



THE INFLUENCE OF USING LETTER CARD MEDIA ON THE BEGINNING READING SKILLS THINKING ABILITY AT STATE ELEMENTARY SCHOOL 066652 MEDAN

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ARTICLE INFO	ABSTRACT
<p>Article History</p> <p>Receive: 27-01-2025</p> <p>Revision: 18-02-2025</p> <p>Accept: 28-02-2025</p>	<p>This research aims to determine the effect of letter card media on the beginning reading skills of students at SD NEGERI 066652 Medan. The research used is quantitative with a quasi-experimental design approach consisting of an experimental class and a control class. The sample used consisted of 41 individuals, with class IA as the experimental class containing 21 students and class IB as the control class with 20 students. The research instrument was an observation sheet for beginning reading skills validated by experts. The results of the data analysis showed a significant increase in the students' beginning reading skills after the application of the letter card media, as evidenced by the paired sample test results with a significance value of 0.000, where $0.000 < 0.05$. The letter card media can enhance students' reading comprehension by facilitating the memorization of letters and spelling words, adding vocabulary, and improving language skills. In addition, letter cards provide variety and fun while learning letters and can enhance the enthusiasm and interest of students in developing early reading skills.</p>
<p>Keywords</p>	<p>Beginning Reading Skills Ability, Letter Card Media, Quantitative Method.</p>

1. INTRODUCTION

Education has various levels, with the most fundamental and primary level being education at the elementary school. At this level, elementary schools play an important role in developing students' potential comprehensively. Learning in elementary schools focuses on three basic skills, namely reading, writing, and arithmetic. However, reading ability is the fundamental skill in recognizing letters, vocabulary, and language (Qur'ani, 2023).

Elementary school is the first level for students to learn the alphabet. There are many problems in elementary school, where many

students do not know the letters of the alphabet, which greatly affects the progress of those students when they move on to the next material (Candika et al., 2022). In all learning activities at school, reading is one of the most essential skills that students need to master. The ability to read for students is seen as a determinant of their success in engaging in learning activities during their time at school. This is because all study materials in school require an understanding of concepts and theories that can be grasped through reading activities. The better the reading ability of the students, the greater the impact on their success in learning; conversely, if their

reading ability is poor, it will also be a hindrance to their educational success in school (Hasanah & Lena, 2021).

In reading at the beginning, there are several indicators that students need to achieve. Accuracy, clarity of voice, and fluency are important aspects to pay attention to during the learning process. However, students often face difficulties in learning to read and rarely receive attention from teachers. Similarly, Sunaryo Kartadinata emphasizes that some teachers or educators who are involved in the learning process every day tend not to fully understand their students who have difficulties in learning (Candra Dewi, 2017).

Learning media is everything that can be used to assist the direction of material from educators to students and to process the views, feelings, considerations, and educational experience of students. Moreover, the presence of learning media in the learning process will have an impact on improving students' abilities because the use of engaging and easily understandable learning media that meets their needs can help enhance students' concentration in learning (Agustira, 2024).

Therefore, the use of letter card media can be an effective solution to accelerate and facilitate learning. This article explains the use of letter card media to enhance reading comprehension (Ulfa, 2023). The letter card media is very helpful in the students' learning process because it makes it easier for students to understand the material provided by the teacher through the letter card media. The letter card media is a learning medium that uses thick rectangular paper on which letters or certain letter elements are written or marked (Astuti et al., 2021).

2. RESEARCH METHOD

The research method used in this study is quantitative. The research method proposed by (Suharsimi, 2010) states that the quantitative research method can be defined as a scientific method that uses data in the form of quantities such as numbers, graphs, tables, and the data analysis is of a quantitative or statistical nature, to test the hypotheses that have been established.

The design used in this research is the nonequivalent control group design. This research was conducted at SDN 066652 Medan, Medan Helvetia District, Medan City, North Sumatra. The subjects of this research are all first-grade students of SDN 066652 Medan, totaling 41 students. The sampling technique used in this research is purposive sampling. Through the purposive sampling technique, two groups were obtained as research samples: class IA, consisting of 21 students as the experimental class, and class IB, consisting of 20 students as the control class.

The data collection techniques used are observation and testing techniques. The testing of the research instrument is carried out to obtain the feasibility of the instrument as a research tool. This testing includes validity and reliability tests. Before treatment is given to the experimental group and the control group, a pretest is conducted to assess the children's initial reading abilities. After that, a posttest is conducted as the next step. Following the posttest, the next stage is the normality test, which is conducted to determine if the data is normally distributed, then followed by a homogeneity test to determine the level of homogeneity of the data, and finally a hypothesis test was conducted using the t-test.

3. RESULT

Before the observation sheet is used in the field, the researcher conducts a validation test with expert validators aimed at determining the feasibility of the observation sheet to be used, whether it is valid or not. The research provides the observation sheet to the expert validator, which is conducted by one of the lecturers from the Faculty of Teacher Training and Education, Indonesian Language Study Program, Mr. Afif Toni Saragih S.Pd, M.Pd. The following is the instrument sheet of the research validator observation.

**4.1 Table
of Validator Observation Sheet Results**

NO	INDIKATOR	KETERANGAN	SKOR			
			4	3	2	1
1.	Ketepatan	Peserta didik mampu menyuarakan kata dan kalimat dengan tepat.		✓		
2.	Lafal	Peserta didik mampu melafalkan kata dan kalimat dengan tepat	✓			
3.	Intonasi	Peserta didik mampu membaca kalimat dengan intonasi yang tepat		✓		
4.	Kelancaran	Peserta didik mampu membaca kata dan kalimat dengan lancar			✓	
5.	Kejelasan suara	Peserta didik mampu membaca kata dan kalimat dengan jelas		✓		
6.	Kemampuan pengucapan dengan tepat	Peserta didik mampu mengucapkan kata dengan tepat		✓		
7.	Kemampuan memahami tanda baca	Peserta didik mampu memahami tanda baca dengan tepat			✓	
8.	Kemampuan penggunaan frasa dengan tepat	Peserta didik mampu menggunakan frasa dengan baik.			✓	
9.	Kemampuan memperhatikan kecepatan membaca	Peserta didik mampu memperhatikan kecepatan membaca dengan baik.		✓		
10.	Kemampuan membaca dengan sikap yang baik	Peserta didik mampu membaca dengan sikap yang baik.	✓			

Based on the results of the validator observation sheet for the study which uses a scoring scale of 1 - 4 where a score of 4 = very good, 3 = good, 2 = fair, 1 = poor. It can be concluded that the observation sheet instrument in this study with an average score scale of good is declared valid and suitable for further research.

**Table 4.2
Results of Posttest and Pretest**

	Control Class	Experimental Class
PRETEST	31,5	35,9
POSTEST	63,7	70,1

Based on the table above, it is known that the average beginning reading ability of students in the experimental class before being treated with word card media had a pretest average score of 35.9, which improved after treatment to a posttest average score of 70.1. The difference or deviation between the average pretest and posttest scores in the experimental class is 34.2. Meanwhile, in the control class, the average reading ability of the students increased from 31.5 to 63.7, with a change of 32.2. This indicates that there is a greater improvement in the experimental class compared to the control class.

**Table
4.3 Normality Test**

KELAS	Tests of Normality				
	Kolmogorov-Smirnov ^a		Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df
PRETEST KELAS KONTROL	.150	21	.200 [*]	.933	21
KELAS EKSPERIMENT	.209	20	.082	.929	20
POSTEST KELAS KONTROL	.110	21	.200 [*]	.964	21
KELAS EKSPERIMENT	.170	20	.133	.922	20

The results of the normality test using SPSS 22 for Windows showed that the Kolmogorov-Smirnov value for the experimental class pretest was 0.082 ($p > 0.05$) and for the posttest of the experimental class was 0.133 ($p > 0.05$). For the control class pretest, it was 0.200 ($p > 0.05$) and for the posttest of the control class, it was also 0.200 ($p > 0.05$). Based on this data, it can be concluded that the pretest and posttest data of the control and experimental classes are normally distributed because the significance values are greater than 0.05.

**Table 4.4
Results of Homogeneity Test.**

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
PRETEST Based on Mean	5.470	1	39	.325
Based on Median	5.361	1	39	.136
Based on Median and with adjusted df	5.361	1	38.808	.526
Based on trimmed mean	5.455	1	39	.225
POSTEST Based on Mean	2.705	1	39	.108
Based on Median	2.640	1	39	.112
Based on Median and with adjusted df	2.640	1	37.767	.113
Based on trimmed mean	2.719	1	39	.107

The results of the homogeneity test using SPSS 22 for Windows show that the significance value from the posttest of the experimental class and the posttest of the control class is 0.113. The significance value of 0.113 is greater than the Cronbach alpha of 0.05 ($0.113 > 0.05$), thus it can be stated that the posttest data of the experimental class and the control class are homogeneous. Therefore, parametric statistical analysis can be continued.

**Table 4.5
Hypothesis Test**

Paired Samples Test			
	t	df	Sig. (2-tailed)
Pair 1	Experimental Class - Control Class	-5.684	.000

Based on the results of the independent t-test table, it can be seen that the significance value is 0.000, thus $0.000 < 0.05$ indicates that H_a is

accepted and H0 is rejected. This shows that there is a significant effect of the beginning reading skills of the students in the experimental group who received instruction using word cards compared to the control group who received instruction with regular teaching methods. Therefore, it can be stated that word cards have a significant effect on the beginning reading skills of grade 1 students at SDN 066652 Medan.

4. DISCUSSION

Based on the research results, the researcher can elaborate on the discussion to answer a problem formulation, namely, learning media serves as a means to make the learning process enjoyable and engaging for students (Al Kamil et al., 2023). The success of learning can be measured by the acquisition of learning outcomes. Learning outcomes are obtained from learning activities that take place due to the conscious interaction between educators and students, resulting in a learning experience.

The learning experiences can take the form of attitudes, skills, knowledge, values, and others. This is because the three are interconnected and cannot be separated from one another. The assessment of learning outcomes in the affective and psychomotor domains is obtained from observations during the learning process conducted by the researcher. The evaluation of the learning outcomes is assessed during the learning activities or assessment period (Anggraeni et al., 2019).

According to Arikunto 2019 in (Sari et al., 2022), assessment is making a decision about something based on criteria of good and bad. The learning process that does not use media will make students bored during the learning process, which will affect their grades and knowledge (Nengrum et al., 2021). The use of word cards in the learning process can provide positive encouragement to students, as evidenced by their active involvement during the lessons and their numerous requests to play the word card game again because they do not feel satisfied with the results achieved. Furthermore, the learning activities can stimulate the creativity of the students and encourage them to actively participate during the activities. This aligns with research conducted by previous studies

(Kristanto & Ratri, 2022) the application of using word cards as an aid and alternative media in the learning process to make it more interesting for students, especially in early reading learning. This is in accordance with the developmental stage of lower grade students, most of whom still struggle with reading.

Beginning reading activities should be carried out in an attractive and enjoyable atmosphere for students. This can be enhanced if, in the teaching of beginning reading, teachers use something new for the students, such as innovative media and involve student participation during the reading activity in the classroom to avoid boredom throughout the lesson (Resti et al., 2022).

The use of word card media in learning provides children with an understanding that the reading process includes activities to introduce letters, syllables, and words. In teaching reading, children are introduced to words which are then broken down into letters, as mentioned by Aulia in (Prapmawati & Atiningsih, 2022) it is stated that reading is the process of understanding the relationship between letters and sounds by transforming written symbols in the form of letters or words into a sound system. This process is referred to as word recognition in teaching reading. First, children are introduced to words, and then the words are broken down into letters so that children can better understand the relationship between letters in a word.

Through the use of word cards media, it can enhance the initial reading skills of students (Intang et al., 2024). The benefits of word card media can enhance the effectiveness of initial reading learning in the Indonesian language. The learning process becomes more interesting, stimulates student engagement, and motivates them to actively participate in learning activities (Intang et al., 2024).

5. CONCLUSION

Based on the analysis of data and discussion, it can be concluded that the use of word card media on initial reading skills can be seen from the observation sheet of expert validators, which indicates that the success indicators for the planning and implementation of learning using word card media are in the good category.

The ability of beginning reading skills before and after treatment and without treatment using word card media showed an increase in both the experimental and control classes. This is seen from the average pretest score of 35.9 which increased after treatment to an average posttest score of 70.1. Meanwhile, in the control class, the average beginning reading skills of the students increased from 31.5 to 63.7. This proves that there is a difference in beginning reading skills among students before and after the use of word card media.

The use of word card media has a significant and influential effect on the early reading skills of students after the application of letter card media, as indicated by the results of the paired sample t-test with a significance value of 0.000, where $0.000 < 0.05$. It can be concluded that H_a is accepted and H_0 is rejected, indicating that there is an impact from the use of word card media.

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