

**THE EFFECT OF USE OF WORD CARD MEDIA ON
BEGINNING READING SKILLS OF CLASS 1 STUDENTS SD INPRES
BAROMBONG II KECAMATAN TAMALATE
KOTA MAKASSAR**

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ARTICLE INFO

Original Article

Received: xx, xx.2019.

Revised: xx, xx.2019.

Accepted: xx, xx.2019.

doi:10.5937/IJESTxxx

UDK

Xxx

Keywords:

Word Card Media,

Reading Skills

ABSTRACT

This research uses a quantitative approach with the type of experimental research in the form of Quasi Experimental Design. This study aims to: (1) find out the description of the use of word cards in class 1 of SD Inpres Barombong II, Tamalate District, Makassar City, (2) find out how to describe initial reading skills using Word Card media for grade 1 SD Inpres Barombong II, Tamalate District, Makassar City, (3) found a significant effect of the use of word card media on the beginning reading skills of grade 1 Inpres Barombong II Elementary School, Tamalate District, Makassar City. The independent variable in this study was word card media while the dependent variable was reading skills. The population in this study were all grade 1 students of SD Inpres Barombong II, Tamalate District, Makassar City totaling 2 classes of 38 students, while the sample was class I A students totaling 21 students as an experimental class, then class IB as a control class totaling 17 students. The data collection technique used in this study was observation of the implementation of the learning process, reading tests were carried out twice, namely pretest and posttest and documentation in the form of learning tools and research documents. Research data analysis techniques using descriptive and inferential statistical analysis. Based on the results of the descriptive statistical analysis, it showed that the reading skills of the experimental class students differed from those of the control class. So it can be concluded that there is an effect of using word card media on students' initial reading skills. This is proven because there is a significant difference between the experimental class using word card media and the control class that does not use word card media.

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INTRODUCTION

Basic education is the initial momentum for children to improve their skills. It is from elementary school that they get learning immunity which then becomes the habits they will do in the future. According to Permendiknas Number 22 of 2006, language has a central role in the intellectual, social and emotional development of students and is a support for success in studying all fields of study. One of the skills that elementary school students are expected to have is good language skills, because language is the most important capital for humans.

Language is a verbal symbol that is very important in conveying a message. According to Sometimes (2020), in teaching Indonesian, there are four language skills that must be possessed by students, namely: listening skills, speaking skills, reading skills, and writing skills. These four language skills are interrelated with one another. Each language skill is a skill that is interconnected and complementary. These 4 language skills provide an opportunity for anyone to be able to create the right context in an exchange of information. Mastering the 4 language skills will also increase one's self-confidence.

Indonesian is one of the subjects that becomes the identity of the Indonesian nation. Language is a need for every human being. Language is also an element of culture and a symbol for humans in communicating for all needs. According to Sometimes (2020, p.11) "Indonesian language learning is presented to students with the aim of training students to be skilled in language by expressing their ideas and ideas creatively and critically". Indonesian is one of the important materials taught in elementary school, because Indonesian has a very important position and function for everyday life. According to Syawaluddin, Faisal and Risal (2018) there are four language skills in the school curriculum, namely listening, reading, speaking and writing skills. Referring to the explanation above, the authors conclude that the language of learning Indonesian is one of the subjects taught in elementary schools to improve students' skills in communicating both orally and in writing.

Learning a language is essentially learning communication. With this communicative approach students must be given the opportunity to communicate, both orally and in writing, so that students are able to communicate using good and correct Indonesian, so students need to be trained as much as possible or given the widest possible opportunity to carry out communication activities. reading and vocabulary mastery as capital in language development.

Reading is important to get attention, especially reading in the early grades because reading is a type of written language skill that is receptive. It is called receptive because by reading someone will get information, knowledge, and new experiences. Everything that is obtained through reading will enable the person to be able to enhance his mind power, sharpen his views, and broaden his horizons. Therefore, learning to read in schools has an important role. In learning to read, the teacher can choose discourses related to national figures, heroism, archipelago, and tourism. In addition, through examples of learning to read, teachers can develop moral values, reasoning skills, and students' creativity.

Based on the results of observations made on July 25 2022 at Barombong II Elementary School in Makassar City before conducting research on October 21 2022, students tend to have low reading skills and therefore need learning media that can help students improve reading skills and students can learn while playing and can increase motivation and be active in learning activities. Therefore the teacher has an important role. According to Nuralita (2020) in efforts to improve the quality of education, teachers are a component that has a very important role, the presence of teachers as educators who have quality and professionalism in teaching and learning activities will be very supportive in achieving the expected quality of education. So teachers and students need learning media to help the learning process that will take place. Learning media has an important role in the process of teaching and learning activities.

Based on the background above, it is necessary to conduct research with the title "The Use of Word Card Media on the Beginning Reading Skills of Grade I Students of SD Inpres Barombong II, Tamalate District, Makassar City".

METHOD

The type of research used is experimental research using a quasi-experimental group design and a quantitative approach. The design used in this study uses a Quasi Experimental Group Design in the form of a Nonequivalent Control Group Design. The non-equivalent control group design was almost the same as the pretest-posttest control group design, except that in this experimental group design and the control group were not randomly selected (Sugiyono, 2016). The population in this study were all first grade students of SD Inpres Barombong II Makassar City in the first (odd) semester of the 2022-2023 academic year with a total population of 38 students consisting of 2 classes. Which, if arranged in class I A as many as 21 students and in class I B as many as 17 students. The sampling technique used in this study was purposive sampling. This research was conducted with the aim of knowing whether there was an effect of the use of word cards on students' reading skills. In conducting this research the instruments used were test sheets and observation sheets. The implementation of this research will involve researchers directly in collecting, processing and drawing conclusions from the data obtained by researchers. The research procedure will have 3 steps, the first step is the pretest, the second step is the treatment, and the third step is the posttest. The data analysis technique used is descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis in this study was used to describe students' reading skills. This analysis is used to describe the increase in students' reading skills through the pretest and posttest, before being given treatment and after being given treatment. Inferential statistical analysis was used to test the research hypothesis using the t-test.

To test the research hypothesis, preliminary analysis tests were carried out, namely the normality test and homogeneity test where all data was processed in the SPSS version 25 system.

RESULTS AND DISCUSSION

Result

The results of this study describe the objectives of the research that has been carried out, including an overview of the use of word cards in grade I and an overview of the beginning reading skills of grade 1 students before and after using word cards. From the results of this study it can also be seen whether there is an effect of the use of word cards on the beginning reading skills of first grade students at SD Inpres Barombong II Makassar City. The number of subjects in this study were 38 students from two classes in one school, namely 21 students from class I A and 17 students from class I B at SDN Inpres Barombong II Makassar City. Grade I A students acted as the experimental group, while grade IV B students served as the control group. Data on learning outcomes for all subjects in this study were obtained using a research instrument in the form of tests of students' reading skills in the form of reading texts. The scores obtained from these measurements are used as material for analysis to find out whether there are differences in students' initial reading skills in the experimental group and students' reading skills in the control group.

The implementation of learning using word card media tools that have been implemented can be known through observation. In carrying out the exercise, it can be seen from the results of observing the implementation of learning by using the following word card media:

Table 1 - Results of Recapitulation of the Observation Sheet on the Implementation of the Learning Process Using Word Card Media

Information	Meeting I	Meeting II
Acquisition score / Maximum score	10/15	14/15
Success rate percentage	66%	93,3%
Qualification	Effective	Very Effective

Based on the table above, shows that at the first meeting the total descriptor score obtained was 10 with a success rate percentage of 66% which was in the effective category. The data shows that word card media can be applied. While at the second meeting, the total descriptor score obtained was 14 with a success rate percentage of 93.3% which was in the very effective category. This shows that the use of word card media at meeting II is better than meeting I. The general conclusion is that there are differences in the use of word card media at each meeting. The use of word card media in the learning process affects students' reading skills. This is evidenced by the results of observations that were made during the learning process which showed that students' reading skills experienced differences.

a. Pre-test and Post-test Data Learning Outcomes

This pretest was carried out in the experimental class and the control class. The pretest in the experimental class was carried out to obtain data before using word card media in the learning process.

1) Pretest data on students' reading skills in the experimental class

The pretest experimental group was conducted to find out and get an overview of students' reading skills before being given treatment in the form of using word card media in the learning process. The frequency distribution of reading skills (pretest) for experiential class students can be seen in the following table:

Table 2 - Description of Experimental Class Student Pre-test Scores

No	Value Interval	Category	Frequency	Percentage
1	100 – 85	Very Good	-	-
2	84 – 70	Good	-	-
3	69 – 56	Enough	1	4,7 %
4	55 – 41	Less	9	43 %
5	40 - 0	Very Less	11	52,3 %
Sum			21	100 %

Based on the table above, there are no student data with very good and good grades. then 1 student in the category of sufficient value with a percentage of 4.7%. Furthermore, as many as 9 students with less value category with a percentage of 43%. Then as many as 11 students with very poor value categories with a percentage of 52.3%. So that the total reaches 100%. Based on the results of the descriptive analysis that has been done, it can be concluded that the results of the pretest in the experimental class are in the sufficient category, this can be seen based on the average (mean) score of students' reading skills in the experimental class as a whole.

2) Post-test Data of Experiment Class Students' Reading Skills Test

Results The storytelling skills of class I A students as an experimental class were carried out with a total of 21 students as research subjects. After the post-test data was obtained, it was then processed using the help of the IBM SPSS Statistics Version 25.0 program to find out descriptive data on the post-test scores of students in the experimental class. Data from the experimental class post-test results can be seen in the following table:

Table 3 - Distribution and Percentage of Post-test Scores for Experiment Class Students

No	Value Interval	Category	Frequency	Percentage
1	100 - 85	Very Good	3	14,3%
2	84 - 70	Good	11	52,4%
3	69 - 56	Enough	4	19%
4	55 - 41	Less	3	14,3%
5	40 - 0	Very Less	-	-
Sum			21	100 %

Based on the table above, the data obtained from students with very good grades were 3 students with a percentage of 14.3% and 11 students with a good grades category with a percentage of 52.4%. then 4 students with sufficient value category with a percentage of 19%. Furthermore, the less value category is 3 students with a percentage of 14.3%. Then the very less value category does not exist. So that the total reaches 100%. Based on the results of the descriptive analysis that has been done, it can be concluded that the results of the posttest in the experimental class are in the good category, this can be seen based on the average (mean) score of students' reading skills in the experimental class.

3) Pre-test Data on Reading Skills of Control Class Students

The results of the pre-test reading skills of class I B students as a control class were carried out with a total of 17 students as research subjects. After the pre-test data was obtained, it was then processed using the help of the IBM SPSS Statistics Version 25.0 program to find out descriptive data on the scores of students' pre-test scores in the control class. Data from the control class pre-test results can be seen in the following table:

Table 4 - Distribution and Percentage of Pre-test Scores for Control Class Students

No	Value Interval	Category	Frequency	Percentage
1	100 - 85	Very Good	-	-
2	84 - 70	Good	-	-
3	69 - 56	Enough	1	5,9%
4	55 - 41	Less	12	70,6%
5	40 - 0	Very Less	4	23,5%
Sum			17	100 %

Based on the table above, there are no student data with very good and good grades. then 1 student in the moderate value category with a percentage of 5.9%. Furthermore, as many as 12 students with less value category with a percentage of 70.6%. Then there were 4 students with very low grades with a percentage of

23.5%. So that the total reaches 100%. Based on the results of the descriptive analysis that has been done, it can be concluded that the pretest results in the control class are in the sufficient category, this can be seen based on the average (mean) score of students' reading skills in the experimental class.

4) Post-test Data on Reading Skills of Control Class Students

The results of the posttest reading skills of class I B students as the control class were carried out with a total of 17 students as research subjects. After the post-test data was obtained, it was then processed using the help of the IBM SPSS Statistics Version 25.0 program to find out descriptive data on the scores of students' post-test scores in the control class. Data from the control class post-test results can be seen in the following table:

Table 4. 9 Distribution and Percentage of Pre-test Scores for Control Class Students

No	Value Interval	Category	Frequency	Persentase
1	100 - 85	Very Good	-	-
2	84 - 70	Good	1	5,9%
3	69 - 56	Enough	6	35,3%
4	55 - 41	Less	10	58,8%
5	40 - 0	Very Less	-	-
Sum			17	100 %

Based on table 4.9, there are no student data with very good grades. The good category is 1 student with a percentage of 5.9%. Furthermore, as many as 6 students with sufficient value category with a percentage of 35.3%. Furthermore, as many as 10 students with less value category with a percentage of 58.8%. Then in the very less value category there is none. So that the total reaches 100%. Based on the results of the descriptive analysis that has been done, it can be concluded that the posttest results in the control class are in the sufficient category, this can be seen based on the average (mean) score of students' reading skills in the experimental class.

CONCLUSION

Based on the results of data research and data analysis, the following conclusions can be drawn:

1. The learning process using word card media in the experimental class went very well, because there were changes in the percentage categories for each meeting.
2. Students' initial reading skills in the experimental class have changed compared to students' initial reading skills in the control class. This is evidenced by the posttest scores in the experimental class which are in the good category after being given treatment using word card media.
3. There is an effect of the use of word card media on students' initial reading skills. This is proven because there is a significant difference between the experimental class using word card media and the control class that does not use word card media.

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