

# The Effect Of Using Word Cards Media On The Beginning Reading Skills Of Second Grade Students At Elementary School 48 Garutu Enrekang Districts

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## Kata Kunci:

Words Card, Beginning Reading.

## ABSTRACT

*This research is a quantitative approach with the type of pre-experiment research which aims to determine (1) The description of the use of word card media on the early reading skills of grade II students of SDN 48 Garutu, Enrekang District, (2) The description of the early reading skills of grade II students of SDN 48 Garutu, Enrekang District, and (3) The effect of using word card media on the early reading skills of grade II students of SDN 48 Garutu, Enrekang District. The independent variable in this study is the application of the use of word card media, while the dependent variable is students' early reading skills. The population in this study were all grade II students of SDN 48 Garutu, namely 25 people, as well as the sample, namely all grade II SDN 48 Garutu, namely 25 people with the sampling technique, namely saturated sample. The results of the research conducted can be concluded that (1) The description of the use of word card media on the early reading skills of grade II students of SDN 48 Garutu, Enrekang District took place effectively because the percentage category for each meeting increased. (2) The description of the early reading skills of grade II SDN 48 Garutu Enrekang District has increased. This is evidenced by the posttest scores of students in the high category after being given treatment while the pretest scores were in the medium category before treatment. (3) Data on the results of the study were obtained by giving tests of students' early reading skills in the form of pre tests and post tests. Based on the results of inferential statistical analysis, the Sig. (2-tailed) from the results of the Paired Sample Test of 0.000, this value is smaller than  $\alpha = 0.05$ . It can be concluded that the use of word card media has a significant effect on the early reading skills of grade II students of SDN 48 Garutu, Enrekang Regency.*

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## INTRODUCTION

Education in elementary schools aims to provide students with basic knowledge that is very useful for continuing their studies and in life in society. Therefore, it is necessary to understand the appropriate concepts so that the knowledge gained by students can be remembered properly. In order for this goal to be realized, several subjects are determined that must be studied in elementary school, one of which is Indonesian.

Learning language and the scope of Indonesian Language is also explained in the Regulation of the Minister of National Education Number 23 of 2006 concerning Indonesian Language Graduate Competency Standards, namely "Language is a very important need that everyone must have. Through language a person can understand what is happening around him. Everyone has different language skills. Learning language is essentially learning to communicate, therefore, learning Indonesian is directed at improving the ability of students to communicate with Indonesian, both orally and in writing. The scope of Indonesian language subjects covers the components of language and literary skills which include aspects of listening, speaking, reading, and writing".

As part of language skills, reading is one of the basic abilities that must be mastered by students in addition to writing and arithmetic because the success of students in participating in the teaching and learning process at school is largely determined by the mastery of reading skills. According to Rohana (2016) reading and writing skills in Indonesian are complex, especially in students in the lower grades they find it difficult to string letters into words, especially stringing pronounced diphthongs, stringing syllables into words, and

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stringing words into sentences. That is why early reading is very important to be taught to children in the lower grades. According to Hermanto (Lusiana, 2018) reading ability is very important and superior to absorbing information and knowledge, which can pass through time and space. Students who are unable to read well will have difficulty in following learning for all subjects. Students will have difficulty in capturing and understanding all the information presented in various textbooks, supporting textbooks, and other written learning resources. These students will be slow to absorb lessons as a result their learning progress is also slow when compared to students who do not experience reading disorders.

One of the learning media that can improve students' reading methods is through word card media. The selection of word card media is in accordance with the characteristics of students, especially for low grades. Revealed by (Anggraeni, 2019) word card media or letter cards are alternatives used in early reading, through this media students can spell letters and words into syllables. In addition, the word card media also has an interesting picture according to the word on the card, so that reading and learning becomes more interesting and easy for students to understand.

According to Aryani (2014), word cards have several advantages over other media, namely presenting learning objects concretely or learning messages realistically, so it is very good for adding to the learning experience, visual in nature, so that it has its own appeal and can be a trigger or motivation for learners to learn, very good for achieving psychomotor learning goals, can reduce learning boredom, because it is done through games. In addition to the advantages of word cards, they also have disadvantages, according to Yushalihin (2017) the disadvantages of word cards are the teaching and learning process takes a long time, especially in the reading evaluation process, class conditions are less conducive (too crowded), although word cards have disadvantages, many previous studies have used this word card media and still show positive things.

Berdasarkan hasil pengamatan dalam proses pembelajaran, terkhusus pada mata pelajaran Bahasa Indonesia at SDN 48 Garutu, Enrekang District, especially in early reading skills in class II, students are still difficult to spell and recognize the alphabet, it seems that student activities are not conducive because the teacher presents the material only by reading the text in the book used, this is due to the teacher's lack of knowledge about learning media, so that students are less interested in learning and students are not actively involved during the learning process, because students feel bored, sleepy, and the learning process is monotonous. In accordance with this, this study is entitled The Effect of Using Word Card Media on Beginning Reading Skills in Class II Students of SDN 48 Garutu, Enrekang District.

## **1. Word Card Media**

### **a. Definition of Word Card Media**

Word card media is also called letter cards. Word cards are a type of graphic media or two-dimensional media, which has a length and width. According to Ambriani (Anggraeni, 2019) letter card media is a collection of cards in which there are letters A-Z (capital and small) and given pictures and words to support children to understand and memorize A to Z. Meanwhile, according to Sadiman (Anggraeni, 2019) word cards are all physical tools that can present messages and stimulate students to learn. Muhammad Irkram (Atmaja, 2015) letter card media is learning media in the form of cards in which there are pictures of letters.

The letters contained in the card can be made by hand or photo, or computer printouts that are cut out and pasted on the card.

Based on the above opinions, it can be concluded that word card media is a children's learning media designed with the aim of facilitating understanding of nouns. In addition, word card media can also develop language, cognitive, motor aspects, and also social-emotional children.

### **b. Characteristics of Word Card Media**

In the world of education there is often the term auxiliary words or what is commonly referred to as learning media. According to Latuheru (Khairunnisak, 2015) learning media are materials, tools or techniques used in teaching and learning activities with the intention that the process of educational communication interaction between teachers and students can take place in an efficient and efficient manner. According to Ekayanti (Rishantie, 2018) "media is divided into three types, namely visual, audio, and audio visual media" (p. 8).

According to Rudi Bretz (Tafanao, 2018) there are eight media classifications, namely: 1) Motion audio visual media. 2) Silent audio visual media. 3) Semi silent audio media. 4) Semi-motion audio media. 4) Motion visual media. 5) Still visual media. 6) Visual media semi silent. 5) Audio media. 6) Print media. Meanwhile, according to Briggs (Tafanao, 2018) there are thirteen kinds of media, namely: 1) Object. 2) Model. 3) Live sound. 4) Audio recordings. 5) Print media. 6) Programmed learning. 7) Whiteboard. 8) Transparency media.

9) String movies. 10) Frame movies. 11). Movie. 12) Television. 13) Picture.

Based on the discussion of the classification and types of media, researchers conducted research on one type of media in the form of visual media packaged in the form of word cards. According to Muchliso (Aryani, 2014) "word cards are a teaching medium made of thick paper, such as cardboard, asturo paper, or photo paper in the form of rectangles that form words that can be spoken" (p. 2). Meanwhile, according to Muhammad Irkram (Atmaja, 2015) letter card media is a learning media in the form of cards in which there are pictures of letters. then find a pair on the word card belonging to another student in the group, 6) after completing the game, a sentence will be formed which will be read by each group, 7) the sentence formed is then read together by group members in front of the class.

## **2. Early Reading Skills**

### **a. Definition of Early Reading**

Everyone who will learn to read first enters the early stage of reading. This stage is the initial stage in learning to read. According to Dalman (2014) "early reading is an early skill that must be learned or mastered by readers. Beginning reading is the initial level so that people can read" (p. 85). "Beginning reading is a unity of integrated activities including several integrated activities including several activities such as recognizing letters and words, connecting them with sound, meaning, and drawing conclusions about the meaning of reading" Nurbiana (Pertiwi, 2016). According to Enny Zubaidah (Pertiwi, 2016) states that early reading or early reading emphasizes more on the recognition and pronunciation of sound symbols in the form of letters, words and sentences in simple forms.

Based on some of the above opinions, it can be concluded that early reading is the stage of the reading learning process for early grade elementary school students to emphasize the recognition and pronunciation of sound symbols, words and sentences in simple forms.

### **b. Pros and Cons of Word Card Media**

Learning media certainly has advantages and disadvantages as well as word card media.

According to Khairunnisak (2015) word card media also has other advantages, namely: 1) It can be used as a fun game, 2) increase interaction between students so as to improve students' reading skills, 3) stimulate students' thinking skills, and, 4) increase learning motivation. According to Salbiyah (Yushalihin, 2017) word card media has several disadvantages, including: 1) The teaching and learning process takes a long time, especially in the reading evaluation process, 2) Class conditions are less conducive (too crowded).

### **c. Implementation Steps of Word Card Media**

In implementing learning using word card media, there are several steps that must be taken, according to Yushalihin (2017) to apply word card media, the following steps need to be taken: 1) the teacher divides the group of students, 2) the teacher distributes word cards to each group with the same number, 3) each group with the guidance of the teacher plays a game of composing sentences with word cards held by each student, 4) how to implement word cards, 5) each student holds a different word card according to his part, 5) word cards held by each student, the stages of the reading learning process for early grade elementary school students to emphasize the recognition and pronunciation of sound symbols, words and sentences in simple forms.

### **d. Indicators of Early Reading Skills**

According to Nurhayati Fitria (2018) the indicators assessed in early reading skills are:

- 1) Reading letters a-z
- 2) Reading letters that form syllables k-a = ka k-i = ki
- 3) Reading syllables that form words Ka-ki = kaki Pa-pi = papi
- 4) Reading words

## **METHOD**

The research used in this study is a quantitative approach. The type of research used is pre-experimental design. The design used is One Group Pre- test- Post test. The sampling method used in this study was nonprobability sampling with the sampling technique used was saturated sampling. This research was conducted at SDN 48 Garutu, Enrekang District.

Data collection techniques are reading skills test, observation, and documentation. This research was conducted directly but still adhered to health protocols given the Covid-19 pandemic, and was conducted 3 times, namely the first meeting pre-test, the second meeting treatment, and the third meeting post-test.

Data analysis techniques are descriptive statistical analysis and inferential statistical analysis.

Descriptive statistical analysis is used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations. Inferential statistical analysis is used to test the research hypothesis using the t-test. Before hypothesis testing is carried out, a normality test is first carried out. The normality test used is Shapiro-Wilk to determine whether the data following the population is normally distributed. The criterion used is the data on the results of early reading skills, normally distributed if the  $p\text{-value} > 0.05$ . Hypothesis testing to answer the hypothesis that has been proposed. For this purpose, the submission was carried out using the t-test (independent test), namely testing the difference between the means of two groups. This test was carried out using computer assistance, namely the IBM SPSS Statistics Version 21 program.

## RESULTS AND DISCUSSION

The initial step taken by the researcher is to validate the question instrument (pretest and posttest, validation used content validation conducted by experts in one of the subject areas and continued with the treatment of using word card media on early reading skills.

### Description of Pre Test Data of Students on Beginning Reading Skills

Based on the results of the analysis conducted, it can be seen that the pretest scores are quite diverse. The mean, median, and mode values are in the moderate category with the distribution of the lowest value of 20, the highest value of 75 with a value range of 55. Then the average pretest score is 46.49 categorized as moderate.

### Description of Post Tests Data of Students on Beginning Reading Skills

Based on the results of the analysis carried out, it can be seen that the posttest scores are quite diverse. The average value, middle value, and mode are in the medium category with the distribution of the lowest value of 40, the highest value of 85 with a value range of 45. Then the average posttest score is 66.33 categorized as high.

### Normality Test Results

The normality test is carried out to determine whether the data obtained is not normally distributed or not. Data requirements are said to be normally distributed if the results of the normality test and pretest are significant.

**Tabel 1. Data Normality Test Results**

*Pretest dan Posttest*

Data	Value	Note
<b>Probabilitas</b>		
Pretest	0,145	0,145 > 0,005 = normal
Posttest	0,101	0,101 > 0,005 = normal

Based on this data, it shows that the pretest and posttest data are normally distributed. This can be seen from the results of the normality test on both data obtained a probability value greater than 0.05. It can be concluded that the data is normally distributed Hypothesis Test Results

Hypothesis testing in this study was conducted to determine whether there was a difference between the pretest and post test scores. The type of hypothesis test used is the paired sample T test. Paired sample T test is used to test the average pre test with the average post test data. The following are the results of hypothesis testing using the paired sample T test

**Tebel 2. Paired Sample Correlation test results**

N	Correlation	Sig.
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Pair 1	pre- Test & Post - Test	25	.921	.000
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Sumber: *IMB SPSS Statistics Version 2.1*

Based on the table above shows that the sig correlation value of the pretest and posttest results is 0.000, the value is smaller than 0.05. It can be concluded that the use of word cards has a strong relationship to improving students' early reading skills.

**Tabel 3. Paired Sample Test Results**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Dev.	Std. Error Mean	Confidence Interval of the Difference				
				Lower	Upper			
Pre Test-Post Test	-21.040	6.848	1.297	-23.716	-18.364	-16.225	24	.000

Sumber: *IMB SPSS Statistics Version 2.1*

Based on the table above, it explains that the Sig. (2- tailed) from the Paired Sample Test results of 0.000, this value is smaller than 0.05, meaning that  $H_0$  is rejected and  $H_a$  is accepted. In addition, we can also see the comparison of the average pre test and post test, it is known that the average post test value is greater than the pre test value, namely  $66.33 > 46.69$ . So it can be concluded that the use of word card media has a significant effect on the learning process.

### Discussion

This study examines the effect of using word card media on the early reading skills of grade II students of SDN Negeri 48 Garutu, Enrekang sub-district. This research was conducted directly. The sample in this study which is also the population consists of 25 students (11 boys and 14 girls). The sample in this study received treatment in the form of using word card media.

### Overview of the Use of Word Card Media

The learning process with the use of word card media in grade II students of SDN 48 Garutu, Enrekang sub-district with the theme of myself, the sub-theme of my body took place effectively. Learning by using word card media has a positive effect on improving students' early reading skills. This is evidenced by the observations made during the learning process. Based on the results of observations made at meeting II (treatment I) there are still some things that have not been implemented with a percentage of implementation of 46, 43% which is in the effective category. While at meeting III (treatment II) it increased to a percentage of 82, 14%. This achievement has not been 100% implemented due to various situations and conditions that affect students' early reading skills.

In addition, we can also see the comparison of the average pre test and post test, it is known that the average post test score is greater than the pre test score, namely  $66.33 > 46.69$ . So it can be concluded that the use of word card media has a significant effect on the early reading skills of grade II students of SDN 48 Garutu Kecamatan Enrekang is less supportive. However, based on the results of this observation, it can be concluded that the learning process using word cards took place effectively with the percentage increasing at meeting III (treatment II).

### Overview of Beginning Reading Skills

The average value of students' early reading skills using word card media at SDN 48 Garutu, Enrekang sub-district has increased. This can be seen from the initial test (pretest) and the final test (posttest) that have been carried out. The pretest which was conducted directly on October 13, 2020 showed that the average value (mean) was 46, 69 and the standard deviation was 15.711. Based on the frequency table, it is known that there are 15 people, 8 students who get the medium category, and 2 people in the high category. Based on the results of the descriptive analysis that has been carried out, it can be concluded that the posttest results are in the moderate category.

The results of the final test (posttest) conducted on October 15, 2020 showed that the average value (mean) was 66.33 and the standard deviation was 12.320. Based on the frequency table, it is known that there are 2 people, 15 students who get the medium category, and 6 people in the high category. Based on the results of descriptive analysis that has been done, it can be concluded that the posttest results are in the high category. So with the use of word card media on early reading skills has increased. Before giving treatment using word

media, students' early reading skills were in the medium category with an average of 46.69 and after giving treatment using word card media, students' early reading skills increased with an average of 66.33.

### The Effect of Using Word Card Media on Students' Beginning Reading Skills

Inferential statistical analysis was carried out assumption test, namely normality test. The normality test of pretest and posttest of students' early reading skills uses the Shapiro-Wilk test with the results of all data normally distributed. After that, hypothesis testing was carried out with the help of the IMB Statistic Version 21 program.

Based on hypothesis testing with inferential statistics, it shows that there is a significant effect on students' early reading skills after using word card media. The results of hypothesis testing were carried out using the Paired Sample T-test with the help of the IMB Statistic Version 21 program by comparing the probability values and obtained a significant value (2-tailed) of  $0.000 < 0.05$  means  $H_0$  is rejected and  $H_a$  is accepted.

### CONCLUSION AND RECOMMENDATION

Based on the results of the research conducted, several things can be concluded, among others:

1. The description of learning with the use of word card media in class II SDN 48 Garutu Enrekang District in this study was carried out 3 times a meeting, namely giving pre test, treatment, post test, with an average learning implementation of 64, 28% including in the effective category.
2. The early reading skills of grade II students of SDN 48 Garutu District after treatment have increased. This is evidenced by the posttest scores of students in the high category after treatment while the pretest scores were in the medium category before treatment.
3. There is an effect of using word card media on students' early reading skills. This is because there is a significant difference between the pretest and posttest scores after the use of word cards. This is because the significance value obtained is 0.000 less than 0.05.

The suggestions that researchers can put forward are as follows:

1. For teachers, they can use word card media as an alternative to improve students' early reading skills, because of its attractive appearance.
2. For students, it can facilitate the learning process of early reading and be more enthusiastic in learning and always train themselves to foster a passion for learning.
3. As reading material for further researchers to make variations in research that also utilize the use of word cards to improve early reading skills and can develop this research with different variables with a wider population.

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