

## EFFORTS TO IMPROVE READING SKILLS THROUGH LETTER CARD GAMES TO STUDENTS RA MUSTAFAWIYAH

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**Abstract:** *The purpose of this study was to describe the implementation of learning through letter card games for RA Al-Mustafawiyah students, to describe the improvement of reading skills, to describe the obstacles faced in the implementation of learning. The research method uses quantitative methods. Data collection techniques used learning implementation sheets, barriers sheets, and reading ability test results using letter card games. The results of this study indicate an assessment of n gain to assess students' reading ability, there are 15 students in the moderate category of 9 people and an increase in the high reading ability score of 6 people. It can be said that there is a significant increase in students' scores in the posttest scores. As for the obstacles that occur, namely, the lack of interest in reading students, students are less focused when learning takes place, many assignments pile up at home and some students are not taught by their parents because their parents work. All of these problems can be overcome by forming learning through letter card games.*

**Keywords :** *Early childhood, Reading, Letter Cards*

### INTRODUCTION

Education is one of the important aspects in life. The purpose of education in Indonesia is included in Article 3 of Law Number 20 of 2003 concerning the National Education System which implies that the purpose of education is not merely to develop cognitive aspects but also to internalize character values in students (Ammatulloh 2021). Education is the main thing that will sustain the progress of a nation. The progress of a nation can be measured by the quality and the existing education system (Sujarwo, 2000). Education is the most important thing for every country to be able to develop rapidly (Meganti, 2012). Education is a conscious, guided effort, which can be carried out at school or outside of school which aims to enable humans to develop their inner potential. Learning to read is very important because the ability to read is a need for everyone (Kurniawati & Koeswanti, 2020).

By reading one can find out all the written information. Reading is a receptive skill, meaning that the reader receives messages or information conveyed by the author in a reading text. Reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourses but more than that reading is an activity to understand meaningful symbols/signs/writing (Alninda Isfihananti, 2016). emphasizing the ability, fondness for reading, writing, numeracy skills and communication skills contained in the curriculum, syllabus, or other forms of education at all levels of SD/MI/SLB/Package A or equivalent. One of the areas of development in the growth of basic abilities in kindergarten is language development. Language

learning for early childhood is directed at the ability to communicate, both orally and in writing (symbolic). To understand symbolic language, children need to learn to read and write (Salamah, 2017). Reading comprehension is closely related to all academic achievement. The better the reading comprehension, the better the understanding in all disciplines that require reading comprehension (Rizkina, 2016).

Reading is one of the four language skills, namely: reading, writing, speaking and listening skills. Each of these skills is closely related to the other three skills in various ways. In acquiring language skills, we usually go through an orderly relationship: first, in childhood, we learn to read and write (Aisyah, 2020). Reading is a complex activity that includes both physical and mental. Physical activity related to reading is eye movement and visual acuity (Irdawati, 2019). Reading is one of the most important skills in learning in elementary school. Through reading, teachers can develop moral values, reasoning abilities and student creativity. The ability to read is always present in every learning theme in elementary school. Therefore, this shows how important reading skills are in elementary school, because reading skills are one of the standards for language skills. The most important basic ability and must be mastered in all subjects is the ability to read. Because reading is one aspect of language skills that must be mastered by students at all levels of education. Through this, it is expected that students can obtain information in accordance with high reading skills.

According to Santoso, reading activity consists of two, namely reading as a process and reading as a product. Children's language skills are important because with this language children can communicate with friends or the people around them. (Nurkhaula, Ani, & Dewi, n.d.2019). The ability to read is not an absolute requirement that must be mastered by students if they want to enter elementary school, but it would be nice if students were equipped with the ability to recognize letters starting from Kindergarten, because starting from grade 1 elementary school students have been taught several subjects that require reading skills (Mayangsari, 2010). 2018). Reading is taught since elementary education, starting from preliminary reading that students learn in low grades (grades 1, 2, and 3) and advanced reading which students learn in high grades (grades 4, 5, and 6) (Irdawati, 2019). The word "media" comes from the Latin "medium" which means as an introduction or intermediary (Minsih, Jatin Sri Nandang, 2021). Media is a tool that is a channel to convey a message (resource) to the recipient (receiver) (Apriliani1, 2012). Media serves as a messenger to students in the learning process. Learning media are everything that can be used to channel messages, to stimulate students' attention, interests, thoughts and feelings in learning activities to achieve learning goals (Ngura et al., 2018).

## **LITERATUR REVIEW**

Media serves as a messenger to students in the learning process. Learning media are everything that can be used to channel messages, to stimulate students' attention, interests, thoughts and feelings in learning activities to achieve learning goals. Teachers play an important role in motivating students to make teaching and learning activities more interesting and fun by using appropriate media to support the teaching and learning process so that the material presented is more interesting and easy to understand. Apart from being a tool for achieving learning goals, the media is also used as a tool to attract students' attention, and keep students' attention during the lesson (Ngura et al., 2018). Book is a window to the world. Sentences that we often hear from childhood to adulthood. Without having to travel the world, by reading books we can find out

something amazing about the outside world (Alfu, 2014). One of the interesting ways to improve children's storytelling skills is to provide picture books.

Because picture books have a visualization effect that can stimulate the eyes to enjoy the picture and understand the text that explains the picture. Picture story books are one of the visual media. Because illustrated story books that are packaged in an attractive way can be a special concern for children, and motivate children to be enthusiastic about following lessons. Picture story books are able to attract attention because they are very popular with children. Picture story books have a function that can be used as decoration and support in stories that can help facilitate the process of understanding the contents of the book (Apriliani1, 2020). The importance of picture story books to attract students to learn is very suitable for use during a pandemic like today. "By reading students will be able to gain knowledge that is very beneficial for the growth and development of their reasoning, social, and emotional powers." (Apriliani & Radia, 2020). A story book is not just a book that unites writing with a presentation decorated with pictures (Sari & Yustiana, 2021).

The ultimate goal of reading is to understand the content of the reading, but the reality is that not all students can achieve that goal. This is because conditions in Indonesia are still in the Covid-19 pandemic, which results in students not getting face-to-face learning at school and only getting online learning. This also results in a lack of reading ability for students. Therefore, planting the concept at the level of education, especially elementary school, is used as the foundation for the continuity of education. So, learning is a mandatory activity in human life. To achieve a good learning process in elementary schools, the delivery of material is required to form knowledge, attitudes, basic skills and social values. Learning to read is a language learning that has an important role in elementary school. Students will experience learning difficulties in the future if students do not have the ability to read that is embedded from an early age.

Several factors that influence reading activities in the teaching and learning process in the classroom, among others: factors of teachers, students, media, methods, and the place where teaching and learning interactions take place. With the aim of easing the burden on parents so that children can pass the elementary school test selection, the researcher wants to conduct research and take the title "Efforts to improve reading skills through letter card games for RA Mustafawiyah students".

Table 1. Troubleshooting Framework

The current situation	Implementation	Results
The child's ability to say letters is still lacking	Planning learning activities with card media to make it more fun	Children are more enthusiastic when learning and mentioning picture cards
Children's ability to write letters is still lacking	Give examples for students to write easily	Children keep trying to write because they are always given easy techniques
Children's ability to say letters according to pictures is still lacking	Provide more cards and sizes for children to be more interested	The process of learning activities with media develops according to expectations

## METHOD

This research uses quantitative research with preexperiment method with one group pretest posttest. This research was carried out in the first semester of the 2022 academic year. The time

span for conducting field research is planned from July to completion. The location of this research was carried out at RA Al-Mustafawiyah which is located on Jl. Medan-tembung link. The subjects of this study were Ra Mustafawiyah Kindergarten students, totaling 9 children. Data collection techniques used are analysis of learning implementation, analysis of obstacles, reading ability test results.

This study did not use a comparison class but had used an initial test so that the magnitude of the effects and effects of using media using letter card games could be known with certainty. In this study, the research subjects were first given a pretest to determine the extent of the students' initial abilities before being given learning using letter card games. After being given the initial test, then the student is given treatment, namely letter card media. After completion, students are then given a final test (posttest) to find out how far the influence of letter card media on students' reading abilities.

## RESULT AND DISCUSSION

Letter cards accompanied by pictures and colors will attract students to want to read. Research on learning about reading skills through letter cards has been carried out by many researchers. One of the studies was conducted by (Ayu, 2017) entitled "Increasing Interest in Beginning Reading Through Picture Story Book Media for Children in Group B of Pamardisiwi Madureso Kindergarten, Temanggung". From this study, it was found that there was a significant effect of picture card media on early reading interest in children in the Kindergarten B group. The application of picture card media in children in the Kindergarten B group could increase early reading interest. Research from (Setiani, 2019) entitled "Efforts to Improve Reading Aloud Skills Using Picture Story Media in Indonesian Language Subjects for Class II Students of State Elementary School 84 Bengkulu City" shows a significant effect. From the description above, it can be seen that the existence of interesting stories and pictures makes students interested in seeing, then trying to understand the content of messages from and images which then try to understand information from written symbols that encourage them to "be able" to read.

Tabel 2. Result Childern

Creativity	Undeveloped	Starting to develop	Develop as expected	Very well developed
Children's ability to say letters				
Cycle 1	80%	20%	-	-
Cycle 2	30%	50%	20%	
Cycle 3	-	30%	20%	50%
Children's ability to name letters according to pictures				
Cycle 1	70%	30%	-	-
Cycle 2	20%	40%	40%	-
Cycle 3	-	20%	30%	50%
children's ability to write letters				
Cycle 1	80%	20%	-	-
Cycle 2	30%	40%	40%	-
Cycle 3	-	40%	20%	40%

Based on the results of observations on the implementation of learning, it shows that 100% of the learning steps designed by schools and teachers according to observers have all been implemented. The quality of implementation is indicated by the implementation score of 3 SD. 4.

Thus, learning to read through letter cards can be implemented. The implementation of learning is possible because before learning takes place, researchers have consulted and discussed capacity building activities with class teachers who will carry out learning, in addition, researchers have explained in detail to teachers how to integrate letter cards in learning.

Thus learning to read with effective letter card games to improve students' reading skills. This is possible because when reading letter cards the children are very motivated, because the game of letter cards is a favorite among students. So that when the subject matter is changed in the form of a game, it really attracts the attention of students.

## CONCLUSION

Based on the results of the research and discussion that has been described above about "Efforts to Improve Reading Skills Through the Letter Card Game at Ra Mustafawiyah, Medan Tembung District" it can be concluded that the implementation of learning from beginning to end is said to be 100% implemented. learning steps in RPP. There are several obstacles that occur but all of these problems can be overcome by playing letter cards. Based on the pretest and posttest learning data analysis with 9 students as respondents and using the n gain formula. From 9 students there was an increase in 3 students with moderate reading ability (56.3%), and an increase in 6 students with high reading ability (43.7%). Thus learning using letter card games has increased reading skills in RA Mustafawiyah students.

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