

# An Innovative Approach in Teaching Indonesian: Implementing Word-Building Game Techniques to Improve Reading Skills of Second Grade Students

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## ABSTRACT

This study aims to improve the reading ability of second-grade students at SDN 10 Penatoi through the implementation of a word-arranging game technique in Indonesian language learning. The research employed a Classroom Action Research (CAR) design consisting of two cycles, each including planning, action, observation, and reflection stages. The subjects of this study were 18 students. Data were collected through observation sheets and reading performance assessments. The results showed a significant improvement in students' reading ability across the cycles. The average score increased from 2.78 in the pre-cycle (low category) to 3.00 in Cycle I (moderate category), and further improved to 3.67 in Cycle II (good category). The total score also increased from 50 in the pre-cycle to 54 in Cycle I, and reached 66 in Cycle II. In addition, most students demonstrated gradual individual progress, with several students achieving the maximum score in the final cycle. These findings indicate that the word-arranging game technique is effective in enhancing students' reading skills. The interactive and engaging nature of the activity encourages active participation, improves motivation, and facilitates better understanding of word structures. Therefore, this technique can be considered a practical and effective alternative strategy for improving early reading skills in elementary school students.

**Keywords:** reading ability, word-arranging game, elementary school.

## INTRODUCTION

Indonesian has role strategic in build competence literacy base students at the level Elementary School . As Language introduction in the educational process , Indonesian is not only functioning as tool communication , but also as means development ability cognitive , social , and emotional students <sup>1</sup>. Four skills speaking , namely listening , speaking , reading and writing are foundation main in learning . Among fourth skills said , reading become ability very important basis Because functioning as door enter for student in understand various information and knowledge <sup>2</sup>.

Reading ability in elementary school students, especially lower grades, remains a serious challenge. Initial observations in grade II of SDN 10 Penatoi showed that most students were unable to read fluently and understand words well. The learning process, which is still dominated by conventional methods, such as taking turns reading from textbooks

<sup>1</sup>Vygotsky, L.S. *Mind in Society: The Development of Higher Psychological Processes* . Harvard University Press. (1978), 15.

<sup>2</sup>Ministry of Education, Culture, Research, and Technology . *Indonesian Language Learning Guide for Elementary Schools/Islamic Elementary Schools* . Jakarta: Directorate General of Education Elementary School . (2019), 22.

without a variety of strategies, causes students to tend to be passive and less motivated<sup>3</sup>. This condition has an impact on low student learning outcomes, as reflected in the average pre-cycle score which is still in the low category and has not reached the minimum completion criteria. This finding is in line with the results of previous research which stated that low reading ability is often caused by the lack of use of innovative and interesting learning strategies<sup>4</sup>.

To address these issues, a learning strategy is needed that can actively engage students in the learning process. One approach that can be used is game-based learning, which integrates learning activities with game elements to create a fun and meaningful learning atmosphere<sup>5</sup>. The word-building game technique is one form of implementation of this approach, where students are actively involved in arranging letters or syllables into meaningful words. This technique not only trains reading skills but also improves students' concentration, memory, and social interaction<sup>6</sup>.

Theoretically, the use of word-building games aligns with Vygotsky's social constructivism theory, which emphasizes the importance of social interaction in the learning process. Through group activities in games, students can learn collaboratively within their *zone of proximal development* (ZPD), where they receive support from teachers and peers to achieve higher levels of ability. Furthermore, game-based approaches have been shown to increase student motivation and reduce boredom in learning<sup>7</sup>.

Various previous studies have shown that the use of games in Indonesian language learning can improve elementary school students' reading skills. Novera<sup>8</sup> found that word-building games significantly improved students' early reading skills. Other studies have also shown that game-based learning can increase students' interest, concentration, and activeness in the learning process<sup>9</sup>. However, the implementation of this technique in lower-grade classrooms using a Classroom Action Research (CAR) approach still requires further study to determine its effectiveness gradually throughout the learning cycle.

Based on this background, this study aims to improve the reading skills of second-grade students at SDN 10 Penatoi through the application of word-composition game techniques in Indonesian language learning. This research is expected to provide practical contributions for teachers in developing innovative learning strategies and supporting the improvement of students' basic literacy through active, enjoyable, and meaningful learning.

## RESEARCH METHODS

Research methods used in study This is Classroom Action Research (CAR). According to Kemmis & McTaggart, CAR is something form study reflective by the actor

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<sup>3</sup>Andika, R., et al. " *The Effect of Word Composition Game Techniques on Ability Read Student Class I SDN 24 Gelumbang* ." Journal of Creative Education , No. 1, Vol.5, (2020), 33.

<sup>4</sup> Fadilah, R. " *Effectiveness Language Games in Increase Skills Reading* " . Journal of Indonesian Language and Literature Education , No. 2, Vol.13, (2020), 70.

<sup>5</sup>Setiawan, B. " *Word-Making Games as a Learning Medium*" Reading " . Journal Literacy Innovation , No. 2, Vol.6, (2023), 60.

<sup>6</sup>Haryanto, B. *Use Word Play in Indonesian Language Learning in Elementary Schools* . Journal of Language and Literature Education, No. 2, Vol. 15, (2021), 45.

<sup>7</sup>Wahyuni, N. " *Improving Ability Read Students through Word Building Game* ". Journal Literacy Education, No. 1, Vol .5, (2023), 50.

<sup>8</sup> Novera , R. *Improvement Ability Read Students Through Word-Composing Game Techniques in Indonesian Language Learning for Class II*. Journal of Elementary Education, No. 2, Vol. 9, (2020), 120.

<sup>9</sup> Fadilah, R. " *Effectiveness Language Games in Increase Skills Reading* " . Journal of Indonesian Language and Literature Education , No. 2, Vol.13, (2020), 70.

action For repair practice the learning he did Alone in a way sustainable <sup>10</sup>. The selection of PTK is based on the objectives research , namely improve processes and results learning Indonesian through implementation of game strategy composing words in class II SDN 10 Penatoi .

Study implemented in two cycles , where each cycle consists of from stage planning , implementation action , observation , and reflection . This model in accordance with principle the basis of PTK which emphasizes existence repair repetitive through cycle action learning <sup>11</sup>. Subject study is student Class II of SDN 10 Penatoi with total of 18 people, consisting of over 7 students boys and 11 students women . Determination subject This is of a total sampling nature, considering amount relatively students small and can reachable all of it . Background election class II is Because part big student Still be at the stage read the beginning , so that in accordance with focus study .

Data collection techniques include observation , test results study , interviews , and documentation . Observation done For observe involvement student in learning , tests used For measure ability read students , interviews intended For get information addition from teachers and students , while documentation used For strengthen research <sup>12</sup>data .

Instrument study arranged in accordance indicator ability reading which includes aspect smoothness reading , accuracy composing words, and understanding meaning of words. Data analysis was carried out in a way quantitative . Quantitative data in the form of score test student analyzed use average and percentage formula completeness .<sup>13</sup>

## RESULTS AND DISCUSSION

### Pre- Cycle Conditions

Observation results beginning in class II at SDN 10 Penatoi show that Indonesian language learning is still nature conventional , with method read take turns from book text . Atmosphere class tend passive , and partly big student Not yet capable read smoothly . Of the 18 students , only 4 people have Can read with good , whereas the rest Still stammering or Not yet know letter in a way comprehensive . Pre-cycle average value is 66.11, below Criteria Minimum Completion Criteria (KKM).

**Table 1.** Ability read student Class II of SDN 10 Penatoi

Stage	Number of Students	Lowest Value	The highest score
Pre-cycle	18	50	66
Cycle I	18	60	75
Cycle II	18	70	85

Based on the table above , it can be seen existence improvement results Study students at each cycle . In the pre-cycle , the average value of students only reached 54 with

<sup>10</sup> Kemmis, S., & McTaggart, R. “ *The Action Research Planner* .” Deakin University Press, (2020), 1.

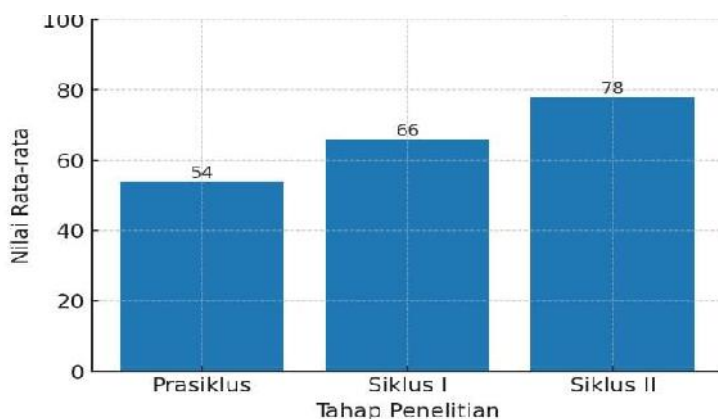
<sup>11</sup> Arikunto , S. Procedure Research : “ *A Approach Practice* ”. Rineka Cipta, (2021), 2.

<sup>12</sup> Sugiyono. *Educational Research Methods : Approach Quantitative , Qualitative , and R&D*. Bandung: Alfabeta , (2020), 3.

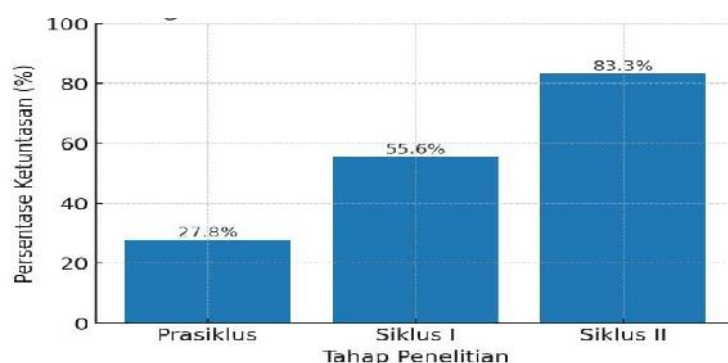
<sup>13</sup> Kurniawati , L. “ *Data Analysis in Educational Research* ”. Journal Evaluation Education, No. 2, Vol.11, (2022), 55.

completeness classical 27.8%. After actions in cycle I, the average increased to 66 with completion rate of 55.6%. Furthermore , in cycle II, the average value increased to 78 with completeness classical 83.3%. With thus , it happened improvement percentage from pre-cycle to cycle I was 22.2%, from cycle I to cycle II of 18.1%, and total increase from pre-cycle to cycle II by 44.4%. This result prove that game strategy composing effective words increase ability read student Class II of SDN 10 Penatoi .

**Figure 1.** Improvement average ability value read



**Figure 2.** Improvement presentation completeness classical



Based on Figure 1 and Figure 2 it can be seen that application of game strategy composing words to give impact positive to ability read student Class II of SDN 10 Penatoi . Average student scores experience improvement from 54 in the pre-cycle , to 66 in cycle I, and increasing Again to 78 in cycle II.

same thing is also seen in the percentage completeness classical . In the pre-cycle , the completion only reached 27.8%, then increase to 55.6% in cycle I, and reached 83.3% in cycle II. With Thus , the indicator completeness classical minimum 80% success achieved in the cycle II. In a way overall , both chart show that game strategy composing proven words effective increase ability read students , good from aspect improvement average value and percentage completeness classically , in gradual and consistent in every cycle .

### Cycle I

At the stage this is the game strategy composing starting words implemented . Students shared become group small and given card letter For arranged into simple words . As a result , the average value increases to 76.39, with 14 students (77.78%) achieving the KKM. However , 4 students Still need guidance intensive Because difficulty composing words without assistance . Findings main thing in Cycle I; a) enthusiasm student start increasing , b)

still there is passive students , c) some group not enough evenly his participation Because existence more students stand out .

### Cycle II

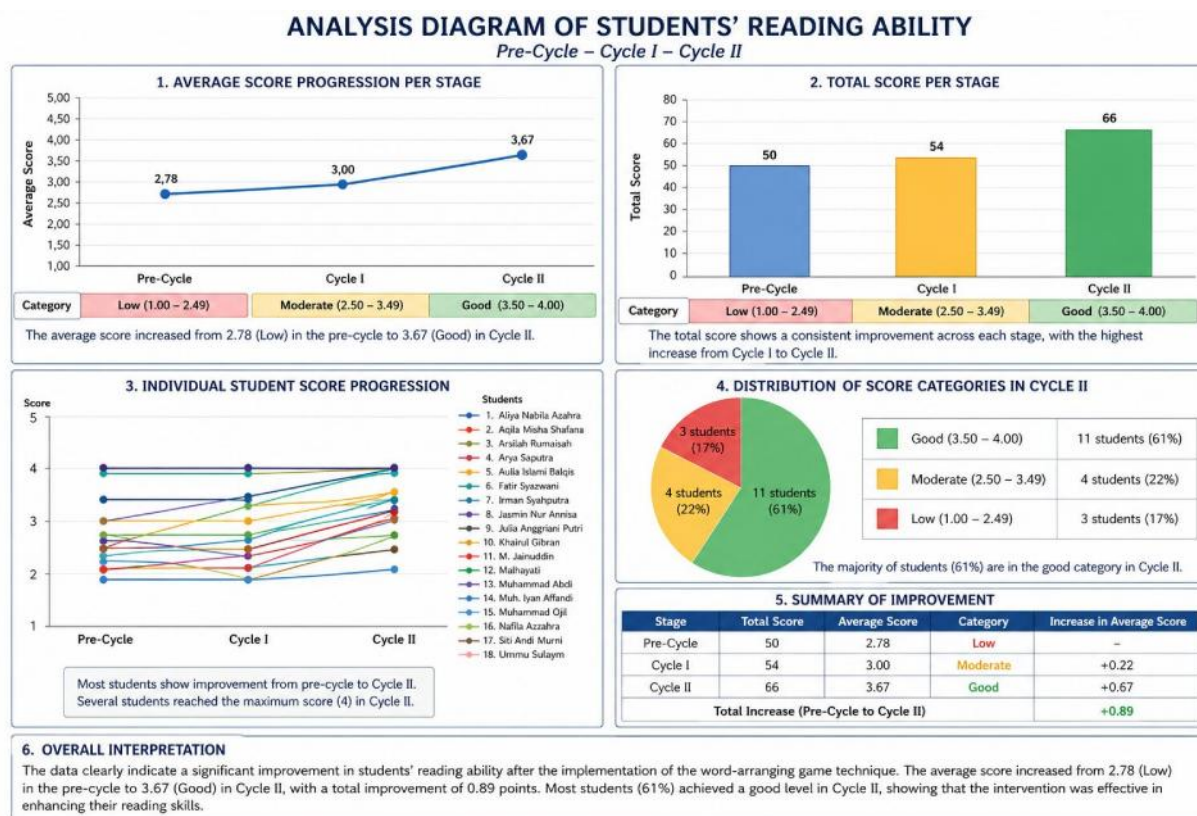
Repair done with provide more media contextual , such as card letter illustrated , as well as exercise read together before game started . The teacher also gave award small as motivation . Average grades increased to 83.22, with 14 students (77.78%) completing and 4 students other show progress significant . Findings Main points in Cycle II: a) Students more believe self reading in front class , b) Participation active increased throughout group , c) Relationship social between student become more positive .

Research result This support findings previously by Raihan Novera (2022) who stated that technique game composing effective words increase ability read student school basic . Improvement the average value from 66.11 to 83.22 proves that this strategy No only influence skills reading , but also motivation and interaction student .

According to Vygotsky's theory , interaction social in learning is factor important in development cognitive children . In the study this technique game composing words to facilitate student For each other help in groups , so that the learning process ongoing in *Zone of Proximal Development (ZPD)* . This seen from progress students who initially passive become more active in cycle II.

In addition , this strategy is also in line with the principle of game-based learning, where activity play can reduce pressure learn and improve involvement students . Variations in media and rules game play a role important in guard interest study . Without variations , games potential cause boredom .

### Student Activity Observation Sheet in Learning



The data clearly demonstrates that students' reading ability improved significantly through the implementation of the word-arranging game technique. The shift from the *low* category in the pre-cycle to the *good* category in Cycle II confirms the effectiveness of the intervention in enhancing students' reading skills.

### Calculate the average of each stage

Pre-cycle	Cycle I	Cycle II
Number of students = 50 $\times = \frac{50}{18} = 2.78$	Total value = 53 $\times = \frac{53}{18} = 2.94$	Total Value = 64 $\times = \frac{64}{18} = 3.56$

### Count improvement percentage

Formula: $P = \frac{x_2 - x_1}{x_1} \times 100\%$	Improvement from pre-cycle to cycle I $P = \frac{2.94 - 2.78}{2.78} \times 100\% = 5.76\%$
	Improvement from cycle I to cycle II: $P = \frac{3.56 - 2.94}{2.94} \times 100\% = 21.09\%$
	Improvement from pre-cycle to cycle II: $P = \frac{3.56 - 2.78}{2.78} \times 100\% = 28.06\%$

Research result This served based on three stage main , namely pre-cycle , cycle I, and cycle II. At this stage pre-cycle , average value ability read student is 2.78. Most of the student get value below 3.00 , which indicates that ability read they Still low . Some students , such as Aliya Nabila Azahra, Khairul Gibran, Malhayati , and Muhammad Ojil, have show ability good reading with score 4.00. However , some big student others , such as Arsilah Rumaisah, M. Jainuddin , and Muhammad Abdi, still is in the category low with average score of around 2.33. Condition This show that Indonesian language learning in class Still requires more strategy interesting and interactive so that students pushed For increase ability read it .

Entering cycle I, implementation technique game composing starting words done with using card media designed letters in accordance material learning . Average grade student increase to 2.94, or an increase of 5.76% from pre-cycle . At this stage this , looks existence improvement ability read in part students , although Still there are those who persist in achieving previously . Some students who initially passive start show participation more active , especially in activity put words together group . However , at this stage This Still there is four students in need guidance intensive Because difficulty in sort letter be the correct word .

In cycle II, improvements to learning strategies done with adding pictorial media , providing more examples of words contextual , and implementing exercise read together before game started . Average value student increase significant to 3.56, or an increase of 21.09% compared to cycle I. In general overall , improvement from pre-cycle to cycle II

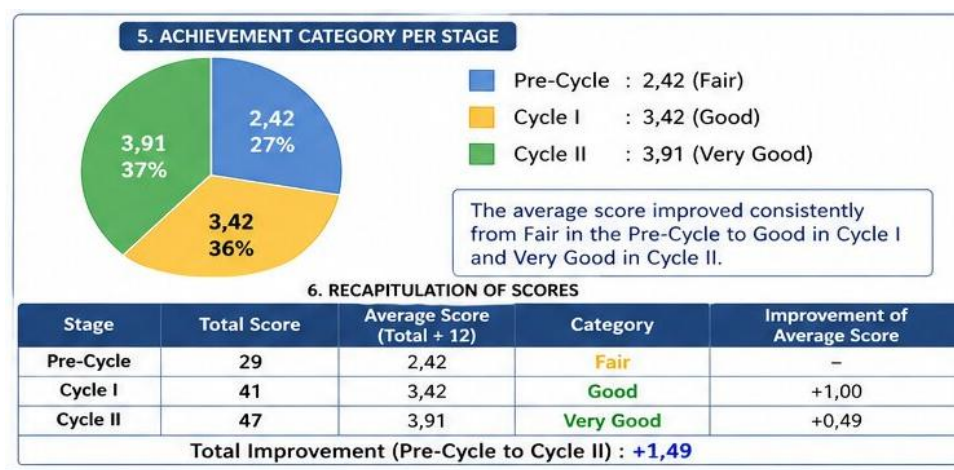
reached 28.06%. The increase This No only seen in students who previously Already own mark high , but also in students who previously is in the category low . For example , Aulia Islami Balqis, Fatir Syazwani, and Nafila Azzahra who in the pre-cycle own average score below 3.00, successful reach score 3.00 or more in cycle II.

In a way general , results This show that learning strategy through technique game composing effective words in increase ability read student Class II of SDN 10 Penatoi . The improvements that occurred No only on the aspect score academic , but also on participation active , sense of trust self , and interaction social students inside class . Atmosphere more learning fun and interactive push student For more enthusiastic follow lessons , so that objective learning can achieved optimally .

Based on results calculation , average value students at the stage pre-cycle is 2.78, increasing to 2.94 in cycle I or experience increase by 5.76%. After done improvement of learning strategies in cycle II, average value student increase to 3.56, up by 21.09% from cycle I. In general overall , from pre-cycle to cycle II occurs an average increase of 28.06%. This result show that implementation technique game composing effective words in increase ability read student Class II of SDN 10 Penatoi .

### Observation Sheet Teacher Activities

#### Observed Aspects



Based on results observations made at the stage pre-cycle , cycle I, and cycle II, are visible existence significant improvement in implementation learning by teachers. At stage pre-cycle , teacher activities are still classified as enough , especially in matter delivery objective learning , media use , and management group . However , in cycle I it started happen improvement , the teacher has more structured in give instructions , media start used with more good , and involvement student increase .

The most optimal improvement occurred in cycle II. Teachers were able to manage class very well , giving clear instructions , using interesting and effective learning media , and guide student in a way active during the game process composing words in progress . Students looks more enthusiastic , active , and understanding material with more good . Evaluation learning also begins touch aspect individual , not only group .

In a way Overall , the teacher has succeed increase quality learning Indonesian through technique game composing words. This strategy proven effective in create atmosphere fun learning as well as capable increase participation and understanding student .

In addition to the increase ability read students , results observation to teacher activities also show significant developments in each stage research . At this stage pre-cycle , average score teacher activity is 2.42 with category enough . Some aspect learning not optimal, such as emphasis objective learning , maximum use of media , and management group . The teacher has do opening lesson with greetings and apperception , but delivery objective learning not enough emphasized . Instructions the game is also not yet fully understood all students , and evaluation Still done in a way general without touch achievements individual .

Entering cycle I, the average score of teacher activity increased to 3.42 with category Okay . The teacher started. more structured in convey instructions games , utilizing learning media in a way more effective , and do distribution evenly distributed groups . Guidance given in a way active , even though Still There is part students who were confused at the beginning games . Motivation and support start given moment student experience difficulties , so that participation student increase compared to precycle .

In cycle II, the average score of teacher activity reached 3.91 with very good category . Teachers are able manage class optimally , providing clear and structured instructions , and use interesting and appropriate learning media need students . During activity ongoing , active teachers guide every group , giving awards , and create atmosphere conducive learning . Evaluation learning start touch aspect individual , so that development every student can monitored with Good .

Improvement score teacher activity from 2.42 in the pre-cycle to 3.91 in cycle II indicating that learning strategy through technique game composing words no only impact on ability students , but also encourage teachers to increase quality of the learning process . Atmosphere Study become more interactive , students more enthusiasm , and goals learning achieved in a way more effective .

### **Theoretical Analysis**

Research result This in line with theory constructivism social *Vygotsky* emphasized *zone of proximal development (ZPD)* and scaffolding as key in learning . Teachers play a role as facilitator who gives help beginning , then reduce support in a way gradually so that students capable read independent . In addition , research This support game-based learning theory which emphasizes that game can become an effective medium For develop aspect cognitive , affective , and psychomotor student <sup>14</sup>.

### **Comparison with Study Previously**

Study This consistent with findings Novera (2020) which shows game composing words capable increase skills read beginning student class II with completion rate above 80 % . <sup>15</sup>Wahyuni Nento (2021) also proved this strategy increase concentration and interest

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<sup>14</sup>K. Putri, “ *Word Card Media for Increase Literacy Read Student Elementary School ,*” *Journal of Indonesian Language Education*, No. 2, Vol. 9, (2021), 145.

<sup>15</sup>N. Hidayah, " *The Role of Teachers in "Learning Indonesian in Elementary Schools ,*" *Indonesian Journal of Elementary Education*, No. 1, Vol 8, (2020), 56.



Students<sup>16</sup>. Lis Setiofani's research et al . (2023) emphasized that game composing words can increase interaction social student<sup>17</sup> while Rini Andika (2020) shows that game educative capable build trust self student<sup>18</sup>.

### Supporting and Barrier Factors

Success study This supported by the use of simple word card media However effective , role active teacher as facilitator , as well as motivation high students . However , there are obstacle in the form of difference ability between students , limitations time learning , and the existence of student dominant in group<sup>19</sup>. This is show the need for management strategies higher class good for the results learning more optimal.

### Policy Literacy

In addition , research this is also relevant with policy national in the field literacy . Zumratun (2021) emphasized that GLS does not may only in the form of a formal program, but must followed method adaptive and appropriate learning condition students<sup>20</sup>. Game strategy composing words is example concrete implementation policy literacy in the classroom low elementary school, at the same time support the spirit of Independent Learning . On the other hand , research this also supports results study Zumratun (2021) which emphasizes importance implementation GLS policy at the MI/SD level through relevant methods with condition students . If GLS only limited to formal programs without innovation in class , then the impact will limited . Game arrange words in study This show that policy literacy can operationalized in practice real , with present more Indonesian language learning lively , contextual , and fun . With Thus , the teacher does not only implementing policy programs , but also plays a role as agent innovation that translates policy national to in practice learning daily .

Study This find that game strategy composing words capable increase ability read student Class II of SDN 10 Penatoi in a way significant . Success the in line with direction policy literacy national , especially the Literacy Movement The school (GLS) that was launched government . Trimansyah (2024) emphasized that movement literacy school own vital role in increase skills read participant educate , so that need existence contextual learning strategy innovation . In<sup>21</sup> context this game composing words can viewed as form concrete GLS implementation that presents activity Study fun , creative , and interactive . Research results This strengthen argument that improvement ability read No Enough only done through method conventional . Students school base need approach appropriate innovative with characteristics development they . This is in line with view Trimansyah (2024) that an effective literacy program must integrated with activity varied and meaningful

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<sup>16</sup> Kurniawati & Sulastri, " *Card- Based Indonesian Language Learning* ," Indonesian Journal of Elementary Education, No. 1, Vol. 8, (2023), 60.

<sup>17</sup>M. Fadilah & N. Lestari, " *Collaboration in "Learning Indonesian in Elementary Schools* ," Journal Didactics of Elementary Education , No. 1 , Vol. 11, (2022), 48.

<sup>18</sup> Rohimah , " *Obstacles "Learning Indonesian in Elementary Schools* ," Journal Elementary Education Science , No. 2, Vol.5, (2021), 97.

<sup>19</sup>Supriyadi, " *Dynamics Group in Learning Cooperative in Elementary School* ," Journal of Elementary Education , No. 2, Vol.11, (2020), 88.

<sup>20</sup> Zumratun , " *Implementation Literacy Movement Policy School (GLS) in MI/SD*," Fashluna , No. 2, Vol.3, (2021), 122.

<sup>21</sup> Trimansyah , " *Literacy Movement Schools and Efforts to Improve Ability Read Students at MI Sambinae Bima City*", Fashluna , No. 1, Vol.5, (2024), 39.

learning . Game compose answer words need said , because besides practice skills technical reading , this strategy also fosters motivation and collaboration between student .

### Research Implications

Based on Figure 1 and Figure 2 it can be seen that implementation of game strategy composing words to give impact positive to ability read student Class II of SDN 10 Penatoi . Average student scores experience improvement from 54 in the pre-cycle , to 66 in cycle I, and increasing Again to 78 in cycle II. The same thing is also seen in the percentage completeness classical . In the pre-cycle , the completion only reached 27.8%, then increase to 55.6% in cycle I, and reached 83.3% in cycle II. With Thus , the indicator completeness classical minimum 80% success achieved in cycle II.

In a way overall , both chart show that game strategy composing proven words effective increase ability read students , good from aspect improvement average value and percentage completeness classically , in gradual and consistent in every cycle. Findings This own implications important : (1) for students , game strategy composing words to improve skills reading and trust self ; (2) for teachers, this strategy become alternative method innovative ; (3) for school , the implementation of this strategy strengthen culture literacy through integration with GLS.

### CONCLUSION

Implementation of Indonesian language teaching strategies through technique game composing proven words effective in increase ability read student Class II of SDN 10 Penatoi . Research action classes conducted in three stage ( pre-cycle , cycle) I, and cycle II) shows improvement significant Good from aspect mark academic and participation active student . Ability read student increase from an average of 2.78 in the pre-cycle to 3.56 in cycle II, with a total increase by 28.06%. Participation and motivation student in learning increased , marked with activity in game , sense of trust self reading in front class , and interaction more social positive .

Teacher activities also experienced increase , from “ sufficient ” category (2.42) in the pre-cycle became “very good ” (3.91) in cycle II, indicating improvement quality management class and learning strategies. Techniques game composing words to create atmosphere fun and interactive learning , facilitating learning in *Zone of Proximal Development (ZPD)* is appropriate Vygotsky's theory , as well as support principle learning based game . This strategy is also in line with approach constructivism social , support development skills Basic literacy , improving motivation learning , skills think logical and work The same between students , although still need variety of media and thorough preparation so as not to cause boredom .

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