

THE EFFECT OF WORD CARD LEARNING MEDIA ON THE READING ABILITY OF 2nd GRADE STUDENT OF SDN 1 PENEDAGANDOR

Isnaini Rosmayani¹, Ida Ermiana², Heri Setiawan³

^{1,2,3}Universitas Mataram, Mataram, Indonesia

Article Info

Article history:

Received: 22-11-2020

Revised: 24-11-2020

Published: 10-05-2021

Keywords:

Word card media
ability to read
beginner reader
Indonesian language
Elementary Children

ABSTRACT

This research aims to determine the influence of word card media on the initial reading ability of grade 2 students of SDN 1 Penedagandor. This type of research is experimental research with repeated treatment research design. The subjects in this study were 2nd graders of SDN 1 Penedagandor who numbered 20 people. The method of data collection is observation and initial reading ability test. The reading ability test is used to obtain data related to the student's initial reading ability, while observation is used to obtain data on learning allax conducted by the teacher. The data obtained later in the analysis uses the formula Anova repeated measure. Before testing the hypothesis, the data obtained were first tested for normality and homogeneity of the data. Based on the results of the Anova repeated measure test, the significance value was 0.000, which is smaller than 0.05. This indicates that Ho was otherwise denied Ha was declared acceptable. Based on these results, it can then be concluded that the word card media affects the reading ability of 2nd graders at SDN 1 Penedagandor in the 2020/2021 school year.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Isnaini Rosmayani,
Elementary Education Study Program, Faculty of Teacher Training and Education, Universitas Mataram,
Jl. Brawijaya No. 22, Mataram, Indonesia.
Email: isnainirosmayani6@gmail.com

1. INTRODUCTION

Reading is a language skill that has an important role in the life of every individual to obtain messages or information conveyed by the author through writing. According to Musaddat (2015) reading is a form of receptive language skills. As for learning to read in elementary schools, they are grouped into initial and advanced reading. Initial reading is a stage of the reading learning process for low grade elementary school students (1st, 2nd, and 3rd Grade). Initial reading is the main and first activity taught to students at the beginning of the school period which focuses on basic reading skills, namely literacy (Musaddat, Intiana, & Mari'i, 2011). The purpose of initial reading is so that students can read simple words and sentences fluently and accurately.

Initial reading skills demanded by 2nd grade elementary school students are: (1) reading calmly and clearly (2) reading with feeling, expression; (3) reading without stuttering, without stammering (Tarigan, 2008). Thus, 2nd grade elementary school students should be able to recognize letters and be able to read words and sentences in a reading with proper pronunciation and intonation. However, in reality this condition is different from the situation of some 2nd grade students of SDN 1 Penedagandor, Labuhan Haji District, who still show less reading achievement compared to their peers. Based on interviews conducted with teachers of SDN 1

Penedagandor, Labuhan Haji District, there were students who could not do the initial reading. The following is a description of the data for the initial reading skills of 2nd Grade students at SDN 1 Penedagandor:

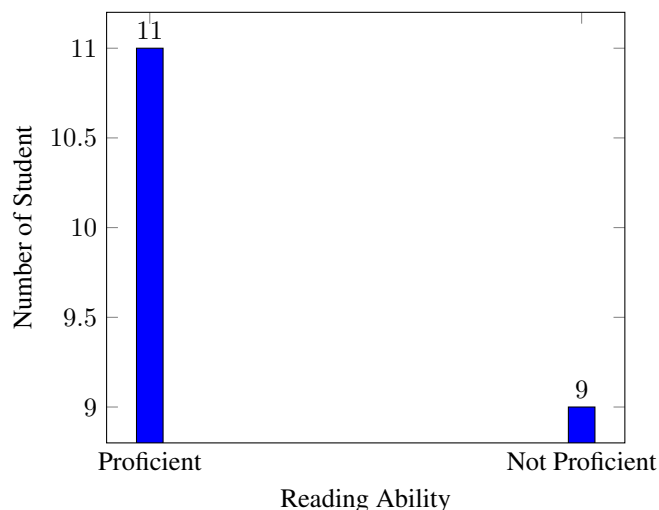


Figure 1. Reading ability of 2nd grade students at SDN 1 Penedagandor

Based on the Figure 1, the data on the overall number of students whose initial reading ability was already proficient was 11 students out of 20 with a percentage of 55%, while the number of students whose low initial reading ability was 9 out of 20 students with a percentage of 45%. When it is seen from the percentage of students who are proficient at initial reading, it can be said that the reading ability of students at SDN 1 Penedagandor is still lacking because it has not reached the expected percentage of classical completeness which is 80%. Students who are not yet skilled at reading at the start, have a problem that is not able to read words and sentences fluently according to their pronunciation and intonation. The results of the observations also showed that in these schools the conditions for initial reading learning were still ineffective. There are several problems in the reading process, such as the lack of effectiveness of learning media application so that the learning to read is less active, less effective, and tends to be boring. In addition, during the learning process, the teacher only uses books as a media for learning to initial reading and does not use learning media that can attract students' attention and interest in learning to start reading.

To overcome this, teachers need to choose media that can affect students' initial reading abilities. According to Smaldino, the media is a means of communication and a source of information (Anitah, 2012). One of the media that can be tried is the Word Card Media. Word card media is a simple medium that can be made of thick paper containing letters, words and sentences. According to Susanti & Hendratno (2016) word cards are cards that contain a word that can create a sentence. The word card media has the advantages of being easy to carry; practical in making and using it; and easy to remember. Besides, there are also weaknesses of this word card media, such as creating classroom atmosphere that is less conducive and there exist students who depend on other students (Yatinem, 2014). Based on this statement, the use of word cards is suitable for low-grade students, most of whom are in the transition period from playing to learning in school. The learning to read with word cards which contain words, letters, and sentences becomes more fun and can make it easier for students.

Based on the description above, a study entitled "The Effect of Word Card Learning Media on The Reading Ability of 2nd Grade Student of SDN 1 Penedagandor " needs to be done. The aim of the research is to apply word card media to the second-grade students of SDN 1 Penedagandor in order to find out whether the application of the media can affect the initial reading ability of the 2nd grade students of SDN 1 Penedagandor.

2. RESEARCH METHOD

This research is a quantitative research method. According to Sugiyono (2019) the quantitative method is a research method used to examine certain populations or samples; data collection uses research instruments; data analysis is quantitative statistics; with the aim of testing predetermined hypotheses. Quantitative methods

can be divided into two, namely experimental and survey methods. However, in this research, the method used is the experimental research method. Experimental research is research that is intended to determine whether or not there is a result of "something" imposed on the subject under investigation. In other words, experimental research tries to examine whether there is a causal relationship (Suharsimi, 2013).

The form of experimental research used in this study is the Quasi Experiment type repeated treatment, with details of the first day of activities giving a pretest, the second day of treatment 1, then post-test 1, then the treatment is removed, giving post-test 2, treatment 2 is given, and the last day is post-test 3. The subjects in this study were 20 2nd grade students at SDN 1 Penedagandor. The type of data used in this research is quantitative data related to the results of the assessment of students' initial reading ability. The data collection methods used were observation and test methods. According to Riduwan (2013) data collection methods are the methods used by researchers to collect data. To obtain data on the results of the students' initial reading ability test, a research instrument was used in the form of a rubric for the initial reading ability test.

The data analysis method used is Anova repated measure and there are three prerequisites before testing the hypothesis, namely normality test, homogeneity test and sphericity test. The normality test used the Kolmogorov-Smirnov test; the homogeneity test used the Levene test; and the sphericity test used the Mauchly test. Each of these tests is assisted by a statistical analysis program, namely SPSS 21.

3. RESULT AND DISCUSSION

3.1. Result

The observer of this study was the homeroom teacher of 2nd Grade Students of SDN 1 Penedagandor. The results of the observer in treatment 1, that is the use of word card media in the learning carried out by the teacher reached a score of 14 which was classified as good, while in treatment 2 it increased to 16 which was classified as very good criteria.

Table 1. Statistics test result

		Pre-test	Post-test 1	Post-test 2	Post-test 3
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		66.8750	72.8125	72.8250	79.6875
Std. Deviation		14.49535	13.33941	12.72330	12.14547

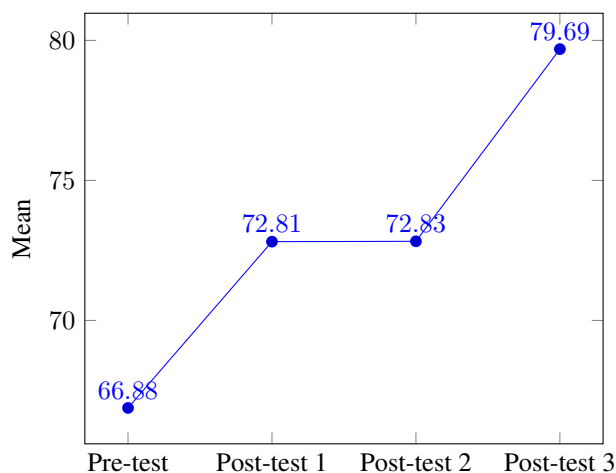


Figure 2. Reading Ability Measurement Results Mean

3.1.1. Reading Ability Measurement Results

Based on the graph of reading ability measurement results mean, it can be concluded that the average reading ability of students from pretest to post-test 1 has increased, then the average reading ability of students from post-test 1 to post-test 2 is the same, but in post-test 2 and post-test 3 the average initial reading ability of students increased again.

3.1.2. Normality Test Result

The pretest data has a significance value of 0.175. The post-test 1 data has a significance of 0.2, the post-test 2 data has a significance of 0.2 and the post-test data 3 has a significance of 0.057, which means that the four data are normally distributed because the four groups are greater than 0.05.

3.1.3. Homogeneity of Variance Test Results

The result of the Levene Statistic for homogeneity test is 0.778 that is greater than 0.05. Thus, the measurement data of the initial reading ability is homogeneous.

3.1.4. Sphericity Test Result

SPSS produces a test known as the Mauchly test for the assumption of sphericity. The results of the Mauchly test above note that the significance value is 0.005 less than 0.05, thus the assumption of sphericity is not fulfilled so that conclusions are made using the Greenhouse and Geisser correction as an alternative.

3.1.5. Hypothesis Test Results

The hypothesis of this study is $H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4$, while $H_a = \bar{X}_1 \neq \bar{X}_2 \neq \bar{X}_3 \neq \bar{X}_4$. Based on the table of the results of the Mauchly test above, it is known that the sphericity assumption is not fulfilled, thus making conclusions using the Greenhouse and Geisser correction. The significant value is listed as 0.000, which means less than 0.05, thus it can be concluded that there are at least two data group means that differ significantly so that H_a is accepted and H_0 is rejected.

3.1.6. Post Hoc Test Result

According to Field (2009), Post Hoc consists of pairwise comparisons designed to compare all different combinations of treatment groups. Because the results of the hypothesis test show that the data are significantly different, it is followed by the Post Hoc test.

3.1.7. Effect Size Test Result

In this study, the Effect Sizes value can be seen using the partial eta squared that can be generated by the SPSS program. The partial eta squared value generated from the measurement data for students' initial reading ability is 0.831 which is included in the medium category. The number 0.831 shown by partial eta squared means that the learning motivation variable is influenced about 83.1% by the word card media variable without including the influence of the other variable.

3.2. Discussion

The word card media is a learning media that can be used to assist students in learning to initial reading. Initial reading is a reading learning stage that focuses on mastering the skills to recognize the shape and sound of letters, combining letters so that they become syllables and words, and reading letters, syllables or words as a prerequisite for further reading (Dwijayanti, 2014). According to Anggraeni, et al. (2019), word cards are a media used as teaching aids for learning, these word cards make it easier for students to learn to read at the early stage. Word cards are a type of media in the learning process to read. This research also shows that the word card media can help facilitate the students in the process of starting reading. It is proven by the development of reading skills using word card media, students are more skilled than students who are taught to read conventionally. The ability of initial reading of the student has increased after being given treatment using word card media. This is because the learning situation is more interesting. Students look active and do not get bored quickly. This is relevant to the advantages of word card media stated by Indriana in Yatinem, (2014) that word card media can be a fun learning media and can even be used in games.

Initial reading skills can be improved through the use of media in the learning process in the form of word card media. Word card media was made to increase students' enthusiasm for learning in learning to read at the beginning (Rumidjan, Sumanto, & Badawi, 2017). The use of word card media can make students more interested in reading the introduction. According to Hamalik in Yushalihin (2017), the use of media in learning can generate new desires and interests; increase motivation; and stimulation of learning activities (Erfan, Widodo, Umar, Radiusman, & Ratu, 2020; Turrahmi, Erfan, & Yahya, 2017). During the learning process students gave good responses; were excited when they were distributed word cards; pasted the word cards that were distributed to compose them into simple sentences; and attached them to the board provided along with their pronunciation. When students carry out activities, researchers also provide positive reinforcement in the form of good, correct, smart and so on so that students are more enthusiastic in learning to

initial reading. Rahmat & Heryani (Rahmat, Heryani, et al., 2014) stated that teachers must stimulate children's vocabulary and enrich children's vocabulary, so that children's language skills improve.

4. CONCLUSION

Based on the analysis of the research and discussion data, it can be concluded that there is an effect of using word card media on students' reading ability. It can be seen that the results of the repeated measure Anova test obtained a significance value of 0.000 which is smaller than 0.05. This shows that H_0 is rejected and H_a is accepted. Based on the results of this study, it can be concluded that the word card media has an effect on the beginning reading ability of 2nd grade students of SDN 1 Penedagandor in the 2020/2021 academic year.

The significance of the use of word card media on students' initial reading ability was carried out by using the effect size. The effect size value can be seen using the partial eta squared which is generated from the measurement data of students' initial reading ability. The score is 0.831 which is included in the moderate category. The number 0.831 means the word card media variable is influenced about 83.1% by the variable word card media without including the influence of other variables.

As suggestion for further research, the teacher can use this word card media as an alternative learning media when the teacher finds students who have difficulty learning to initial reading because it can be used to introduce letters and words. School principal can provide advice and support to teachers in their schools to apply word card media in the chase to initial reading by facilitating teachers. Further researchers can develop this media more attractive so that students are enthusiastic in learning to initial reading.

REFERENCES

- Anggraeni, S. W., Prihamdani, D., & Julianisa, D. D. (2019). Pengaruh Media Kartu Kata Terhadap Kemampuan Membaca Permulaan Siswa Kelas I Sekolah Dasar. *Jurnal Basicedu*, 3(2), 478–486. doi:10.31004/basicedu.v3i2.30
- Anitah, S. (2012). *Media Pembelajaran*. Surakarta: Yuma Pustaka.
- Dwijayanti, D. A. (2014). *Peningkatan Kemampuan Membaca Permulaan dengan Menggunakan Media Buku Pop-up pada Anak Tunagrahita Katagori Ringan Kelas IV di SLB Dharma Rena Ring Putra 1 Yogyakarta* (Doctoral dissertation, Universitas Negeri Yogyakarta).
- Erfan, M., Widodo, A., Umar, U., Radiusman, R., & Ratu, T. (2020). Pengembangan Game Edukasi Kata Fisika Berbasis Android untuk Anak Sekolah Dasar pada Materi Konsep Gaya. *Lectura: Jurnal Pendidikan*, 11(1), 31–46.
- Field, A. (2009). *Discovering Statistics Using SPSS, 3rd Edition (Introducing Statistical Methods)*. London: SAGE Publications Ltd.
- Musaddat, S. (2015). *Peningkatan Keterampilan Berbahasa Indonesia*. Arga Puji Press.
- Musaddat, S., Intiana, S., & Mari'i. (2011). *Pendidikan Bahasa dan Sastra Kelas Rendah*. Mataram: Cerdas Press.
- Rahmat, P. S., Heryani, T. et al. (2014). Pengaruh Media Kartu Kata Terhadap Kemampuan Membaca dan Penguasaan Kosakata. *Jurnal Pendidikan Usia Dini*, 8(1), 101–110.
- Riduwan, R. (2013). *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung: Alfabeta.
- Rumidjan, R., Sumanto, S., & Badawi, A. (2017). Pengembangan Media Kartu Kata Untuk Melatih Keterampilan Membaca Permulaan Pada Siswa Kelas 1 SD. *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, 26(1), 62–68. doi:10.17977/um009v26i12017p062
- Sugiyono, S. (2019). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Suharsimi, A. (2013). *Manajemen Penelitian*. Jakarta: PT. Rineka Cipta.
- Susanti, A. (2016). Penggunaan Media Kartu Kata untuk Meningkatkan Kemampuan Membaca Permulaan Siswa Kelas I SDN Sumbergirang 2 Puri Mojokerto. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 3(2).
- Tarigan, H. G. (2008). *MEMBACA. Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Turrahmi, N., Erfan, M., & Yahya, F. (2017). Pengembangan Media Pembelajaran Video Berbasis Microsoft Office Power Point Pada Materi Objek IPA dan Pengamatannya. *Quark: Jurnal Inovasi Pembelajaran Fisika dan Teknologi*. doi:10.31227/osf.io/t6ky9
- Yatinem. (2014). *Penggunaan Media Kartu Kata Untuk Meningkatkan Kemampuan Membaca Siswa Kelas 1 SDN 2 Pulau Medang Kecamatan Labuhan Badas* (Doctoral dissertation, Universitas Mataram).

Yushalihin, L. (2017). *Penggunaan Media Kartu Kata Untuk Meningkatkan Kemampuan Membaca Permulaan dalam Mata Pelajaran Bahasa Indonesia Kelas 2 SDN 6 Kilang Kecamatan Montong Gading Kabupaten Lombok Timur Tahun Pelajaran 2016/2017* (Doctoral dissertation, Universitas Islam Negeri Mataram).