**The Innovation of Social Studies Journal,** Vol. 3, (2), March 2022: 83-91
ISSN: 2716-2354 (p); 2723-1119 (e)
DOI: https://doi.org/10.20527/iis
Availaible at online at website: https://ppjp.ulm.ac.id/journals/index.php/iis

# Improving Beginning Reading Skills Using Word Card Media for Grade 1 Students at SDN 004 SALO

**Devi Lasdya**
devilasdya74@gmail.com
Elementary School Teacher Department, FKIP Pahlawan Tuanku Tambusai University
**Putri Hana Pebriana**
putripebriana99@gmail.com
Elementary School Teacher Department, FKIP Pahlawan Tuanku Tambusai University
**Muhammad Syahrul Rizal**
drdadan19@gmail.com
Elementary School Teacher Department, FKIP Pahlawan Tuanku Tambusai University
**Ersis Warmansyah Abbas**
ersiswa@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
**Rusmaniah**
rusmaniah@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University

***Article History***
Received: 23/10/21 Review: 15/01/22 Revision: 03/03/22 Available Online: 15/03/22

**Abstrak**

Penelitian ini dilatar belakangi rendahnya keterampilan membaca permulaan siswa kelas I SDN 004 Salo. Salah satu solusi untuk mengatasi masalah ini adalah dengan menggunakan media kartu kata. Tujuan penelitian ini untuk meningkatkan keterampilan membaca siswa kelas I pada tema Diriku dengan menggunakan media kartu kata. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari dua pertemuan dan empat tahapan yakni perencanaan, pelaksanaan, observasi, refleksi, dan waktu penelitian dilaksanakan pada Juli sampai September. Subjek penelitian ini siswa kelas I yaitu berjumlah 21 orang. Teknik pengumpulan berupa dokumentasi, observasi dan tes. Hasil penelitian ini disimpulkan bahwa keterampilan membaca permulaan siswa dengan tema Diriku pada siklus I tergolong kurang dengan presentase ketuntasan siswa dengan nilai rata-rata 61% Sedangkan pada siklus II mengalami peningkatan baik yakni ketuntasan siswa 85%. Dengan demikian dapat disimpulkan bahwa dengan menggunakan media kartu kata dapat meningkatkan keterampilan membaca permulaan siswa kelas I SDN 004 Salo.
**Kata Kunci** : Media kartu kata, Keterampilan membaca permulaan, dan siswa dasar.

***Abstract***

This research was motivated by the low reading skills of the first graders of SDN 004 Salo. One solution to overcome this problem is to use word card media. Therefore, this study aimed to improve the reading skills of grade I students on the theme of Myself by using word cards as the media. This research method is Classroom Action Research (CAR), carried out in two cycles. Each cycle consists of two meetings and four stages: planning, implementation, observation, reflection, and when the research is carried out from July to September. The subjects of this study were first-grade students, which were 21 people. The collection technique is in the form of documentation, observation, and tests. This study concluded that the student's initial reading skills with the theme Myself in the first cycle were classified as lacking with the percentage of students' mastery with an average value of 61%. Meanwhile, there was a good increase in the second cycle, namely 85% student mastery. Thus, it can be concluded that using word card media can improve the reading skills of first graders at SDN 004 Salo.
**Keywords**: Word card media, Beginning reading skills, and Basic students.



Copyright © 2022, The Innovation of Social Studies Journal

**PRELIMINARY**

National Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character (Abbas dkk., 2021). Healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. To carry out this function, the government organizes a national education system as stated in the UUD N0.20 of 2013 concerning the national education system.

Early reading learning in elementary school is closely related to early writing learning because it aims to make children able to recognize letters, identify, classify letters, and assemble letters into syllables, words, and sentences (Mutiani, Sapriya, dkk., 2021). Skill is the ability or potential to master a skill that is innate from birth or results from training or practice and is used to do something that is realized through one's actions (Abbas dkk., 2019).
Beginning reading is a learning process for reading for early grade elementary school students. Students acquire skills and master reading techniques, and capture reading content well. Therefore, teachers need to design learning well (Agustina, 2016). So that it can grow the habit of reading as something fun, the learning atmosphere must be created through language game activities in learning to read (Mutiani, 2021). Games have an important role in the cognitive and social development of children.

Reading skills are an activity or cognitive process that seeks to find various information contained in writing (Dalman, 2013). This means that reading is a thought process to understand the contents of the text read. Therefore, reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourses. Still, more than that, reading is an activity to understand and interpret symbols/signs / meaningful writing so that the message conveyed by the author is acceptable to the reader (Antonius Purwanto, 2021). The word media comes from Latin and is the plural form of the word medium which means "middle," "intermediary," or "introduction." In outline, media are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes (Arsyad, 2011). Therefore, learning media is defined as all objects that become intermediaries in the occurrence of learning.

Based on the results of observations on the implementation of the initial reading lesson, which was carried out on Monday, March 02, 2021, class 1 SDN 004 Salo in Indonesian language learning, namely about initial reading, the pronunciation is also not correct, such as



Copyright © 2022, The Innovation of Social Studies Journal

the pronunciation of consonant letters that are not precise, for example, permission to read permission, sustenance is read fortune and cannot be spelled (Ahmad, 2020). And in reading, there are still many students whose intonation is not appropriate in places such as a period (.), comma (,), question mark (?), an exclamation mark (!). Moreover, in fluency, students cannot read aloud because students in reading are still stammering. The results of the pre-action were used as a comparison of social skills before and after using word card media at 1 SDN 004 Salo.

Based on the problems that have been described, a solution is needed to improve early reading skills, one of which is by using word card media. Beginning reading skills The results of early reading learning with the SAS method, the teacher still has shortcomings in teaching, namely in teaching the teacher does not use learning media, the teacher explains only using markers and blackboards so that children tend to get bored more easily in the learning process, so not all fluent students (Nur, 2020). Furthermore, the research results were conducted by Ahmad (2020) with the title: "Improving early reading skills by using word card media on My Body Material. It also revealed that using word card media improved early reading skills (Ahmad, 2020). This can be seen from the results of the study. It can be concluded that improving students' initial reading skills by using word card media on my body material can improve student learning outcomes in Indonesian subjects. This article describes the improvement of Beginning Reading Skills by Using Word Card Media in Grade 1 Students of SDN 004 Salo.

## METHOD

The research carried out was classroom action research (CAR). According to Arikunto (2011), classroom action research is an observation of learning activities in the form of an action deliberately raised and occurs in a class action together. The action is given by the teacher, or directions from the teacher are carried out by students. This research was conducted at SDN 004 Salo, Salo sub-district, Kampar district. The subjects in this study were grade I students at SDN 004 Salo city in the 2020/2021 academic year, totaling 21 students, consisting of 10 male students and 11 female students (Hardani dkk., 2020).

Data collection techniques in this study using documentation are used to collect research evidence in photos or videos. In addition, observation is used to collect data about teacher and student activities when the learning process takes place using word cards and short discourse texts of existing competency standards and basic competencies, on the class I syllabus (Ahmadi, 2014).



Copyright © 2022, The Innovation of Social Studies Journal

The data analysis technique collected in this study combines qualitative and quantitative data. Thus the data analysis of this research is the analysis of qualitative descriptions and quantitative descriptions. Qualitative data in the form of observations of teacher activities and student activities carried out in each cycle refers to teaching and learning activities using word card media. The teacher's activities observed included initial, core, and final activities. In contrast, quantitative data were obtained based on tests given to students at the end of each lesson. Therefore, quantitative data analysis was carried out by looking at the completeness of reading after the test was given, both individually and classically.

Student Score = $\frac{\text{total score}}{\text{Maximum quantity}} \times 100$

(Muslich, 2010)

Students are said to be complete if the score is the same as the KKM or KKM is higher, namely 70. Meanwhile, to determine classical completeness, the formula used is:

Classical Completeness = $\frac{\text{the number of students who completed learning}}{\text{Total number of students}} \times 100$

(Purwanto, 2011)

If the classical mastery of students has reached 80% of all students, then the classical student learning outcomes have been achieved well. The table of completeness criteria for reading Indonesian language learning can be seen in the following table:

**Table 1. Criteria for the percentage of reading completeness**

| Criteria | Score |
|---|---|
| Very good | 90–100 |
| Well | 78– 89 |
| Enough | 70 – 77 |
| Not enough | 60 – 69 |
| Less once | < 60 |

Source: Pramudyanti (2016).

## RESULTS AND DISCUSSION

### Pre-cycle

Before taking action using word card media in Indonesian language learning, the researcher analyzed the results of initial observations of learning outcomes before the action to know students' success in reading. The pre-action results are used to compare the learning



Copyright © 2022, The Innovation of Social Studies Journal

outcomes before and after using the word card media for class, I SDN 004 Salo. The results of the pre-action can be seen in the table below.

**Table 2. Pre-Action Data for Beginning Reading Skills in Indonesian Language Learning at SDN 004 Salo**

| No | Aspect | Amount | Percentage |
|---|---|---|---|
| 1 | Complete | 7 Students | 33.33% |
| 2 | Not finished | 14 Students | 66.66% |
| Total | | 21 Students | 100% |

Source: processed data source (2021).

Based on table 2. it is known that the reading mastery of class I students at SDN 004 Salo before the classical action had not yet reached 75% of the predetermined Minimum Mastery Criteria (KKM), which was 70. Indonesian language and literature learning in elementary schools are more directed at students' competence to speak and appreciate literature. In practice, literature and language learning is carried out in an integrated manner. Meanwhile, teaching literature aims to improve students' ability to enjoy, appreciate, and understand literary works. Knowledge of literature is only supported in appreciating.

As for the recommendations for teachers for the implementation of language education practices, among others; 1) the teacher must be able to create a class situation that is calm, clean, not stressful, and very supportive for the implementation of the learning process; 2) teachers must provide opportunities for students to access all materials and sources of information for learning; 3) using a cooperative learning model through discussion in small groups, debates, or demonstrations; 4) linking new information to something already known by students so that it is easy for them to understand; 5) encourage students to do their paper writing assignments by conducting studies and exploring new things in in-depth studies; and 6) the teacher must have records of the progress of all students' learning processes, including their individual and group assignments in the form of discussion questions. In its application, it is described in two cycles as follows;

**Cycle 1**

After the implementation of the action is completed in the first and second meetings, then a short discourse reading test is carried out to students to determine the success of students in reading in the indicators of pronunciation, intonation, and fluency in the first cycle, which can be seen in the following recapitulation table:

**Table 3. Value of Beginning Reading Skills Cycle I . Student**

| **Score** | **Category** | cycle I | |
|---|---|---|---|
| | | Complete | Not Complete |



Copyright © 2022, The Innovation of Social Studies Journal

| | | | |
|---|---|---|---|
| 90-100 | Very well | 4 students | — |
| 80-89 | Well | 4 students | — |
| 70-79 | Enough | 5 students | — |
| 60-69 | Not enough | — | 1 student |
| <60 | Very less | — | 7 students |
| Amount | | 13 students | 8 students |
| Percentage | | 61, 90% | 38.09% |
| Category | | Not enough | Less once |

Source: observation results (2021).

**CYCLE II**

The results of learning to read students in the second cycle of my body material in class I SDN 004 Salo are classified as good with an average of 85 in detail, it can be seen in the table below:

**Table 4. Value of Beginning Reading Skills Cycle II students**

| **Score** | **Category** | cycle II | |
|---|---|---|---|
| | | Complete | Not Complete |
| 90-100 | Very well | 9 students | — |
| 80-89 | Well | 2 students | — |
| 70-79 | Enough | 7 students | — |
| 60-69 | Not enough | — | 3 students |
| <60 | Very less | — | - |
| Amount | | 18 students | 3 students |
| Percentage | | 85.71% | 14.28% |
| Category | | Well | Less once |

Source: observation results (2021).

Based on the results of the preliminary reading of the short discourse test conducted in cycle I and cycle II, it can be concluded that there is an increase in the students' reading learning process in learning Indonesian in my body material, this can be seen from the results of cycles I and II. Comparison of data obtained from cycles I and II can be seen in the following table:

**Table 5. Comparison of early reading skills of first graders at SDN 004 Salo in Pre-action, Cycle I, and Cycle II**

| **No** | **Information** | **Pre-action** | **Cycle I** | **Cycle II** |
|---|---|---|---|---|
| 1 | Average value | 61% | 72% | 81% |
| 2 | Classic presentation | 33% | 61% | 85% |
| 3 | Category | Not enough | Enough | Very good |

Source: observation results (2021).

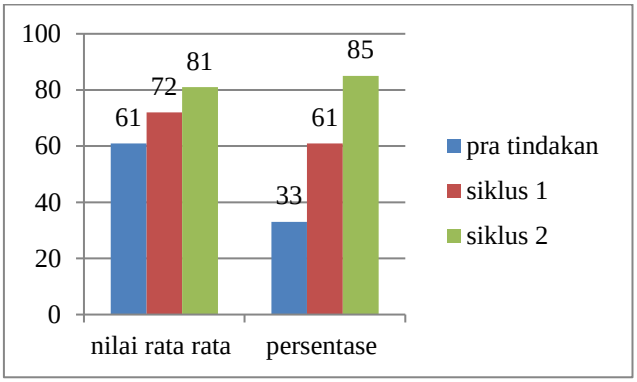
From table 4.5 above, it can be concluded that there was an increase in the student learning process in my body material from before the action, cycle I to cycle II it was known that the average score of students before the action was 61%, in cycle I increased to 72%. Cycle II experienced an increase to 81%. In comparison, the percentage of classical mastery learning



Copyright © 2022, The Innovation of Social Studies Journal

before the action was 33%. In the first cycle, it increased to 61%. In the second cycle is increased to 85%, the comparison between the above cycles can be presented in the following graph:

**Picture 1. Comparison Graph of Beginning Reading Skill Success**




Source: Data Processed (2021).

Based on the graph above, it can be seen that the completion of the thematic learning process from before the action, cycle I and cycle II above, it can be seen that the results of the student learning process in cycle II have exceeded 75% reaching the Minimum Mastery Criteria that have been applied, as for the Minimum Mastery Criteria (KKM) which that has been applied in this study is 70. For that reason, using word cards media can increase learning to read in grade 1 students of SDN 004 Salo.

Based on the results of classroom action research, beginning reading skills using word card media in grade 1. According to Sandman. et al. (2012: 6); media is anything that can be used to channel messages from sender to receiver to stimulate students' thoughts, feelings, interests, and attention so that the learning process occurs. According to (Arsyad, 2011), word cards are small cards that contain pictures, text, or symbols that remind or guide children to something related to the picture, which can train children in spelling and enrich vocabulary (Mutiani dkk., 2022). Based on the research results in cycle 1 of students who completed, there were 13 students. The advantages were that they were diligent in reading at home and knew all letters even though they were still spelling in reading text using word card media. While the students who did not complete in cycle 1 there were 8 students, the drawback was that students did not want to be taught to read while students who did not know letters at all.

The learning process in this study uses word card media, wherein this word card media there are several stages of implementation, there are 4 steps to using letter card media in learning to read students in a class I are as follows: 1) Utilizing letter cards that are around students to be used as a source of student learning in reading. 2) Connecting the reading material with letter cards with concrete objects in the student's environment. 3) Students



Copyright © 2022, The Innovation of Social Studies Journal

arrange letter cards based on the names of the concrete objects they find to form words and sentences. 4) Students read/spell the words or sentences they have found. Based on the implementation results in the first cycle, learning is still relatively low because, at the time of problem orientation to students, the teacher conveys apperception, and students seem less enthusiastic. After that, the teacher explained the learning objectives and provided motivation that still did not attract students' attention.

In cycle 2, 7 students increased to 18 students. The advantages are that they already know the letters have started fluently in reading the teacher's short discourse texts, while 3 students are incomplete. Know, the student is less able to read at home. The results of the acquisition of early reading skills in cycle II have increased when compared to cycle I. The overall increase in reading skills at the beginning of cycle II is 81%, with a classical amount of 75%.

## CONCLUSION

Indonesian in elementary school is one of the subjects that can develop student activities. A language is a communication tool. Learning a language means learning to communicate. Indonesian language learning itself has a goal that is not different from other learning objectives: acquiring knowledge, skills, creativity, and attitudes. Language skills in the school curriculum cover four aspects: listening skills, speaking skills, reading skills, and writing skills. In learning, the most important task of educators is to condition the learning environment to support better behavior change for students. To achieve this, educators can use various learning resources to support changing behavior in students. Based on the results of observations of students' initial reading skills in the first cycle of the first meeting, it was 52%, while at the second meeting, there was an increase to 61%. Likewise, with cycle II, at the first meeting, the percentage of observations was 66% and increased at the second meeting to 85%. The results of this study have increased and have reached the minimum percentage of classical completeness, which is 75%.

## BIBLIOGRAPHY

Abbas, E. W., Jumriani, J., Handy, M. R. N., Syaharuddin, S., & Izmi, N. (2021). Actualization of Religious Values through Religious Tourism on the River As a Source of Social Studies Learning. *AL-ISHLAH: Jurnal Pendidikan*, *13*(3), 1663–1669. https://doi.org/10.35445/alishlah.v13i3.1013

Abbas, E. W., Permatasari, M. A., Mutiani, M., Saidinor, S., Budiyanti, A., & Hassanaini, H. (2019). Implementasi Model Kooperatif dalam Pembelajaran IPS untuk meningkatakan Pengetahuan Kesadaran Lingkungan Peserta Didik (Studi pada SMP Negeri 6 Banjarmasin). *Implementasi Model Kooperatif dalam Pembelajaran IPS untuk meningkatakan Pengetahuan Kesadaran Lingkungan Peserta Didik (Studi pada SMP Negeri 6 Banjarmasin)*. http://eprints.ulm.ac.id/5127/



Copyright © 2022, The Innovation of Social Studies Journal

Agustina, Y. (2016). Pelaksanaan Pembelajaran Ips Terpadu di Smp/Mts dan Permasalahannya. *Jurnal Serambi Edukasi*, *2*(2), Article 2. http://ojs.serambimekkah.ac.id/index.php/serambi-edukasi/article/view/42

Ahmad, A. (2020). Peningkatan Kompetensi Pedagogik Guru dalam Pembelajaran Jarak Jauh Melalui Pendampingan Sistem Daring, Luring, atau Kombinasi pada Masa New Normal Covid-19. *Jurnal Paedagogy*, *7*(4), 258–264.

Ahmadi, R. (2014). *Metodologi Penelitian Kualitatif*. Ar-Ruzz Media.

Arikunto, S. (2011). *Metode Penelitian Kualitatif*. Bumi Aksara.

Arsyad, A. (2011). *Pengertian Kartu Kata*. Bumi Aksara.

Dalman, D. (2013). *Pengertian Keterampilan Membaca*. Alfabeta.

Hardani, H. A., Ustiawaty, J., Istiqomah, R. R., Fardani, R. A., Sykmana, D. J., & Auliya, N. H. (2020). Buku metode penelitian kualitatif & kuantitatif. *Yogyakarta: CV. Pustaka Ilmu Group*.

Muslich. (2010). *Peningkatan Keterampilan Membaca Permulaan Dengan Menggunakan Media Kartu Kata Yogyakarta*.

Mutiani, M., Jumriani, J., Putro, H. P. N., Abbas, E. W., & Rusmaniah, R. (2022). Kajian Empirik Pendidikan dalam Latar Peristiwa Masyarakat Tradisional, Modern, dan Era Globalisasi. *EDUKATIF*, *4*(2), 2275–2282.

Mutiani, M., Sapriya, S., Handy, M. R. N., Abbas, E. W., & Jumriani, J. (2021). Pembinaan Etika Peserta Didik Melalui Pembelajaran Tematik-Integratif Di Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, *3*(3), 704–709. https://doi.org/10.31004/edukatif.v3i3.397

Mutiani, M., Supriatna, N., Wiyanarti, E., Alfisyah, A., & Abbas, E. W. (2021). Kuhnian's Paradigmatic Analysis Method As a Solution of Abstract Thinking Difficulties in Social Studies. *AL-ISHLAH: Jurnal Pendidikan*, *13*(3), 1653–1662. https://doi.org/10.35445/alishlah.v13i3.1046

Nur, F. M. (2020). Pemanfaatan Sumber Belajar Dalam Pembelajaran Sains Kelas V Sd Pada Pokok Bahasan Makhluk Hidup Dan Proses Kehidupan. *penelitian-pendidikan*, *243*. http://jurnal.upi.edu/penelitian-pendidikan/view/1393/pemanfaatan-sumber-belajar-dalam-pembelajaran-sains-kelas-v-sd-pada-pokok-bahasan-makhluk-hidup-dan-proses-kehidupan.html

Purwanto, A. (2021, Januari 6). *Kebijakan Pembelajaran Tatap Muka Semester Genap 2020/2021: Latar Belakang, Panduan, dan Program Alternatif*. Kompaspedia. https://kompaspedia.kompas.id/baca/paparan-topik/kebijakan-pembelajaran-tatap-muka-semester-genap-2020-2021-latar-belakang-panduan-dan-program-alternatif/



Copyright © 2022, The Innovation of Social Studies Journal