

“CARING” Snake & Ladder Learning Media Development For 2nd Year Students’ Competence In Reading Aloud At Mekarsari 03 Elementary School

Putri Asnes Miftahul Jannah¹, Grace Amialia Anfetonanda Neolaka²

^{1,2} Elementary Teacher Education, President University

Corresponding Author: putriasnesmj1@gmail.com

Abstract

This study aims to describe the results of the development of the "CARING" snake and ladder media for the ability to read loudly of second-grade students at Mekarsari 03 Elementary School. The method in this research is research and development (R&D) with the ADDIE model, which refers to five stages: analysis, design, development, implementation, and evaluation. The results of the study showed that the CARING snake and ladder media received a score of 72% from media experts, 78% from material experts, 95% from students, and 100% from teachers. Based on these results, the media was valid and very feasible for use to help grade 2 students' reading aloud skills at Mekarsari 03 Elementary School.

Article History:

Received: 2023-09-15

Reviewed: 2023-11-10

Published: 2023-12-01

Keywords:

Snake & ladder, learning media, reading aloud, elementary school

INTRODUCTION

Reading skill is an essential component that impacts the success of the learning process. These skills are directly related to Indonesian language instruction in the classroom (Zahro & Sukartiningsih, 2022). According to Mardhatillah & Trisdania (2018) reading is the heart of education because it is involved in practically all learning activities. According to Andriana et al. (2022), reading is a challenging activity that requires many different skills. Furthermore, Faisal (2017) explains that reading is a complex thinking ability that does not only involve written pronunciation activities but also involves the reader's visual and cognitive activities to understand the meaning and obtain information from the reading. This implies that as pupils' reading abilities improve, so will the knowledge and understanding they gain. Additionally, this condition will raise

pupils' sense of worth and make it easier for them to deal with problems in life. Therefore, students' reading ability must continue to be followed up in the educational process.

In reading skills, there are various types of abilities that students need to teach, including the ability to read aloud. Reading aloud is an activity to get messages or information from a reading by voicing the reading using the correct intonation and pronunciation (Natsir et al., 2022). In line with the previous statement, Faisal (2017) elaborates on reading aloud as a type of reading that voices writing with the right speech and intonation so listeners and readers can adequately capture information from the writing. Therefore, based on these understandings and opinions, it can be concluded that reading aloud is an activity to voice writing to obtain information while still paying attention to proper pronunciation,

intonation, and punctuation pauses.

Moreover, Tarigan (2008) explains that the ability to read aloud in grade 2 elementary school focuses on several aspects, including reading loudly, reading with expression, and reading without stammering. Furthermore, some aspects that need to be considered when teaching read-aloud for grade 2 are the accuracy of intonation, pronunciation and punctuation, fluency, and loudness of voice on reading (Rahim, 2017). In conclusion, the learning goals of teaching read-aloud skills in second-grade elementary school are for students to be able to read aloud, read with clear pronunciation, read with perfect intonation, read with pauses and proper punctuation, read fluently without stammering, and read with full expression.

Teachers who teach read-aloud can use various supporting sources to improve student's reading skills in their learning process. One of the most effective supporting sources is learning media. The word "Media" comes from the Latin "Medium" which means intermediary (Apriliani & Radia, 2020). Wahyuni et al. (2022) defines learning media as a medium used to deliver learning messages in order to achieve learning objectives effectively. instructional messages. In other words, Nur'aini (2017) stated that the media acts as a medium for communication during learning. According to Safithri & Rukmi (2021), the use of media in learning practices can boost students' motivation and interest in learning, encourage their curiosity, and create a fun learning environment so that they can more easily accomplish their academic objectives. Based on these viewpoints, it can be said that learning media is a tool that facilitates communication in learning so that information or learning messages can be well received to support the achievement of

learning objectives.

In despite the fact that reading ability is a concern in education, Zahro & Sukartiningsih (2022) found that students' reading skills still need improvement, particularly in their ability to read aloud. This claim is supported by information from earlier observations and interviews with teachers and students in 2nd grade at Mekarsari 03 Elementary School in November 2022, which found that reading aloud skills were still said to be quite low. This is shown by the existence of a number of students whose ability in reading aloud is still under what it should be. Eleven students still stammered, and about 65% of the 30 students still did not pay much attention to the correct punctuation and intonation when reading it aloud.

At Mekarsari 03 Elementary School, it was found that a number of factors caused it to be challenging for grade 2 pupils to read aloud. First, several students acknowledge that they don't often practice reading on their own outside of classroom instruction. In other words, they lack initiative and interest in reading. Second, the teacher only uses textbook media and there is still no other varied media used in class, while the majority of students stated that they were easily bored when reading using textbooks. Third, some students lack parental assistance to learn to read at home. These factors lead to the conclusion that a teacher plays a crucial role for facilitator. To make learning enjoyable, teachers must be more paying attention to students' needs and innovative in the selection and use of media. Parents' support for student assistance is also helpful in improving the learning process for students.

One type of media that can be utilized as an engaging educational tool is media that is presented as a game (Natsir et al., 2022).

Fadlillah (2016) provides more support for this claim that educational games may be played and that they have instructional benefit. The concept of games is attractive because it can entertain students while involving their active participation in learning (Satrio & Rini, 2022). However, games still need to be used effectively by following their own regulations (Maratussolihah, 2018). These viewpoints can be used to draw the conclusion that the game is a medium that can be regulated and utilized as an enjoyable teaching tool.

According to Lufianah (2018), Snakes and Ladders is one of the games that may be utilized as media in teaching and learning activities, including learning to read. Snake and ladder media falls within the category of visual media, which is defined by Safithri & Rukmi (2021), as media that can be seen by the senses of sight and has pictures in it. The Snakes and Ladders board is divided into several small plots, there are pictures of "snakes" or "ladders" that can connect with other plots. Maratussolihah (2018) said that "the benefits of snake and ladder media are that it can improve physical-motor, language, intellectual, social, moral, and emotional development so that this media is fun and can develop an attitude of obedience to rules." Previous research conducted by Rosnaeni (2022) also proved that Snakes and Ladders is an example of an appropriate and effective medium for increasing interest in reading and learning motivation of class III students at SDN 24 Macanang, Bone Regency. According to the views and descriptions of the experts above, it is clear that Snakes and Ladders media is a good example of visual media with game models that can help to developing of students' physical-motor, language, intellectual, social, moral, and emotional abilities.

As a result of the background data provided, the researcher is motivated to develop the *CARING* (this word is made from the acronym "*Membaca Nyaring*" / Reading Loud) Snakes and Ladders media, namely learning media with the snakes and ladders game model to help create a fun learning environment where students can practice reading aloud while achieving the criteria and needs of grade 2 students, particularly at Mekarsari 03 Elementary School.

The formulation of the problem in this study is how is the process of developing *CARING* Snakes and Ladders media for the ability to read aloud to 2nd grade students at Mekarsari 03 Elementary School. Although the purpose of this study is to discuss the procedure used for developing *CARING* Snakes and Ladders media for 2nd grade students' reading aloud skills at Mekarsari 03 Elementary School. So that the existence of *CARING* Snakes and Ladders may improve the standard of instruction in elementary schools, particularly in reading aloud abilities.

METHODOLOGY

This research is carried out using the R & D or Research and Development method. Research and Development is a research method for developing and producing a product, as well as testing the effectiveness of the product in its application. In the education sector, this method is used to seek product validation to be applied in education and learning (Hanafi, 2017).

This research was conducted at Mekarsari 03 Elementary School, South Tambun District, Bekasi Regency, West Java Province. The subjects in this study included 1) media design experts 2) material experts, 3) teacher, 4) small groups of grade 2 students consisting of 8 people.

The model chosen in this study is the ADDIE model with 5 stages, namely analysis, design, development, implementation, and evaluation. The reason for choosing this model is because this model has been widely used, has clear and detailed steps, is easy to

understand, and is easy to apply. Sari (2020) also stated that the ADDIE model has simple and structured stages so it is easy to apply. There have been many studies using this model and it is proven to give good results.

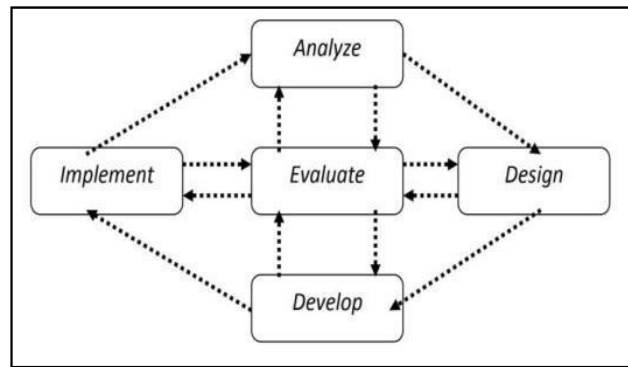


Figure 1. ADDIE Model Chart

Source: Priani, 2022

In the analysis stage, an analysis of curriculum, student character, learning problems, analysis of facilities, and learning environment was carried out at Mekarsari 03 Elementary School. This stage was carried out to identify the need for new product development to answer problems related to the use of learning media to read aloud in grade 2 at Mekarsari 03 Elementary School. At the design stage, the product design stage is carried out. A product design flow is created from start to finish, including selecting content to be loaded on the media, selecting software applications to create media, and selecting sizes, colors, images, text, and media layout. At the development stage, researchers made the *CARING* Snakes and Ladders media product by discussing with people who were more competent in the field of instructional media, as well as consulting with teachers and lecturers.

Furthermore, the production of *CARING* Snakes and Ladders Media was carried out.

At the implementation stage, media expert validation tests were carried out, material expert validation tests were carried out, and field trials and trials were carried out on the subject of small groups of students and teachers. An assessment instrument is used in the form of a questionnaire to determine the value of product feasibility validation. This questionnaire sheet presents statements related to the attractiveness of the media, the suitability of the media with the material, the suitability of the media with the characteristics of students, and the suitability of the media with the conditions of the student learning environment. 5 answer choices are provided that refer to the Likert scale and respondents can put a checkmark (√) according to the statements on the questionnaire sheet.

Table 1. Likert Scale Rating

Score	Criteria
1	Not feasible
2	Less feasible
3	Fairly feasible
4	Feasible
5	Very feasible

RESULT AND DISCUSSION

Analysis

Mekarsari 03 Elementary School is a school that is starting to adapt to the new curriculum in Indonesia, namely the *Merdeka Curriculum*. In low-grade learning, such as in grade 2, this school still uses the concept of integrated learning using

thematic learning. According to Kadir & Asrohah (2015) thematic learning is learning from one theme/topic, then elaborating on subjects usually taught at school. The average age of grade 2 students The resulting data from the scoring sheet will be analyzed with a Likert scale analysis through the manual calculation formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P: Final score

F: Total validation score sum N: Maximum number of scores

From the score obtained from these calculations, it can be seen that the level of

product feasibility is as follows:

Table 2. Validation Result Criteria

Criteria	Predicate
Not feasible	0%-20%
Less feasible	20%-40%
Fairly feasible	40%-60%
Feasible	60%-80%
Very feasible	80%-100%

Source: Sugiyono, 2016

At the evaluation stage, product evaluation is carried out starting from the development process to suggestions and input from various parties to perfect the use at Mekarsari 03 Elementary School is eight years. It can be seen from the observation activities in class that they are very active children, have high curiosity, like to play, and like to interact with friends. Piaget explained that children aged

7-11 are in the concrete operational stage (Marinda, 2020). Students like concrete objects at this stage and still have high fantasy power (Apriliani & Radia, 2020). For elementary school students, learning media needs to attract their attention so that learning becomes active, fosters motivation, and can channel their imagination creatively. This is important in the use of learning media because, at their age,

children prefer to do things freely, without pressure, interact with friends, and play (Maratussolihah, 2018).

In learning, it was found that there were still students who still found it difficult and had problems with reading skills, especially reading aloud. Some students still read it haltingly, and some do not notice the correct punctuation and intonation when reading. Several reasons were found that caused this problem. Such include the lack of initiative in students' interest and passion for reading, their only reading at school when ordered by their teacher, and their experience of reading aloud only using textbooks. Hence, they often felt bored when reading textbooks because they felt less attractive, and some students did not receive enough attention from their parents to learn to read at home.

Based on the findings from this analysis stage, it can be seen that innovation in learning is needed, such as developing learning media to help support the implementation of learning to read aloud optimally. Therefore, the *CARING* Snakes and Ladders learning media intended to help students improve their reading skills will be presented interestingly, following learning objectives, according to the characteristics and needs of students and following the conditions of the student learning environment.

Design

The *CARING* Snakes and Ladders media is designed following to the needs analysis of grade 2 Mekarsari 03 Elementary School students to help achieve their reading aloud competence. This media will be developed by collaborating with tools like reading cards/picture word cards in which word arrangements form simple sentences (Alawiyah & Rukmi, 2021). According to Lufianah (2018), using reading cards can train students' reading

skills and enable students to be more active by playing while learning to read. Therefore, the purpose of creating the *CARING* Snakes and Ladders media is to help make the learning atmosphere fun and not dull in learning to read aloud so that it can make it easier for students to achieve the ability to read aloud following to their age criteria. The content or material used in the *CARING* Snakes and Ladders media will be adapted to class 2 thematic learning theme eight about "Safety at home and on the road." The basic competencies and learning objectives contained are as follows:

Basic competencies

Observe the use of capital letters (God's name, person's name, religion's name), as well as periods and question marks incorrect sentences.

Learning objectives

1. Students can read a short text which contains the rules for using capital letters (person's name) with the correct pronunciation and intonation.
2. By observing pictures and short texts, students can read simple sentences with rules for using punctuation marks with the correct pronunciation and intonation.

The tools contained in this media include snakes and ladders boards, reading cards, pieces/pawns, dice, and storage boxes. Media tools that require visual design, such as ladder boards and reading cards, will be developed using Canva and ibisPaint X applications, and storage boxes can be developed by designing mockups on the Pacdora website.

The *CARING* Snakes and Ladders media game concept is almost the same as the usual Snakes and Ladders game concept, which has pieces/pawns, dice, plots, snakes, and ladders. What distinguishes this

CARING Snake and Ladders from ordinary snakes and ladders is its several boxes filled with orders to take cards or other commands. If the player's pawn stops on the box containing the order, then the player must carry out the direction according to the order and the rules requested. If the pawn stops at the order to take a card, and the player manages to read the card correctly, then the player will get 1 point. The game will be finished if one of the players has made it to the last box, and that player will be given two additional points. The winner in this game is the player who collects the most points.

The *CARING* Snakes and Ladders media board is designed with a size of 50 cm x 30 cm and is designed so that it can be folded into two parts, namely the right and left sides. At the top right of the media, the name of the media being developed will be presented, namely Snakes and Ladders *CARING* (*Membaca Nyaring/Reading Aloud*), in the middle of which a game guide will be displayed, and at the bottom, a place will be provided for attaching a storage box. On the left side of the board, provided a section of the snake and ladder grid, 30 plots will be presented with a size of 1 plot is 5 cm x 6 cm. These plots will be given a mix of yellow and blue to make them exciting and alternate so students can easily remember which plot they are on. In addition, each plot will be given a number, starting from the first

plot, which will be given the number 1, up to the last plot, which is the number 30. Besides being given a number, the first plot will be described as the "start" plot and the 30th plot. Given the description "finish" as the final plot, the player will win if he has achieved it. In this section of the plot, several pictures of snakes and ladders are presented following to the name of the media. Some plots will be given text as challenges to help students read skills aloud, such as "take a card" or other texts. Some of the plots will be decorated with other illustration images, which will be adjusted according to the content to be loaded.

The storage box attached to the snake ladder board is designed with a size of 20 cm x 10 cm x 3 cm which will later be used to store game tools such as pieces, dice, and reading cards so that they are not quickly scattered or lost. The pieces in this medium are used as a tool that players can run from the first to the last tile, and the dice are used to determine the number of plots the pieces will pass. The pieces and dice tools will use plastic materials commonly found or purchased at the nearest toy store or e-commerce. At the same time, the reading cards on this media will be designed with a size of 14 cm x 7.4 cm which contain illustrated text according to the selected content to improve students' reading-aloud skills.

Development



Figure 3. is the result of the development of the *CARING* Snakes and Ladders storage box mockup

The *CARING* Snakes and Ladders media was developed according to the design plan that has been arranged. The Snakes and Ladders media board was developed via the Canva app to customize its color, text, image, and layout elements. **Figure 2.** is the result of the development of the *CARING* Snakes and Ladders board visual design. Figure 2. The *CARING* Snakes and Ladders Board.

A storage box mockup on the *CARING* Snakes and Ladders media was developed using the Pacdora website, where you can choose the shapes and images you want to insert into the mockup yourself. The box on the *CARING* Snakes and Ladders media will be inserted with an image adjusted to the image at the bottom right of the *CARING* Snakes and Ladders board.



Figure 3. Storage Box Mockup

The reading cards on the *CARING* Snakes and Ladders media were developed on two sides, namely the front and back, using the Canva application. Some of the

word cards' pictures were made using the ibisPaint X application. The contents of the text and images on the word cards are adjusted to the selected content according to

theme eight thematic learning for class 2, which is about safety at home and on the road. **Figure 4.** and **Figure 5.** is the result of

developing reading cards in *CARING* Snakes and Ladders.



Figure 4. The Back of the Reading Card

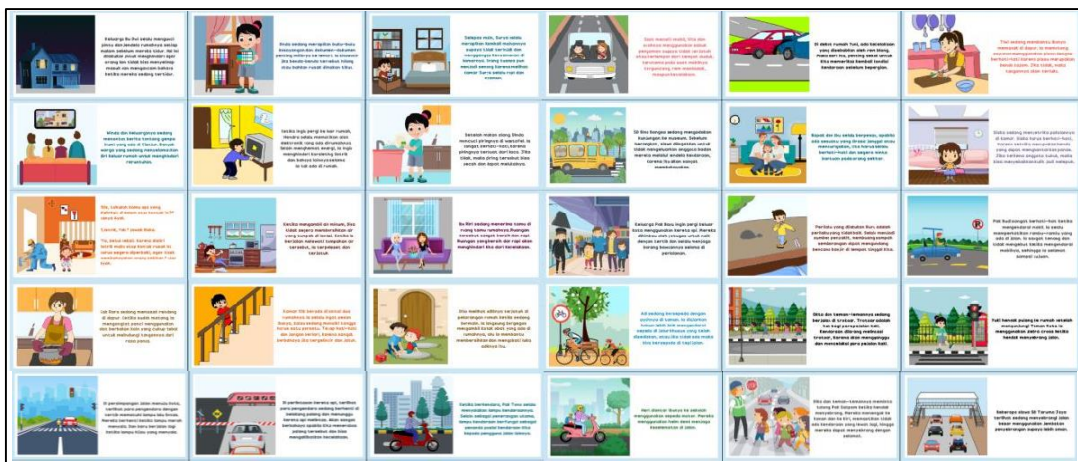


Figure 5. 30 Reading Card

The pieces and dice tools in the *CARING* Snakes and Ladders media use plastic materials purchased or obtained from the e-

Commerce Shoppe. There are four pieces, one dice (16 mm) and the dice container.



Figure 6. Pieces and Dice

The next step in the development stage is to produce the complete *CARING* Snakes and Ladders media. *CARING* Snakes and Ladders boards, storage boxes, and reading cards are printed using Art Carton 260 gsm and glossy

laminated, so they do not get dirty quickly. If it has been printed, the storage box is attached to the ladder snake board, then the pieces, dice, and reading cards are placed in the storage box.



Figure 7. CARING Snake and Ladder Media Product

Implementation

The implementation of the *CARING* Snakes and Ladders media trial will be carried out in June 2023. At this stage, tests are carried out by media experts and material experts. Field trials are carried out on teachers and small groups of students. The media expert who will evaluate this media is Ms. Zita Nadia, S.Ds., M.Ds., a lecturer in the Visual Communication Design study program at Pembangunan Jaya

University. The material expert who will evaluate the contents of this media is Ms. Maria Ulfa, M.Pd., a lecturer in the Elementary Teacher Education study program at STKIP Kusuma Negara.

Based on the results of the assessment of learning media experts regarding the design of media products, a score of 72 points was obtained, then analyzed with the following calculations:

$$P = \frac{F}{N} \times 100\% = \frac{72}{100} \times 100\% = 72\%$$

Based on the calculation results, the percentage of assessment from media experts was obtained at 72%, indicating that Snakes and Ladders *CARING* media was categorized as feasible.

Based on the results of the assessment from learning material experts regarding the contents of the media, a score of 78 points was obtained, then analyzed with the following calculations:

$$P = \frac{F}{N} \times 100\% = \frac{78}{100} \times 100\% = 78\%$$

Based on the calculation results, the percentage of assessment from material experts was obtained at 78%, indicating that Snakes and Ladders *CARING* media is categorized as feasible.

experts, trials and questionnaire assessments were conducted on small groups of students totaling eight students and teacher. Students play following to the instructions on how to play. The teacher accompanies, pays attention to, and assesses the student's reading-aloud ability and records their points

In addition to being assessed by

to determine the victory.



Figure 8. CARING Snakes and Ladders Media Trial



Figure 9. Students Reading Aloud

It can be seen that students are very active and enthusiastic because the concept of playing Snakes and Ladders makes students happy and not easily bored in activities, so it can help the process of learning to read aloud.

Based on the results of the assessment from a small group of students (8 peoples) regarding the media product test, a score is obtained with the following calculation

$$P \frac{F}{N} \times 100\% = \frac{93+91+95+97+98+93+96+100}{100 \times 8} \times 100\%$$

$$= 95.375\%$$

Based on the results of these calculations, the percentage of assessment from students obtained is 95,375% or if rounded up to 95%, which shows that the *CARING* Snakes and Ladders media is categorized as very feasible.

Based on the results of the grade 2 teacher's assessment regarding media products, a score of 100 points was obtained, then analyzed with the following calculations:

$$P = \frac{F}{N} \times 100\% = \frac{100}{100} \times 100\% = 100\%$$

Based on the calculation results, the percentage of assessment from material experts was

obtained at 100%, indicating that *CARING* Snakes and Ladders media is categorized as very feasible. According to Mrs. Yulia, the

CARING Snakes and Ladders learning media is a creative medium that can stimulate students in reading activities to improve their reading skills more quickly.

Evaluation

At this stage, evaluation can be obtained from all stages of media development. In the field trial implementation activities, deficiencies were found in the visual design of the *CARING* Snakes and Ladders board, namely in plot number 16, which is written with the number 18, the identity of the media developer has not been listed in the media, and the box cannot be closed tightly.

Several comments were obtained from media experts, including regarding the font size, which was still too small and looked solid on the game instructions. The experts remind the developers to be careful with the paper material used for the snake ladder board because if the attached box is too large, it will affect its durability. Provides guidelines for punctuation pauses. Media experts say the *CARING* Snakes and Ladders media products have been well designed. Suggestions are given for storage boxes to be titled media and the sides of the box to be colored.

In addition, comments were obtained from material experts about the number of words in the reading text on the reading cards, which was still too many. The advice given by the content experts is to reduce the number of words on the cards, which should only be around 5-10 words, and insert words of expression in the reading text on the cards so that students can express themselves when reading. Based on the results of this evaluation, the product was revised to be perfected according to input from various parties.

CONCLUSION

Based on the purposes of research and data analysis, it can be concluded: 1) *CARING* Snake and Ladder Media was developed with the ADDIE development model with 5 stages namely Analysis, Design, Development, Implementation, and Evaluation. 2) Media validity test was carried out and obtained a score of 72% from media experts, 78% from material experts, 95% from small groups of students, and 100% from teachers. 3) *CARING* snake and ladder media was considered valid and feasible to help students of 2nd grade in reading ability. 4) To improve *CARING* Snake and Ladder Media was revised from the evaluation stage results and input from various parties.

REFERENCES

- Alawiyah, Y., & Rukmi, A. S. (2021). Pengembangan Media Kartu Baca Berbasis Android Untuk Keterampilan Membaca Permulaan Siswa Kelas I Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 9(9).
- Andriana, E., Rokmanah, S., & Qorina, M. (2022). Meningkatkan Kemampuan Membaca Siswa Kelas 5 Melalui Permainan Susun Huruf. *ESJ (Elementary School Journal)*, 12(3), 267-275.
<https://doi.org/10.24114/esjsgsd.v12i3.39693>
- Apriliani, S. P., & Radia, E. H. (2020). Pengembangan Media Pembelajaran Buku Cerita Bergambar Untuk Meningkatkan Minat Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 994–1003.
<https://doi.org/10.31004/basicedu.v4i4.492>

- Fadlillah, M. (2016). Penanaman Nilai-nilai Karakter Pada Anak Usia Dini Melalui Permainan-permainan Edukatif. *Prosiding Seminar Nasional Dan Call for Paper Ke-2 “Pengintegrasian Nilai Karakter Dalam Pembelajaran Kreatif Di Era Masyarakat Ekonomi ASEAN.”* <http://eprints.umpo.ac.id/id/eprint/2019>
- Faisal, M. (2017). *Pengaruh Penerapan Metode Reading Aloud (Membaca Nyaring) Terhadap Keterampilan Membaca Peserta Didik Kelas II MI Madani Alauddin Paopao*. Universitas Islam Negeri Alauddin Makassar.
- Hanafi. (2017). Konsep Penelitian R&D Dalam Bidang Pendidikan. *Jurnal Kajian Keislaman*, 4(2), 129–150. <http://www.aftanalisis.com>
- Kadir, A., & Asrohah, H. (2015). *Pembelajaran Tematik* (2nd ed.). RAJAGRAFINDO PERSADA.
- Lufianah, I. (2018). *Kolaborasi Permainan Ular Tangga Edukasi (UTE) dengan Media Kartu Baca untuk Meningkatkan Kemampuan Membaca Peserta Didik Kelas I SD Muhammadiyah 1 GKB Gresik*. Universitas Muhammadiyah Gresik.
- Maratussolihah, U. (2018). *Pengembangan Media Pembelajaran Ular Tangga Untuk Meningkatkan Hasil Belajar Pada Materi Masalah Sosial Kelas Iv Sd Negeri Bobul*. Universitas Sultan AgengTirtayasa. <http://eprints.untirta.ac.id/id/eprint/8079>
- Mardhatillah, & Trisdania, E. (2018). Pengembangan Media Pembelajaran Berbasis Macromedia Flash Untuk Meningkatkan Kemampuan Membaca Siswa Di SD Kelas II Negeri Paya Peunaga Kecamatan Meureubo. *Bina Gogik: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(1).
- Marinda, L. (2020). Teori Perkembangan Kognitif Jean Piaget Dan Problematikanya Pada Anak Usia Sekolah Dasar. *An-Nisa’: Journal of Gender Studies*, 13(1), 116–152. <https://doi.org/https://doi.org/10.35719/annisa.v13i1.26>
- Natsir, R., Khaerunnisa, & Atjo, S. E. P. (2022). Penggunaan Permainan Media Kartu Kata Untuk Meningkatkan Kemampuan Membaca Nyaring Siswa Kelas II UPT SD Negeri 17 Binamu Kabupaten Jeneponto Using of Word Cara Media Games to Improve Reading Aloud Skills of Student in Class II UPT SD Negeri 17 Binamu at Jeneponto Regency. *PINISI Journal of Education*, 2(5), 24–35.
- Nur’aini, E. (2017). Menumbuhkan Kebiasaan Membaca Buku Pelajaran melalui Media Ular Tangga. *BRILIANT: Jurnal Riset Dan Konseptual*, 2(4), 441–447. <https://doi.org/10.28926/briliant>
- Rahim, F. (2017). *Pengajaran Membaca di Sekolah Dasar* (F. Rahim, Ed.). Bumi Aksara.
- Riduwan. (2013). *Evaluasi Program Pembelajaran Panduan Praktisi Bagi Pendidiki dani Calon Pendidik*. Pustaka Belajar.
- Safithri, F., & Rukmi, A. S. (2021). Pengembangan Media Ular Tangga Untuk Keterampilan Membaca Teks Nonfiksi Kelas IV Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 9(9), 3345–3357.
- Sari, K. D. W. (2020). *Pengembangan Media Pop Up Book Berdasar Model Addie “CARING” Snake & Ladder Learning* | 490

- Pada Pembelajaran Membaca Permulaan Untuk Siswa Autis Kelas 1 Sekolah Dasar.* Universitas Muhammadiyah Malang.
<http://eprints.umm.ac.id/id/eprint/64159>
- Satrio, A., & Rini, T. P. W. (2022). Pengembangan Media Pembelajaran Berbasis Gamification Pengenalan Lingkungan Lahan Basah Untuk Siswa Sekolah Dasar. *ESJ (Elementary School Journal)*, 12(4), 386-396.
<https://doi.org/10.24114/esjgsd.v12i4.39591>
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Alfabet.
- Tarigan. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa.* Angkasa.
- Wahyuni, S., Surikno, H., Latifah, N., & Sayfullooh, I. A. (2022) Media Pembelajaran Inovatif Berbasis Komik Strip Berbalon Kata Tidak Lengkap Bagi Sekolah Dasar. *ESJ (Elementary School Journal)*, 13(1), 121-135.
<https://doi.org/10.24114/esjgsd.v13i1.43766>
- Zahro, L. M., & Sukartiningsih, W. (2022). Pengembangan Media Komik Digital Berbasis Android Untuk Keterampilan Membaca Nyaring Siswa Kelas II Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 10(7), 1425–1438.