

Development of Word Board Learning Media to Overcome Reading Difficulties of Third Grade Elementary School Students

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Abstract:

Third-graders at SDN 064961 Kampung Baru, Kec. Medan Maimun has a low interest in reading, which results in poor reading skills. Therefore, researchers developed word board media to overcome students' reading difficulties. The advantage of this word board media is that it contains letter recognition filled with colours, the letters displayed by the researcher have been adjusted to the needs of students, and the media also focuses on the nuances of the images so that students can easily understand and improve memory. This study aims to develop practical and effective word board learning media for overcoming reading difficulties for grade III students at SDN 064961 Kampung Baru, Kec. Medan Maimun. This research uses the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The results of the study revealed that 1) word board media is very feasible to use with Aiken's V result in media experts of 0.95; 2) the word board media is efficient to use; this is proven by the V Aiken value in the student response which is 0.994 and the V Aiken value in the teacher's response of 0.95; 3) through the t-paired test the score and score are obtained; and the average N-Gain score is 0.7; the word board media is very effective in helping to overcome reading comprehension difficulties in grade III elementary school students.

Keywords:

Development; Word Board; Learning Media; Reading Difficulties

DOI: [10.18952/aladzkapgmi.v14i2.14720](https://doi.org/10.18952/aladzkapgmi.v14i2.14720)

Received: 2024-11-10; **Revised:** 2024-12-10; **Accepted:** 2024-12-24; **Published:** 2024-12-31

How to cite:

Andini, F., & Sapri, S. (2024). Development of Word Board Learning Media to Overcome Reading Difficulties of Third Grade Elementary School Students. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 14(2), 206–220.



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Introduction

Developing the habit of reading is an important step in achieving the educational goal of creating well-rounded individuals with mental strength, discipline, ethics, intelligence and skills. Reading fosters critical thinking, creativity and lifelong learning, essential for personal and social development ([Claro et al., 2016](#); [Paz & Coutinho, 2022](#)). In line with the broader goal of education, which is to nurture individuals who can adapt and thrive in a rapidly changing world ([Dewi et al., 2021](#); [Sari, 2020](#)).

Reading is one of the four language skills taught in the school curriculum: listening, speaking, reading and writing ([Nadzifah, 2016](#)). Reading skills play a very important role at the elementary school level. Reading is a process carried out by readers to understand the message that the writer wants to convey through words or written materials. In this case, reading is an effort to explore the meaning of the text. Therefore, everyone must master reading from an early age because reading can broaden one's horizons and help one learn various fields of science.

Reading is one of the key components to achieving the best academic results ([Lapp & Fisher, 2011](#); [Paz & Coutinho, 2022](#)). All students develop differently; some students may have learning disabilities or difficulties, such as reading problems. Students with difficulty reading have not reached a level of development appropriate for their age, so they differ from their peers. Reading difficulties can happen to anyone and are usually influenced by several factors. Reading skills are critical in the learning process; therefore, understanding the material is required. Because learning essentially uses text or writing as the primary information tool ([Hapsari, 2019](#)).

Reading skills are important for children's language development ([Li, 2024](#)). Students may have difficulty understanding their social environment if these skills are affected and not addressed immediately. This can lead to frustration and burnout, impacting their ability to deepen their understanding through reading. Therefore, it is important to develop and practice reading skills by using relevant, engaging, creative and innovative methods in the learning process, such as skimming, scanning, and critical analysis, which can improve comprehension and retention of information so that students stay interested and not easily bored ([Laličić & Dubravac, 2021](#); [Pokharel, 2018](#)). Teachers play an important role in finding solutions to improve reading skills, one of which is through the effective use of learning media ([Zuhfa, Mudzanatun, & Wardana, 2023](#)).

Many factors, such as students' low reading ability, lack of support and encouragement from the home environment, limited reading materials at school, and difficulty concentrating on reading, affect the less optimal reading ability at the elementary school level ([Khofiyah et al., 2024](#)). In addition, other leading causes are low interest and motivation in reading, difficulty understanding the content of sentences and text structures, and limited student understanding ([Cain, 2022](#); [Kritsotakis & Morfidi, 2024](#)). Therefore, different and effective strategies are needed to help students overcome these obstacles ([Lena et al., 2023](#)).

It is not easy to improve students' reading skills because various stages must be passed, ranging from learning the basics of reading to understanding the content of reading. In achieving the goals set, various obstacles often arise that hinder success. Furthermore, each student's reading ability is different and determined by family, education, and environmental background ([Khofiyah et al., 2024](#)). Therefore, problems related to reading skills are very diverse and require special attention ([Nadzifah, 2016](#)). One way to overcome these problems is by preparing learning media

Media is a tool used by teachers to support students so that the learning process runs effectively, so that students can understand the material being taught and are interested in learning ([Rambe, 2021](#); [Rozman & Kravchenko, 2023](#); [Kanthed et al., 2024](#)). Effective and efficient teaching materials that are in accordance with

learning needs can help students understand the material delivered by the teacher as best as possible (Manurung, 2020).

Word board media, made of plywood material and equipped with cards, is one of the learning media. This card set consists of syllable and picture cards supporting the reading process. This cardboard media with syllables of this language belongs to the visual media category since the information conveyed through cardboard can only be understood through sight. By seeing and processing information from this media, students can use it as a learning medium (Rakhman et al., 2023). Teaching interventions in the learning process can increase students' interest in learning. In addition, the use of educational media can have a psychological impact that positively impacts students (Ridwan et al., 2023). The word board media used in this study is selected based on the existing problems, so it must be developed by choosing the appropriate source as much as possible. This media consists of word cards and picture cards, which are grouped into three categories of objects (Zuhfa, Mudzanatun, & Wardana, 2023).

Many studies on word board media have been conducted, such as Ridwan et al., (2023) focusing on the Development of Word Board Learning Media on Fable Learning in high schools. Filahanasari et al., (2023); (Zuhfa, Mudzanatun, & Wardana, 2023) Focus on developing word board media to improve skills in low grades. Whereas Higginbotham & Caves, (2002) word board-mediated conversation and Voice Output Communication Aid (VOCA). Kumar et al., (2021) describes Semantic Memory Retrieval in Cooperative Word Games with word boards. Fatimatuzzahro et al., (2022) Developed Smart Wheel Media for Reading Recognition. Researchers try to develop and implement word board media to overcome reading difficulties for grade III students at SDN 064961 Kampung Baru, Kec. Medan Maimun.

Word board media can be tailored to individual or group learning goals and are used to teach letters, images, and objects. Based on this description, a word board media program was developed with various features and concepts that can increase students' interest in learning to read and write. Therefore, the researcher chose the research title "Word board learning media to overcome reading difficulties for Grade III students at SDN 064961 Kampung Baru, Kec. Medan Maimun.

Research Method

This research uses a development model called *Research and Development* (R&D). This development research method aims to produce a specific product and test its effectiveness (Sugiyono, 2013). This development research uses the ADDIE method, which includes five stages: analysis, design, development, implementation, and evaluation. This study aims to develop a practical word board-based learning media for overcoming reading difficulties for grade III students at SDN 064961 Kampung Baru, Kec. Medan Maimun and to develop a word board-based learning media that effectively addresses reading difficulties for grade III students at SDN 064961 Kampung Baru, Kec. Medan Maimun. This research model is carried out by developing existing products to be more effective through feasibility tests considering various aspects such as validity, efficiency and implementation. These stages of development include the following five stages:

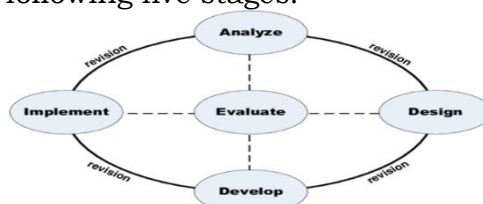


Figure 1. ADDIE Development Model

For the analysis stage, the researcher conducts student and learning media analyses. In this case, the researcher identifies all student needs in learning and finds all student obstacles in reading in the classroom, while at the design stage, the researcher designs and processes the word board media until it is completed; for the development stage, the researcher carries out a validity test on the target product so that the designed media is better and more feasible, then the implement stage the researcher implements the media in the field, Here the researcher will obtain the data needed by the researcher, namely student and teacher response data to see the practicality and student pre-test and post-test data to see the effectiveness of students, finally the evaluate stage (evaluation) the researcher evaluates the trial of the word board media product that has been carried out.

Data collection was carried out through questionnaire leaflets and questions in the form of pre-tests and post-tests. After the data was collected, the researcher conducted data analysis in 2 ways, namely qualitative data analysis and quantitative data analysis. Validation and practicality data were obtained by distributing questionnaires using the Likert scale. Furthermore, the results of the validity and practicality data were analyzed using the V-Aiken formula, namely:

$$V = \frac{\sum s}{n(c - 1)}$$

For the results of the V-Aiken calculation for validity and practicality data, it will be classified into the following criteria for feasibility and practicality:

Table 1. Eligibility Criteria

Criteria Intervals	Criteria
0.76-1	Very Worth it
0.51-0.75	Worthy
0.26-0.5	Less Eligible
<0.25	Not feasible

Table 2. Practicality Criteria

Criteria Intervals	Criteria
0.76-1	Very Practical
0.51-0.75	Practical
0.26-0.5	Less Practical
<0.25	Impractical

Effectiveness data was obtained through pretest and post-test. After that, the results of the effectiveness data were analyzed using the t-paired test formula, namely:

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

If $t_{hitung} > t_{tabel}$, then there is an increase in students' reading ability, but if $t_{hitung} < t_{tabel}$ so there is no improvement in students' reading ability.

Furthermore, to strengthen the effectiveness of the word board media, a Normality-Gain test will also be carried out to calculate the difference in test results before and after using the word board media. The N-Gain formula is as follows:

$$N - Gain = \frac{Skor\ posttest - Skor\ pretest}{Skor\ Maksimal - Skor\ pretest}$$

Based on the formula above, the criteria for the level of effectiveness of word board media are as follows:

Table 3. Standard Gain Index Value

Criteria Intervals	Criteria
$\geq 0,7$	Tinggi
$0,7 \geq g \geq 0,3$	Sedang
$\leq 0,3$	Rendah

Results and Discussion

The resulting product is a word board learning medium in the context of Indonesian lessons, especially for learning to read. The research process of word program teaching tools is carried out through the ADDIE (Analysis, Design, Development, Implementation, Evaluation) stage.

Analysis Stage

At the analysis stage conducted by the researcher, it was found that in grade III learning at Sdn 064961 Kampung Baru, Kec. Medan Maimun was still not well developed so that the results were not satisfactory because students' interest in learning was still low. Based on observations made by researchers, it was found that the main problem that occurred in SDN 064961 Kampung Baru, Kec. Medan Maimun. Teachers only focus on using textbooks in teaching in the classroom. Teachers who only rely on books, provide a suboptimal learning process. The absence of variation in learning in the classroom will result in minimal interaction between teachers and students. As a result, students will not show great enthusiasm in learning, students experience difficulties in reading and students still cannot recognize letters clearly. Through research conducted ([Figueroa-Macias & Andrade-Zambrano, 2022](#)) it is explained that reading ability is an ability that must be possessed by students, because with this ability students will find it easier to interact socially in the future, students will be faster to communicate well in their environment. So, teachers have a very big role in developing and improving these abilities. Teachers must be intelligent, wise and creative and have a more varied learning design. Therefore, the use of more than one learning media device is the right step in developing and improving these skills.

Based on research conducted by [Mustika, \(2023\)](#), it is explained that the average student is more interested in and likes learning media that have many images and color nuances. That way, students will be more able to record and store what they see directly so that it will be easier for students to express their abilities well. According to [Filahanasari et al., \(2023\)](#) conventional learning media has a very large influence on the decline of student competence in reading, because this learning model is not able to provide the effectiveness of students' level of understanding in recognizing letters, students will not be able to grasp material conveyed through the lecture method because in increasing reading ability, students' knowledge and memory are very much required to be more optimal, of course, this causes students to not be able to recognize letters and do not understand how to put several letters together into a reading and students have great difficulty reading. Thus, this problem is very relevant when developing learning media.

According to [Putri et al., \(2023\)](#) language skills go hand in hand with their

physical, mental, intellectual and social development. One aspect of language development that needs to be prepared and developed is the ability to recognize letters. The ability to recognize letter symbols is part of one of the indicators of language ability within the scope of literacy. Knowing letters needs to be developed by providing optimal stimulation or stimulation from an early age, so that aspects of children's development can develop properly. In the opinion of [Alfiati & Agustin, \(2022\)](#) ability to read beginning is the child's ability to know the letters of the alphabet, know the difference between letters of the alphabet, know the difference in the sound of the prefix in the letters of the alphabet, read the order of the letters of the alphabet, know the initial letters of each object, arrange letters to form a simple word, read their own names, recognize vocal letters and consonant letters. Actually, reading learning is not taught at the elementary level except for only introducing letters. However, lessons in elementary school will be difficult to follow, if elementary school graduates cannot read, so elementary school teachers must have the right learning strategies and media.

Actually, the use of one learning medium shows the lack of effectiveness of teachers in creating learning variations. The diversity of teaching materials will provide additional knowledge related to reading skills. That way students will get used to practicing reading skills well. Therefore, with the existence of word board media, it is hoped that it can overcome the difficulties of reading ability of students in grade III of SDN 064961 Kampung Baru, Kec. Medan Maimun.

Design Stage

The purpose of the design stage is to determine the form, content, and components of the word board learning media so that they can be adjusted to the content and needs of students. To create an engaging medium, the researchers took inspiration from the YouTube application. The video indicated the value of comfort in learning. This comfort grows through the aspect of play conceptualized by the teacher so that students can express their learning attitude straightforwardly and openly. Learning built through word board media not only provides a sense of joy but also ignites a smooth enthusiasm between students and teachers, fostering a positive learning environment. This enthusiasm is a key factor in students' improvement of their reading skills, the basis for researchers to be inspired to develop word board media. Then, the researcher reviewed the references from previous research regarding the chosen media. This reference is very supportive of researchers in making this word board media; researchers have gained many ideas when designing word board media. One of them is the researcher developed animation on the word board media; the researcher displayed many types of images that helped students to record what was displayed quickly; the researcher also displayed many types of colours that were full of variety so that students could also easily interact in learning so that it was not difficult to recognize letters in reading.

Image media is an effective learning medium for children. According to [Amalia & Suharto, \(2024\)](#); [Hanisah et al., \(2024\)](#), image media in pictures accompanied by words or sentences can stimulate children's interest and enthusiasm for understanding and reading. In line with this, [Alfina et al., \(2022\)](#) suggest that image media, with its unique and interesting characteristics, can help deliver learning materials tailored to children's needs, thereby increasing their interest in teaching and learning activities.

In addition, the researcher designed the word board media to adapt to the initial goal of overcoming students' reading difficulties. This word board media facilitates the learning process in Grade III of SDN 064961 Kampung Baru, Kec. Medan Maimun. The media has several features that make it easier for students to read, including the design of colour nuances. The use of colour and other features

helps students remember and understand the material better. The researcher also incorporates image features from the school environment, adjusted to the typeface displayed in this word board medium. This approach makes it easier for students to recognize letters, facilitating their reading process.

The application of design features is critical, especially in the process of colouring and product layout, by displaying graphic figures that are unique, attractive, and easy to be recorded by the brain and sensory eyes so that they can provide interest, comfort, and first impressions in using the product (Baaqi & Aryanto, 2022). According to Handayani & Lutfi, (2023), Using colour in data visualization is an important element that affects users' perception, understanding, and interpretation of the information presented. Proper principles in the application of colour can improve the effectiveness of visual communication, while improper use can lead to difficulties in understanding and even distortion of information.



Figure 2 Word board Media Before Revision



Figure 3 Post-Revision Word board Media

Development Stage

Furthermore, media experts carry out a validation process at the development stage. The goal is for the media to be suitable for use in the field so that it can be assessed for practicality and effectiveness. During the validation process, the researcher revised the media according to the validator's recommendation, suggesting the replacement of the cardboard with stronger plywood. After testing, the material achieved validity with a V-Aiken value 0.95, classified as "highly valid".

Table 4 Media Validation Results

No	Assessed Aspects	Score					s (r-lo)
		1	2	3	4	5	
1	Teachers use learning media in teaching					√	4
2	In teaching, teachers use a variety of learning media				√		3

3	This media can help students solve problems in reading difficulties	√	4
4	This media can help students work on questions in learning Indonesian	√	3
5	This media design can foster students' curiosity to read	√	4
6	When using learning media, students are more enthusiastic about learning	√	4
7	The colors used in this media can attract students' enthusiasm in learning	√	4
8	This media is easy to use by both individual and group students	√	4
9	This media can be used both inside and outside the classroom	√	4
10	This media is in accordance with the Indonesian learning materials for grade III elementary school	√	4
$\sum s$			38
V – Aiken			0,95

Based on the results of the calculations carried out by the researchers, the value obtained is 38, and the result of the V-Aiken score obtained is 0,95.]. Illustrates that the word board media designed by the researcher is categorized as very suitable for use in the classroom, with an interval value of 0.76-1. [Lestari & Prayogo, \(2024\)](#) explained that the display of media on products is important because media provides meanings and impressions recorded by sensory nerves and can affect the psychology of students when using the product. Therefore, it is necessary to assess the appearance of the media so that the product can be adequately tested in the field. (Vela et al., 2021) stated that valid media means that the media is by KI, KD, student needs, and media needs, and it increases student knowledge, the truth of the content, and conformity with the norms that apply in society.

In line with this, [Andani, \(2022\)](#) stated that good learning resources have clear objectives, motivate, and are by the essential competencies and learning objectives students will achieve. [Lestari & Prayogo, \(2024\)](#); [Najiah et al., \(2022\)](#) Stated that the learning objectives used as the basis for the preparation of media can realize the media's primary function as a learning aid.

Implementation Stage

For the implementation stage, this researcher looked at the practicality and effectiveness of word board media in the classroom. The learning activity was carried out for a week. Initially, the researcher showed the picture and asked the students to come forward, attach the picture and enter the name of the picture in the available column. This cardboard media can involve students because they can learn while practising writing and reading skills; then, the researcher provides a questionnaire of responses from students and teachers so that the researcher can conclude the practical value of the word board media.

Table 5 Student's Response

No.	Statement	Score
Learning Media		
1	Word board media is easy to use in learning	38
2	Attractive word board media display	38
3	The accuracy of word board media with learning	38
Material		
4	The material provided in the media is in accordance with the learning objectives	38

5	The content of the media is in accordance with the learning material	38
6	The language used in the media can be understood	38
7	The problems presented are related to daily life	36
8	The presentation of material in the media is very helpful in improving reading skills	38
9	Word board media helps solve problems that arise in learning Indonesian	38
10	Availability of evaluation in the media	37
Benefit		
11	Using word board media can make me more enthusiastic about learning	38
12	Using word board media can make me more active in learning	38
13	Using word board media makes it easier for me to understand the learning material	38
14	Using word board media can improve my ability to think critically	38
$\sum s$		529
V – Aiken		0,994

Table 6 Teacher's Response

No	Statement	Score				
		1	2	3	4	5
Eligibility Aspects of Content						
1	Suitability of the material presented in the media with basic competencies and learning indicators					√
2	The suitability of the material presented in the media to the needs of students					√
3	The suitability of the material presented in the media with the characteristics of the students					√
Language Aspects						
4	Use the correct and easy-to-understand language					√
Material Aspects						
5	Ease of understanding concepts					√
6	Clarity of learning topics					√
7	Suitability of the example given					√
Media Aspects						
8	Attractive media display					√
9	Large media size					√
10	Availability of attractive images					√
11	Availability of experimental tools and materials					√
12	Safe and comfortable media to use					√
$\sum s$		57				
V – Aiken		0,95				

The V-Aiken score in the overall student response data reached 0.994. This value is classified as very valid. The progress of students' academic achievement also shows a significant improvement, as they can understand the use of word board media. The word board media is very suitable for use by III students. at SDN 064961 Kampung Baru, Kec. Medan Maimun. In addition, the V-Aiken score in the teacher's response obtained a score of 0.95, also included in the very valid category.

In line with the research conducted [Ardianti et al., \(2019\)](#), the practicality of a product describes good quality criteria for the product. The product must be tested for practicality to find out how good the quality of the product is to be used as a relevant learning resource for students. The product's practicality can be

obtained through the responsiveness students and teachers provide to the product. If the response is positive, the product is efficient when used in learning. According to (Zuhfa, Mudzanatun, & Wardana, 2023), it is stated that a positive response from students is needed in the learning system because this response illustrates the practicality of using media during the learning process so that it will affect the learning goals achieved.

According to (Wulandari et al., (2023), practical learning media can provide students with a similar experience about events in their environment and allow direct interaction with teachers, the community, and their environment, for example, through tourism works visits to museums or zoos. In addition (Lestari, (2023), Practical learning media can increase and direct children's attention to generate learning motivation, more direct interaction between students and their environment, and the possibility of students learning independently according to their abilities and interests.

Furthermore, the researcher gave pre-tests and post-tests to students to see the effectiveness of word board media. After the data is obtained, the researcher will conduct a t-paired test to see the improvement in students' reading skills. The following are the results of the analysis of the calculation of the t-paired test through the table below.

Table 7 t-Paired Test Analysis Results

	Average	Average Difference(D)	Standar Deviasi	t count	t table
Pretest	76,68	17,16	12,155	4,2	1,694
Posttest	93,84				

Based on the table above, it can be seen that the results of the *t-paired* test for pretest and posttest data were obtained $t_{hitung} = 4,2$ and value $t_{tabel} = 1,694$. Because $t_{hitung} \geq t_{tabel}$ that is $4,2 \geq 1,694$ then there is an increase in the reading ability of grade III students.

Furthermore, to strengthen the effectiveness of the mathematics module, the researcher also conducted a Normality Gain test to calculate the difference in test results before and after using the mathematics module. The following are the results of the analysis of the *N-Gain* calculation through the table below.

Table 8 Post-Test and Pre-Test Results

No	Student Name	Post test	Pretest	Pro-Pre	Skor Ideal (100-Pre)	N Gain Score	N Gain Score %
1	AH	100	60	40	40	1	100
2	AS	98	82	16	18	0,88	88,88
3	AZ	85	63	22	37	0,59	59,45
4	AR	100	80	20	20	1	100
5	A	98	63	35	37	0,94	94,59
6	CA	86	77	9	23	0,39	39,13
7	FR	92	82	10	18	0,55	55,55
8	G	100	95	5	5	1	100
9	MR	78	60	18	40	0,45	45
10	MA	100	87	13	13	1	100
11	MR	100	85	15	15	1	100
12	MR	100	81	19	19	1	100
13	NS	85	74	11	26	0,42	42,307

14	NK	92	83	9	17	0,52	52,94
15	NS	100	87	13	13	1	100
16	RC	97	81	16	19	0,84	84,21
17	S	85	65	20	35	0,57	57,14
18	SA	87	72	15	28	0,53	53,57
19	ZA	100	80	20	20	1	100
Mean		93,84	76,68	17,15	23,31	0,77	77,51

Table 8 shows the results of the analysis of students' learning abilities calculated by the N-Gain formula to find out the difference between the initial test and the final test scores. With an average N-Gain score of 0.7, Tubopin media has proven to be an effective work in helping to overcome reading comprehension difficulties in grade III elementary school students.

The research conducted [Tebe et al., \(2019\)](#) explained that word board media can improve students' reading skills. This increase shows the effectiveness of the media when used in the classroom. Interactive students can recognize letters well and record the pictures shown in the word board media.

Reading is one of the four primary language skills, namely listening, speaking, and writing, that students must master [\(Arwita Putri et al., 2023\)](#). Reading is a skill that aims to teach students how to convert written words and sentences into spoken sounds. The four components of language skills, namely listening, speaking, reading, and writing, are interrelated, and to master them, students must go through sequential stages, starting from listening and moving to speaking, reading, and writing. It is also important to teach writing skills to students. Developing writing skills requires special attention from teachers because writing is one of the complex aspects of language learning [\(Agustin, 2020\)](#).

Evaluation Stage

At the evaluation stage, a final revision was made to the word board media, which was made based on the suggestions and inputs of experts and users. At this stage, the validity results, pre-test and post-test results, student responses, teacher responses and improvement of students' reading skills are also followed up. The evaluation results showed an increase in the average learning outcomes of students using word board media, which can be seen in the pre-test and post-test results. The average pre-test results of students obtained a score of 76.68, while the average post-test score was 93.84. So, there is an increase in the average score of students when using word board media. Most students gave positive responses to the word board media that can be known based on the results of the questionnaire, for example, fun and fun learning, the presentation of varied material so that it is easy to learn, The display of the word board media is also interesting, equipped with images and animations with appropriate colour choices. Learning using word board media also positively impacts students' reading ability; students can easily recognize several letters, which helps students in reading [\(Wulandari et al., 2023\)](#).

The media makes a positive contribution to the learning process. Learning that uses the right media will provide optimal results for students' understanding of the material they are learning. Learning media can enhance the student learning process to improve the learning outcomes students achieve. Using appropriate media can overcome students' passive attitudes during teaching and learning [\(Lestari & Prayogo, 2024; Putri et al., 2023; Utami & Irawati, 2024\)](#).

The proper learning media is beneficial for students in the teaching and learning process [\(Kritsotakis & Morfidi, 2024; Lestari & Prayogo, 2024\)](#). The existence of learning media can help teachers provide explanations of the learning materials

that will be delivered. In addition, learning media also functions to help communication both for communicators and for recipients (Higginbotham & Caves, 2002). There are several criteria in the selection of learning media that must be considered by teachers, namely, looking at the purpose of use, the target of media users (for whom), and the advantages and disadvantages of the media to be used (Si, 2024; Papak & Mezak, 2021).

At the evaluation stage, the researcher evaluated the word board media trials that had been carried out. When using word board media, students are excited and interested in following the learning process and being actively involved. They also responded positively, as evidenced by the results of filling out the student response questionnaire. Teachers who also use word board media find it helpful in overcoming students' reading difficulties

Conclusion

The results of the study revealed that 1) word board media is very feasible to use with Aiken's V result in media experts of 0.95; 2) the word board media is efficient to use; this is proven by the V Aiken value in the student response which is 0.994 and the V Aiken value in the teacher's response of 0.95; 3) through the t-paired test the score and score are obtained; and the average N-Gain score is 0.7; the word board media is very effective in helping to overcome reading comprehension difficulties in grade III elementary school students. The position of word board media is in the component of the teaching method as one of the efforts to enhance the process of teacher interaction with students and student interaction with their learning environment. Therefore, the primary function of word board media is to support the teaching methods used by teachers. Using word board media can improve the quality of students' reading ability; students will find it easier to recognize letters well so that in the future, students will no longer have difficulty reading.

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