# IMPROVING THE ABILITY TO READ BEGINNING THROUGH PICTURE WORD CARD MEDIA IN CHILDREN

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## ABSTRACT

The problems that exist in children include students who are less enthusiastic in participating in learning, a rigid classroom environment, and students who do not concentrate when participating in learning activities, this is due to the media applied by the teacher is not interesting and fun, so it greatly impacts on the learning outcomes of grade I students related to beginning reading. The purpose of this study was to describe student learning outcomes using picture word cards, as well as to improve beginning reading skills. This research is called Classroom Action Research (CAR) and was conducted over two cycles with stages such as planning, implementation, observation, and reflection with a sample size of 31 students. The results of the findings show that in the pre-cycle activities that were completed as many as 7 students as much as 23% and those who did not complete 24 students as much as 77%, the increase in percentage in cycle 1 was 55%, while in cycle 2 it was 77% with details in cycle 1 18 students who were complete and 13 students were not complete, for cycle 2 24 students were complete and 7 students were not complete. From the results of this study, it has shown an increasing force in each cycle and the application of picture word cards has improved students' beginning reading skills.

**Keywords**: Improved Reading Skills, Picture Word Card Media, Early Reading.

## ABSTRAK

Permasalahan yang ada pada anak antara lain siswa yang kurang antusias dalam mengikuti pembelajaran, lingkungan kelas yang kaku, dan siswa yang tidak berkonsentrasi saat mengikuti kegiatan pembelajaran, hal ini disebabkan media yang diterapkan oleh guru tidak menarik dan menyenangkan, sehingga sangat berdampak pada hasil belajar siswa kelas I terkait dengan membaca permulaan. Tujuan penelitian ini adalah untuk mendeskripsikan hasil belajar siswa dengan menggunakan kartu kata bergambar, serta untuk meningkatkan keterampilan membaca permulaan. Penelitian ini disebut penelitian Tindakan Kelas (CAR) dan dilakukan selama dua siklus dengan tahapan seperti perencanaan, pelaksanaan, pengamatan, dan refleksi dengan jumlah sampel 31 siswa. Hasil temuan menunjukan pada kegiatan pra siklus yang tuntas sebanyak 7 siswa sebanyak 23 % dan yang tidak tuntas 24 Siswa sebanyak 77 %, Peningkatan porsentase pada siklus 1 sebanyak 55 %, sedangkan pada siklus 2 sebanyak 77 % dengan rincian pada siklus 1 18 siswa yang tuntas dan tidak tuntas 13 siswa, untuk siklus 2 24 siswa yang tuntas dan tidak tuntas 7 siswa. Dari hasil penelitian tersebut telah menunjukan angkatan peningkatan pada tiap siklus dan penerapan kartu kata bergambar telah meningkatkan kemampuan membaca permulaan siswa.

**Kata kunci :**  Peningkatan Kemampuan Membaca, Media Kartu Kata Bergambar, Membaca Permulaan.

## INTRODUCTION

Language influences students' intellectual, social, and emotional development and serves as a means to achieve success in all subjects. [1]The purpose of language teaching is to help students understand themselves, their culture, and others, to recognise their own feelings and emotions, to participate in the community that speaks the language, and to recognise and utilise the analytic and imaginative abilities they possess.[2] So it can be concluded that by learning Indonesian students can recognise their identity as Indonesian citizens.

The first step in learning a language is learning communication skills. In this communication challenge, students should be given the opportunity to practice good communication skills, both orally and in writing.[3] If students want to be able to communicate using good and correct Indonesian, they must be taught a lot of vocabulary or given a lot of time to practice communication skills. Optimally, the use of word cards and picture cards in Indonesian language learning, especially to improve children's storytelling ability, can be done by arousing interest and motivation to learn and train children's imagination.[4] From this explanation, communication skills are a basic ability that must be possessed by a person in interacting, so as to increase competence in various scientific disciplines. The application of picture word card media is an effort made by the teacher in improving students' beginning reading skills.[5]

The learning process is inseparable from everyone's life. Because learning is a complex method that is experienced in the life of every individual throughout life[6] .

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[1]Erfiani Ramadanti dan Zuhairansyah Arifin, "Strategi Peningkatan Kemampuan Membaca Permulaan Melalui Media Kartu Bergambar Bagi Anak Usia Dini Dalam Bingkai Islami Dan Perspektif Pakar Pendidikan," *KINDERGARTEN: Journal of Islamic Early Childhood Education* 4, no. 2 (2021): 173–87.

[2]Erika Erika dkk., "Tantangan Orang Tua Mendampingi Anak Usia 6-7 tahun Belajar di Rumah selama Pandemi Covid-19," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 1 (2021): 252–60, https://doi.org/10.31004/obsesi.v6i1.1225.

[3]Itsna Oktaviyanti dkk., "Analisis Pengaruh Media Gambar terhadap Kemampuan Membaca Permulaan Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 4 (2022): 5589–97, https://doi.org/10.31004/basicedu.v6i4.2719.

[4]Tatik Ariyati, "Peningkatan Kemampuan Membaca Permulaan melalui Penggunaan Media Gambar Berbasis Permainan," *Dinamika Jurnal Ilmiah Pendidikan Dasar* 7, no. 1 (2015): 34.

[5]Siti Hajar, "Penggunaan Media Gambar dalam Meningkatkan Kemampuan Membaca Permulaan pada TK PGRI Jatisela," *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika* 2, no. 2 (2019): 91, https://doi.org/10.36312/e-saintika.v2i2.74.

[6]Fajar Dwi Mukti, "Development of Educational Game-Based Learning Media in Natural Science Subjects at Madrasah Ibtidaiyah Jayapura," *Southeast Asian Journal of Islamic Education* 5, no. 1 (2022): 81–94, https://doi.org/10.21093/sajie.v5i1.5512; Fajar Dwi Mukti, "Transformation Of Education In Elementary Schools:

Learning occurs when students interact with their environment. Therefore, learning can occur anywhere and anytime.[7] The first observation a person makes after learning something is the possibility of a change in the person's perception of self which can be caused by a different level of understanding, level of confidence, or communication skills.[8] To promote children's language development, engaging and fun activities are important to encourage their ability to express and use words. Language games are a way to encourage children's ability to express themselves with words or descriptive play.[9] From the explanation above, it can be concluded that descriptive games can arouse children's confidence so that they can maximally develop communication skills.[10] One example is the use of word and picture cards.

An important focus of language education in children is on beginning reading. If a child does not have good reading skills from a young age, he or she may find it difficult to learn in later days. As a basic principle of language learning in other subjects. The development and improvement of cognitive, social, and emotional abilities will be supported by knowledge through reading.[11] Beginning reading is a receptive language skill that children go through to prepare their reading skills before entering school. The process of beginning reading is simulated to children according to good stages, such as the introduction to vowels and consonants then spelling or combining letter sounds, syllables and simple words in children.[12] So it can be understood that beginning reading is very important for increasing students' knowledge

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Utilization Of Artificial Intelligence-Based Learning Media In The Digital Era," *DIRASATUL IBTIDAIYAH* 3, no. 2 (24 Desember 2023): 229–40, https://doi.org/10.24952/ibtidaiyah.v3i2.10200.

[7]S Syarifuddin dkk., "Implementasi Pembelajaran Tematik Pada Tema Makhluk Hidup Dalam Meningkatkan Minat Belajar," *Jurnal PACU Pendidikan Dasar* 2, no. 2 (2022).

[8]Fredericksen Victoranto Amseke dkk., "Penggunaan Media Gambar dan Kartu Huruf dalam Meningkatkan Kemampuan Membaca Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 6 (2022): 6723–31, https://doi.org/10.31004/obsesi.v6i6.2532.

[9]Zaini Miftach, "PENGENALAN MEMBACA PERMULAAN ANAK USIA DINI MENGGUNAKAN MEDIA GAMBAR PADA USIA 5-6 TAHUN DI RAUDLATUL ATHFAL DARUL ISITIQOMAH 2 KARANG ANYAR," *Jurnal Azzahra* 1, no. 1 (2019): 53–54.

[10]Ahmad dkk., "Menumbuhkan Karakter Positif Siswa Melalui Tayangan Inspiratif di SDN Inpres Nanga Ni'u Desa Karampi," *eL-Muhbib: Jurnal pemikiran dan pendidikan dasar* 7, no. 1 (2023): 119–31.

[11]Kadek Mei Antariani, I Ketut Gading, dan Putu Aditya Antara, "Big book untuk Meningkatkan Kemampuan Membaca Permulaan Anak Usia Dini," *Jurnal Pendidikan Anak Usia Dini Undiksha* 9, no. 3 (2021): 467, https://doi.org/10.23887/paud.v9i3.40594.

[12]Adharina Dian Pertiwi, "Study Deskriptif Proses Membaca Permulaan  Anak Usia Dini," *Jurnal Pendidikan Anak* 5, no. 1 (2016): 759–64, https://doi.org/10.21831/jpa.v5i1.12372.

at the early childhood level so that students find it easier to understand various materials in other subjects.[13]

Learning beginning reading for children is both a cognitive process and a skill. The purpose of reading comprehension is for children to provide a basis for teaching reading comprehension. In addition, the goal is for students to have the ability to understand and apply concepts of written material in an easy-to-understand manner as a foundation for further reading. "Students can fluently and correctly read simple words and sentences." is the initial learning objective has been explained smoothly.[14] It can be concluded that through early reading, children aged 4 to 6 years can maximise their reading skills, which will make it easier for students to understand various written materials in various subjects.[15]

Teachers will continue to emphasise the importance of reading comprehension in the teaching field. If an early child does not have strong reading skills from birth, they will face difficulties when learning. Good reading and writing skills are fundamental requirements for learning the various materials taught, but also for learning other subjects. Many teachers still do not fulfil their role as professional teachers in this day and age. Many teachers do not understand their role as educators.[16] It is the teacher's job to learn the desired material in the education programme every last semester or every year. However, it is important to recognise that there is a significant gap between curriculum objectives and learners' aspirations. Teachers lack understanding of students, negating the ability to make comparisons between smarter and less intelligent students in acquiring knowledge.[17] From this explanation, it can be understood that teacher preparation should always follow students' abilities, especially for teachers who must be able to assess students holistically and continuously until students are really able to improve children's early reading skills

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[13]Kadek Wiwin Pratiwi, I Ketut Gading, dan Putu Aditya Antara, "Pengembangan Instrumen Penilaian Kemampuan Membaca Permulaan Pada Anak Kelompok B Taman Kanak-Kanak," *Journal for Lesson and Learning Studies* 4, no. 1 (2021): 33–38, https://doi.org/10.23887/jlls.v4i1.33574.

[14]Risman Iye, "Pengaruh Media Gambar Terhadap Kemampuan Membaca Permulaan Anak Kelompok a Di Kecamatan Waikase Tahun 2022," *PARADIGM:Journal of Multidisciplinary Research and Motivation* 05 (2023): 28–35.

[15]Rita Kurnia, "5-6 Tahun Di Tk Laboratorium Fkip Universitas Riau," *Jurnal Educhild* 6, no. 2 (2017): 91–99.

[16]Made Sumantri, Dewa Nyoman Sudana, dan I. B. Eka Yoni Adnyana P, "Penerapan Media Gambar Dan Kartu Huruf Untuk Meningkatkan Keterampilan Membaca Permulaan," *International Journal of Elementary Education* 1, no. 1 (2017): 1, https://doi.org/10.23887/ijee.v1i1.11433.

[17]Fitriyana Rika Widhi Rahayu dan Junita Dwi Wardhani, "Peningkatan Kemampuan Membaca Permulaan Anak dengan Menggunakan Media Kartu Suku Kata Bergambar," *Murhum : Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2023): 688–98, https://doi.org/10.37985/murhum.v4i2.375.

Education that teaches about reading skills in schools does not use learning resources as a means of enhancing learning activities. As a result, the use of learning media needs to be done effectively so that learning objectives are easily understood and achieved by students. One of the educational tools, Type media that can be used is pictures. Images in the media are educational for students because they contain various topics that can be learnt and discussed. In addition, students can gain valuable experience that can quickly increase their interest in understanding the reading.[18]

The game method will be more effective if used in conjunction with the image media as a teaching tool. Images as a teaching tool are expected to facilitate learning as the use of images in a teaching process can increase student motivation, satisfy their desires and interests, provide a sense of satisfaction towards increasing student welfare. Media can affect children's learning motivation and attitude towards understanding education.[19] Based on the experience of teaching beginning reading at school, media is very important and should be used as a guide in the teaching process of students who are still very eager to play and cannot control all the senses they have. So we chose the picture word card media with the play method.[20]

Because reflecting on the experience of teaching high grades who were victims of the Covid 19 period, where there were many children with reading difficulties, it was also difficult to follow the learning process activities which almost all involved reading in subjects but the ability to read was very lacking so that it hampered the learning process and yesterday the researcher also plunged directly into being a homeroom teacher experiencing various difficulties in teaching, guiding children to read beginnings if not supported by the right media and methods.[21] Of the 31 students only 10 children can quickly read the beginning. In 2024, out of 31 students, only 5 children with above-average abilities can read quickly.

To follow up on the problems described above, teachers need to implement learning in early childhood about beginning reading by using picture word cards as a

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[18]Revita Yanuarsi, Evi Octrianty, dan Syifa Novianawati Al Afgani, "Meningkatkan Kemampuan Membaca Permulaan Anak Usia Dini Melalui Metode Bermain Menggunakan Media Papan Flanel," *E-Prosiding Pascasarjana Universitas Negeri Gorontalo*, no. September (2020): 55–60.

[19]Liya Zulianingsih, Rosa Imani Khan, dan Dema Yulianto, "Media putaran kata untuk meningkatkan kemampuan membaca permulaan anak usia dini," *SELING: Jurnal Program Studi PGRA* 6, no. 2 (2020): 115–22.

[20]Faizatul Widat dkk., "Pengenalan Budaya Membaca pada Anak Usia Dini melalui Media Permainan Kartu," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 4 (2022): 2573–82, https://doi.org/10.31004/obsesi.v6i4.2028.

[21]Eka Guswarni, "Peningkatan Kemampuan Membaca Awal Anak Melalui Permainan Kartu Gambar Di Taman Kanak-Kanak Negeri Pembina Agam," *Jurnal Pesona PAUD* 1, no. 1 (2012): 1–12.

medium that can stimulate learners so that students' motivation and curiosity increase. Picture word card media is a thick rectangular paper. While the word is an element of language that is spoken or written which is a manifestation of the unity of feelings and thoughts that can be used in language. Pictures are the most commonly used media, which can be understood and enjoyed by students. This media is important to apply because it is quite simple, easy to understand and very suitable for the developmental stage of learners. For example, the average learner is very fond of and interested in birds, so the teacher can display pictures of birds and at the same time learners can be involved in the process of learning to read.

## RESEARCH METHODS

This research was conducted using the Classroom Action Research (CAR) method, which was conducted in two cycles with four stages: Planning, Implementation, Observation, and Reflection. Assessing learning activities in the form of an action. Action research is a type of research that consists of four main stages: planning, implementation, observation, and reflection. The purpose of this study is to improve students' proficiency in beginning reading for children by using word cards and picture cards.[22] Design of Learning Improvement Procedures The implementation of this study went through three steps, and each cycle consisted of four stages, namely: Planning, Acting, Observing and Reflecting.[23]

Implementation: This stage is the implementation of the planning stage, which includes: The teacher opens the learning activities by conveying the learning objectives to be achieved and dividing study groups; The teacher motivates students to learn together in groups and be responsible for their groups; The teacher presents the material that has been determined and streamlines group discussions, questions and answers and demonstrations; The teacher together with peers observes the process of ongoing group discussion activities and the teacher provides guidance to students; Each group wrote the results of their group work on the blackboard, represented by one of the students from their group and gave other groups the opportunity to respond; The teacher together with the students summarised the results of the discussion; The teacher gave written tests individually at the end of the cycle; Students who scored less than 75 and the

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[22]Muhammad Anugrah, *Penelitian Tindakan Kelas* (Yogyakarta: PT Leutiko Nouvalitera, 2019).
[23]Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: PT Bumi Aksara, 2015).

average score was less than the minimum requirement, then improvement was carried out.

Observation/Evaluation**:** In the observation of this classroom action research, the researcher collaborated with a teacher (peer), namely one of the teachers, who was in charge of observing during the process of learning activities. The results of this observation are written in the field notes that have been prepared. Observation Sheet 1 is secondary data (data that comes from other than the subject) which is used to assess teacher performance in lesson plans. Observation Sheet 2 is secondary data (data derived from other than the subject) used to assess teacher performance in lesson implementation. Observation Sheet 3 is primary data used to assess student learning outcomes in each cycle.

This reflection is an activity in analysing, understanding and making conclusions based on observations and field notes. Reflection is carried out by analysing the results of tests and observations, and determining the development of progress and weaknesses that occur, as a basis for improvement in the next cycle. In cycle I, the implementation was based on reflections from cycle I and the implementation was the same, which consisted of four stages of implementation: planning, implementation, observation and reflection. However, in the process of learning activities in cycle II, many weaknesses were found in cycle I and here improvements were made.

## RESEARCH RESULTS AND DISCUSSION

### Pre-cycle Learning Outcomes

The data for this pre-cycle is used as initial data to estimate profitability. The following is a table of pre-cycle student learning outcome measurements.

**Table 4.1** Pre-Cycle Student Learning Outcome Measurements

| Percentage | | | | Average score |
|---|---|---|---|---|
| Completed KKM | | Not Completed KKM | | |
| 7 | 23% | 24 | 77% | 60,41 |

According to the table above which shows the pre-cycle results, 7 students with a percentage of 23% have completed the KKM. While as many as 24 students with a percentage of 77% are said to have not completed the KKM. The average score is 60.41. The test results show that the ability to read beginning in children through picture word card media carried out by students is quite low and several steps must be taken to solve

the above problems, namely by continuing at the next stage about the application of the action plan that has been prepared into the learning process in cycle 1.

**Learning Improvement Results Cycle I**

In her role as a classroom learning manager, she guides and implements annual, semester, and hands-on learning programmes using image media tools, observation tools, and learning objectives.

Based on records and observations of the learning process and learning outcomes, data on 31 students. The majority of these students have not been able to understand or recognise the shapes of letters so they have not been able to learn and use them. Overcoming students' early reading difficulties, if this is not appropriate, then learning should be done using picture word card media.

In connection with the standard of teaching competencies carried out in the implementation of learning, teachers carry out various stages of Indonesian language teaching using picture word card media. The following steps are carried out in the learning process, namely as follows: (1) Choice of language or indicators in accordance with the initial reading. For cycle I, students' abilities are appropriate indicators in summarising oral and written language, (2) Based on the indicators that have been derived, make a plan. The researcher made 1 lesson plan meeting, 2 lesson hours per week. (3) Prepare picture word cards that will be used for instruction. In cycle 1, the teacher used picture word card media.

At this stage, the teacher teaches by using props such as pictures in accordance with the learning objectives previously set. The cycle I lessons learnt were conducted once with the aforementioned props. Students in cycle I were taught to read aloud with indicators showing vocal intonation and comprehension until they were able to read the whole sentence. Then, after talking to each other, students' absence was revealed. In this first meeting lesson, the teacher had some basic knowledge about reflexivity. The reason for choosing rewriting language is because most of the media that will be used by the teacher use pictures. The aim is to make students more involved in their lessons and more proactive in following the lessons. The teacher used picture word card media to introduce the material after the explanation. Cycle I used a picture of a bird with a not too long name underneath. This process was done methodically until the indicator, the ability to match consonants and vowels, was met.

During the process of conducting classroom observations, the teacher makes notes with the observation list. evaluation of students' activities, the grades they achieved, students' average interest in the lesson, average enthusiasm, early reading activeness, letter discrimination ability, and early reading ability. During learning In the first stage, the researcher's observation results showed that the grades students received, active participation in learning, students' concern and interest in learning, and their ability to learn the material, their ability to understand the meaning of learning, and their ability to learn the material were still low. Based on the evaluation results, the first cycle scores were obtained. The result is :

**Table 4.2.** Cycle I Results

| Percentage | | | | Average Score |
|---|---|---|---|---|
| Completed KKM | | Not Completed KKM | | |
| 18 | 55% | 13 | 45% | 74,73 |

Of the 31 students, according to the table above, 18 students (55%) have achieved completeness or above the KKM. Only 13 students (45%) have not reached the KKM. The average score is 74.73.

From the data above, it can be seen that there is a negative correlation between pre-cycle students whose actions have not been validated by cycle 1. In accordance with the criteria for research results that have been set, namely if the percentage of completed students is 65%, then the students must continue in cycle 2. Based on the results observed during the action process, the first 18 students, or 55% of the total students, began to show signs of improvement. These students had learnt to write letters from the beginning, and some of them could already write in longer forms.

**Cycle 2 Learning Improvement Results**

The results of the reflection and evaluation of the implementation of actions in cycle I lead to the conclusion that there is no evidence of an overall improvement in learning performance. Because of the three indicators recorded, indicator 1 and indicator 2 are effective indicators because they are able to capture vowels and consonants. In contrast, Indicator 3 did not show any progress in learning productivity. As a result, the researcher consulted with the principal, supervising tutor, and other related parties. As a result, the researcher was able to continue with the Indicator of

helping people who learn Indonesian language materials (beginner) read fluently. In the learning preparation step of cycle 1, students' ability was a reliable indicator for the second step in matching several words equipped with the right phrases One of the indicators developed as a basis for learning in cycle II

Based on the results of the first cycle analysis, it shows that most students still have difficulty reading syllables correctly. Therefore, the research method for cycle II will be picture word cards. Learning steps in cycle 1, One of the students' abilities is a good indicator for cycle II to summarise a passage or by using appropriate language. One of the indicators developed as the basis for Cycle II is: (1) Identify/identify basic competencies, learning achievements, and performance indicators. (2) Check the instruments and tools to be used. (3) Develop a learning implementation plan (RPP) in accordance with the agreement that has been implemented.

The learning applied to students using picture word card media fulfils the learning plan. Students were taught to learn in groups of two or three. Then in order to develop their awareness, they asked questions on the previous lesson. After the explanation, the teacher started using picture media to introduce the material in cycle II. Picture word cards were the type of media used. Then the teacher asked the students what the name of the animal in the picture was. Next, students were instructed to summarise the text. After completing the exercise, students politely went to the writing desk and wrote down the name of the animal picture. Then the students discuss what exactly is difficult to translate into the word or name of the animal in question. This process is done methodically until the indicator is met, which is the ability to match the correct letter or letters with the correct syllable.

Using picture word cards, the researcher, principal, and teacher representatives conducted joint observations on the implementation of learning. The focus of this observation is on students' activities, including the scores achieved by students, their interest and enthusiasm for the lesson, their ability to distinguish letters, and their engagement in beginning reading. To analyse the changes in students' learning outcomes, the data obtained from this exercise, including the test results, will be used. Cycle II produced the following results: the level of students' activeness, the amount of feedback given to students, the level of students' curiosity, the level of students'

seriousness towards learning, and the level of students' participation in learning, the ability to teach the subject in cycle II moderate beginning reading ability.

In accordance with the explanation of the subject matter assessed in cycle II, as shown in the following table:

**Table 4.3.** Cycle II Results

| Percentage | | | | Average Score |
|---|---|---|---|---|
| Completed | | Not Completed | | |
| 24 | 77% | 7 | 23% | 80,70 |

Based on the table above, it can be concluded that out of 31 students, 24 (or 77%) have reached or exceeded the KKM. While as many as 7 students (23%) have not completed the KKM and the average score is 80.70. See the following table to get a better understanding of reading from Pre cycle, cycle I and cycle II:

**Table 4.4.** Comparison of Pre-Cycle, Cycle 1 and Cycle II KKM Percentages

| Percentage of Completion | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Pre Cycle** | | | | **Cycle 1** | | | | **Cycle II** | | | |
| Completed | | Not Completed | | Completed | | Not Completed | | Completed | | Not Completed | |
| 7 | 23 % | 24 | 77 % | 18 | 55 % | 13 | 45 % | 24 | 77 % | 7 | 23 % |

The table above shows that the second cycle grew compared to the first cycle. This can be explained by the increase in the percentage of completeness in the Pre Cycle by 23%, cycle I by 55% and an increase in the percentage of completeness in cycle II by 77%

The results of data analysis conducted during cycle II of learning with picture word card media showed significant changes. When teaching, teachers should be more gentle and understanding by understanding that small mistakes can happen, such as when students lose track of time or fail to complete a task. Students saw significant improvements in their participation in class and their learning outcomes. Students are more confident, more likely to understand and pay attention to teacher questions, and more likely to understand and be more imaginative. The skill of reading aloud is an important one, but it also affects the ability to comprehend reading. When students'

participation in class increases, the classroom environment becomes more interesting and more like a family. Based on the analysis of cycle II test results, students had an average score of 80.70, and their scores below the KKM were approximately 7 or 23%.

In this study, student participation in learning increased and student results in the final test averaged 74.73 indicating that learning was successful. and the percentage of students who met the KKM criteria was almost 55%. The application of beginning reading learning using picture word card media used in cycle 2 has been successful quickly after considering these provisions and seeing the results aimed at each cycle.

With the material of beginning reading, learning in students can be said to be successful. The reason is the increase in students' initial reading scores from before the action to the implementation of cycle 2 and the class average score. Before the action, the ratio of students' knowledge to reading comprehension of the sample size average was only 60.41.

Due to the students' own factors, only three students in this study scored below the KKM. These students were lazy, had little parental motivation, almost no one at home wanted to study, and when they did study, they Whenever students played by themselves they saw the teacher they were respectful but not aggressive. Due to learning disabilities, the student continues to play without help. It is easier to accommodate letters, how to pronounce letters, how to spell syllables, and how to read a word, by using this picture word card media to increase student motivation and engagement in beginning reading lessons.

**DISCUSSION**

The results showed that an improvement in reading comprehension was required, namely for the purposes of letter research using picture card media. The negative impact of this type of media is offset by the positive impact in the form of increased student participation involved in learning activities, which was previously disappointing. Students can find answers easily and quickly using picture word card media. According to Syahru Ramadhan, states that picture word card media is an effective learning card to remember and memorise faster because it is basically to help

children learn to remember and memorise. Because this goal trains cognitive abilities to remember pictures and words, so that early reading skills can be improved.[24]

What is meant by beginning reading is teaching that emphasises the introduction of language symbols (letters), namely word recognition. Beginning reading is the act of learning to read to master the writing system as a visual representation of language. As explained by Madyawati that beginning reading is a complex activity includes physical and mental activities related to reading are eye movements and visual acuity. Mental activities include memory and

The utilisation of picture card media can help students be more involved in the classroom, especially among quieter and less courageous students because they can quickly and easily learn how to explain concepts using picture card media. This is in accordance with the opinion of Syahru Ramadhan, who states that cards are tools used to provide information and quick feedback to the recipient. The word cards are made from holes measuring 4 x 6 cm (or other relevant sizes can be customised), and folded into sections according to the image on each card. The information below refers to educational materials; it is the teacher who gives the input, and the students who receive it.[25] Students' reading has shown an improvement in learning outcomes by using picture word card media. The improvement of students' reading ability in cycle I and II is shown.

Based on the observation of the relatively low level of student activity, this was due to the fact that most of the learning process was not well controlled by the teacher, and the teacher did not always utilise the available learning resources. In cycle 1, students' activeness was not clear, but after the action was taken, the results showed an increase even among students who were more active and had courage; however, the teacher endeavoured to engage the less active students in cycle 2 by giving them the opportunity to practice self-awareness to make them more proactive and more confident during the learning process.

By considering the results of cycle I and cycle II, it can be concluded that the use of picture word cards can improve students' early reading skills.

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[24]Syahru Ramadhan, "Pembelajaran Sd/Mi Berbasis Sekolah Ramah Anak Di Mi Wahid Hasyim Yogyakarta," *eL-Muhbib: Jurnal Pemikiran dan Penelitian Pendidikan Dasar* 2, no. 2 (2020): 87–101, https://doi.org/10.52266/el-muhbib.v2i2.386.

[25]Syahru Ramadhan dkk., "Penerapan Teknik Pembelajaran Talking Stick Untuk Meningkatkan Kolaborasi Dan Kreativitas Siswa Pada Pembelajaran Tematik Di Kelas Ii Mis Sambi Nae Kota Bima," *AL IBTIDAIYAH: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 1 (2023): 61–76, https://doi.org/10.46773/ibtidaiyah.v3i1.520.

## CONCLUSIONS

The results showed that the use of picture word card media in learning can help students overcome learning difficulties in beginning reading. This is evidenced by the better average score of students when using picture word card media compared to the average score of students when using picture word card media. The average value of students who are complete in learning with picture word card media is pre-cycle 23%, cycle 1 55% and cycle 2 77% with details of the number of students who are complete out of 31 students, namely pre-cycle 7 students, cycle 1 18 students and cycle 2 24 students. Therefore, based on classroom action research involving two cycles mentioned above, the hypothesis formulated has been proven correct, namely the ability to read beginning in Indonesian language subjects has been successfully improved through the use of picture word cards.

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