

**Proceedings of the Yogyakarta International Conference on Professional Teacher Education, 29 July 2023**

ISSN: 3025-020X

## **Efforts To Improve Beginning Reading Skills Using Letter Cards In Class 1 Students**

Harsih<sup>1</sup>, Abdul Rahim<sup>2</sup>, Haryanti<sup>3</sup>, Sri Wahyuni<sup>4</sup>

<sup>1,2</sup>Universitas Sarjanawiyata Tamansiswa, Indonesia

<sup>3,4</sup>SD Negeri Mendungan 2 Yogyakarta, Indonesia

\*Corresponding Author e-mail: [harsih97@gmail.com](mailto:harsih97@gmail.com)

### **1. Abstract**

The background of this research is the low reading result due to the lack of initial reading ability in first grade elementary school students. Reading is a means for students to learn something that is not yet known and can broaden knowledge. What are the teacher's activities in using letter card media, how are students' activities in using letter cards and how to improve students' initial reading skills using letter cards. To improve initial reading skills in grade I elementary schools, it is necessary to use letter cards in schools. Therefore the purpose of using this letter card media is: 1) to know the teacher's activity in the learning process; 2) to find out the activities of students in the learning process in class; and 3) to improve students' initial reading skills. To see students' initial reading ability, this study used Action Research in the Kemmis and Taggart model classes whose stages consisted of planning, implementing, observing and reflecting. The research subjects were the 1st grade students of SDN in Yogyakarta, totaling 28 students. Collecting data with observation and test techniques. Analysis of the data using the percentage formula. In the use of letter card media to improve the initial reading ability of grade 1 students, the results of teacher activity in cycle I were 78% and cycle II 90%, the activity of students in cycle I was 70% and cycle II was 88%, and the initial reading ability of students in cycle I was 54% with an average of 58%, while in cycle II it was 82% with an average of 80%. Based on the results of this study, it can be concluded that by using letter card media in improving the beginning reading ability of students in grade I there was an increase.

**Keywords:** *Reading Skills, Letter Card Media*

## **2. Introduction**

The skill of reading in the rapid development of science and technology, as it is today, feels that reading activities cannot be separated from human life. Various information is mostly conveyed through print media, and even what is spoken can be supplemented by writing, or vice versa.

Henry Guntur Tarigan (2010) states that reading is one of the processes carried out and used by readers to get the message the writer wants to convey through the medium of words or written language. The problem of reading, writing, and arithmetic is indeed a separate phenomenon. Now it is becoming increasingly hotly discussed by parents of students who have early childhood and elementary school children because they are worried that their children will not be able to participate in learning activities properly because they have not been equipped with reading, writing and arithmetic skills (Nurhayati & Yundayani, 2021). By reading students can understand what is in the sentences or texts that are read or taught by the teacher.

The early stages of reading for students center on the ability to understand words and sentences in the right tone. Beginning reading is the ability to read which is in the early stages of the reading process, the process of arranging spelling or the visual process (Tjoe 2013). Beginning reading is an important skill for students to master from an early age, because it is a very valuable provision in learning activities, especially learning activities at the next level (Ningrum, 2018).

The results of observations and interviews with teachers of class I SDN in Yogyakarta, obtained information that students were still not able to read at the beginning so that when there were reading practice assignments students still stammered in pronunciation. Students still lack fluency in pronouncing letters, spelling writing and accuracy in reading and pronunciation that is

unclear in joining words. Students also have not been able to master a sentence they read so that they have difficulty capturing and understanding the information presented in the various textbooks given by the class teacher.

Based on the results of observations made directly by researchers on May 5, 2023 in class I, it was found that the students' reading results were still relatively low. From the results of the daily reading tests that have been carried out, there are 13 students who have not been able to read fluently out of 28 students.

Based on the problems above, it is necessary to use learning media that can improve students' initial reading skills. This is done so that students are able to achieve the expected goals of learning to read. One of the learning media that can be used to improve and enhance students' initial reading skills is to use letter cards as media. By using letter card media students who cannot read or do not know letters can be taught using letter card media.

Letter card media is learning media using paper, in the shape of a rectangle which is written or marked with certain elements of the alphabet or letters. Azhar Arsyad (2005: 11 in Trisniwati (2014) reveals that letter cards are alphabetic cards that contain pictures, letters, symbols, which enhance or guide children in dealing with these symbols. This learning media relies on letter cards which are the main factor in the learning process. Letter cards can help teachers achieve the goal of learning to read because apart from being a medium that is cheap and easy to obtain, it can also increase student activity. In addition, students' knowledge and understanding becomes broader, clearer, and not easily forgotten.

Based on the description above, the researcher wants to provide an alternative to overcome the problem by using letter cards to improve the initial reading skills of first grade students in elementary school. This is in line with the results of research conducted by Imelda Daindo (2023)

entitled "Implementation of Letter Card Media to Improve Beginning Reading Ability in Class I Students of Regina Pacis Bajawa" the results of the study showed that the implementation of letter card media could improve the beginning reading ability of first grade students of Regina Pacis Bajawa. This is evidenced by the results of research where there was an increase in the average learning outcomes in the first cycle of 63.65 in the fairly good category and increased in the second cycle, namely 82.17 in the very good category. The average increased 18.522. Classical completeness in the first cycle 13, 79% increased in the 82.21% cycle increased by 68.42. This happens because the letter card media can increase motivation and children are interested in learning to read at the beginning.

From the description above, it is necessary to conduct Collaborative Classroom Action Research using letter card media for first grade students.

### **3. Methods**

#### **3.1. Participants and context**

This study uses Collaborative Classroom Action Research (PTKK). In this study using the model from Kemmis and Mc Taggart which consists of four stages, namely: planning, action, observation and reflection (Machali (2022: 321)). The subjects of this study were first grade elementary school students in Yogyakarta, with a total of 28 students. This collaborative classroom action research was carried out in two cycles. The implementation of each cycle follows the stages of planning, action, observation and reflection.

### **3.2. Material**

The instruments in this study were observation sheets and tests. This observation sheet is used to obtain information in learning activities using letter card media in improving students' initial reading skills. The observation sheet consists of two parts, the observation sheet for teacher activity and the observation sheet for student activity. The next test used in this study was an oral test and a written test, for example in the oral test the researcher pointed at the students and gave the letter card media to the students who were appointed to mention the letters of the alphabet or connect words.

### **3.3. Data collection and analysis**

Data collection techniques are methods that can be used by researchers to obtain data. Data collection techniques in this study are observation and tests. Observation serves to observe the application of letter card media in improving students' initial reading skills. The observation sheet contains activities carried out by the teacher (researcher) and students (researched), which are presented in the form of points regarding activities that take place during the learning process. Test to measure students' reading results. The tests given are in the form of written tests and oral tests, for example in the oral test, which tests the intelligence of students in beginning reading by appointing students to name the letters of the alphabet, mentioning words that have the same initial letter, connect words and read simple words or sentences. Data analysis used quantitative and qualitative descriptive data analysis techniques. The data collected in each observation and test activity from the implementation of the research cycle was analyzed using the percentage technique (Suharsimi Arikunto 2006) to see trends that occur in learning activities.

### 3.4. Ethical Considerations

All research or research involves humans as research subjects. Therefore, in this study there are basic principles of research ethics, including: first is respect for people, in this case we must respect and value students, where these students are research subjects, second is benefits, in this research there are benefits, namely for students to add a pleasant learning experience by using letter card media which can improve initial reading skills and third do not endanger research subjects.

### 3.5. Study Limitations

There are limitations that are owned by researchers related to time, effort and cost. This study focuses on improving initial reading skills using letter cards for class I SD.

## 4. Results and Discussion

Collaborative Classroom Action Research (PTKK) consists of cycle I and cycle II. The following is data on the initial reading ability of first grade elementary school students using letter cards as media. The results of observations of teacher activity in cycle I were in the good category with an average percentage of 78% in the good category and increased in cycle II to 90% in the very good category. As for the observation of student activity, it also increased in the first cycle 70% in the good category and in the second cycle 88% in the very good category.

Result of reading abilitythe beginning of students can be seen in the following table:

Table 1. Value of Beginning Reading Ability Using Letter Card Media Cycle I

No	Completeness	Frequency (F)	Presentation (%)
----	--------------	---------------	------------------

		Cycle I	Cycle I
1.	Very well	-	-
2.	Good	15	54%
3.	Enough	-	-
4.	Not enough	13	46%
	Amount	28	100%

Table 1 shows the number of students who have good beginner reading skills individually as many as 15 students or 54%, while 13 students or 46% have poor beginner reading skills. The average reading ability obtained by students is 58%, so based on the category of assessment, students' initial reading ability is quite good.

Table 2. Value of Beginning Reading Ability Using Letter Card Media Cycle II

No	Completeness	Frequency (F)	Presentation (%)
		Cycle I	Cycle I
1.	Very well	15	54%
2.	Good	8	28%
3.	Enough	-	-
4.	Not enough	5	18%
	Amount	28	100%

Table 2 shows the number of students who have excellent beginner reading skills individually as many as 15 students or 54%, while 8 students or 28% have good beginner reading skills and 5 students or 18% have good reading skills bad beginner. The average

reading ability obtained by students is 80%, based on the category of assessment of students' initial reading ability is good. So the results of the students' initial reading ability in cycle II showed a good increase from the average of the first cycle of 58% to 80%, which means that from 15 students who were not good enough from cycle I to 5 people who were included in the category of poor early reading showed that there was increased use of letter card media.

## **5. Conclusion**

Based on the results of the action research that was carried out in class I SDN in Yogyakarta, it can be concluded that the teacher's activity in managing learning using letter card media with a percentage of 90% can be said to be in the very good category. Furthermore, for student activities during the learning process using letter card media with a percentage of 88% and can be said to be in the very good category. Meanwhile, the initial reading ability of students using letter cards in grade I of elementary school increased, namely around 23 students or around 82% of students who had good initial reading skills.

## **6. Acknowledgement**

In compiling this research, the author expresses his gratitude to Allah SWT for all the abundance of grace and guidance in compiling this research. The researcher would like to thank the school used to carry out this research in Yogyakarta which has granted permission to conduct the research, as well as the supervising lecturers, tutor teachers, homeroom teacher of class I who have provided guidance and direction. Thank you also to class I students who have followed the research well and PPL friends who are willing to be



observers of student activities.

## **7. Reference**

- Arikunto Suharsimi and Suharjono, (2006). Classroom action research. Jakarta: Script Evidence
- Imelda, D. (2023). Implementation of Letter Card Media to Improve Beginning Reading Ability in Grade I Students of Regina Pacis Bajawa. *Education Image Journal*, 3(1), 775-780
- Machali, I. (2022). How to Do Classroom Action Research for Teachers. *Indonesian Journal of Action Research*, 1(2), 315-327
- Ningrum, A. (2018). Developing Beginning Reading Skills Through Audio Visual Learning Media. *Journal of Education*, 1(2): 24-25.
- Nurhayati, FF & Yundayani, A. (2021). Improving Students' Reading Comprehension Through Serial Picture Media, (1), 197-205.
- Tarigan, H. G, (2010). Reading As A Language Skill, (Bandung: Angkasa Bandung
- Tjoe, JL 2013. Improving Beginning Reading Ability Through the Utilization of Multimedia. *Journal of Early Childhood Education*. 7(1) 18-26
- Trisniwati. (2014). Improving the Ability to Recognize Letters Through the Letter Card Game Method in Group B1 Kindergarten Aba Kenggungan Wirobrajan Yogyakarta. Yogyakarta State University.
- Sudijono Anas, (2019). Introduction to Educational Statistics. Jakarta: Rajawali Press