

# Application of Letter Card Media in Improving Students' Reading Ability

Fitriyanti Aridin<sup>1</sup>, Yulanti S. Mooduto<sup>1</sup>

<sup>1</sup>Elementary School Educator Education Study Program, Faculty of Education and Education, Muhammadiyah University of Gorontalo, Gorontalo, Indonesia 96212

Corresponding Email: [fitriyantiaridin21@gmail.com](mailto:fitriyantiaridin21@gmail.com)

**Abstract.** *The study's overarching goal was to ascertain whether or not the use of Letter Cards had any effect on the development of beginning readers in Class II at SDN 01 Duhiadaa in the Duhiadaa District of the Pohuwato Regency. This study employed an action research strategy in the classroom, with 16 students from a second-year high school serving as participants. Planning, implementation, observation, and reflection were the four stages of each study cycle. Students' early reading proficiency in Indonesian topics remains inadequate, according to this study. This is evidenced by students' initially poor reading abilities, which reached 25% in the fewer categories at the time of initial observation, then improved to 56.2% in the sufficient category at the end of the first cycle and then increased to 100% in the very good category at the end of the second cycle. Class II pupils at SDN 01 Duhiadaa in the Duhiadaa District of the Pohuwato Regency can benefit from using letter cards as a form of learning media to advance their early reading skills. Meeting III of Cycle II was called to a close since it had achieved the predetermined performance indicators, in this case 80% of the goals set at the beginning of the cycle.*

**Keywords:** *Letter Card Media, Early Reading skills*

Received: January 11, 2023

Revised: February 17, 2023

Accepted: February 29, 2023

## INTRODUCTION

In addition to listening, speaking, and writing, reading is offered as one of the four pillars of Indonesian language instruction. Reading is a crucial skill for pupils to develop since it lays the groundwork for learning and growth across disciplines. Everyone should have access to reading materials. Hence, improving reading abilities requires efficient reading instruction. Reading is a mental process in which one actively seeks out information that has been committed to paper.

Abidin et al. (2021) argues that the ability to start reading is one of the first reading skills a person has to acquire. People typically start their reading careers at the beginning reading level. This initial reading includes: (1) recognition of letter shapes; (2) introduction to linguistic elements; (3) introduction to the relationship/correspondence of spelling and sound patterns (ability to vocalize written material); and (4) slow reading speed. From some of the explanations above, it can be concluded that beginning reading is an initial stage of several stages of learning to read, namely in grades I and II of elementary school which must be learned or mastered by students to gain skills and master reading techniques and capture the contents of the reading properly. Besides that reading the beginning is also very influential on the effectiveness of students in understanding learning well

According to Laner, I (Mustika, 2022) Beginning reading which is carried out in class II aims for students to be able to read simple words and sentences fluently and accurately. This was conveyed by Herusantoso (Chrusita, 2022) who stated that the goals of early reading include: a) developing the basic mechanics of reading; b) able to understand and vocalize simple sentences spoken with reasonable intonation; and c) read simple sentences fluently and precisely. From this

opinion it can be concluded that the main purpose of beginning reading is to foster students in recognizing the letters they read with good intonation and fluent and precise speech. Beginning reading is of course very important to support the learning process properly. By reading the beginning students can better understand the information obtained in a learning process in everyday life (Melisya et al., 2023; Kusuma & Makhbubah, 2022; Syakur et al., 2020).

Although "media" is derived from the Latin word *medius*, which meaning "middle," "intermediary," or "introduction" (Gerald et al., 2014; Ediyani et al., 2020), in Arabic, the term "imeia" refers to an intermediary *iwasaa iila*, or an introductory message from a teacher to a student. Educators, the classroom itself, texts, and the school environment can all be thought of as forms of iMedia since they create the conditions under which students are able to learn and grow (Sudarmo et al., 2021; Suchyadi et al., 2022). More narrowly, the term "media" is commonly used to refer to graphic, photographic, or electronic instruments for recording, editing, collecting, and presenting visual or linguistic information used in the classroom or the learning environment (Alzubi, 2023; Bărbuleț, 2023).

Letter card learning media is one of the media that is suitable for use in low grades, especially in class II in carrying out reading activities, because the letter card media is very interesting equipped with pictures so that it can attract students' learning attention. According to Arsyad (2011) that letter card media is a small card containing pictures, text and symbols that can make it easier for students to carry out spelling activities. The use of letter card learning media aims to attract students' learning interest so that they can improve their initial reading skills. According to Pangastuti & Hanum (2016) the functions of letter cards include introducing letters to children aged 4-6 years more quickly because with the help of teaching aids educators can explain more things in a short time and achieve faster results in a fun way. Letter cards aim to improve and improve children's reading skills. For educators, this media aims to make it easier to condition learning situations (Aridin & Mooduto, 2023). Applicative involvement of children with the help of proactive educators will create conditions for effective and efficient teaching and learning. According to Maimunah (2012) The benefits of letter cards can help children to recognize letters, thereby helping children in their reading skills.

Based on the description above, it can be interpreted that what is meant by letter cards is a visual learning media which is a game tool to develop cognitive and psychomotor aspects and train language skills and can provide fun learning situations

## **METHODS**

Classroom action research is used in this investigation. Classroom action research, as defined by Kemmis and Taggart, is an attempt made by educators to increase the responsibility and quality of the role of educators to manage learning and reflect on participants like teachers, students, and school principals in order to enhance learning in the classroom. Design In this study, the action research process is modeled after Kurt Lewin's spiraling classroom action research methodology. There are four phases to each step: preparation, execution, evaluation, and review (reflecting).

Nine male and seven female pupils from Class II at SDN 01 Duhiadaa in the 2020/21 school year participated in this research. This topic was selected since students' reading abilities were low to begin with and they demonstrated less motivation and engagement in class than students in other classes. Whereas we employ observation, tests, and careful documentation to gather information.

Preparation, two cycles of implementation, monitoring and evaluation, analysis and reflection are the stages of action that make up the research procedure that a researcher must go through. Many steps of the research process are outlined here for clarity.

## **Preparation phase**

During this phase, the primary emphasis is on the deliberation of strategies for educational instruction and acquisition. The initial phase involves the establishment of standards of competency and fundamental competencies. Subsequently, a pedagogical curriculum is formulated, succeeded by an educational execution strategy. To enhance the initial reading proficiencies of pupils, instructional materials in the form of letter cards have been developed. Furthermore, a method of assessment in the shape of a written examination has been devised. In order to optimize the execution of pedagogical practices, evaluative documentation in the form of observation sheets is developed for both instructors and educational personnel.

## **Action Implementation Stage**

The implementation of this class action is carried out collaboratively with other subject partner educators. In order for the implementation of the action to run smoothly, the educator is guided by the preparation of the lesson in which the steps for carrying out the designed learning are reflected as a reference for the implementation of the planned action in two cycles.

## **Monitoring and Evaluation Stage**

At this stage partner educators monitor the implementation of actions using the observation sheets that have been provided, then together with partner educators evaluate the results of the monitoring that has been carried out, and for evaluation of improving initial reading skills using class II letter card media, it is carried out at the end of each cycle meeting. given in the form of writing, text, multiple choice questions.

## **Data Analysis and Reflection**

After the data is collected, data analysis is carried out. data analysis techniques in this study, namely qualitatively and quantitatively. Data collection was carried out from the beginning to the end of the learning process or cycle implementation. Based on qualitative data analysis, researchers will identify students' learning outcomes in the learning process in the form of words. While the analysis of quantitative data, researchers will calculate the percentage of completeness of students measured in the learning process using the formula for analyzing the percentage of completeness of students in each indicator.

## **RESULTS AND DISCUSSION**

Based on the results of this initial observation, it shows that there are 4 students or 25% of the 16 students who get the category of being able to read beginning, 4 students or 25% who fall into the category of underprivileged and 8 students or 50% who fall into the category of incapacitated. From the results of this initial observation it can be seen that students' mastery of the material is still very low due to less interesting learning. Educators only focus on lecture models and do not use media that attract students' learning interest. Most students did not achieve learning outcomes, so the results of these observations were used as a basis for researchers to conduct research with the aim of improving students' initial reading skills. As for the results of initial observations about the ability to read the beginning can be seen in the following diagram:

There were 6 students, or 37.50 percent, in attendance for the first cycle of the first meeting. There was an increase of 8 pupils, or 50%, in cycle I of the second meeting, however the cycle was not considered complete because it fell short of the target performance indicator of 80%. Meanwhile, 9 students (56.25 percent) in the first cycle of the third meeting were able to complete foundational reading assignments. Beginning readers' confidence grew from the first meeting of Cycle II (68.5%) to the end of the semester (11 students). Second meeting in cycle two saw an increase in initial reading skills by one, to a total of 12 students with a 75% reading proficiency rate, and third meeting in cycle two saw an increase in initial reading skills by one, to a total of 16 students with a 100% reading proficiency rate.

Based on the results of tests conducted on 16 students who were subjected to action, namely class II SDN 01 Duhiadaa, the results can be seen in the following table:

Table 1. Accumulation of Students' Beginning Reading Ability in Cycle I Part 3

No	Rating Category	Completeness	Percentage (%)
1	Capable	9	56,25%
2	Less fortunate	3	18,75%
3	Not Capable	4	25%
<b>Total</b>		<b>16</b>	<b>100%</b>
<b>Mastery learning (%)</b>			<b>56,25%</b>

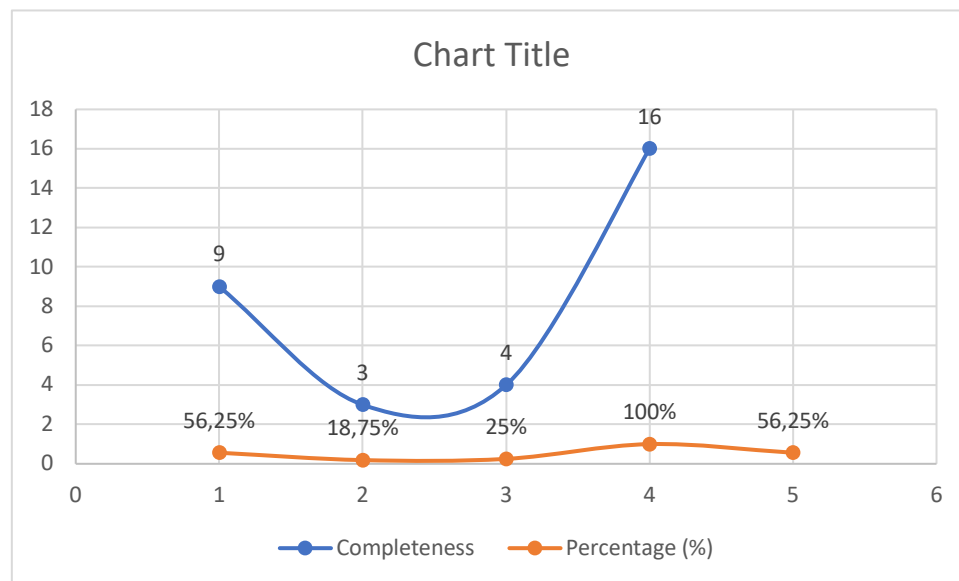


Figure 1. Accumulation of Students' Beginning Reading Ability in Cycle I Part 3

The Figure above shows the results of the classification of participants' abilities in a program or study, divided into three categories: These are the three broad categories namely "Capable", "Less fortunate" and "Not Capable". Of the 16 participants, nine participants or 56.25% of the participants were classified as being 'Capable' meaning that majority of the participants possessed adequate ability. As for the 'Less fortunate' status, there were 3 subjects (18.75%), which might mean that there are some limitations that do not allow this person to fully self-develop. At the same time, only 4 participants (25%) were identified as "Not Capable" that means they require an extra effort or proper support.

The percentage of "Mastery learning" which was noted to be at 56 percent. 25% means that majority of participants attained the level of mastery that is expected when doing the practice. This result can be compared with other studies done by other researcher highlighting the effectiveness of a personalized learning approach in an effort to enhance learning achievement. For instance, Tayaa (2022) demonstrated to develop more than one learning hierarchy, whereby it was revealed that most of the students can grasp cognate knowledge if prompted appropriately. Therefore, these data provide the rationale for implementing educational interventions that will enhance each of these categories' participants to the fullest extent (Bai et al., 2022; Andermo et al., 2020).

Table 2. Accumulation of Students' Beginning Reading Ability in Cycle II Part 3

No	Rating Category	Completeness	Percentage (%)
1	Capable	16	100%
2	Less Capable	0	0%

3	Not Capable	0	0%
<b>Total</b>		<b>16</b>	<b>100%</b>
<b>Mastery learning (%)</b>			<b>93,75%</b>

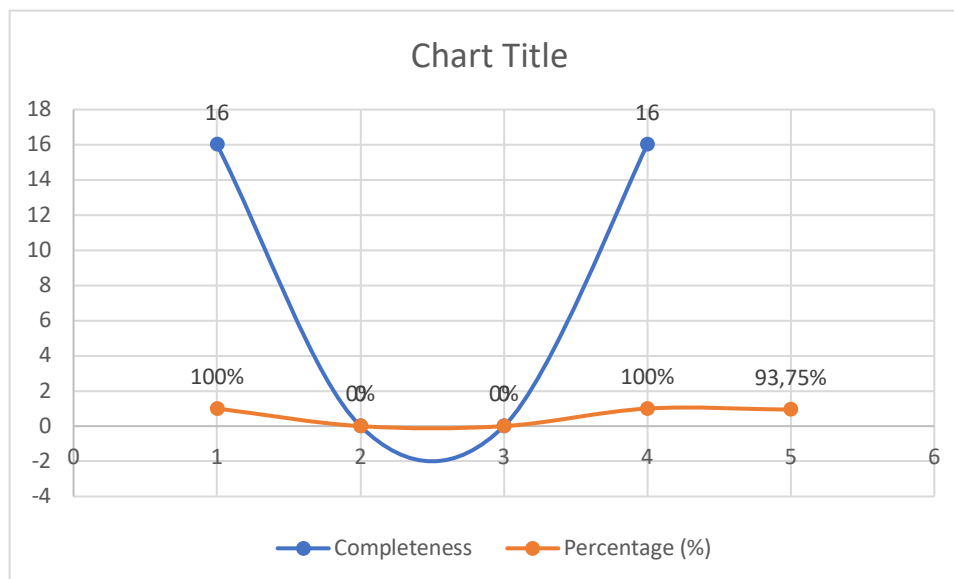


Figure 2. Accumulation of Students' Beginning Reading Ability in Cycle II Part 3

The Figure above shows the results of the assessment of the ability categories classified into three: These attributes include “Capable”, “Less Capable”, and finally “Not Capable”. Out of the sixteen participants, all participants are classified as “Capable” while none falls under the classification of “Less Capable” or “Not Capable.” Thus, the degree of mastery learning achieved was ninety three percent. 75%. The achievement of 56 percent of participants as at the end of period three shows that majority of them have grasped the contents being taught well. Add to this, previous research can be associated with those that consider that the application of the mastery-based learning approach can help increase competency levels among students. For instance, Bennett et al. (2004) found out that through a mastery based learning approach more than 90% of the targeted students catch up and are therefore classified under the “Capable” category and no or very few students are classified under the “Less Capable” of “Not Capable” category. The following table evidences these conclusions by showing how useful the learning strategies applied were to achieve the best learning results.

From the table above it can be seen that in the observations from observation to reaching the point of completeness it can be seen that in the initial observation that got the capable category only 4 students or 25% of the 16 students, in the first cycle of the first meeting there was an increase, namely 6 students who belonged to in the category of being able to read beginning, at the second meeting there were 2 more students who were able to read beginning to 8 students or 50%, the third meeting to 9 students or 56.25%. In cycle II, the first meeting increased by 2 students to 11 students or 68.75%, the second meeting became 12 students or 75%, the third meeting increased to 16 students or 100%. students or 25%, in the first cycle of the first meeting 3 students or 18.75%, in the second meeting there are still 2 students or 12.50%, in the third meeting there are 3 students or 18.75%. In cycle II, the first meeting was still 3 students or 18.75%, the second meeting was still 3 students or 18.75% and the third meeting was reduced to 0 students or 0% because the category had experienced an increase in the beginning reading ability category. The category of students who were unable to read the beginning at the initial observation was 8 students or 50%, in the first cycle the first meeting was 7 students or 43.75%, at the second meeting it was reduced to 6 students or 37.50%, the third meeting was reduced to 4 students or 25% due to the value category of students who are unable to become less able. In cycle II the first meeting was reduced to 2 students or 12.50%, the second meeting was reduced to 1 student or 6.25% while at the third meeting it was reduced to nothing or 0%. The results of

the research to improve students' initial reading skills using letter card media in the second cycle and 6 meetings, students have been able to achieve the completeness criteria. Based on the results obtained, the researchers assisted by partner educators agreed and concluded that using letter cards as a medium for learning to read at the beginning can improve student learning outcomes in Indonesian subjects which are in the good category with set performance indicators of 80% and hypothesis can be accepted.

The observation made at the start of the analysis revealed that students in the class studied had a worrisome level of beginning reading ability. Among the 16 observed students, only four or 25 percent achieved the "Capable" level, and they suggest that the students possess sufficient basic literacy skills. In turn, the remaining 25% of students or 4 students were placed in the "Less fortunate" category, which means that, although they have some basic reading abilities, they face challenges in their development. The most disturbing is that 8 students, which is half of the students, were in the "Not Capable" level, which simply means that they have barely, if at all grasped initial reading skills.

This concern can be explained by the low mastery of this material, in connection with to learning technologies, which are worse and not as fascinating for students (McLaren et al., 2022). In this case, the educators adopt a learning approach that centers on the lecture course that is usually a one-way transmission of information with little or no interaction from the learners. This approach does not cater for the student's learning needs particularly at the an early development level like learning to read. If there are no media or aids, which are capable of capturing the interest of any student, they lose interest and fail to grasp and master what has been taught to them (Hirsh & Segolsson, 2021).

Literature on education demonstrates that the conventional lecture model is not very helpful in enhancing learning outcomes among students, particularly in foundational levels, as far as skill development is concerned. Kozanitis & Nenciovici (2023) also reveals that passive approaches where the students do not participate significantly, produce lower effect size for student achievement. Furthermore, in his theory of multimedia learning, Theresia & Recard (2021) note that moving, relaying and engaging with visuals enhance learning of new information, especially in basics. Thus, the results of the first reading of the given work suggest that more varied and interesting learning methods and media should be used in order to strengthen students' basic skills at least as beginning readers.

Thereby pre-research revealed the fact that after the intervention using the letter card media there was an improvement in students' early reading ability from cycle to cycle. In the first cycle the percentage of the students who were able to read the beginning also slowly grew from 37 up to. First meeting reached up to 50/56 percent. 10 percent in seven days time, 12 at the second meeting and 25 percent at the third meeting. In addition, in the second cycle, this increase persisted until all students, 100% reached the "Capable" category in the third meeting.

During the discussion of these results, it was found that the utilisation of more fascinating kinds of learning media such as letter cards can enhance students' learning achievements to a certain extent. This is in agreements with previous studies in this area demonstrating that Learning media that are pluralistic and highly interactive can cause increased motivation level and learning achievement among health college students. For instance, Hanif (2020) has done research that indicates that through the use of graphics in learning concept, students' knowledge base is enhanced and the rate of learning is increased. Furthermore, Kenney & Newcombe (2011)'s study also proves this assertion, suggesting that learning teams when adopted to entail the use of appropriate media enhance students learning outcomes.

The variations obtained from the first cycle to the second cycle can also support Al-Hawamleh et al. (2022) mastery learning model according to which, most students are capable of mastering the expected level if adequately guided. Thus, this study not only proves the effectiveness of letter card media in improving students' early reading skills, but also underlines the importance of a structured learning approach supported by the use of appropriate media.

These results provide important implications for classroom teaching practices, especially in the context of basic learning such as early reading.

## CONCLUSION

In the second cycle, at the end of the third meeting, 16 students' initial reading ability had increased by a percentage of 100 percent thanks to the execution of classroom action research carried out in two cycles, each cycle consisting of three sessions in the use of letter card media. A total of six sessions were held over the course of two cycles of action research implementation in the classroom. Based on the weaknesses that occurred at each meeting, namely the ability to read at the beginning and the learning process was not optimally carried out, this happened because educators had not paid attention to several indicators that were in accordance with the observational aspects of educator activities, there were still many in the sufficient assessment category. Any weaknesses that occur in the learning process are corrected at each meeting as a follow-up, so that the learning qualifications increase based on the research stages.

## REFERENCES

- Abidin, Y., Mulyati, T., & Yunansah, H. (2021). *Pembelajaran literasi: Strategi meningkatkan kemampuan literasi matematika, sains, membaca, dan menulis*. Bumi Aksara.
- Al-Hawamleh, M. S., Alazemi, A. F., Al-Jamal, D. A., Al Shdaifat, S., & Rezaei Gashti, Z. (2022). Online Learning and Self-Regulation Strategies: Learning Guides Matter. *Education Research International*, 2022(1), 4175854. <https://doi.org/10.1155/2022/4175854>
- Alzubi, A. (2023). The role of multimedia tools in Hashemite Kingdom of Jordan education classroom teaching in the digital era. *European Journal of Interactive Multimedia and Education*, 4(2), e02303. <https://doi.org/10.30935/ejimed/13378>
- Andermo, S., Hallgren, M., Nguyen, T. T. D., Jonsson, S., Petersen, S., Friberg, M., ... & Elinder, L. S. (2020). School-related physical activity interventions and mental health among children: a systematic review and meta-analysis. *Sports medicine-open*, 6, 1-27. <https://doi.org/10.1186/s40798-020-00254-x>
- Aridin, F., & Mooduto, Y. S. (2023). Application of Letter Card Media in Improving Students' Reading Ability. *Journal of Education Review Provision*, 3(1), 8-12. <https://doi.org/10.55885/jerp.v3i1.180>
- Arsyad, A. (2011). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Bai, S., Hew, K. F., & Huang, B. (2020). Does gamification improve student learning outcome? Evidence from a meta-analysis and synthesis of qualitative data in educational contexts. *Educational Research Review*, 30, 100322. <https://doi.org/10.1016/j.edurev.2020.100322>
- Bărbuleț, G. (2023). The use of multimedia in language teaching. *Swedish Journal of Romanian Studies*, 6(1), 191-201. <https://doi.org/10.35824/sjrs.v6i1.24967>
- Bennett, A., Bridglall, B. L., Cauce, A. M., Everson, H. T., Gordon, E. W., Lee, C. D., ... & Stewart, J. K. (2004). All Students Reaching The Top: Strategies for Closing Academic Achievement Gaps. A Report of the National Study Group for the Affirmative Development of Academic Ability. *North Central Regional Educational Laboratory*.
- Chrusita, B. (2022). *Pengembangan Media Big Book Dalam Membaca Permulaan Untuk Meningkatkan Keterampilan Membaca Di Kelas I SD Negeri 1 Gondangkulon Nganjuk* (Doctoral dissertation, IAIN Kediri).
- Ediyani, M., Hayati, U., Salwa, S., Samsul, S., Nursiah, N., & Fauzi, M. B. (2020). Study on development of learning media. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1336-1342. <https://doi.org/10.33258/birci.v3i2.989>

- Gerald. (2013). *Teori dan Praktek Konseling & Psikoterapi*. Terjemah E. Koswara. Bandung. Refika Aditama
- Hanif, M. (2020). The Development and Effectiveness of Motion Graphic Animation Videos to Improve Primary School Students' Sciences Learning Outcomes. *International Journal of Instruction*, 13(3), 247-266. <https://doi.org/10.29333/iji.2020.13416a>
- Hirsh, Å., & Segolsson, M. (2021). "Had there been a Monica in each subject, I would have liked going to school every day": a study of students' perceptions of what characterizes excellent teachers and their teaching actions. *Education Inquiry*, 12(1), 35-53. <https://doi.org/10.1080/20004508.2020.1740423>
- Kenney, J., & Newcombe, E. (2011). Adopting a blended learning approach: Challenges encountered and lessons learned in an action research study. *Journal of Asynchronous Learning Networks*, 15(1), 45-57. <https://doi.org/10.24059/olj.v15i1.182>
- Kozanitis, A., & Nenciovici, L. (2023). Effect of active learning versus traditional lecturing on the learning achievement of college students in humanities and social sciences: A meta-analysis. *Higher Education*, 86(6), 1377-1394. <https://doi.org/10.1007/s10734-022-00977-8>
- Kusuma, D., & Makhbubah, N. (2022). Penerapan Metode SAS (Struktur Analitik Sintetik) Pada Pembelajaran Membaca Permulaan Siswa Kelas 1 SD. *Jendela Aswaja*, 3(01), 1-7. <https://doi.org/10.52188/ja.v3i01.213>
- Maimunah. (2012). *Pendidikan Anak Usia Dini*. Jogjakarta: DIVA press
- McLaren, B. M., Richey, J. E., Nguyen, H., & Hou, X. (2022). How instructional context can impact learning with educational technology: Lessons from a study with a digital learning game. *Computers & Education*, 178, 104366. <https://doi.org/10.1016/j.compedu.2021.104366>
- Melisya, M. P., Murjainah, M., & Praseihammi, M. (2023). Pengembangan Media Kartu Kata Bergambar Untuk Keterampilan Membaca Permulaan Pada Siswa Kelas I Sd. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 9(1), 1-8. <https://doi.org/10.26740/jrpd.v9n1.p1-8>
- Mustika, D. (2022). Kesulitan Membaca Permulaan pada Siswa Kelas II SDN 019 Logas Kabupaten Kuantan Singingi. *DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar*, 9(2), 143-155. <https://doi.org/10.30997/dt.v9i2.6706>
- Pangastuti, R., & Hanum, S. F. (2017). Pengenalan abjad pada anak usia dini melalui media kartu huruf. *Al Hikmah: Indonesian Journal Of Early Childhood Islamic Education*, 1(1), 51-66. <https://doi.org/10.35896/ijecie.v1i1.4>
- Suchyadi, Y., Suhardi, E., Sunardi, O., & Martha, L. P. (2022). the Use of Multimedia As an Effort To Improve Elementary Teacher Comprehension Ability and Creative Thinking Skills in Following Science Study Courses. *Jhss (Journal of Humanities and Social Studies)*, 6(2), 262-267. <https://doi.org/10.33751/jhss.v6i2.5392>
- Sudarmo, S., Arifin, A., Pattiasina, P. J., Wirawan, V., & Aslan, A. (2021). The Future of Instruction Media in Indonesian Education: Systematic Review. *Al-Ishlah: Jurnal Pendidikan*, 13(2), 1302-1311. <https://doi.org/10.35445/alishlah.v13i2.542>
- Syakur, A., Fanani, Z., & Ahmadi, R. (2020). The effectiveness of reading English learning process based on blended learning through "Absyak" website media in higher education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 763-772. <https://doi.org/10.33258/birle.v3i2.9277>

- Tayaa, K. (2022). *The Use of Language Learning Strategies to Develop Learners' Vocabulary Knowledge and Writing Proficiency The Case of Third Year Students of English in Written Expression* (Doctoral dissertation, Université de Batna 2).
- Theresia, N., & Recard, M. (2021). Applying multisensory approach to promote engagement in primary English home-based learning. *ELTR Journal*, 5(2), 105-119. <https://doi.org/10.37147/eltr.v5i2.118>