Reading and Writing as Essential Basics for Effective Learning in Elementary School

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Abstract

Reading and writing skills need to be possessed by students in acquiring knowledge. The most important and primary factor in acquiring knowledge is being skilled in reading and writing. Teachers are required to innovate and be selective in using models, methods and media in the learning process, especially in improving reading and writing skills in elementary school students in the lower grades. The research method uses a literature review. The findings of the researcher found that the learning models that can be used are Cooperative Integrated Reading and Composition (CIRC), Visual, Auditory, Read-Write, Kinesthetic (VARK) and the Edutainment Method, the Edutainment Picture and Picture model. The methods that can be used are the Spell Reading Method, the SAS method (Structural Analytical Synthetic), the child's approach, reading in turns, providing additional hours and cooperation with parents. While the media that can be used are ICT or Power Point, Flashcards, AISEM and MMP modules, Stick letters and smooth upright books.

Keywords: Reading, Writing, Learning Media

Abstrak

Keterampilan membaca dan menulis perlu dimiliki siswa dalam pemerolehan ilmu pengetahuan. Faktor terpenting dan utama dalam memperoleh pengetahuan adalah terampil dalam membaca dan menulis. Guru dituntut untuk melakukan inovasi dan selektif dalam pengunaan model, metode dan media dalam proses pembelajaran khususnya dalam meningkatkan kemampuan membaca dan menulis pada siswa sekolah dasar di kelas rendah. Metode penelitian mengunakan literature review. Hasil temuan peneliti menemukan bahwa model pembelajaran yang dapat digunakan adalah Cooperative Integrated Reading and Composition (CIRC), Visual, Auditory, Read-Write, Kinesthetic (VARK) dan Metode Edutaiment model Edutainment Picture and Picture. Untuk metode yang dapat digunakan adalah Metode membaca Eja, metode SAS (Struktural Analitik Sintetik), pendekatan anak, membaca bergilir, memberikan jam tambahan dan kerjasama dengan orang tua. Sedangkan media dapat yang digunakan TIK atau Power Point, Flashcard, modul AISEM dan MMP, Tempel huruf dan buku halus tegak bersambung.

Kata Kunci : Membaca, Menulis, Media Pembelajaran

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Introduction

Reading and writing skills are fundamental skills that are the foundation for the entire learning process in elementary school. In the world of education, these two skills not only serve as a means of communication, but also as the main instrument for building understanding, critical thinking, and mastery of science in various fields. In the context of basic education, reading helps students to understand and analyze information, whereas writing allows them to express ideas systematically.

However, the current reality of education in Indonesia shows significant challenges in mastering basic literacy. Based on the 2018 Program for International Student Assessment (PISA) report, Indonesia is ranked low in reading ability. This data reflects the weak foundation of literacy at the elementary school level, which ultimately has an impact on students' overall academic achievement. Factors such as limited access to quality reading materials, lack of teacher training related to literacy learning strategies, and lack of technological support in schools are some of the main causes of this problem.

This condition is further exacerbated by the impact of the COVID-19 pandemic, which has caused major disruptions in the education system. Distance learning implemented during the pandemic has revealed the digital divide between urban and rural students. Many students in remote areas do not have access to technological devices and the internet, which hinders the learning process, including in the development of reading and writing skills. As a result, there is significant learning loss, especially at the elementary school level, where mastery of basic literacy should be a top priority.

On the other hand, these challenges are also exacerbated by cultural and social factors. The low interest in reading among the Indonesian people is one of the major obstacles in encouraging the development of student literacy. UNESCO data shows that the reading index in Indonesia is still relatively low compared to other countries in the Southeast Asian region. This shows the need for collaborative efforts between schools, families, and communities to create a better literacy culture.

Pedagogically, the approaches used in learning to read and write in elementary schools are often less relevant to the needs and characteristics of students. Dominant teaching methods are conventional, such as one-way lectures and repetitive exercises, tend to be unable to accommodate students' diverse learning styles. This approach often causes students to lose interest, feel bored, and not actively engage in the learning process. As a result, the goal of learning to read and write as an essential basic skill is not optimally achieved.

On the other hand, innovative technology-based approaches and contextual learning strategies, which have proven effective in increasing student participation and learning motivation, have not been widely implemented. This approach, such as the use of interactive learning applications, educational games, or project-based learning, is able to provide a more engaging and relevant learning experience for students. Unfortunately, its implementation is still constrained by factors such as limited technological facilities, lack of teacher training, and differences in readiness levels between schools in urban and rural areas.

This condition shows the need for a paradigm shift in reading and writing teaching, from a traditional teacher-focused approach to a more student-centered approach. This

transformation can start by integrating technology wisely, training teachers to use more interactive learning strategies, and providing adequate policy and infrastructure support so that contextual approaches can be applied equally at all elementary school levels.

This research aims to examine in depth various approaches, methods, and strategies of reading and writing learning that are relevant to the current Indonesian context. This literature review will explore best practices from various literature and identify strategic steps to improve the quality of literacy in primary schools. Thus, this research is expected not only to provide practical recommendations for teachers, but also to be an input for policymakers to face existing literacy challenges.

Literature Review

Education has a fundamental role in supporting the development of individual potential, both in interests and talents. According to (Sujana, 2019) Education is a process to guide children, both physically and mentally, towards the formation of a better human civilization. Education should be instilled from an early age because it can form a positive character of children. Each individual has different unique skills. One way to develop students' basic learning skills is to hone their reading and writing skills. Muhsyanur, as quoted by (Taufik Rihatno, 2020) states that reading is a process of using the mind to find information that is then processed into knowledge. This knowledge can be beneficial for both current and future life. Information sources can come from various places, such as books, the internet, or interactions with people around them.

Meanwhile, (Henry, 2018) explained that writing is a way for a person to convey ideas or messages indirectly through written language. Communication doesn't always have to be face-to-face; with writing, a person can express their ideas or feelings to the reader. In this case, writing acts as a medium to convey a message, where readers can understand the author's intentions as well as obtain information from the writing.

Reading and writing activities are part of language skills. Language has the main function as a means of communication, allowing a person to convey his thoughts, messages, ideas, and feelings to others. Language learning is very important because language is a means to communicate and interact effectively in daily life. Therefore, it is important for individuals to be taught and guided from an early age to be able to use Indonesian properly and correctly, both in oral and written communication.

Language plays an important role in supporting students' intellectual, emotional, and social development, and is a key factor in learning success (Wijayanti & Utami, 2022). Language skills include four main aspects, namely listening, writing, reading, and speaking. Students, especially at the lower grade level such as grades I, II, and III, are expected to master these skills well. The role of teachers is very important in helping students develop these skills, especially in the aspects of reading and writing. In the lower grades, learning to read and write is often referred to as "beginning reading and writing," as the focus is on introducing students to the fundamentals of these abilities intensively in grades I and II. Meanwhile, in grade III, more attention is directed to "reading and writing comprehension," where students are taught to comprehend and process the information they read and write.

This is in line with the opinion (Rizal & Kurniawan, 2023) which states that reading and writing skills are the main components of early learning at the elementary school level.

Reading and writing skills are important elements that students must possess to support the acquisition of knowledge. This ability is the main factor in the learning process, because reading and writing are the basis for developing knowledge. Samniah (2016), as quoted by (Fitriana et al., 2021) stating that the phrase "reading is the heart of education" is very relevant and undeniable. Reading plays an important role in determining a person's learning success.

In the world of education, especially at the elementary school level, reading skills are one of the main requirements for students to learn effectively and move on to the next level of education. If students do not have adequate reading and writing skills, they will face difficulties in learning and communicating in writing in the future. Therefore, mastering these skills is essential to support students' learning success and self-development.

Reading and writing are two very basic life skills, which are the main foundation in any learning process. These two skills are complementary and inseparable. If a child is not able to write, it is likely that he will also have difficulty reading, and vice versa. (Rizal, 2022) This inability will hinder the child from understanding the lessons given, both now and in the future. This basic literacy is a major prerequisite for successful learning in all fields of study, so failure to master it can have a long-term impact on children's academic and personal development (Sinta et al., 2022).

However, the process of learning to read and write is never free from various obstacles (Azis & Rizal, 2024). These obstacles can come from various factors, such as the limitations of teaching methods that do not suit the needs of students, lack of access to quality learning resources, and low parental involvement in supporting the development of literacy at home (Fathurrozi & Rizal, 2024). In addition, challenges can also arise from the child's internal factors, such as low learning motivation, specific learning difficulties (such as dyslexia), or attention disorders.

This condition demands a more effective, adaptive, and student-based approach to learning (Rizal, 2023a). Teachers as learning facilitators must be able to create a supportive environment, use a variety of methods, and utilize technology as a tool to increase student motivation and engagement (Rizal, 2023b). With the right approach, these barriers can be minimized, so that every child has the opportunity to master reading and writing skills optimally, which will ultimately support their success in learning at all levels of education (Safitri & Dafit, 2021) .

Reading and writing skills are an important part of the language skills taught in schools. The main goal is for students to be able to understand the content of the reading and the meaning contained in it. (Nurhamsih, 2019) emphasizes that learning to read and write is essential to train students to use the language actively. However, many students have not received adequate reading learning, even though this ability is the first step for them to get to know the learning process systematically. Therefore, teachers and parents have an important role in encouraging children to love reading, so that they can expand their horizons and develop a better mindset.

Reading is not only one aspect of language skills, but also an integral part of daily life. Every activity that is done almost always involves reading skills. According to (Chandra et al., 2018) reveals that reading is a process that involves both physical and psychological aspects. This activity can help maintain brain health, improve logic and linguistic skills, and make children who are diligent in reading better able to understand various problems (Coal, 2018). In addition to reading, writing skills also have an equally important role. Writing is a form of communication that allows a person to convey ideas through written language. Therefore, children need to be guided and taught to write from an early age. (Lisdyana, 2019) Explains that writing can increase brain intelligence, foster a sense of initiative and creativity, gather information, and build a character of courage in a person.

Teachers can apply a variety of innovative learning methods and use diverse learning media to develop students' reading and writing skills. This approach aims to create a pleasant learning atmosphere so that students do not feel bored when learning to read and write. In the learning process, every teacher certainly hopes that students can achieve optimal learning outcomes.

(Fitriana et al., 2021) stating that students' success in learning is greatly influenced by the way teachers teach. Therefore, teachers need to implement a variety of effective teaching strategies. However, in reality, there are still many students who struggle to achieve adequate learning outcomes because they do not have good reading and writing skills. This is often an obstacle to understanding the subject matter thoroughly, requiring special attention from teachers to help them develop these basic skills.

Students' low reading and writing skills can be caused by a variety of factors. Some of them are difficulties in distinguishing letters, inability to pronounce letters correctly, errors or shortcomings in writing letters, reading that is still done by spelling, and imneat writing. In addition, the lack of encouragement and learning guidance from parents is also one of the significant factors. These conditions can hinder the learning process of students and have an impact on non-optimal learning outcomes. Therefore, more attention is needed from teachers and parents to provide adequate support so that students are able to develop reading and writing skills well.

Various factors affect students' difficulties in learning, especially in reading and writing skills. According to (Mursalin Mursalin, 2021) Some of these include: a) lack of interest in learning at school, b) student involvement in hobbies that do not support academic activities so as to reduce focus on studies, c) less effective study and work habits, d) frequent absenteeism from school, and e) less supportive family conditions, such as economic status and low level of education.

In addition, students' low reading competence is also influenced by psychological and environmental factors. Students' lack of interest in reading often has to do with a variety of variables, such as their level of emotional development and adaptability. (Pratiwi, 2020) adding that the lack of attention and guidance from parents is also one of the significant external variables. These factors have a considerable impact on students' ability to improve their reading and writing skills.

Based on this, teachers are expected to be able to innovate in the learning process, especially to improve reading and writing skills in elementary school students in lower grades.

These two aspects (reading and writing) are considered very crucial because at the high grade level, students no longer learn the basics such as recognizing letters or learning to write numbers. Therefore, if students in grades IV, V, or VI are still not fluent in reading, they are likely to face difficulties in writing and understanding more complex subject matter.

In this context, this study aims to explore various learning models, methods, and media that can be applied by teachers in developing initial reading and writing skills for elementary school students. These approaches are expected to be able to help students master these basic skills so that they can support their learning success at a higher level.

Research Methods

This article adopts a *literature review* approach to analyze and evaluate various studies and studies relevant to the topic of early reading and writing learning in elementary school students. The main focus of this study is on the identification and exploration of innovative learning models, effective teaching methods, and interactive and interesting learning media that can be used to improve students' basic literacy skills. The reference sources used in this study include a variety of credible academic literature, such as educational textbooks, scientific journal articles published in leading journals, proceedings of educational conferences, and other relevant and reliable sources.

Through a comprehensive and systematic literature review approach, this article seeks to provide a clear and in-depth overview of the various approaches, strategies, and innovations in early literacy learning in elementary school students. This study aims to identify trends and patterns in previous research, analyze existing gaps and challenges, and formulate constructive recommendations for the development of more effective learning practices in the future. It is hoped that this study can make a valuable contribution to educators, researchers, and other stakeholders in efforts to improve the quality of basic literacy learning in elementary school students.

Discussion

Result

The teaching and learning process in the classroom is inseparable from various activities that involve the use of learning models, strategies, and media. As an educator, teachers must be able to choose effective learning techniques to help students learn and achieve educational goals. In the context of teaching, especially in learning to read and write, mastery of learning models, methods, and media is one of the crucial elements that must be mastered by educators so that learning can run optimally. The results of the literature study that have been conducted by the researcher are as follows: Application of *the Cooperative Integrated Reading and Composition* (CIRC) learning model, Application of *Visual, Auditory, Read-Write, Kinesthetic* (VARK) Learning Model, Application *of Edutaiment Picture and Picture* Model Edutaiment *Method* , Spelling and SAS Learning Method(Structural Synthetic Analytics), and Varied Learning Media (ICT-based media, special modules such as AISEM (I Like to Read) and MMP (Reading Writing Beginnings).

Discussion

a. Application of *the Cooperative Integrated Reading and Composition* (CIRC) learning model

According to (Ngalimun, 2016), Cooperative Integrated Reading learning model and Composition (CIRC) is a cooperative approach that integrates reading and writing activities in a group. This model aims to encourage collaboration between students in understanding discourse and compiling writing in an integrated manner. The learning process in the CIRC model is carried out through several stages. First, teachers form heterogeneous groups of four students. Furthermore, the teacher provides reading materials that are relevant to the learning material. Students in the group work together by taking turns reading, finding keywords, providing responses to the content of the reading, and writing down the results of their collaboration. The learning process ended with the presentation of the results of the group discussion, which was then followed by joint reflection to strengthen students' understanding and skills.

According to Steven et al. in (Miftahul Huda, 2017) The application of the Cooperative Integrated Reading and Composition (CIRC) learning model involves six main stages. The first stage is to form small groups of four students with heterogeneous characteristics. In the second stage, the teacher provides reading materials that are relevant to the learning topic. In the third stage, students work together in groups to take turns reading, finding key ideas, and providing responses recorded on the worksheet.

In the fourth stage, the results of the group discussion were presented by student representatives to share understandings and findings. Furthermore, in the fifth stage, the teacher provides reinforcement to the results of the discussion that has been submitted. Finally, the sixth stage involves teachers and students to jointly draw conclusions from the learning that has been carried out. This approach not only aims to improve students' reading and writing skills collaboratively, but also encourages the development of critical thinking skills and cooperation in groups.

The results of the research conducted (Fitriyani & Utama, 2019) shows that in the process of improving reading and writing skills, students become the center of learning. This study explains the application of the Cooperative Integrated Reading and Composition (CIRC) learning model which consists of several structured stages. The first stage is concept introduction, where students are introduced to basic concepts through exploration obtained from teacher explanations, package books, or other learning media. Furthermore, in the exploration and application stages, students are given the opportunity to reveal the initial knowledge they have so that they can demonstrate reactions or actions based on existing understanding. The final stage is publication, where students are invited to communicate their findings or understanding, practicing their ability to effectively convey ideas and exploratory results to teachers and classmates. This study confirms that the application of the CIRC learning model can help students develop reading and writing skills in a systematic and directed manner.

The results of the research conducted by (Tristiantari & Sumantri, 2016) also supports these findings. The study showed that the application of the learning model Cooperative Integrated Reading and Composition (CIRC) with a pattern Lesson Study can improve

students' reading and writing skills. Through the application of this learning model, students become more confident, active, and show a high interest in reading and writing activities. In addition, the CIRC learning model allows for optimal achievement of learning objectives in the teaching and learning process.

b. Application of Visual, Auditory, Read-Write, Kinesthetic *(VARK)* Learning Models

According to Fleming, the VARK model is an acronym for the four main tendencies of learning styles, namely Visual, Auditory, Read-Write, and Kinesthetic. This model identifies that each individual has a different learning style, which can be leveraged to improve learning effectiveness (Guswita, 2022) (Syaiful Rizal, Titin Mariatul Qipriyah, 2024). Visual learning styles rely on processing information through images, diagrams, or graphs. The Auditory style focuses more on listening, such as listening to explanations or discussions. Meanwhile, the Read-Write style emphasizes reading and note-taking, and the Kinesthetic style involves direct experience or physical practice in learning.

According to (Utami Rahayu, 2016) application of the VARK model in Learning involves five main stages. The first stage is Preparation, where teachers design strategies that suit students' diverse learning styles. The second stage is Delivery, which includes delivering material using an approach that supports all learning styles, such as visual delivery through graphics, oral explanations, written texts, and practical demonstrations. The third stage is Training, where students practice using the learning style that is most dominant for them. The fourth stage is Outcome Performance, which involves students in conveying their understanding according to their respective learning styles. Finally, the Conclusion stage is carried out to unite students' understanding and reflect on the learning process that has taken place (Titin Mariatul Qiptiyah, Zainal Arifi, 2024). The VARK model gives teachers the flexibility to accommodate diverse learning needs in the classroom, making learning more inclusive, interactive, and effective for each individual.

Based on the results of the study (Guswita, 2022), a learning model VARK can help teachers in improving students' initial reading and writing skills. Further explanation of the VARK model is provided by (Miftahul Huda, 2017) It consists of four main approaches. First, visual learning, which relates ideas, concepts, and information with images or other visual techniques. Students with this learning style find it easier to understand the visualized information. Second, auditory learning, where the learning process occurs through listening. Auditory learners rely on information delivered orally and tend to have difficulty with written instructions. Third, learning to read-write, which relies on reading and taking notes. Learners in this style understand information by rereading their notes to reinforce comprehension. Fourth, kinesthetic learning, which involves physical activity in the learning process. Kinesthetic learners find it easier to understand information by practicing it directly rather than just hearing or seeing. By applying the VARK approach, teachers can adjust learning strategies according to students' learning styles, thereby increasing the effectiveness of early reading and writing learning in elementary school.

c. Application of the *Edutaiment* Method of *the Edutainment Picture and Picture model*

Edutainment is a learning approach that places students at the center of the learning process as well as the subject of education (Vian Tanjung Istianing, 2021). In this concept, learning is designed to create a fun, interactive, and meaningful atmosphere for learners. This approach is in line with the principle of student-centered learning, where students are not only the target of the learning process, but also active as the main actors in exploring and constructing knowledge.

In practice, edutainment integrates elements of education with entertainment to build a more dynamic and interesting learning atmosphere. Students no longer feel bored or bored during learning activities, but rather actively and enthusiastically engaged. This fun learning atmosphere also helps reduce stress, increase motivation to learn, and create an immersive learning experience (Anikina & Yakimenko, 2015).

As conveyed by Nasution, the edutainment approach provides opportunities for students to display their potential to the maximum (Buckingham & Scanlon, 2005). This is reflected in the active, passionate, and joyful attitude shown by the students during the learning process. Learning evaluation in this approach also often shows more satisfactory results, as learners are emotionally and intellectually involved in understanding each material taught. Thus, edutainment is not just a teaching method, but also a strategy to realize meaningful, effective, and student-oriented learning.

Learning model Picture and Picture is a learning method that utilizes images that are paired or sorted into logical sequences (Ahdar, 2022). This method is included in the cooperative learning approach and has active, innovative, creative, and fun characteristics. This learning model is designed to ensure students are actively involved in each learning process.

Active means that students are encouraged to participate directly in learning activities. Innovative shows that learning must present something new, different, and able to attract students' interest. Creative emphasizes that learning must build students' interest in generating new ideas or solving problems using methods, techniques, or ways they are good at from the learning process. This approach aims to create an interesting learning atmosphere while developing students' critical thinking and problem-solving skills.

The results of the research conducted by (Vian Tanjung Istianing, 2021) shows that the implementation of the School Literacy Movement using the Picture and Picture model-based Edutainment method on the reading skills of grade I students at SD Negeri KembangArum 03 Semarang ran smoothly and can be said to be successful. This success can be seen from the results of observations and interviews with related parties. The reading skills of students have increased significantly, from 65.95% to 84.61% with the same number of students, namely 26 students. In addition, the students' responses to the application of this method were also very positive.

Based on the results of this study, it is suggested that schools consider the use of fun learning methods, such as the School Literacy Movement with the Picture and Picture model-based Edutainment method. This method is not only effective in improving reading skills, but also able to foster interest in learning and get a positive response from students.

d. Varied Learning Methods and Media

Based on the results of research conducted by (Wijayanti & Utami, 2022) and (Khairina et al., 2023) There are several methods and media Learning that can be used to develop reading and writing skills, especially in the lower classes, namely:

1. Learning Methods

There are various methods that can be used to improve the initial reading and writing skills in lower grade students. One of them is Spelling Reading Methods, which is suitable for students of grades I and II who are still learning the basics of reading and writing. This method begins with the introduction of the letters of the alphabet, practice writing letters, syllable recognition, and stringing simple words together to form a sentence. According to (Fauziah, 2018), the initial reading ability is oriented towards literacy, while the initial writing ability is focused on mechanical skills. In addition, the SAS (Structural Synthetic Analytics) method can be used as an initial strategy to help students understand words and sentences. The child approach method is also an effective option, as it creates a closer relationship between teacher and student, so that students feel comfortable asking questions and getting intensive guidance from the teacher.

Additionally, the rotating reading method can be used to exercise students' reading skills by having them read the text in turn, which can also improve their concentration. For students who are still lagging behind in reading and writing, teachers can provide extra hours outside of class hours to help them catch up. (Maghfiroh et al., 2019) suggested that the provision of additional hours be adjusted to students' interests and talents, so that it is more effective. Teachers also need to Working with Parents To train students' reading and writing skills at home, ensuring learning runs consistently both at school and at home. The combination of these methods can help students master reading and writing skills more optimally.

2. Learning Media

Teachers use various learning media to improve students' reading and writing skills in elementary school. Information and communication technology-based media, such as PowerPoint, are often used to present subject matter that is complemented by reading texts. Students are asked to read the text in turn and answer questions to practice reading skills as well as understanding the content of the reading. In addition, teachers use word makeup to train students to recognize letters and arrange words, as well as encourage students to read reading books independently to improve reading fluency. Another learning medium used is flashcards, in the form of cards containing pictures, writings, or symbols, which help students understand the material visually and interactively. Flashcards are effective in clarifying concepts and motivating students to be more active in the learning process.

In addition, teachers use specialized modules such as AISEM (I Love to Read) and MMP (Reading Writing Beginnings), which are designed to train students to read and write from an early stage. AISEM module emphasizes the formation of an interest in reading (Konstantinidou et al., 2022), while the MMP module helps develop basic reading and writing skills in a structured manner (Philippakos & MacArthur, 2022). To strengthen letter recognition, teachers also use letter-pasted media, which focuses students' attention on the shape, name, and sound of the letters. In practicing writing skills, teachers use smooth

upright books, which are designed so that students can write letters with the correct shape, such as the letter "g" with hanging legs, according to the writing rules. This approach shows that a combination of various learning media, both technology-based and traditional aids, is essential in creating an effective, engaging, and student-centered reading and writing learning process (Khairina et al., 2023).

Limitations

Although this study provides valuable insights based on literature studies, its limitation lies in the lack of empirical data from the field. This can affect the generalization of research findings and emphasize the need for further field research to strengthen the validity and reliability of research results.

Conclusion

Reading and writing skills are basic skills that must be mastered by elementary school students to understand various learning materials. These two abilities are the main foundation in every learning process, because almost all learning activities begin with reading and writing. Therefore, the application of appropriate learning models, methods, and media has an important role in increasing student success rates, especially in developing reading and writing skills. Teachers must be selective in determining learning models, methods, and media that suit students' needs, talents, and interests.

Some of the learning models that can be applied to improve students' reading and writing skills include Cooperative Integrated Reading and Composition (CIRC), Visual, Auditory, Read-Write, Kinesthetic (VARK), and Edutainment Picture and Picture. Learning methods that can be used include the spelling reading method, the SAS (Structural Synthetic Analytics) method, the children's approach, rotating reading, giving extra hours, and cooperation with parents. Meanwhile, recommended learning media include information and communication technology (ICT) such as PowerPoint, Flashcards, AISEM and MMP modules, as well as tools such as lettersticks and fine books upright. The selection of this strategy is expected to create effective, fun, and student learning.

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