

THE EFFECT OF PICTURE WORD CARD MEDIA ON STUDENTS' READING SKILLS IN GRADE II OF STATE ELEMENTARY SCHOOL 020617 SOUTH BINJAI DISTRICT, BINJAI CITY

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Abstract

The purpose of this research is to find out the influence of picture word card media on students' reading skills in grade II of SD Negeri 020617, South Binjai District, Binjai City. The population in this study is all students of SD Negeri 020617, South Binjai District, Binjai City, class II, totaling 50 students. The sampling technique in this study uses purposive sampling. The sample in this study amounted to 50 students by taking 2 classes, namely class II A as a control class with 25 students and class II B as an experimental class with 25 students. This research instrument uses observation sheets. The data analysis technique of this study uses prerequisite tests (normality test and homogeneity test) and hypothesis test. The results of the study showed that the media of picture word cards had an effect on students' reading skills, because in the results of the analysis of the t-test (independent t-test), the results of the significance value (sig.2-tailed) were obtained $0.000 < 0.05$, then H_a was accepted and H_0 was rejected. This means that there is an influence of picture word card media on the reading skills of grade II students of SD Negeri 020617, South Binjai District, Binjai City.

Keywords: Illustrated Word Card Media, Reading Skills.

1. INTRODUCTION

Education is a conscious and planned effort to create a pleasant learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society. Education includes the teaching of special skills and also something that cannot be seen but is more profound, namely the imposition of knowledge and wisdom (Desi, dkk, 2022).

Indonesian language learning emphasizes on four aspects of skills, namely listening skills, speaking skills, writing skills and reading skills. One part of the language skills that must be possessed by students is reading skills. Reading is a process that is carried out and used by readers to obtain the message that the writer wants to convey through the medium of words/written language. In this case, reading is an attempt to trace the meaning in Tarigan's writing deep (Dalman, 2014:7).

Through reading, students can find their

abilities and potential, improve their reasoning skills, practice concentration skills and improve school achievement. With the help of reading, students can learn other subjects at the same time, and with the help of reading students can know all kinds of information around them and process them into information that can be applied in real life.

Some students consider reading to be a learning activity that tends to make them bored, bored and lazy to understand the content of the reading itself, students are less active because they think reading is less interesting learning, more likely to make a fuss in the classroom. This is due to the lack of learning media used by teachers in delivering reading instruction so that it can influence students on reading. If this ability is hampered and not addressed, it will be difficult for students to understand the learning.

Based on the results of the interviews conducted by the researchers, it was found that there were some students whose reading skills were still not fluent and still stammered, students had not mastered punctuation marks

such as periods (.), commas (,), and question marks (?), students were not able to read with feeling, students were not able to read some words and sentences. The use of learning media for students is less interesting, only using textbooks, and teachers have never used picture card media in the reading learning process. So that it tends to make children bored quickly, this is certainly an obstacle in efforts to improve students' reading skills.

One of the efforts to improve reading skills is the use of learning media. Learning media is one of the important factors during the learning process. Teachers use the media as an intermediary in delivering material so that it can be understood well by their students. Learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences to students (Arsyad, 2019:18). One of the media that can be used in the reading learning process is the media of picture word cards. Picture word card media is a card that contains words and there are pictures which is a type of visual media that is effective for stimulating reading skills (Ramadanti & Arifin, 2021). Picture word card media is used to make it easier for students to recognize the concept of letters, attract students' attention, and make it easier for students to learn. Picture word card media is a practical teaching tool that functions to make it easier for students to understand a concept so that the results of learning achievements are more fun and more effective. Picture cards are usually 8 x 12 cm in size or can be adjusted according to your needs. These picture cards are often used for reading exercises such as spelling and increasing students' vocabulary.

Based on the condition of students' reading skills problems in elementary schools. So the author is interested in conducting a research with the title "The Influence of Picture Word Card Media on Reading Skills of Students in Grade II of SD Negeri 020617, South Binjai District, Binjai City".

2. RESEARCH METHODS

This research is in the form of quantitative research carried out in Class II of

SD Negeri 020617, South Binjai District, Binjai City by finding out the influence of picture card media on students' reading skills. This study used all students of grade II of SD Negeri 020617 South Binjai District, Binjai City, namely class II A as the control class and class II B as an experimental class totaling 50 students. This sampling technique was carried out using Purposive Sampling. According to Sinambela (2021:172) said that Purposive Sampling is a technique of determining samples for a specific purpose only. This technique is oriented towards the selection of a sample in which the population and the specific objectives of the study, are known to the researcher from the outset. According to Sugiyono (2018:60) Research variables are basically everything in any form that is determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn.

Independent Variable, This variable is often referred to as a stimulus, predictor, antecedent variable. In Indonesian, it is often referred to as an independent variable. The independent variable is a variable that affects or becomes the cause of the change or the occurrence of the dependent (bound) variable. While Dependent Variables are often referred to as output variables, criteria, and consequences. In Indonesian, it is often referred to as a bound variable.

The variables in this study are:

1. Independent Variable (X): Picture Word Card Media.
2. Dependent Variable (Y): Reading Skills of Grade II Students.

3. RESULTS AND DISCUSSION

To obtain valid and accurate data from students, non-test instruments are used in the form of observation sheets. Then to find out the students' reading ability after the action is carried out, the observation sheet is used to see individual activities in the classroom. Before the observation sheet is used, a feasibility test that has been carried out by the validator is carried out, the expert validator aims to find out the feasibility of the observation sheet to be used. The expert validation of the observation sheet was

validated by a lecturer at the University of Muhammadiyah Sumatra from the Faculty of Teacher Training and Education, a lecturer of the PGSD study program, namely Mr. Amin Basri, S.Pd.I., M.Pd, conducted on May 15, 2023. Based on the assessment carried out by the validator, the observation sheet was declared suitable for use without any revision.

Tabel 1 Hasil Validitas ahli (Expert Validity)

Validator	Total Skor	Persentase	Information
Amin Basri, S.Pd.I., M.Pd	39	97,5%	Agree to the Revision

The assessment conducted by the expert validator by Mr. Amin Basri, S.Pd.I., M.Pd on the validity instrument of students' reading skills obtained a total score of 39 with a percentage of 97.5% included in the very feasible criteria

a. Uji Normalitas

Tabel 2 Hasil Uji Normalitas Tests of Normality

	kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' reading skills	kelas II A	.144	25	.190	.942	25	.165
	kelas II B	.161	25	.094	.930	25	.089

a. Lilliefors Significance Correction

The results of the data normality test with Kolmogorov-Smirnov can be concluded by comparing the numerical values. The decision-making criteria in the homogeneity test with a value of $\alpha = 5\%$ (0.05), namely if the significant value is $\geq \alpha$, the data is normally distributed while if the significant value is $< \alpha$, the data is not normally distributed. Based on the data of the table above, it is known that the significant values produced in the experimental class are $0.94 \geq 0.05$ while the significant values produced in the control class are $0.190 \geq 0.05$, so it can be concluded that the residual values are distributed normally.

b. Uji Homogenitas

Tabel 3 Uji Homogenitas

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Keterampilan Based on Mean	.501	1	48	.483
Membaca Based on Median	.355	1	48	.554

Based on Median and with adjusted df	.355	1	42.368	.555
Based on trimmed mean	.438	1	48	.511

The homogeneity test is used as a condition in the independent analysis of the T test and Anova samples. The decision-making criteria in the homogeneity test with a value of $\alpha = 5\%$ (0.05), namely if the significant value is $\geq \alpha$, the data is normally distributed while if the significant value is $< \alpha$, the data is not normally distributed. Based on the table above, it is known that the significant values produced are $0.483 \geq 0.05$. It can be concluded that the data produced is homogeneous.

c. Hypothesis Test

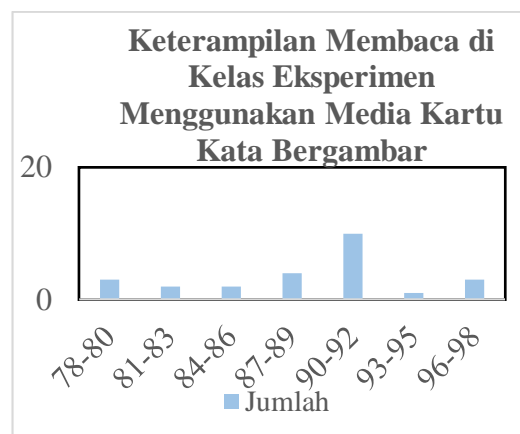
This hypothesis test was used to determine whether or not there was an influence of picture word card media on the reading skills of grade II students of SD Negeri

020617, South Binjai District,
Binjai City.

**Tabel 4 Uji T
Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Keterampilan Membaca	.703	.406	13.695	48	.000	22.24000	1.62399	25.50524	18.97476
Equal variances assumed			13.695	48	.000	22.24000	1.62399	25.50524	18.97476
Equal variances not assumed			13.695	46.802	.000	22.24000	1.62399	25.50740	18.97260

Based on the table above, it can be seen that the significant value is .000 where $0.000 < 0.05$. It can be concluded that H_a is accepted and H_0 is rejected, this states that there is an influence of picture word card media on the reading skills of students in grade



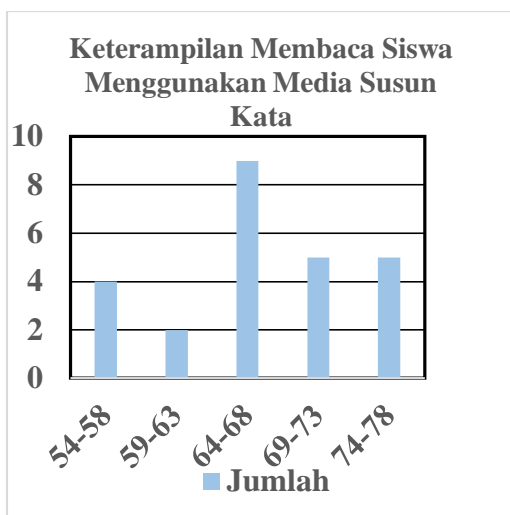
of SD Negeri 020617, South Binjai District, Binjai City.

As for the distribution table of student frequencies, it can be illustrated in the following diagram:

Based on the distribution table above, the reading skills of students in the experimental class using picture card media met the assessment standards, where the maximum score was 98 and the minimum score was 78, with a score of 78-80 as many as 3 people (12%), a score of 81-83 as many as 2 people (8%), a score of 84-86 as many as 2 people (8%), a score of 87-89 as many as 4 people (16%), a score of 90-92 as many as 10 people (40%), the score of 93-95 is 1 person

(4%), the score of 96-98 is 3 people (12%). The following is the distribution of students' reading skills without using the media of picture word cards.

As for the distribution table of student frequencies, it can be illustrated in the following diagram:



Based on the distribution table above, students' reading skills before using picture card media have not met the assessment standards, with a score of 54-58 as many as 4 people (16%), a score of 59-63 as many as 2 people (8%), a score of 64-68 as many as 9 people (36%), a score of 69-73 as many as 5 people (20%), a score of 74-78 as many as 5 people (20%).

Based on the results of the hypothesis test conducted by the researcher on the (t test) the significant value is .000 where $0.000 < 0.05$. So H_a was accepted and H_0 was rejected. The results showed that there was an influence of picture word card media on the reading skills of grade II students of SD Negeri 020617, South Binjai District, Binjai City. The influence of the use of picture card media is a medium in reading learning that functions to help students recognize vocal letters and consonants and string them into syllables and words, as well as stimulate students to be more interested in the reading learning process (Auliah, dkk, 2021).

4. CONCLUSION

1. The reading skills of students in the experimental class using the media of picture word cards have changed as seen from the average score of 88.88 with the number of students as many as 25 who have met the grade standards. With this score, it can be concluded that students' reading skills have improved and the students' learning process is better and more effective.

2. The reading skills of students in the control class can be seen from the average score of 66.64 with the number of students who only 10 students meet the grade standards and 15 people who have not met the grade standards. With this score, it can be concluded that the reading skills of students in the control class without using the media of picture word cards still do not meet effective and efficient learning.
3. There is an influence of picture word card media on students' reading skills. This can be obtained based on a significant value, namely 2 tailed 0.001 less than 0.05, then h_a is accepted and h_0 is rejected. This means that the media of picture word cards has an effect on the reading skills of grade II students of SD Negeri 020617, South Binjai District, Binjai City.

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