The Effect of Using Picture Word Card Media on the Beginning Reading Ability of Class 1 Students at SDN Inpres 2 Tangga

Haerunnisah[1], Sholihin[2], Anggih Tri Cahyadi[3]
STKIP Taman Siswa Bima

Abstract

The aim of this research is to determine the effect of using picture word card media on the initial reading ability of class I students at SDN Inpres 2 Tangga. This type of research is experimental research, the research design used is Pre_Experimental Design with the One-Group Pretest-Posttest Design model. The data collection techniques used in this research are tests, observation and documentation. Data analysis uses descriptive analysis and inferential analysis. The subjects in this research were class I students at SDN Inpres 2 Tangga, totaling 14 students consisting of 10 boys and 4 girls. The research results show that the average pretest score is 45.3571 and the average posttest score is 69.6429. This shows that there is an influence on the initial reading ability of class I students at SDN Inpres 2 Tangga and the results of the Paired Sample hypothesis test show that the significance value of 0.001 is smaller than 0.05, so Ho is rejected and Ha is accepted. "There is an influence of the use of picture word cards on ability beginning reading for class I students at SDN Inpres 2 Tangga."

Keywords: media kartu kata bergambar, membaca permulaan

INTRODUCTION

Education is a need and basic right of every human being in preparing for a quality life in the future. Education is the basic capital for humans to become useful and useful people in all aspects of their lives. By developing students' abilities and potential and shaping their character in a better direction.

According to Sadiman (2010:6), word card media is any physical tool that can present messages and stimulate students to learn. Teaching media can facilitate the learning process. Sudjana and Rivai (2013:6) explain the benefits of teaching media, including: (a) fostering learning motivation because teaching attracts more students' attention, (b) the meaning of the material becomes clear so it is easy for students to understand, (c) methods that used by teachers will vary so that students don't get bored and teachers don't run out of energy, (d) students do more learning activities, because they don't just listen to the teacher but do other activities, such as observing, perform, demonstrate and so on.

Reading is one of the four Indonesian language skills, Indonesian language skills consist of reading, writing, listening and speaking. These four skills are connected and related to each other and have equally important functions in learning Indonesian. One type of reading skill is beginning reading. Beginning reading is a child's initial ability in reading skills. This initial reading will later

form the basis for children in studying further fields of science. Reading ability is a child's ability to recognize letters and words, then connect them with sounds, and understand the meaning of the writing they read and begins with the ability to hear letters correctly and precisely. The ability to read in the early grades plays a very important role as a foundation or basis for determining success in student learning activities. If learning to read in the early grades is not strong, at the advanced reading stage students will find it difficult to have adequate reading skills. Beginning reading is a stage of learning to read for early grade elementary school students, namely grades I and II. The aim is for students to have the ability to understand and pronounce writing with natural intonation, as a basis for being able to read further.

Picture word cards are a medium that develops aspects of reading ability, by displaying pictures accompanied by words that explain the name of the picture to help children recognize the arrangement of letters and letters. the response verbally or in writing. Ahmad Susanto (2011: 108).

Research conducted by Ari Musodah stated that the influence of word card media on students' initial reading ability can improve their initial reading ability and success. The actions implemented in the research have reached ≥ 80% with good criteria. Other

supporting research is by Aning Sri Wahyuni which shows that there is an influence of the use of picture word card media of 60.88% on the development of beginning reading abilities of class I students. Activities learning using word card media can be photographed stimulating aspects of the development of beginning reading skills and motivating children in learning to read. Therefore, the researcher took the title "The Effect of Using Picture Word Card Media on the Beginning Reading Ability of Class I Students at SDN Inpress 2 Tangga."

Based on the results of observations carried out on Monday, Tuesday, February 20 2024 in class I at SDN Inpres 2 Tangga, during the learning activities, several problems were found in initial reading learning. The problems found by researchers were firstly the students' low initial reading ability. This is proven by 14 students, there are 7 students at letter level, 1 student is still at syllable level, 6 students are at word level. This low initial reading ability can be seen from the quality of students' reading which is still halting because they are not able to recognize letters and spell well, students have different levels of ability, sometimes some understand quickly and some don't, students rarely come to school, there is a lack of interest. in learning so that students find it very difficult to get used to learning to read.

Apart from that, problems also come from the teachers themselves. Where the learning process in class is still very monotonous. Teachers have not optimally implemented learning media which is characterized by the lack of variety in the use of media used during the learning process and only use textbooks as learning media, thus making students feel bored and bored quickly. Learning activities are said to be successful if their implementation is supported by the existence of learning facilities that can improve optimal learning outcomes. Therefore, interesting and memorable supporting media is needed to be able to educate students in improving their initial reading skills.

Therefore, one solution offered by researchers is to apply picture word card media. Picture word card media is media that is packaged in the form of paper which is cut into 4 parts and each part has pictures of living and inanimate objects attached with cute animated pictures and the paper is colorful and the bottom of the picture has been the name is also attached to the paper to make it easier for students to recognize the picture and to make students recognize letters and be able to spell the name of the picture. Through the use of picture word cards, it can be effective in helping grade I students develop initial reading skills. With a creative and interactive approach, and involving all students, the use of this media can create a fun learning atmosphere and support the development of reading skills in the early stages of learning.

RESEARCH METHOD

In research, it is absolutely necessary to have a type of research that will be used to complete the research. Sugiyono (2009:3) states that "research methods are defined as scientific ways to obtain data with specific purposes and uses". This means that through the use of methods and choosing an appropriate method it will help the conduct of research. Moving on from a problem, problem formulation, and research objectives, the type of research that will be used in this research is experimental research. According to Sugiyono (2009:107) "experimental research methods are research methods used to find the effect of certain treatments on others under controlled conditions".

According to Sugiyono (2014: 74) "experimental research is divided into four types of research, namely pre-experimental design, true experimental design, factorial design, and experimental design". Researchers used a pre-experimental design type of research with a One Group Pretest-Posttest Design. This design carried out two measurements on the initial reading ability of class I students at SDN Inpres 2 Tangga. The first measurement (pretest) was carried out to see the condition of the sample before being given treatment, namely the initial reading ability of class I students before using picture word card media and the second measurement (posttest) was carried out to determine the beginning reading ability of class I students

after using picture word card media. The focus of this research design can be described as follows:

Tabel 3.1. pre-test dan post-test one group design

Group	Pretest	Treatment	Posttest
Experiment	THE$_1$	X	THE$_2$

Information:

THE$_1$: Preliminary test (Pre-test) before treatment

X : Treatment of the experimental group

THE$_2$: Final test (post-test) after treatment

Research instruments are "tools used to measure research results" (Nursalam and Suardi, 2016: 4). The research instruments used in this research are as follows:

1. Observation Techniques

   Observation

   Observation is a tool for measuring activities using picture word card media which is carried out by systematically observing and recording the symptoms being investigated. In this research, researchers made direct observations of students' learning methods and learning processes using observation sheets.

2. Hands

   A test is a method used or a procedure that needs to be taken in the context of measurement and assessment in the field of education, namely initial reading ability, which takes the form of giving assignments in the form of questions that must be answered or commands that must be carried out, so that on the basis of data obtained from the results These measurements can produce a value that symbolizes a person's learning outcomes. The form of the test used is a question test.

3. Documentation

   Documentation is a tool used with the aim of providing a clearer picture of the learning situation. Documentation can be tailored to the researcher's needs.

   1. Data Collection Instrument

      Research instruments are related to data collection and data processing activities, because instruments are tools to help collect and process data about the variables studied by researchers.

      In this study, the researcher wanted to find out whether there was an influence of picture word card media on grade 1 students' initial reading ability in Indonesian language subjects. To determine the influence of the learning media, researchers used test data collection instruments. The test carried out is a preliminary test (pretest) and final test (posttest). The initial test is carried out to determine the extent of students' initial reading abilities. The final test was carried out to determine students' initial reading abilities in Indonesian language lessons after implementing the picture word card media.

      The data collected will be analyzed quantitatively with using descriptive statistics and inferential statistics using the SPSS for Windows version 29 program.

1. Descriptive statistical data analysis

   Sugiyono (2013:21) states that "descriptive statistics are statistics that are used to analyze data by describing or illustrating the data that has been collected as it is, without the intention of making generally applicable conclusions or generalizations". Descriptive statistical data analysis is used to describe beginning reading abilities. For analysis purposes, a frequency distribution table, highest score, lowest score, ideal score, score range, average score and standard deviation are used. In order to get a clear picture of students' initial reading abilities, grouping was carried out. The grouping was carried out into 5 categories, namely very high, high, medium, low and very low. The guidelines used to convert the raw scores obtained by students into standard scores (grades) following the procedures set by Sudjana, are in the following table:

Table of Interpretation of Learning Result Value Categories

Interval Value	Category
80 – 100	Very well
61 – 79	Good
41 – 60	Enough
10 – 41	Not enough

Source: Sudjana (2011:38)

2. Inferential Statistical Data Analysis

In the data analysis section, inferential statistics are used to test the research hypothesis, in this case the SPSS for Windows version 29 program is used. Before testing the hypothesis, a normality test and homogeneity test are first carried out.

a. Normality test

The normality test is the first step in analyzing data specifically. For this normality test, the SPSS for Windows version 29 program was used. Testing with SPSS was based on the One-Sample Kolmogorov-Smirnov test with a significance level of 5% or 0.05. If then the distribution is normal while if then the distribution is not normal.

b. Hypothesis Testing

Inferential statistical analysis is used to test the research hypothesis using the t-test. After the prerequisite tests are carried out and it is proven that the data processed is normally distributed and homogeneous, then proceed with testing

RESEARCH RESULTS AND DISCUSSION

The research was conducted at SDN Inpres 2 Tangga, to find out whether there was an effect of picture word card media on the initial reading ability of class I students at SDN Inpres 2 Tangga in the 2023/2024 academic year. The research design used is *one group pretest-posttest*. The sample taken in this research was class I as many as 14 students. Data collection was carried out using tests. The test is used to measure the achievement of initial reading abilities before and after the picture word cards are implemented.

1. Pretest and Posttest Evaluation Results of Beginning Reading Ability in class I students of SDN Inpres 2 Tangga

a. Pretest

The pretest was carried out to find out the results before being given treatment using picture word cards as media. Classification of posttest result data.

Table 4.4. Pre-test assessment of first grade students' initial reading ability

No	No	Observed aspects			Amount	Category
		Letter	Syllables	Say		
1	Alia Gania Hafizah	30	30	20	80	Very well
2	Abhil Maulana	15	15	15	45	Enough
3	Arif Yadiansyah	20	15	5	40	Not enough
4	Akmalul Hidayat	10	5	5	20	Not enough
5	A. Khairul Azzam	15	15	5	35	Not enough

No	No	Observed aspects			Amount	Category
		Letter	Syllables	Say		
6	Arif Rahman	10	5	5	20	Not enough
7	Diwan Muhammad Raqin	25	20	20	65	Good
8	That's Gumerlan Putra	25	20	15	60	Enough
9	Muhammad Ahnaf	10	5	5	20	Not enough
10	Nursakinah	10	5	5	20	Not enough
11	Princess Inayah	25	15	15	55	Enough
12	Pipit Alia	20	20	15	55	Enough
13	Raden Janita Aswanda	15	20	15	50	Enough
14	Sarifuddin	15	15	5	35	Not enough
Amount					590	Very Good= 1 student Good = 1 Enough = 5 students Less = 7 students

Students' initial reading ability before being given treatment using picture word card media, results *pretest* shows that there are 7 students whose reading ability is at letter level, 1 student is at syllable level and 6 students are at word level. For more details, see the following diagram:
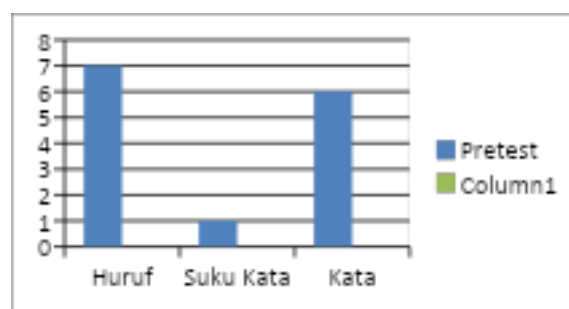

Figure 4.1 Pretest diagram of class I students' initial reading ability
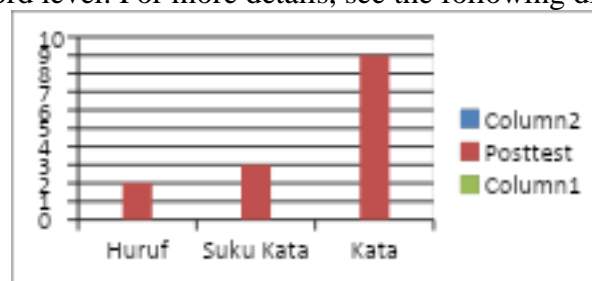
b. Posttest

Posttest This was done to determine the difference in results before and after treatment *picture word card media*. Classification of posttest results.

Table 4.5. Posttest assessment of beginning reading ability of class I students

No	No	Observed aspects			Amount	Category
		Letter	Syllables	Say		
1	Alia Gania Hafizah	30	30	40	100	Very well
2	Abhil Maulana	20	20	30	70	Good
3	Arif Yadiansyah	20	20	30	70	Good
4	Akmalul Hidayat	15	15	5	35	Not enough
5	A. Khairul Azzam	20	20	15	55	Enough
6	Arif Rahman	20	15	15	50	Enough
7	Diwan Muhammad Raqin	30	30	40	100	Very well
8	That's Gumerlan Putra	30	20	40	90	Very well
9	Muhammad Ahnaf	15	15	5	45	Not enough
10	Nursakinah	15	15	5	35	Not enough
11	Princess Inayah	30	20	40	90	Very well
12	Pipit Alia	30	20	20	70	Enough
13	Raden Janita Aswanda	30	20	20	70	Enough
14	Sarifuddin	20	20	20	60	Enough
	Amount				955	Very good = 4 students Good = 2 students Enough = 5 students Less= 3 students

After being given treatment using picture word card media, the posttest results showed that 3 students' reading abilities were at letter level, 1 student was at syllable level, and 10 students were at word level. For more details, see the following diagram:

Figure 4.2 Posttest Initial reading ability of class I students

2. Results of Descriptive Statistical Analysis

Descriptive statistical analysis is intended to obtain an overview of the results of students' initial reading abilities before (pretest) and after (posttest) using picture word card media.

Table 4.1 Descriptive results of the initial reading ability test.

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	14	20.00	90.00	45.35	23.65
Posttest	14	40.00	100.00	69.64	20.23
Valid N (listwise)	14				

Based on table 4.1, it can be seen from the value *pretest* with average values *(mean)* obtained 45.35, the highest score was 90 and the lowest score was 20. After the treatment was carried out using picture word card media, the score *posttest* First grade students' initial reading ability increased. With an average score of 69.64, the highest score was 100, and the lowest score was 40.

Overall, the initial reading ability score for class I students at SDN Inpres 2 Tangga after using picture word card media showed an increase in the posttest score.

3. **Statistical Analysis Results Inferential**
   a. Normality Test

   The normality test is used to determine whether the data in the study is normally or not normally distributed. The normality test is carried out using Kolmogorov Smirnov with the help of SPSS 29 *for windows*, provided that the data is normally distributed and is significant > 0.05, and if the significant value is < 0.05 then the data is not normal. For more details, see table 4.2 below:

Table 4.2 Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wick		
	Statistic	Df	Say	Statistic	Df	Say.
Pretest	.144	14	.200	.904	14	.129
posttest	.124	14	.200	.942	14	.447

   a. Lilliefors Significance Correction

   Based on the normality test table *Kolmogorov-Smirnov* by using the help of SPSS 29 *for windows* shows that the pretest result data is 200 > significantly greater than 0.05 and after given treatment/posttest is greater than the significance of 0.05, namely 200, which means the data is normally distributed.

   b. Hypothesis Testing

   Hypothesis testing in this research uses the t-test.   Based on the previous prerequisite test, namely that the data is proven to have normal distribution and homogeneity, the next activity is hypothesis testing / t-test. Hypothesis testing is carried out to find out whether the hypothesis submitted can be accepted or rejected. The hypothesis test used is Test *paired sample t-test* which is a test of the difference between two paired samples, namely the same subject but experiencing different treatment. The decision-making criteria is if sig. > 0.05 then Ho is accepted and Ha rejected whereas if sig<0.05 then Ho is rejected and Ha is accepted. The results of the hypothesis test can be seen in the table below.

Based on the results of the hypothesis test above, it can be seen that the significance value is 0.001. Because the significance value is smaller than 0.05 (Sig < 0.05 = 0.001 < 0.05) then Ha: "There is an influence of picture word card media on the initial reading ability of class I students at SDN Inpres 2 Tangga" is declared accepted and Ho is rejected.

Table 4.3 Hypothesis Test Results *Paired Sample Test*

	Mean	Std. Deviation	T	df	One-Sided p	Two-Sided p
	Paired Differences Significance					
Pretest Posttest	- 24.28 <.001	7.032 <.001	-12.92	14		

4. Instrument Validation Test

Test Validity used to test the accuracy of an instrument that will be used in research. Validation is carried out by validator experts, namely media experts and material experts. This stage aims to see the feasibility of the smart wheel media being designed. The validator consists of 2 lecturers, the first lecturer as media validator, namely Mr. Syarifuddin, M.App.Ling, the second lecturer as material validator, namely Mr. Mulyadi, M.Pd. From the results of the expert test, the Picture Word Card Media and Material in this research are included in the "Very Appropriate" category. Media Expert Validators also provide suggestions or comments so that media use is easily understood by students and other people.

This research was conducted to test the influence of using picture word card media on the beginning reading ability of class I students at SDN Inpres 2 Tangga. . After conducting research using picture word card media, it can be said that one of the advantages of picture word card media is that it is concrete or more real so that it can improve students' reading skills and make it more enjoyable. In this research, researchers used an experimental type of research using a research design *one group pretest-posttest design.*

The results of research using picture word card media show that students' initial reading abilities after being given treatment have increased compared to before being given treatment. Based on the results of research and data analysis, a comparison of values was obtained which showed that the number of samples (n) was 14 people. The average value is 45.35, the lowest value is 20, the highest value is 90 and the standard deviation is 23.65. Meanwhile, the posttest value for the average value is 69.64, the lowest value is 40, the highest value is 100 and the standard deviation is 20.23.

Apart from that, based on hypothesis testing criteria using SPSS 29 *for windows* If the significance value obtained from the hypothesis test is 0.001, it is smaller than 0.05, so Ha is accepted and Ho is rejected. Based on the results of the hypothesis test above, it can be concluded that there is an influence of the use of picture word cards on the initial reading ability of class I students at SDN Inpres 2 Tangga.

Apart from that, based on hypothesis testing criteria using SPSS 29 *for windows* If the significance value obtained from the hypothesis test is 0.001, it is smaller than 0.05, so Ha is accepted and Ho is rejected. Based on the results of the hypothesis test above, it can be concluded that there is an influence of picture word card media on the initial reading ability of class I students at SDN Inpres 2 Tangga.

The influence of the media use of picture word cards is a media in learning to read that works to help students recognize letters vocal and consonants and arranging them into syllables and words, as well as stimulating students to be more interested in the process of learning to read (Auliah, et al, 2021). Learning media using picture word cards can provide better value for students' reading skills. So, it can be used as a way to improve students' reading skills in the teaching and learning process.

This is also supported by previous research conducted by Lara, et al. With the title "The Influence of Picture Word Card Media on the Reading Ability of Grade I Elementary School Students" the research results show that there is an influence of picture word card media on the reading ability of Grade I elementary school students. This is based on calculating the average value *pretest the results of the T test on students' initial reading scores after treatment showed that the value |tcount|= 6.970 > ttable= 1.671. Then the significance value is 0.001 <0.05 (0.001 is smaller than the 5% significance level). It can be said that the picture word card media has a significant effect on the beginning reading ability of class I students*. Learning using picture word card media can provide new enthusiasm for students during learning and can encourage learning process activities creativity students to be active during the activity.

CONCLUSION

Based on the data analysis that has been carried out, it can be concluded that the use of picture word card media has an influence on the initial reading ability of class I students at SDN Inpres 2 Tangga. This can be seen from the average value in *posttest* 69.6429, greater than the value *pretest* 45.3571. From hypothesis testing *paired Sampel* conducted on class I students, it was found that the significance value of 0.001 was smaller than 0.05, so Ha "There is an influence of the use of picture word cards on the initial reading ability of class I students at SDN Inpres 2 Tangga" was declared accepted and Ho was rejected.

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