



## Use of Picture Card Media to Improve Beginning Reading Skills of Elementary Students

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### Abstract

This research is motivated by the lack of interest in reading students and the lack of beginning reading skills, all because reading skills are good and right for everyone to have. Not only in reading skills, but writing, speaking and listening skills are also important in learning. In Indonesian language learning, which includes basic competencies and core competencies. The use of media is very important to support a learning activity in order to achieve a planned goal. This research aims to find out how the application of picture card media improves the beginning reading skills of Bhakti Negara grade 1 students. This type of research is classroom action research conducted in two cycles, with stages including planning, implementation, observation, and reflection. In cycle 1, learning was carried out without applying picture card media in learning with the achievement of completeness with a percentage of 55.25% with an average score below 70 from all grade 1 students. In cycle 2, which was carried out by using picture card media in learning, students achieved higher completeness than in cycle 1, with a percentage of 90.22% with an average above 75 from grade 1 students. Thus the use of picture card media is very helpful in improving the reading skills of grade 1 students at SDN Bhakti Negara.

**Keywords:** *Picture Card Media, Reading Skills, Elementary Students*



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## INTRODUCTION

Language skills include listening, speaking, reading and writing skills (Sari, Utama, Suhono, & Yawisah, 2019). Basically, learning to speak is the same as learning to communicate. Thus, someone who has good and correct language skills can help someone obtain correct information (Nur Tanfidiyah & Ferdian Utama, 2019). Therefore, language skills are taught from primary education to higher education. The language learning process at the primary school level must adjust to the stage of thinking so that children can participate in learning actively and creatively. Teachers need to be creative in presenting learning media that can make it easier for students to capture learning tailored to the level of children's abilities in the learning process (Bores-García, Hortigüela-Alcalá, Fernandez-Rio, González-Calvo, & Barba-Martín, 2021).

Reading is one of the language skills that aims to obtain or understand information from reading materials (Dalman: 2013). Therefore, reading has an important role in the development of knowledge (Oktariana, 2021). Therefore, most of

the knowledge itself is obtained through reading. So, by learning seriously, students are expected to be able and able to read, write, and speak well (Hamzah, Vega, Rahayu, MS, & Pattiasina, 2023).

Meanwhile, media in education are tools and materials used in the teaching and learning process. One of the media that can be used in education is image media (Tulasih, Yussof, & Kristiawan, 2022) According to zaman (2009) the benefits of image media, among others: (1) as a tool to introduce learning activities for alphabetic symbols; (2) clarify and make the material presented interesting; (3) improve students' learning concepts; (4) increase and guide students' attention so that they are motivated to learn; (5) children are more interested in recognising symbols / letters so that they can follow other learning, and; (6) help clarify the meaning of pictures and letters.

Based on data obtained from observations of grade 1 students at SDN Bhakti Negara, most of them have not read fluently. The total number of grade 1 students is 17 students, namely 11 male students and 6 female students. Of these 17 students who can read 1 student, who spell 6, and who cannot read 11 students. Furthermore, it was found that students who do not have good reading skills can cause these students to be hampered in their knowledge. Students who can already read are hampered because they have to wait for their friends who cannot read. Therefore, teachers need more time to complete the lesson because they have to provide extra guidance. One solution that can be done is that teachers can utilise media in learning (Jamal, Uyun, Isnaini, & Arjuni, 2023).

Learning media is a tool that can be used as a channel for messages from teachers to learners in order to streamline the learning process so that learning objectives can be achieved. (Wahyudi & Jamal, 2021) . With learning media, students can be more motivated to learn and develop their writing, speaking, and imagination skills. In addition, learning media can also overcome boredom in the learning process and strengthen the relationship between teachers and students. In this case, schools need to provide complete learning facilities or teachers can innovate to create new things and be creative in developing learning media.

Learning media is useful to make it easier for children to learn, understand difficult learning or simplify something that is so complex argues that media in the learning process can clarify the presentation of the message to be conveyed and reduce verblatency in learning, deepen children's understanding of the lesson material at school, demonstrate something abstract to something more concrete, overcome space and memory limitations, encourage children to play an active role in the learning process, and facilitate teaching and learning activities and facilitate the teacher's teaching duties (Utama, Eka, Wati, & Yani, 2023). Using media will make it easier for teachers to apply learning materials in low grades. One of the media that can be used is image media.

With these activities, students are expected to find it easier to remember and correct errors in reading (Yoni, 2020) The benefits of picture card media are 1) encouraging fun and having student motivation, 2) developing students' thinking awareness, 3) encouraging knowledge in the learning process. Based on the description above, the problem can be solved by using picture card media. The purpose of this research is to create picture card media used by teachers in delivering learning in grade 1 SDN 01 Bhakti Negara.

## METHODOLOGY

This study used a classroom action research (PTK) approach that refers to the concept put forward by Arikunto (Suharsimi Arikunto, 2002). PTK is a research method conducted by observing teaching and learning activities in the form of actions that are greatly improved and occur in the classroom together. This study was conducted with the aim of improving the beginning reading skills of grade 1 students of SDN Bhakti Negara through the use of picture card media. This classroom action research was conducted through four systematic stages, as described by Arikunto (2008), namely: planning, implementation, observation, and reflection. In the planning stage, the researcher designed an action plan that included making picture card media in accordance with the learning materials for beginning reading and preparing a lesson plan that utilized the media. Furthermore, the implementation stage involves teaching activities using picture card media as a tool to improve students' beginning reading skills (Susilo, H., Chotimah, H., & Sari, 2022).

During the process of implementing the action, researchers made observations to collect data on the effectiveness of using picture card media on students' beginning reading skills. Observations were made directly in the classroom while learning was taking place. After observation, a reflection stage was carried out to evaluate the process and results of the action. This stage involves analyzing the data that has been collected during observation and evaluating the effectiveness of the actions that have been taken. In this study, the data collection techniques used were observation and documentation. Observation is conducted to collect data on the learning process and students' beginning reading skills during the application of picture card media, while documentation techniques are used to collect data related to documents relevant to the research such as lesson plans and student progress notes. The collected data will be analyzed qualitatively by categorizing the data, interpreting, and drawing conclusions. The analysis is carried out continuously from the beginning of the research implementation to the reflection stage, in order to obtain an in-depth understanding of the effectiveness of using picture card media in improving the beginning reading skills of grade 1 students of SDN Bhakti Negara.

## RESULTS AND DISCUSSION

Based on the results of research using initial observations and interviews that have been conducted, the development of students related to reading skills, especially grade 1 students of SDN 01 Bhakti Negara is very enthusiastic. Although there are some of them when the learning takes place there are those who pay less attention to learning and are busy with their friends, but when listening to stories they are very enthusiastic even though out of 17 students only a few students can read half of them are still unable to read or still stammer in reading.

The results of students' reading skills in pre-action activities in class 1, the completeness of the scores obtained by students is only 35.5% with the average number of scores obtained by students in learning, especially Indonesian, which is 50 below the KKM. So that action is needed to improve students' ability to read.

There are several stages of the teacher applying the picture card media during learning:

**Stage one:** at this stage the teacher or educator plans and makes a learning media in the form of picture card media chosen to facilitate students in learning and facilitate students in reading.

**Stage two:** at this stage the teacher or educator concerned prepares picture cards whose contents are related to the material to be discussed. For example, about a word with a prefix (B), where the image media contains images of clothes, balls, and books.

**Stage three:** at this stage the teacher begins to demonstrate the media that has been made in front of the class. And then start learning by using the picture card media at that time the teacher appoints one by one to come forward to read what is on the picture card.

**Stage four:** at this stage students begin to learn while playing by using picture cards in groups. In each group consists of 3-4 students. Each group will be given a picture card and a group worksheet. After working on the group worksheet, the members of each group come forward and read the results of their work alternately.

**Fifth stage:** at this stage there will be discussion and evaluation related to the activities that have been carried out and answers from the results of working on the activity sheet. And at the same time provide a review and conduct an assessment of the activities that have been carried out.

The stages of this research were carried out based on the methods used, namely planning, implementation, observation, and reflection.

#### **Planning:**

In the planning stage, the teacher or educator plans the creation of learning media in the form of selected picture cards to facilitate students in learning and assist them in reading. Picture cards are prepared with content related to the material to be discussed, such as words with a prefix (B), which contain images of clothes, balls, and books. This planning aims to ensure that the learning media created is relevant to the students' needs and can help them in reading.

#### **Implementation:**

The implementation stage begins with the teacher introducing the created media in front of the class. Learning then commences using the picture card media, where each student is selected in turn to come forward and read what is on the picture card. Subsequently, students learn while playing using the picture cards in small groups. Each group is given picture cards and group worksheets. Members of each group come forward and read their work results alternately. This learning process is designed to make learning more interactive and enjoyable for students.

#### **Observation:**

During the implementation stage, the teacher observes to gather data on students' responses to the use of picture card media in reading instruction. The teacher pays attention to the level of student engagement, their reading abilities, and interactions among students in small groups. Observation is conducted to evaluate the effectiveness of using this media in enhancing students' reading abilities.

#### **Reflection:**

After the observation stage, reflection is carried out to evaluate the learning process and its outcomes. Teachers and researchers examine student learning outcomes, such as completeness of scores and average scores, and compare them between learning sessions before and after the implementation of picture card media. This reflection also involves discussion about the activities conducted, answers from activity sheet results, and assessment of the activities performed. Based on this

reflection, researchers and teachers can identify successes and challenges that arise during the learning process and determine improvement steps needed in the next cycle.

The results of cycle 1 in learning that has not applied picture card media that still uses open reading reach completeness with a percentage of 55.25% with an average score below 70 of all grade 1 students. And the results of cycle 2 by applying picture card media in learning students have reached a higher completeness than cycle 1 with a percentage of 90.22% with an average score of 90% of grade 1 students there is a fairly significant increase. However, 10% there are still students who have not been above the KKM still cannot achieve in reading.

Table 1. Action Results

Criteria	Pre-Action	Siklus 1	Siklus 2
Average	≤50	≤ 70%	≥ 90%
Class action percentage	35,5 %	55,25%	90,22%

After observing the results of the study, the improvement of student performance and the way students catch learning is different when using picture card media and when before using picture cards. The difference is seen when students use picture card media students are more enthusiastic and very enthusiastic, in speaking and reading skills, although there are still students who are shy and afraid when told to read in front of the class. As for not using the media, students in learning get bored quickly and cause laziness when the teacher is lacking in mastery of learning that is less fun.

Based on the results of classroom action with several cycles and several stages of research that have been carried out, the results show that 90% of grade 1 students have experienced significant changes. Because this media is made very interesting so that the attention of students is very enthusiastic when learning using picture card media. As for the 10% of students from the class there are still those who do not understand and lag behind in reading.

Novelty in this research lies in the innovative approach utilized to enhance the reading abilities of grade 1 students at SDN 01 Bhakti Negara, primarily through the implementation of picture card media. Several aspects contribute to the novelty of this study. Firstly, the utilization of picture card media represents a novel pedagogical method adapted to improve early reading skills. This approach introduces a strong visual dimension that clarifies taught concepts and stimulates student interest in learning. Secondly, the integration of planning, implementation, observation, and reflection stages within the learning process is noteworthy. This systematic approach allows researchers and educators to methodically design, execute, observe, and reflect upon the learning process, enabling the identification of successes and challenges in implementing picture card media. Thirdly, the research highlights a significant improvement in reading abilities through the use of picture card media. Findings from the learning cycles demonstrate a substantial increase in student score completeness from pre-action to cycle 2, indicating the effectiveness of this approach in enhancing students' reading skills. Lastly, the observation of changes in student behavior and interest towards learning, particularly when picture card media is employed, is insightful. It was found that students exhibit higher levels of engagement and

enthusiasm when using this media, underscoring its potential to enhance student learning motivation. Therefore, the novelty of this research lies in the innovative utilization of picture card media to improve grade 1 students' reading abilities, as well as the integration of planning, implementation, observation, and reflection stages within the learning process.

The research presents significant contributions to the field of education, particularly in the realm of early literacy development. Foremost among these contributions is the demonstrated enhancement in students' reading skills, evident through the implementation of the picture card media approach. This method yielded a notable increase in student score completeness, underscoring its effectiveness in fostering reading proficiency among grade 1 students. Moreover, the introduction of picture card media represents an innovative pedagogical approach to early literacy instruction, offering educators a fresh strategy for engaging students and promoting active learning. By integrating planning, implementation, observation, and reflection stages within the learning process, the research provides a comprehensive framework for assessing the efficacy of this intervention and gaining insights into classroom dynamics and student learning behaviors. Furthermore, the study sheds light on the motivational benefits of picture card media, observing heightened enthusiasm and participation among students. This finding underscores the importance of incorporating visually stimulating materials to cultivate a conducive learning environment and enhance student engagement. Overall, the research offers practical implications for educators, equipping them with valuable insights to inform their instructional practices and enhance student learning outcomes in literacy education.

## CONCLUSION

Based on the results of the study, it can be concluded that the use of picture card media to improve the beginning reading skills of grade 1 students is very effective. This is evidenced by the development of this media which can make it easier for students to learn, as well as active interaction between teachers and students during learning. Therefore, improving a student's reading skills is not only enough by using media alone but there must be other strategies by always providing reinforcement and motivation for students who feel difficult and lazy when reading. With the encouragement of teachers and parents, they will become enthusiastic and not give up on learning. As for my suggestions in using image media in learning, especially Indonesian language subjects, it is very suitable to be applied in low grades, especially in grade 1. By using good and correct learning media and attracting students' attention and also media that are easy to make, it is also beneficial for everyone.

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