



## The Impact of Using Idioms Card Game Media “FARMIDIOMS” in Language Art Subject to Increase Literacy in Elementary Students

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Article Info	Abstract
<b>Article History</b> Received: 2024-04-09 Revised: 2024-05-27 Published: 2024-06-01	<p>The literacy problem among elementary students persists as a significant challenge in the Indonesian education system. Literacy is one of the main focuses in elementary education. In order to increase literacy skills in students, teaching aids is an good option that can be applied in the teaching learning process. This research developed card game media called FARMIDIOMS for idioms topic in Language Arts for 3<sup>rd</sup> grade students to increase student literacy skills at Tritunggal Christian Elementary School-Semarang, Indonesia. This research and development method uses the Four-D model by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel created in 1974. There are 4 main stages, namely Define, Design, Develop, and Disseminate. This research was carried until the Develop stage due to limited time. The material expert validation test results obtained an actual score of 70 from the ideal score 75 which represents 93% and is in the “Very High” category. The media expert validation test results obtained an actual score of 66 from the ideal score of 70 which represents 94% and is in the “Very High” category. The results of the teacher and student response questionnaire also showed results in the “Very High” category. The students’ results in pre-test and post-test showed a significant increase with the Paired Samples T Test result Sig. (2-tailed) gets a result of 0.001 smaller than 0.05. From this data it can be concluded that the usage of the card game FARMIDIOMS are valid, practical, and effective in increasing literacy skills in 3<sup>rd</sup> grade students.</p>
<b>Keywords:</b> <i>Literacy in Elementary;</i> <i>Teaching Aids;</i> <i>Card Game;</i> <i>Elementary Students.</i>	

Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2024-04-09 Direvisi: 2024-05-27 Dipublikasi: 2024-06-01	<p>Masalah literasi di kalangan siswa sekolah dasar masih menjadi tantangan besar dalam sistem pendidikan di Indonesia. Literasi merupakan salah satu fokus utama dalam pendidikan dasar. Untuk meningkatkan kemampuan literasi pada siswa, alat peraga merupakan salah satu pilihan yang baik yang dapat diterapkan dalam proses belajar mengajar. Penelitian ini mengembangkan media permainan kartu FARMIDIOMS topik idiom Seni Bahasa bagi siswa kelas 3 SD untuk meningkatkan kemampuan literasi siswa di SD Kristen Tritunggal-Semarang, Indonesia. Metode penelitian dan pengembangan ini menggunakan model Four-D karya S. Thiagarajan, Dorothy S. Semmel, dan Melvyn I. Semmel yang dibuat pada tahun 1974. Terdapat 4 tahapan utama yaitu Define, Design, Develop, dan Disseminate. Penelitian ini dilakukan hingga tahap Develop karena keterbatasan waktu. Hasil uji validasi ahli materi memperoleh skor aktual sebesar 70 dari skor ideal 75 yang mewakili 93% dan termasuk dalam kategori “Sangat Tinggi”. Hasil uji validasi ahli media memperoleh skor aktual sebesar 66 dari skor ideal sebesar 70 yang mewakili 94% dan masuk dalam kategori “Sangat Tinggi”. Hasil angket respon guru dan siswa juga menunjukkan hasil dengan kategori “Sangat Tinggi”. Hasil belajar siswa pada pre-test dan post-test menunjukkan peningkatan yang signifikan dengan hasil Paired Samples T Test Sig. (2-tailed) mendapatkan hasil 0,001 lebih kecil dari 0,05. Dari data tersebut dapat disimpulkan bahwa penggunaan permainan kartu FARMIDIOMS valid, praktis, dan efektif dalam meningkatkan kemampuan literasi siswa kelas 3 SD.</p>
<b>Kata kunci:</b> <i>Literasi di SD;</i> <i>Alat Bantu Pengajaran;</i> <i>Permainan Kartu;</i> <i>Siswa Sekolah Dasar.</i>	

### I. INTRODUCTION

The importance of early literacy cannot be overstated, as it forms the foundation for future academic success. Reading is one of the skills that have a main part in increasing literacy skills. According to Hagans & Good (2013) things that can help students may more successfully increase children’s reading skills are instruction that

incorporates a variety of skills and strategies (e.g., word recognition skills, vocabulary development, comprehension strategies), using multiple instructional approaches (e.g., explicit, teacher-directed instruction; guided and independent reading; “process” writing and spelling instruction), with varied materials (e.g., predictable and decodable texts, trade books,

basal readers, Zygouris-Coe, 2000).

Literacy can be interpreted as a person's ability to process and understand information during reading and writing (Tabroni, et. al., 2022). Children's literacy skills, especially reading and writing, which are acquired through Language Arts lessons greatly determine their success in mastering various other subjects. As time goes by, the scope of literacy continues to expand. According to Abidin, Mulyati, and Yunansah (2021), Literacy is now defined as the skill of using various ways to express and understand ideas and information, using conventional text forms as well as innovative text, symbols, and multimedia. In this view, students need to become experts in understanding and using various forms of text, media, and symbol systems to maximize their learning potential, keep up with technological changes, and actively participate in the global community.

Finding effective strategies to increase literacy of elementary students is crucial for fostering engaging educational learning outcomes. To make sure that we can find a way to increase students' literacy skills, it is important to find media or method that can capture students interest to study. According to Sanjaya, et.al. (2022) In general, Teaching Aids can help the teacher to facilitate a better understanding of the subject which discourages confusion. It makes the subject and every aspect of the lesson very clear and makes them successful in learning. The use of instructional strategies and tools will enhance the student's enjoyment of the lesson. Card games are a type of media that we can use for such a teaching aid for students.

The media that was developed in this research is the card game FARMIDIOMS. The purpose of developing this media is to give another option to teach Language Arts to increase fun and can gain students interest. The basis of this game is a stack of cards that contains idioms questions and power cards. The students will play it in groups of 3-4 students, students can claim the power card and play it to be the winner. There will also be the guide book of how to play it and lists of idioms that they have to study to be able to play the game. This research aims to prove that card game media in order to increase student literacy skills.

## II. METHOD

This research uses research and development methods or what is usually called Research and Development (R&D). Research and development

of FARMIDIOMS card game for increasing literacy in Language Arts for elementary school has carried out by uses the Four-D method by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974 that is Define, Design, Develop, and Disseminate. Due to the time limitation, this research only conducts until the Develop stage. The subjects of this research was 19 3<sup>rd</sup> grade students from Tritunggal Christian Elementary School-Semarang, Indonesia. Data collection techniques through observation, interviews and documentation. Interview technique was through a learning survey with both grade 3 elementary students and grade 3 teachers. Documentation techniques were obtained from the documents used in this research in the form of student assignments, worksheets, list of student groups, and photos depicting student activities. Data analysis techniques used qualitative and quantitative descriptives based on results from expert validation and student achievement results.

Data analysis is processed using techniques descriptive qualitative percentage using the formula as following:

$$NP = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

NP : Number Percentage  
Actual Score : Scores obtained  
Ideal Score : Maximum score

The percentage of results obtained is categorized by considering following table:

**Table 1.** Results Category

Interval	Category
81 - 100%	Very High
61 - 80%	High
41 - 60%	Enough
21 - 40%	Low
1 - 20%	Very Low

According to (Riduwan & Akdon, 2013), the validation results are said to be feasible if the minimum percentage is more than equal to 61%.

## III. RESULT AND DISCUSSION

### A. Result

#### 1. Phase 1-Define

This process begins with analyzing the learning challenges, such as students being sometimes unmotivated to read and memorize, especially in Language Arts. However, they show enthusiasm when

learning through a game-based platform. Next, there's an analysis of the students' characteristics at Tritunggal Christian Elementary School, revealing a generally high cognitive development level, particularly in academics. Task analysis pinpoints key skills students need, like reading and listening. The concept analysis stage determines the required teaching materials and identifies additional learning resources. The final step defines instructional objectives, aiming for students to develop literacy skills tailored to their needs, abilities, and age, ultimately increasing their interest in reading and listening.

## 2. Phase 2-Design

The first step in the design stage is constructing a criterion-referenced test or preparation of test standards. Based on the results of the define stage, benchmark reference tests that have been prepared refers to the participant's cognitive abilities and character evaluation. The media used in this research is educational card game media for students to learning and practicing independently. Media selection in this research development is a visual medium, to increase students' learning interest. The following is a lesson plan that includes initial activities, core activities, and final activities.

The next step is media selection, in this research the media developed is the card game. The choice of choosing card media in Language Arts aims to increase students' interest and enthusiasm in learning. Based on the results of observations, students tend to be more enthusiastic about learning using games rather than reading books or notes.

## 3. Phase 3-Develop

This stage consists of two steps, namely expert appraisal accompanied by revisions and developmental testing. In the expert appraisal media and material expert validation tests have been carried out. Based on the questionnaire given, the following are results of material expert and media expert.

**Table 2.** Validation Test Results

No.	Validator	Ideal Score	Actual Score	%	Category
1.	Material Expert	70	75	93%	Very High
2.	Media Expert	66	70	94%	Very High

Based on the results of expert validators it can conclude that the media is valid and can be tested with revision. The practicality of the learning media can be seen from the 19 3<sup>rd</sup> grade students and the classroom teachers' response based on the questionnaire. Below are the score results of students and teacher response questionnaire.

**Table 3.** Questionnaire Score Results

No.	Subject	Ideal Score	Actual Score	%	Category
1.	Teacher	49	50	98%	Very High
2.	Students	124	152	81%	Very High

Based from the results it can be concluded that the FARMIDIOMS card game is advantageous to use for students as a learning media and as a tool for teaching. The effectivity of FARMIDIOMS card game can be seen from the results of students' pre-test and post-test results. Following is the result of students' pre-test and post-test.

**Table 4.** Student Pre-test Results

Category	Interval	Frequency	Percentage
Pass	$\geq 70$	16	85%
Not pass	$< 70$	3	15%
Total		19	100%
Highest Score		100	
Lowest Score		50	

**Table 5.** Student Post-test Results

Category	Interval	Frequency	Percentage
Pass	$\geq 70$	19	100%
Not pass	$< 70$	0	0%
Total		19	100%
Highest Score		100	
Lowest Score		73	

Based on the results it can be seen that there is an increase in students score. In the pre-test, 16 out of 19 students passed, which is an 85% pass rate. Among them, three students, or 15%, didn't pass.

However, in the post-test, all 19 students passed, resulting in a 100% pass rate, with none failing. Furthermore, the results of the pre-test and post-test were then analyzed using paired samples T-test. The results are in Sig. (2-tailed) get  $0.001 < 0.05$ . It can be concluded that there is a significant result from the comparison of student learning outcomes during the pretest and post-test from the evaluation of students' literacy competency.

## B. Discussion

The research conducted at Tritunggal Christian Elementary School revealed a common issue: students lack interest in reading school books and materials during Language Arts sessions. Third-grade students, who are in the lower elementary level and still developing skills, show a high interest in play-based activities (Riri Zulvira, Neviyarni, and Irdamurni, 2021). This aligns with the observation that students prefer learning through game-based media like word walls or Quizizz. To address this issue, the research aims to find a solution to the students' lack of interest in literacy. Idioms, a challenging aspect of Language Arts, require understanding and memorization. Therefore, the goal of the developed product is to boost students' interest in learning Language Arts, specifically idioms.

In this research, a card game is chosen as the learning media. Before selecting the media, criteria for good learning media were considered, including appropriateness to the content, support for learning objectives, practicality, and student preference. By using a card game as a learning tool, it's hoped that students' interest in learning will increase. The design of the card game incorporates strategies to develop reading and understanding skills, such as encouraging students to read, peer teaching, and students' test (Lesaux, N. K., Galloway, E. P., Marietta, S. H., & Phan, D. 2016). Attention is also given to important aspects of the game including goals, rules, interaction, strategy, and practical enjoyment to make the card game media.

In the expert appraisal phase, the material expert validation scored 70 out of 75, equivalent to 93%, while the media expert validation scored 66 out of 70, which is 94%. These scores categorize the FARMIDIOMS card game as very high quality. Following assessments and feedback from experts, the

card game was revised and then tested with students at Tritunggal Christian Elementary School, specifically with a 3rd-grade class of 19 students.

From the implementation in the school. The teacher questionnaire resulted in a score of 49 out of 50, or 98%, indicating that FARMIDIOMS is suitable for classroom learning. Students also provided feedback through a questionnaire, scoring 124 out of 152, or 81%. This suggests that students also find the FARMIDIOMS card game helpful for learning idioms in Language Arts.

Apart from questionnaires, pre-tests and post-tests were also conducted to evaluate the effectiveness of the learning media. In the pre-test, 16 students, or 85%, passed with a score of  $\geq 70$ , while three students, or 15%, didn't pass with a score  $< 70$ . In the post-test, all 19 students passed with a score of  $\geq 70$ , resulting in a 100% pass rate, with none failing.

After that, a paired samples T-test was conducted, showing a significance value of 0.001, which is less than 0.05. This indicates a significant improvement in student learning from pre-test to post-test. In conclusion, the FARMIDIOMS card game is effective in enhancing literacy competency among 3<sup>rd</sup> grade students.

## IV. CONCLUSION AND SUGGESTION

### A. Conclusion

From the results of data analysis and discussion, it can be concluded that the FARMIDIOMS card game learning tool is valid, practical and effective. This is proven from the results of validity tests, practicality tests and effectiveness tests. These learning tools can be used to measure the increase in students' literacy abilities in 3<sup>rd</sup> grade.

### B. Suggestion

The conclusions from the development of the FARMIDIOMS card game media suggest several recommendations. Firstly, it's advisable for teachers to create engaging learning media that spark students' interest in literacy, thereby enhancing their academic performance. Additionally, integrating the FARMIDIOMS card game into the curriculum and the learning activities to effectively train and enhance students' literacy skills. For future researchers employing similar methods, this study can serve as a valuable reference for future endeavours. Furthermore, those interested in the research outcomes and

product development can utilize this study as a foundation for further research and development endeavors.

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