

# Development of Flashcard Media Assisted by the SAS Method for Early Reading Teaching in Elementary Schools

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## Abstract

Researchers conducted research using observation techniques and interviews with grade 1 teachers of SDN Mandaranrejo 1 Pasuruan City, found 15 students whose reading skills were still classified as low. Flashcard media assisted by the SAS method was made with the aim of improving reading skills at an early stage aimed at low grades. Researchers developed learning media for early reading learning activities in the form of cards that include examples of words and sentences based on the SAS method along with images that can be interesting. This research and development aims to develop a product in the form of Flashcard media for beginning reading that is valid according to experts, namely material experts, media experts, and users, namely teachers and students. This research uses the R&D (Research and Development) research method of the ADDIE model which consists of 5 stages. This research and development obtained validation results by material experts of 97% and validation by media experts of 100%. While the results of user validation by teachers obtained 100% and by students at 98% so that Flashcard media assisted by the SAS method was included in the criteria very valid and interesting according to material experts, media experts, and users. Therefore, Flashcard media can be used for learning beginning reading.

**Keywords:** Flashcards; SAS Method; Beginning Reading

## 1. Introduction

All levels of education in Indonesia use Indonesian as a means of communication and language of instruction, starting from elementary school to higher education. In general, children aged between 7 to 11 years old who can demonstrate their ability to distinguish between words as symbols and concepts are in the semantic phase of language development. Reading ability is strongly influenced by learners' interest in reading. There are 4C skills that are reflected in learning (Nurhayati, 2024). Language skills consist of six parts, including listening, reading, viewing, writing, speaking, and presenting.

Reading learning is an important material to learn in Indonesian language learning in elementary schools. In elementary schools, reading learning is divided into two, including in the low grades, namely beginning reading, while reading learning in the high grades is called advanced reading (Novita Dian DwiLestari, 2021). Beginning reading learning activities are a reading learning process that is able to pronounce letters correctly with the aim of obtaining information. Beginning reading learning has the aim that the basic abilities possessed by students can understand a writing appropriately (Maronta, 2023). There are alternatives in teaching beginning reading without using books, namely by utilizing learning media, such as picture cards, letter cards and word cards.

Kegiatan membaca adalah komponen dari proses pendidikan pengembangan potensi diri dengan tujuan agar menambah serta memperluas wawasan pengetahuan peserta didik. Reading activities are a component of the educational process of developing self-potential with the aim of increasing and expanding the knowledge of students. But in reality, the situation that

is still often found in the field is that there are still students who are not fluent in reading. This is because they have not memorized the alphabet properly, as a result it can be a major obstacle in the development of students' reading. Memorizing the alphabet is fundamental and must be mastered in order to read words and sentences correctly. Learning using media is considered important if the lecture method is unsuccessful in helping learners improve their reading skills (Dewo, 2023).

Endang Dwi Lestari's research (2020) entitled research on the Effect of Flashcard Learning Media on Early Reading Skills is relevant to this research and development. The results showed that reading skills in Indonesian subjects before and after receiving treatment were influenced by Flashcards. There are also previous research studies that are relevant to this research and development, namely (Susanti, 2021) shows the results that the reading skills of low-grade students are influenced by Flashcards. The results stated that reading skills improved after the use of Flashcard media with the SAS method.

The conclusion that can be drawn based on the previous research above, that the Flash card media with the SAS method is suitable and can be used as a support in reading lessons, especially low-grade students. The use of Flash card media assisted by the SAS method has a major role in improving reading skills because with the media and methods, it makes it easier for students to understand and memorize letters correctly. Furthermore, the fact was encountered by the researcher when participating in the Teaching Campus Batch 5 program from February to June 2023 yesterday, the researcher found a problem that there were students who were less able to read the words and sentences correctly during learning activities. During learning activities, they stammered and spelled out letters when reading books.

Based on the researcher's observations, students still have not mastered reading the right sentence structure during learning activities. Learners appear to lack interest in learning to read. Sometimes, the cause of low interest and concentration of students is the lack of enthusiasm to take part in reading lessons is also the cause of low concentration of students' learning. Lack of learning concentration makes it difficult to understand the sentences they read. Learners tend to have difficulty distinguishing letters so they are still not fluent in reading sentences.

Learning media has a function to make students interested in learning so that it facilitates students in improving their reading skills. Learning media has a big influence on learners to understand what is being taught (Pane, 2023). Limited learning media facilities cause students to understand the lesson less. Learning media is still often neglected by teachers. Not only that, learning media is still limited and less varied. So, further research is needed regarding the development of Flashcard media assisted by the SAS method for beginning reading.

The conclusion that can be drawn based on the observations of researchers and relevant previous research is that Flashcard media is suitable and can be used to support students' beginning reading activities. Flashcards are very suitable if used in low-grade learning because

this media contains images and colors to attract the attention of students and can make it easier to remember words that have been read (Munthe & Sitinjak, 2019). This can be seen from the increase in the average from before and after the use of Flashcard media for beginning reading activities. Therefore, the researcher decided to develop Flashcards assisted by the SAS method to start learning to read. Based on the previous background, the researcher conducted research and development with the title "Development of Flashcard Media Assisted with the SAS Method for Beginning Reading in Grade 1 Elementary School".

## 2. Method

This research and development uses the R&D (Research and Development) research method. This research and development will produce a product that is in accordance with the needs analysis. The R&D research and development method is a method that produces and develops a product to test the feasibility of the product (Paskah, 2019). The ADDIE model emphasizes how each component can interact with each other based on the phases or stages (Sa'diah, 2022). This research and development aims to develop media used in early reading activities in grade 1.

The use of the ADDIE model in this research and development was chosen because it is more effective in developing products. The ADDIE model has 5 stages, including *Analyze*, *Design*, *Develop*, *Implement*, and *Evaluate* (Firda & Nurhadi, 2023). Researchers use types of data in the form of qualitative and quantitative data. Qualitative data consists of descriptions containing suggestions and comments from validators to determine the feasibility of the media. However, quantitative data is obtained by researchers through questionnaire data which contains validity assessment criteria that have been given a scale. The questionnaire sheet that has been available is filled in by media experts, material experts, and users (teachers and students). The instruments used in collecting data include 1) interviews to collect qualitative data related to problems found in early reading learning, 2) validation questionnaires to obtain information related to the validity of the product according to material experts and media experts, 3) questionnaires testing the practicality and attractiveness of the product by users. The validation sheet by media experts, material experts and users (teachers and students) using a *Likert* scale will then be analyzed using the following formula.

$$Va = \frac{TSe}{TSh} \times 100\% = \dots \%$$

Description:

Va = Validity of the expert

TSe = Total Empirical Score

TSh = Total Maximum Score

100% = Constant

Furthermore, the results of the validation data analysis in the form of a percentage are interpreted using the media validity assessment criteria to assess the level of validity of the product. The media validity assessment criteria will be presented in the table as follows

**Table 1. Product Validation Assessment Criteria**

No	Percentage of Product Validity	Assessment Criteria
1	85.01 % - 100.00 %	Very valid
2	70.01 % - 85.00 %	Valid enough
3	50.01 % - 70.00 %	Less valid
4	01.00 % - 50.00 %	Very invalid

(Source: Modified from Akbar, 2017)

Analyzing students' responses to the product, researchers used a Guttman scale. On a guttman scale there are two choices with a firm scale, for example such as "yes-no" and "agree-disagree" which are presented in the table as follows.

**Table 2. Guttman Scale**

Interval	Value
Agree	1
Disagree	0

(Source: Modified from Sugiyono, 2019)

The Guttman scale gives a value of 1 for the answer "agree" and 0 for the answer "disagree" (Sugiyono, 2019). The following is the formulation of the analysis carried out.

$$P = \frac{\sum x}{N} \times 100\%$$

Description:

P = Percentage score

$\sum x$  = Number of scores obtained

N = Maximum number of scores

100% = Constant

After the analysis, the percentage results of the students' response questionnaire can be interpreted according to the criteria which will be presented in the table as follows.

**Table 3. Criteria for Assessment of Attractiveness**

No	Percentage of Product Validity	Assessment Criteria
1	85.01 % - 100.00 %	Very interesting
2	70.01 % - 85.00 %	Interesting enough
3	50.01 % - 70.00 %	Less attractive

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4	01.00 % - 50.00 %	Not Interesting
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(Source: Modified from Akbar, 2017)

### 3. Results and Discussion



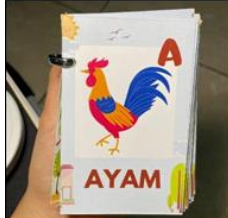



#### 3.1 Result

Researchers produce print media products based on research and development that has been carried out, namely Flashcards assisted by the SAS method printed using art paper with a size of 7 x10 cm for grade 1 students at UPT SDN Mandaranrejo I Pasuruan City in early stage reading learning. The research data generated using the ADDIE research and development model procedure which has 5 stages, including Analyze, Design, Develop, Implement, and the last is Evaluate. The needs analysis was conducted by researchers to find out the original events related to reading skills in grade 1 SD and the availability of early reading learning media in the research school. Research and development always begins with the process of finding and using needs analysis (Sumarni, 2019). Observation activities and interview techniques were carried out with grade 1 teachers at UPT SDN Mandaranrejo 1 Pasuruan City which was held on Monday, March 25, 2024.

The results of observations and interviews with class teachers show that there are 28 learners in one class and 15 of them have low reading skills because they are not fluent in reading. Sometimes students cannot understand the meaning of sentences because they still have difficulty in reading. Not only students' abilities, the use of learning media available at school still tends to be limited. Meanwhile, students can only rely on textbooks and teachers who have to think creatively to make learning activities more meaningful and fun. Learners prefer to learn while playing so that they do not feel bored and the material can be understood more easily. Researchers made Flashcard media design and preparation of research instruments. Researchers also made a brief design first for Flashcard learning media. The basic design that has been made is then changed based on the necessary revisions so that the final result is a design that meets the suggestions that have been given. The product design of the beginning reading material has been adjusted to the Indonesian language material for Grade 1 Chapter 4 "I Can!" in the independent curriculum book.

Making this Flashcard media design, researchers used one of the methods of beginning reading, namely the SAS method (Structural Analytical Synthetic). The SAS method is adapted to the initial reading ability of grade 1 students. Researchers make examples of words and sentences about various animals that are adjusted to the order of the alphabet starting from the letters A to Z. Examples of words and sentences are also adapted for lower grades with the spelling of words that apply the SAS method. For example, the rooster crows and then given an example of a picture adjusted to the sentence, namely a picture of a rooster. Then the sentence is separated into words, written with the spelling Ayam-Jago-berkokok. Then each word is separated into syllables, written with A-yam/→/Ja-go/→/ber-ko-kok. After that, each syllable is separated into letters. The final results of the product development will be presented as follows.

**Table 4. Criteria for assessing attractiveness**

No	Media Display	Description
1		The final product after printing. Flashcard media front cover
2		The final product after printing. Instructions for using Flashcard media
3		The first side of the Flashcard media
4		The second side of the Flashcard media
5		Flashcard media author identity
6		Flashcard media back cover

The product that has been developed is printed and neatly arranged, then the media goes through the validation stage. The questionnaire instrument for validation by material experts aims to determine the validity of the product assessed from the aspects of content, language,

and presentation of material. The media expert validation questionnaire instrument aims to determine the validity of the product. User questionnaires given to students to determine the validity of the product are assessed from the aspects of appearance, practicality, and media attractiveness.

One of the lecturers of the Elementary School Teacher Education study program at the State University of Malang conducted a material expert validation which was held on May 7, 2024. The purpose of validation by material experts is to obtain an assessment of the validity of the product in the aspects of content, language, and presentation of material. The following table shows the results of the validation which will be presented as follows.

**Table 5. Data on the Results of Material Expert Validation of Flashcard Media Assisted with the SAS Method**

No	Aspek	Indikator	Nilai		Presentase
			TSe	TSH	
1	Contents	Suitability of material content with learning outcomes.	4	4	100%
		The suitability of the picture with the example sentence.	4	4	100%
		There are example sentences about the material being studied.	4	4	100%
2	Linguistics	Appropriateness of language used for grade 1 elementary school.	3	4	75%
		General Guidelines for Indonesian Language (PUEBI).	4	4	100%
3	Presentation of Material	The content of the material makes it easier for students to understand the material.	4	4	100%
		The material is appropriate for the learners' abilities.	4	4	100%
		The material in flash card media is delivered with interesting illustrations.	4	4	100%
Jumlah Skor			31	32	

Total	$Va = \frac{31}{32} \times 100\% = 97\%$	
Kategori		Sangat valid

Table 5 shows that the media received a validity result by the material expert of 97%, placing it in a very valid category, and can be used without the need for improvement. However, the validator conveyed the suggestion that it would be better if there was a slight improvement in the use of sentences. The rest of the validators commented that the example sentences on the other letters were correct, the language used was appropriate for use with grade 1 students, and the presentation of material on Flashcard media was delivered with interesting illustrations.

One of the lecturers of the Elementary School Teacher Education study program at the State University of Malang conducted media expert validation on May 13, 2024. The purpose of media expert validation is to obtain an assessment of the validity of the product in the aspects of media display, completeness of media components, media practicality, and media durability. The following table shows the validation results which will be presented below.

**Table 6. Results of Media Expert Validation of Flashcard Media Assisted with SAS Method**

No	Aspects	Indicator	Value		Percentage
			TSe	TSH	
1	Media Display	The attractiveness of the media design.	4	4	100%
		The location of the picture and text is appropriate.	4	4	100%
		The choice of background color and font is appropriate.	4	4	100%
		Clarity of image size and media design.	4	4	100%
		Appropriateness of font size	4	4	100%
2	Completeness of Media Components	Card title.	4	4	100%
		Developer identity.	4	4	100%
3	Practicality of Media	Instructions for use.	4	4	100%
		Ease of use of media in learning beginning reading.	4	4	100%
4	Media Resilience	It does not break or crumble easily during use.	4	4	100%
Total Score			40	40	

Total	$Va = \frac{40}{40} \times 100\% = 100\%$
Category	Very valid

Table 6 shows that the media received a media expert validity result of 100% which places it in the very valid category and can be used without any improvements. The validator suggested that the design on this Flashcard is very attractive and the selection of background colors is interesting and appropriate.

The Flashcard media trial phase assisted by the SAS method was carried out to class 1 education practitioners UPT SDN Mandaranrejo 1 Pasuruan City as users. The teacher was given Flashcard media assisted by the SAS method and then asked to read and observe it. Furthermore, the teacher was given a sheet to find out the percentage of practicality and attractiveness of the media. The following table shows the results of the attractiveness of the product by the teacher which will be presented below.

**Table 7. Results of Teacher Response Questionnaire to Flashcard Media Assisted with SAS Method**

No	Aspects	Indicator	Value		Percentage
			TSe	TSH	
1	Contents	The content of the material is in accordance with the learning outcomes.	4	4	100%
		The suitability of the picture with the example sentence.	4	4	100%
		Clarity of material displayed.	4	4	100%
2	Presentation of Material	The material is easy to understand.	4	4	100%
		Presentation of material is easy to understand.	4	4	100%
3	Practicality of Media	Ease of use of media in learning beginning reading.	4	4	100%
		Ease of understanding the instructions for use.	4	4	100%
		Media is not easily destroyed.	4	4	100%
Total Score Total			32	32	
			$Va = \frac{32}{32} \times 100\% = 100\%$		

Category	Very valid
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Table 7 results of media practicality by teachers show that the media is placed in the very practical category. It can be seen from the percentage value of 100%. Teachers also responded that Flashcard media assisted by the SAS method is very interesting so that the material is easy to understand during learning activities to read the beginning. Flashcard media assisted by the SAS method can help students enthusiasm in learning reading because using colors and images is very practical and interesting on the media.

The process of collecting data validity by students was held in 2 stages, including the first stage of small group trials and the next stage was a large group trial with an unequal level of cognitive ability. Researchers carry out this stage to find out the shortcomings of the media and then revise the product. The student trial stage on a small scale was held on May 18, 2024. The following is the documentation when the small group trial was held.



**Figure 1. Small Scale Trial**

The table of questionnaire results of students' responses in large groups to Flashcard media assisted by the SAS method will be presented as follows.

**Table 8. Results of the Small Scale Trial Learner Response Questionnaire**

No	Aspek	Indikator	Skor
1	Media Display	Use of language that is easy to understand.	6
		A font type that is easy to read.	6
		Content and writing are easy to read.	6
		Clarity of the images displayed	6
2	Kepraktisan Media	Ease of use of media in learning beginning reading	6
3	Kemenarikan Media	Media attractiveness	6
		The writing on the flashcards looks interesting.	6

	The images used in the media look attractive.	5
	The colors used in flashcard media look attractive.	6
	The colors used in flashcard media look attractive.	6
Total Score		59
		60
Total	$Va = \frac{59}{60} \times 100\% = 98\%$	
Percentage Category		98% Very Interesting

Table 8 is the result of the product's attractiveness by students to Flashcard media assisted by the SAS method showing that the product is categorized as very interesting. This can be seen from the resulting percentage of 98%. Learners also gave positive and pleasant responses related to questions on the Flashcard media questionnaire assisted by the SAS method. The next stage, namely the large-scale trial, was carried out on May 21, 2024 with a total of 22 students. The documentation when the small group trial was held is as follows.



**Figure 2. Large Scale Trial**

The table of the results of the product attractiveness questionnaire by students in large groups of Flashcard media assisted by the SAS method which will be presented in the table as follows.

**Table 8. Results of Learner Response Questionnaire Large Scale Trial**

No	Aspects	Indicator	Score
1	Media Display	Use of language that is easy to understand.	22
		A font type that is easy to read.	22
		Content and writing are easy to read.	20
		Clarity of the images displayed.	22

2	Practicality of Media	Ease of use of media in learning beginning reading.	22
3	Kemenarikan Media	Media attractiveness	21
		The writing on the flashcards looks interesting.	22
		The images used in the media look attractive.	22
		The colors used in flashcard media look attractive.	22
		The sentences on the flashcards are easy to understand..	21
	Total Score		216
			220
	Total	$Va = \frac{216}{220} \times 100\%$	
		= 98 %	
	Percentage Category		98% Very Interesting

Table 9 of the results of the product attractiveness questionnaire in the large group trial shows that the product is categorized as very interesting. Judging from the percentage result of 98%. Learners also gave positive and pleasant responses regarding Flashcard media assisted by the SAS method. Researchers carried out improvements to media design and adjusted to suggestions by validators. Material expert validators also said that it is better to need a little improvement in the use of sentences. The use of the sentence in question is located in the example sentence on the letter W card. The sentence on the letter W card is "Walrus is a marine mammal". The word "mammal" should be replaced by another sentence that makes it easier for grade 1 students to understand. Not only that, the task force lecturer during the proposal seminar gave suggestions to make improvements to the product. The improvement is in the form of the type of writing used in the product must be equalized. This aims to make it easier for students to learn the difference between lowercase and uppercase letters. Improvements to the product will be presented in the table as follows.

**Table 10. Product Revision**

No	Before Improvement	Repair Description	After Improvement
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Based on the final results of Flashcard media development assisted by the SAS method, there are advantages and disadvantages of media. The advantages of the media are Flashcard media is a practical media so that its use can facilitate teachers and students. In addition, this media is not as heavy and large as a packet book, and is equipped with the SAS method so that it makes it easier for students to learn reading. The material on Flashcards is easy to remember because it presents images and colors so that it can attract the attention of students. While the disadvantages of Flashcards are that Flashcards require a lot of money in the production process. Media presented in physical form is easily torn if the user is less careful in treating Flashcard media.

### 3.2 Discussion

The results of product development in the form of Flashcard media assisted by the SAS method have been validated by material experts, media experts, practicality, and product

attractiveness by users (teachers and students). The completion of the product development carried out in this study is learning media in the form of print media. The product developed in the form of Flashcard media assisted by the SAS method to support early reading learning. This media is focused on grade 1 elementary school students. Flashcard media was developed using Indonesian language material for Grade 1 Chapter 4 "Aku Bisa!" in the independent curriculum book. Flashcard media assisted by the SAS method can help strengthen long-term memory. Flashcards are simple learning media in the form of cards containing words and images to make it easier for students to learn to read (Dwi Lestari, 2023). In accordance with the opinion of (Pranowo, 2021) that Flashcard media contains subject matter that can facilitate and make students happy in learning activities. This media is made interesting by the use of colors in creative images so that students' attention is more focused when doing learning activities.

*Flashcard* learning media validation assisted by the SAS method by material experts is carried out based on three aspects of assessment, including content, language, and presentation of material. The material expert validation stage is carried out to perfect and determine the feasibility of the product to be tested. According to the opinion of (Paskah, 2019) that in the aspect of material presentation, the media must be designed as well as possible in order to meet development objectives such as attracting the attention of students and helping them to independently learn on their own. In line with (Ernia & Mahmudah, 2023) argue that material validation is carried out to measure how feasible a product has been made and obtain suggestions and input to be used as product revisions. The results obtained from the material expert validation that the *Flashcard* media assisted by the SAS method is suitable for students who are just learning to read. The results of the material expert validation content test showed a score of 97% so that it was classified in a very valid category without any improvements. With this validity value, the conclusion is that *Flashcard* media assisted by the SAS method is valid. Therefore, it can be utilized for early reading learning in grade 1.

Product validity by media experts is assessed based on four aspects of assessment, including aspects of media display, completeness of media components, media practicality, and media durability. According to the opinion of (Dian Anggraeni & Kustijono, 2013) who said that the criteria for good learning media pay attention to an attractive appearance by adjusting the selection of colors and attractive designs. According to (Yulinda et al., 2023) said that media validation aims to determine the feasibility level of product development. Media expert validation is carried out with the aim of ensuring that the resulting media is attractive and can make it easier for teachers to provide information so that it can support learning activities. Judging from the four aspects of media expert assessment, including aspects of media display, completeness of media components, media practicality, and media durability, the average score is 4 with a percentage of 100% so that the media is included in the very valid category and can be used without any improvements. With the value obtained, the conclusion can be drawn that Flashcard media is valid and can be used for learning beginning reading in grade 1 SD.

The purpose of media validation carried out by teachers as users is to assess the practicality and attractiveness of the products that have been developed. According to the opinion of (Fahira Arsyaf et al., 2022) stated that Flashcard media is media used in learning in the form of picture cards which is practical because it has a small size and is easy to carry everywhere so it does not need to use electricity. According to the opinion of (Laelasari et al., 2023) that the purpose of validation is to evaluate the feasibility components tailored to learning objectives. Product practicality validation was carried out by a grade 1 teacher at SDN Mandaranrejo, Pasuruan City. The product assessment process carried out by the teacher considers several aspects, including aspects of content, material presentation, and media practicality. The results of product validation by both users obtained an average score of 4 with a percentage obtained of 100% so that it can be interpreted that Flashcard media assisted by the SAS method can be said to be practical and attractive media.

Flashcard media assisted by the SAS method was tested on grade 1 students at SDN Mandaranrejo 1 Pasuruan City for early reading learning. The assessment of product attractiveness was tested in two stages, including a small group trial of 6 students and a large-scale trial of 22 class students. According to the opinion of (Melisya et al., 2023) that the principles in media development must be carried out by considering the maximum use, the truth of the material, and the attractiveness of the media. This opinion is in line with (Siregar et al., 2022) who argued that interesting media is needed in learning so that students are more eager to learn. Flashcard media received a positive response from students because by using this media, students can be more excited and active during the learning process.

Media attractiveness criteria are contained in Flashcard learning media assisted by the SAS method, including media appearance, media practicality, and media attractiveness. The overall average obtained based on the assessment of product attractiveness by students from both small group trials and large group trials received a percentage of 98%. This states that Flashcard media is classified in the very attractive category based on Akbar's (2017) attractiveness assessment criteria presented in table 3.10 product attractiveness assessment criteria. Flashcard media assisted by the SAS method applies simple language that can make it easier to understand the material and has an attractive image display and firm colors. The use of easy Flashcard media equipped with designs and colors that attract the attention of students so that learning feels more optimal and fun.

Flashcard media assisted by the SAS method has colorful characteristics so that the attention of students can be more focused. In fact, the display presented by Flashcard media contains images that are matched with examples of words and simple sentences that make it easier for learners to understand reading. Teachers can use Flashcard media and provide examples of how to read according to the SAS method, starting from letter recognition, to reading words in each sentence. One method that can be used in learning beginning reading is the SAS (Structural Analytic Synthetic) method because it uses the process of decomposing sentences into words, words into syllables, syllables into letters. According to (Mahardika et al., 2021) stated that reading with the right media and methods can make it easier to understand reading. According to the opinion of (Rahmah & Amaliya, 2022) that in improving

early reading comprehension, teachers can use learning media because students actively participate during learning activities. Flashcard media assisted by the SAS method is the right media in improving students' reading skills through active involvement.

One of the appropriate learning media in learning to read for grade 1 elementary school students is Flashcards. Early reading learning by utilizing Flashcard media can create meaningful learning, and students pay more attention to the pronunciation of words demonstrated by the teacher while looking at sample sentences on Flashcard media. In line with the opinion (Alkhasanah et al., 2023) that with interesting learning media, students can master beginning reading skills. According to (Aprilia et al., 2021) that students need to be able to read because the ability to read early will affect students' abilities in other learning materials. Therefore, researchers use the SAS method to make it easier for students to learn early reading.

#### **4. Conclusion**

The purpose of this research and development is to create Flashcard learning media assisted by the SAS method in grade 1 beginning reading. This media will be evaluated by material experts, media experts, and users, namely teachers including students. The validation process by material experts obtained a percentage of 97% and was included in the very valid category which means it can be used without any improvements. Validation conducted by media experts obtained a percentage of 100% and was included in the very valid category, which means that the media can be used without revision. The assessment of the attractiveness and practicality of the product conducted by the 1st grade teacher aims to assess the attractiveness of the product that has been developed. According to the results of the implementation carried out on the 1st grade teacher, the percentage obtained was 100% so that the media was categorized as very interesting. The results obtained from the assessment of product attractiveness by students were analyzed based on the Guttman measurement scale. In the small group trial, the percentage was 98% for the answer "Agree" and 2% for the answer "Disagree". The large group trial obtained a percentage of 98% for the answer "Agree" and 2% for the answer "Disagree". The average obtained based on the assessment of product attractiveness by students gets a percentage of 98%. This states that Flashcard media is classified as very attractive based on the criteria for assessing attractiveness.

The suggestions in the utilization and improvement of research and development of learning media in the form of Flashcards Assisted by the SAS Method for Grade 1 Beginning Reading of this Elementary School, including 1.) Suggestions for the utilization of Flashcard products assisted by the SAS method can be given to schools, teachers, and low-grade students, especially grade 1 for learning beginning reading. The product can be one of the alternatives for learning beginning reading. 2.) Suggestions for product dissemination should be disseminated to other schools. However, this dissemination needs to be adjusted to the conditions of the problem and the facilities available at the intended target, and must evaluate the product. For schools with limited learning media, it is recommended to utilize interesting learning media for learning beginning reading. 3.) Suggestions for further development, the

next developer should be able to develop learning media tailored to the material regarding early reading learning. The product must be validated before being tested on the target.

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