



The use of picture card media on the reading ability of elementary school students

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ABSTRACT

Some grade 1 students of SD Inpres Nogodue have not been able to read properly and correctly. It is known that out of 22 students, there are 9 students whose ability to recognize letters is still low. Of these 9 students, 3 students were able to recognize letters but still could not distinguish letters such as the letters n and m, j and i, t and f, b and d, a and e, g and p, z and y. 1 student has been able to recognize letters but has not been able to write them, and 5 students have not been able to recognize letters at all. In addition, there are still most students who have not been able to recognize punctuation. The solution taken to overcome this problem is by using picture letter card media. The research design used was a one group pretest posttest design. The sample in this study amounted to 22 people. Data collection techniques used tests and observations with research instruments in the form of test questions and observation sheets, and data analysis techniques used the normality test with the Kolmogorov Smirnov test and hypothesis testing using the t-test. Research result, obtained a significance value (2-tailed) of $0.000 \leq 0.05$, then accept H_a and reject H_0 . Thus, the conclusion is that "there is an effect of the use of illustrated letter card learning media on the reading ability of grade I students at SD Inpres Nogodue.

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INTRODUCTION

Learning is a process of interaction between students and learning resources resulting in changes in behavior for the better (El Puang & Weka, 2021). Learning is also interpreted as a two-way interaction between the teacher and students where directed communication is established so that the goals that have been set can be achieved (Panggabean et al., 2021). Based on these two opinions it can be concluded that learning is a process of interaction between teachers and students in order

to achieve changes in behavior, skills and knowledge of students. Good learning is learning that can stimulate active student learning, so that it can achieve good and satisfying learning outcomes. Learning conducted by teachers and students can occur in the classroom or outside the classroom. Both in the classroom and outside the classroom, learning must still be designed as attractive as possible through good learning planning. This learning plan includes the Learning Implementation Plan (RPP), teaching materials, assessments, as well as the methods, models or learning media that will be used in learning.

Learning Indonesian in elementary schools is the basis for obtaining material and skills in good and correct language (Kurniawan et al., 2020). Indonesian language learning itself aims to help students communicate effectively and efficiently, be able to understand and use Indonesian appropriately, and be able to improve intellectual skills and social-emotional maturity (Samsiyah, 2016). In learning Indonesian, there are four basic components or skills, namely listening skills, reading skills, writing skills, and speaking skills. In order for students to achieve these four basic skills, the teacher has a very important role to manage learning optimally. Of these four aspects or skills, reading skill is one of the skills that must be possessed by students since they are still in grade 1 of elementary school.

Reading is a process of recognizing the forms of letters and grammar as well as the ability to obtain and understand the contents of ideas/ideas (Muhsyanur, 2019). Reading is also a process that is carried out and used by readers through the medium of written language (Dance in Arifa, 2017). So it can be concluded that reading is a process carried out by readers to recognize letters or grammar and also understand the contents written in messages or books or information read. Through reading activities, a grade 1 elementary school student can recognize letters and be able to combine them into syllables, words and even simple sentences. Therefore, an elementary school student must have the skills or ability to read.

Reading skills possessed by grade 1 elementary school students require steps including: using the right speech; use the right phrases; use reasonable intonation so that the meaning is easily understood; have good grooming and attitude and take good care of books and master simple punctuation marks such as period (.), comma (,), question mark (?), and exclamation point (!) (Riyanti, 2021). This stage has also been seen in grade 1 students of SD Inpres Nogodue, but not in all students. Where there are still most students who have not been able to read properly and correctly. It is known that out of 22 total grade 1 students, there are still 9 students whose ability to recognize letters is still low. Of these 9 students, 3 students were able to recognize letters but still could not distinguish letters such as the letters n and m, j and i, t and f, b and d, a and e, g and p, z and y. 1 student has been able to recognize letters but has not been able to write them, and 5 students have not been able to recognize letters at all. In addition, there are still most students who have not been able to recognize punctuation. Apart from the student side, the teacher also seems to have not used learning media that can attract students to learn to read. The teacher just writes letters on the blackboard, then ask the students to say what letter is written next the students are asked to sound the designated letter. The solution taken to overcome this problem is by using picture letter card media.

Media is something that can channel messages and can stimulate students' thoughts, feelings and willingness so that they can encourage the learning process to occur in them (Asnawir in Aulia et al., 2019). While learning media is anything that can carry information or messages in interactions in the learning process (Asyhar in Fatriani & Samadhy, 2018). Meanwhile according to Tokan et al. (2022) Learning media are facilities or tools used by teachers in the learning process. further mLearning media is also anything that can be used to convey messages, arouse students' attention, interest, thoughts, and feelings about learning activities to achieve learning goals. (Slameto in Ngura, 2018). So it can be concluded that learning media is a tool or tool used by teachers in learning that functions as a channel for messages from teachers to students. Picture letter cards are one of the media that teachers can make themselves and can be used in the learning

process in class. As a learning medium, picture letter cards must be designed as attractive as possible so that they can help students to be able to recognize and read letters, words or simple sentences.

Letter cards are the use of a number of cards as a tool for learning to read by seeing and remembering the shapes of letters and pictures accompanied by writing the meaning of the pictures on the cards.(Hasan in Utami et al., 2017). Letter cards are also interpreted as letters written on pieces of media, whether cardboard, paper or blackboard, and can be moved around as desired.(Ason & Dasmawarti, 2021). So that it can be concluded that letter cards are cards that contain pieces of letters or the alphabet from az attached to cardboard and hung on a rectangular board. The purpose of applying letter cards is that children can not only arrange letters but can spell and read a word(Bisri in Udju et al., 2022). Letter cards can also train children's creativity in composing words according to their wishes or according to what is seen in the picture(Kusumaningtyas et al., 2022). So that when paired with picture media, the letter card media will be more meaningful, because students can choose letters that will be adjusted to the selected image. Picture letter cards can be defined as letter cards containing pieces of letters or the alphabet from az which will be strung together into words according to the pictures attached to cardboard and hung on a plywood board. The use of card and picture media is very suitable for the characteristics of early or low grade students. Through pictures, children can catch the sound of the pronunciation of a particular letter or name and will also remember it(Aulia in Andayani, 2019). In connection with the use of picture card media in learning to improve the ability to recognize letters and read, as for previous studies that have conducted research and have proven that, the use of picture letter card media has an influence on students' reading abilities, especially low grade students.

Research bySari et al. (2022)with the results of the study showing that there was an effect of the word card media on the reading ability of the first grade students of SD Negeri 11 Semende Darat Tengah. From the results of testing the hypothesis, the value of t-count > t-table or $1.85 > 1.729$ was obtained. Further research byTeni (2019)which shows that the reading ability test results and the level of completeness also increased. Analysis of reading ability test results in cycle I was 72.57 and cycle II was 87.15. While the average completeness of reading ability in cycle I was 66.67% and cycle II was 87.15%. So it can be concluded that the use of picture word cards as media can improve beginning reading skills in class I students of SDN & Pendawan. Based on the results of this study and the problems faced by first grade students at SD Inpres Nogodue, it is necessary to study students' reading skills using letter cards as media so as to improve students' reading skills.

RESEARCH METHODOLOGY

The research method used in this research is a quantitative research method, and this type of research uses experimental research. According toKusumastuti et al. (in Sareng et al., 2023), a research method to test certain theories by examining the relationship between variables. Experimental research is research in which at least one manipulated variable is found to study causal relationships(Alpansyah & Hashim, 2021). The research design used was a one group pretest posttest design with the following design.

O1 X O2

Information:

- O1 : Pretest value (group that has not been given treatment)
 X : Treatment using picture letter card media

O2 : Posttest value (treated group)

The population in the study were all 22 first grade students of SD Inpres Nogodue, consisting of 10 male students and 12 female students. From this population, the researchers used a non-probability sampling technique with saturated sampling technique because the population was relatively small, namely less than 30 people.(Payadnya & Jayantika, 2018). Based on this, the sample used in this study amounted to 22 people. Data collection techniques used tests and observations with research instruments in the form of test questions and observation sheets, and the data analysis technique used was the normality test using the Kolmogorov Smirnov test and hypothesis testing using the t-test.

RESULTS AND DISCUSSION

Pretest and Posttest Scores

Pretest scores were obtained from the results of student work before being given treatment, and posttest values were obtained from the results of student work after being treated using picture letter cards as media. The results of calculating student pretest and posttest scores can be seen in table 1 below.

Table 1
Pretest and Posttest Scores

<i>Descriptive Statistics</i>					
	N	Minimum	Maximum	Means	std. Deviation
<i>Pre Test</i>	22	50	90	63.18	10,414
<i>Posttest</i>	22	80	100	88.18	6,645
Valid N (listwise)	22				

From table 1 above, it is known that the pretest results of 22 students obtained a minimum score of 50, a maximum score of 90, a mean value of 63.18 with std. deviation is 10.414. Whereas in the acquisition of posttest scores it is known that from 22 students the minimum score is 80, the maximum score is 100, the mean value is 88.18 with std. deviation of 6.645. These results prove that there is a difference in scores between the pretest and posttest, where the posttest scores are higher than the pretest scores.

Normality test

The normality test is used to determine the distribution of data for each research variable. The purpose of the normality test is to find out the distribution of scores for each variable whether the data is normally distributed or not(El Puang & Weka, 2021). The normality test in this study was carried out using the Kolmogorov Smirnov test with the help of SPSS 21. The normality test results can be seen in table 2 below.

Table 2
Kolmogorov Smirnov Normality Test Results

Mark	<i>Tests of Normality</i>		
	<i>Statistics</i>	<i>df</i>	<i>Sig.</i>
<i>Pretest</i>	.136	22	.200*
<i>Posttest</i>	.149	22	.200*

Based on the results of data processing in table 2, it is known that the normality results for the pretest value are 0.200 and the posttest value is 0.200. These results indicate that the normality value with Asymp. Sig (2 tailed) > 0.05 on the pretest and posttest values meet the normal distribution.

Hypothesis testing

The influence of the use of illustrated letter cards on students' ability to recognize letters is determined through a hypothesis test, namely the t test (paired sample test). The results of the hypothesis test are listed in table 3 below.

Table 3
Hypothesis Test Results

		Paired Samples Test								
		<i>Paired Differences</i>						t	df	Sig. (2-tailed)
		Means	std. Deviation	std. Error	95% Confidence Interval of the Difference					
Pair					Lower	Upper				
1	Pretest - Posttest	-15,000	6,726	1,434	-17,982	-12,018	-10,460	21	.000	

Based on table 3, a significance value (2-tailed) is obtained of $0.000 \leq 0.05$, then accept H_a and reject H_o . Thus, it can be concluded that "there is an effect of the use of picture card learning media on the reading ability of the first grade students of SD Inpres Nogodue.

Discussion

Media is a tool or intermediary that is used as a channel of information from one individual to another. When associated with learning, the media functions as a messenger to students (Ngura et al., 2020). The use of learning media is very necessary in learning, both learning that occurs in the classroom and outside the classroom. By using media in learning, students can more easily understand the material being taught. This was also stated by Hamalik (in Hadiana et al., 2018) which states that the use of learning media can generate new desires and interests, generate motivation and stimulate learning activities, and indirectly also have a psychological influence on students. Shahid et al. (2022) also suggested that one way for teachers to increase children's learning interest can be done by using interesting learning media for each material that will be taught to students. Because the use of media in learning is one very important indicator. For elementary school students, especially grade 1 students, they can learn to read, write and count well when the teacher uses media or visual aids in learning. This is because the learning style or method of grade 1 students in general is learning by seeing or hearing them directly. This is also in accordance with the opinion of Aulia et al. (2019) which states that one of the characteristics of low grade students is learning from concrete things to abstract things, namely in the form of real things that can be seen, touched or heard. The use of picture letter cards as media is one of the most appropriate actions to help the learning process of grade 1 elementary school students, especially in terms of recognizing letters to reading simple sentences. This is because in the picture letter card media pieces of letters from az and pictures are presented, then students are asked to determine or choose the picture they like and paste the letter pieces into one word according to the picture in question. This is interesting, because the images presented are color images, and students look active when they have to choose each letter and then paste it and continue reading the word. In addition to displaying colorful media, the use of picture letter cards is also interesting because students are not only serious about learning but in learning students look like they are playing and competing because they have to choose and place each letter. Such learning, makes students motivated to learn to read. The end result is that the use of picture letter cards can affect students' reading skills. These results are also in accordance with the results of research that has been conducted by several previous researchers, namely by the use of picture letter card media is also interesting because students are not only serious about learning but in learning students look like they are playing and

competing because they have to choose and place each letter. Such learning, makes students motivated to learn to read. The end result is that the use of picture letter cards can affect students' reading skills. These results are also in accordance with the results of research that has been conducted by several previous researchers, namely by the use of picture letter card media is also interesting because students are not only serious about learning but in learning students look like they are playing and competing because they have to choose and place each letter. Such learning, makes students motivated to learn to read. The end result is that the use of picture letter cards can affect students' reading skills. These results are also in accordance with the results of research that has been conducted by several previous researchers, namely by by using picture letter card media can affect students' reading ability. These results are also in accordance with the results of research that has been conducted by several previous researchers, namely by by using picture letter card media can affect students' reading ability. These results are also in accordance with the results of research that has been conducted by several previous researchers, namely by Sari et al. (2022) with the results of the study showing that there was an effect of the word card media on the reading ability of the first grade students of SD Negeri 11 Semende Darat Tengah. From the results of testing the hypothesis, the value of $t\text{-count} > t\text{-table}$ or $1.85 > 1.729$ was obtained. Other research by Idawati (2021) which states that there is an effect of the use of picture word card media on children's initial reading ability.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the use of graphic letter card learning media can affect the reading ability of the first grade students of SD Inpres Nogodue as seen from the results of the calculation of the t test where a significance value (2-tailed) is obtained of $0.000 \leq 0.05$, then accept H_a and reject H_o . Based on the researcher's direct experience, there are some limitations that are experienced and can be a factor that future researchers can pay more attention to further refine their research because it is realized that this research itself certainly has deficiencies that must be corrected in subsequent studies. The limitations in the research found by researchers are: The time allocation for implementing learning in class is considered insufficient to achieve the indicators contained in the lesson plan, all pictures are made by the researcher only in part because they have to be adjusted to the size of the board, and each student can only get 1 chance to choose pictures and letters and read it, only a few students were given the opportunity to 2 times. The results of this study have several important implications for readers, teachers and schools, where in learning, especially in grade 1 elementary school students, teachers need to use media that are in accordance with learning objectives and especially according to student characteristics. The media used must be colorful and attractive. and the allocation of time used must also be in accordance with the severity of the problems faced by students.

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