English language learning. The development stage is a series of activities marked by initial tasks such as organizing, designing, and preparing everything needed for product development.

This planning ensures that all elements of the instructional media are cohesive and aligned with the learning objectives. The instructional design aims to unify various elements into a cohesive structure relevant to third-grade vocabulary learning. The Literacy Wheel instructional media, focused on improving third-grade students' English reading skills, has been validated and evaluated by subject matter experts and media experts. The third-grade teacher was also involved in providing feedback and suggestions on the developed product. Following this, product improvements were made before conducting a limited field trial, involving third-grade students as respondents. After completing the media design and validation stages, the development phase was carried out by incorporating the suggestions and guidance of the subject matter and media experts.



The picture 1: Classroom learning

The next stage in the ADDIE model is **Implementation**. This phase involves implementing the product by engaging all students present during the direct media testing trial. The trial begins with providing a questionnaire to practitioners to assess the practicality of the learning process. Next, the students, who serve as research respondents, are introduced to the purpose and goals of the trial activity. Following this, the developed product is handed over to both the teacher and students as an instructional media tool. After the learning session using the Literacy Wheel media is completed, an assessment of the media product is conducted through a prepared evaluation questionnaire. The final stage is **Evaluation**. This evaluation phase involves media response questionnaires completed by practitioners, including the third-grade teacher at SD IT Imam Syafe'I Pekanbaru, and student feedback from the third grade at SD IT Imam syafe'I Pekanbaru regarding the practicality of the developed media product. The results of the evaluation are as follows:



The Picture 2. Student Response Questionnaire Diagram.

The image displays a bar chart titled "Student Response Questionnaire Diagram," illustrating the evaluation results of a media product. Two response categories are shown: "Answer Yes" and "Answer No," with percentages on the y-axis ranging from 0% to 100%. The chart indicates that the majority of students (approximately 80%) provided positive feedback ("Answer Yes") regarding the media product, while a significantly smaller portion (around 10%) responded negatively ("Answer No"). This suggests that the media product was well-received by the majority of students. The findings highlight that the media product was effective in meeting students' needs or expectations. The high percentage of positive responses suggests that the product likely engaged the students or contributed to their learning experience. However, the minority of negative responses points to the need for further investigation into potential improvements or specific concerns raised by this group. Such feedback could be valuable in refining the media product for greater overall satisfaction.

CONCLUSIONS

The research and development efforts centered on designing innovative learning media based on the ADDIE model, specifically aimed at improving the reading skills of third-grade elementary school students in English. This learning media, named the Literacy Wheel, incorporates concrete 3D materials to create a more interactive and engaging learning experience for young learners. Throughout the development process, the product was subjected to multiple validation stages to ensure its effectiveness and suitability. These stages involved evaluations by subject matter experts, media experts, and practitioners, including elementary school teachers, who provided valuable insights and feedback. After thorough validation, the Literacy Wheel was declared valid and deemed appropriate for field trials, highlighting its potential to enhance literacy education. The development process underscores

the importance of creating evidence-based, practical tools that align with the needs of both educators and students to support successful learning outcomes.

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