



APPLICATION OF WORD CARD MEDIA TO IMPROVE BEGINNER READING SKILLS IN GRADE II STUDENTS AT SDN JURUAN DAYA 2

Andayani Purnamasari¹

Universitas PGRI Sumenep, Sumenep, Indonesia
andayanipurnamasari960@gmail.com

Agus Wahdian²

Universitas PGRI Sumenep, Sumenep, Indonesia
aguswahdian@stkipgrisumenep.ac.id

Jamilah³

Universitas PGRI Sumenep, Sumenep, Indonesia
jamilah@upisumenep.ac.id

ABSTRACT

Beginning reading skills is a basic ability that must be mastered by elementary school students as a foundation in developing literacy skills. However, the results of observations in Class II of Sdn Juruan Daya 2 showed that students' initial reading skills were still low, so improvement efforts were needed through the use of appropriate learning media. This study aims to improve students' beginning reading skills through the application of Word Card media. The study used the method of **classroom Action Research (PTK)** with Kemmis and McTaggart models that were carried out in two cycles, including the stages of planning, implementation of action, observation, and reflection. The research subjects were **25 second grade students of Sdn Juruan Daya 2**. The data collection technique used a test of beginning reading skills, teacher and student activity observation sheets, and documentation. Data were analyzed descriptively quantitative and qualitative. The results showed an increase in reading skills beginning in each cycle. The average value of students increased from **59.5** in the pre-cycle to **68.6** in the first cycle, then increased to **77.0** in the second cycle. The percentage of learning completeness also increased from **0%** in pre-cycle to **52%** in cycle I and reached **84%** in Cycle II. In addition, the activity and motivation of students increased during the learning process. The results showed that the application of Word Card media is effective in improving the reading skills of beginning Grade II students of Sdn Juruan Daya 2. Therefore, word card media can be used as an alternative learning media that is able to create a more active learning process, interesting, and meaningful for elementary school students.

Keywords: Word Card Media, Reading Starters, Reading Skills, Classroom Action Research, Elementary School



INTRODUCTION

Reading skills are one of the basic competencies that elementary school students must master as a foundation in the learning process. Through reading, students can obtain information, broaden their horizons, and develop critical thinking skills. In learning Indonesian in the lower grades, reading skills become an important aspect that must be mastered in addition to listening, speaking, writing, viewing, and presenting. Therefore, the mastery of early reading becomes the initial stage that largely determines the success of students in developing literacy skills at the next level of Education.

Beginning reading is a learning process that emphasizes the ability to recognize letters, spell syllables, read words, and understand simple sentences. This ability serves as the basis for students to achieve more complex reading skills. Students who have the ability to read a good start will more easily understand the subject matter, while students who have difficulty reading tend to experience obstacles in following the learning process as a whole.

However, the reality on the ground shows that the ability to read the beginning of elementary school students is still a problem that needs attention. Various studies show that there are still students who have difficulty recognizing letters, combining syllables, and understanding the meaning of simple readings. These difficulties can be caused by internal factors, such as intellectual ability, learning motivation, and psychological conditions of students, as well as external factors that include the family environment, school, and learning strategies used by teachers.

Similar problems were found in second grade students of Sdn Juruan Daya 2. Based on the results of initial observations made on learning to read, it is known that some students still have difficulty in reading syllables and simple words. Of the 26 students who were the subject of observation, there were 12 students who had low beginning reading ability with a grade point average of 65. Difficulties experienced by students include errors in recognizing letters, pronunciation of double consonants such as “ng” and “ny”, and difficulty reading syllables consisting of three or more letters. These conditions have an impact on the low ability of students to understand learning materials that require reading skills.

One of the efforts that can be done to overcome these problems is by utilizing learning media that are interesting and in accordance with the characteristics of the development of elementary school students. Learning Media serves as a means to convey the message of learning more effectively so as to increase the attention, motivation, and involvement of students in the learning process. In low-grade students who are still at the concrete operational stage, the use of visual media is very important to help them understand the concepts learned.

Word card Media is one of the visual learning media that can be used to improve beginner reading skills. This Media presents words in the form of cards that can be combined with images to help students recognize letters, syllables, and vocabulary more easily. The use of word cards allows students to learn actively through observing, reading, matching, and grouping words so that the learning process becomes more interesting and fun.

The effectiveness of Word Card media has been proven by various previous studies. Wulandari and Muhsinin (2025) found that the medium of picture word cards has a very high level of validity and effectively improves the reading ability of elementary school students. Yampap and Hasyda's (2021) research also shows an increase in students' initial reading skills after the application of syllable card media. In addition, Sani et al. (2022) concluded that the use of Word Card media can improve reading learning outcomes while creating a more active and



participatory learning atmosphere. The findings suggest that the medium of word cards has great potential to support beginning reading learning in elementary school.

Nevertheless, research on the application of Word Card media in Grade II students is still relatively limited, especially in the context of public elementary schools. Most of the previous research focused on first grade students and focused on measuring the effectiveness of the media quantitatively. Therefore, this study was conducted to describe the application of Word Card media in improving reading skills beginning Grade II students of Sdn Juruan Daya 2 and identify factors that support and inhibit its implementation. The results of the study are expected to provide theoretical and practical contributions to the development of more effective early reading learning in elementary school.

RESEARCH METHOD

One approach that is widely used to improve the quality of the learning process in the classroom is classroom Action Research (PTK). According to Kemmis, PTK is a form of reflective research conducted by practitioners, including teachers, in certain social situations with the aim of improving the practices implemented and increasing understanding of these practices (Salim et al., 2022). Through PTK, teachers can identify various learning problems that arise in the classroom and design solutions that suit the conditions and needs of learners.

PTK has an important role in the world of education because it provides an opportunity for teachers to make continuous learning improvements based on the results of reflection on the practices that have been carried out. The problems encountered in learning are generally specific and contextual, so they require handling that is tailored to the characteristics of students and the learning environment. Therefore, PTK not only serves as a research method, but also as a means of professional development of teachers in improving the effectiveness of learning.

This study uses Class Action Research Design (PTK) as the main approach. Arikunto et al. (2021) explained that PTK is research conducted by educators in their own classes in a systematic and reflective manner to identify learning problems, implement corrective actions, and evaluate the results in order to improve the quality of the learning process and outcomes of learners. In this study, PTK was chosen because it allows researchers to directly address the problem of reading the beginning experienced by second grade students through the application of Word Card media as an action to improve learning.

Implementation of the study refers to the model of the PTK cycle which consists of four stages, namely planning (planning), implementation of action (acting), observation (observing), and reflection (reflecting). Each cycle is carried out continuously with the aim of correcting the deficiencies found in the previous cycle. The success of the action is determined based on the achievement of learning completeness of at least 75% and an increase in students' initial reading ability, which includes aspects of reading fluency, pronunciation accuracy, and understanding of word meanings in second grade students of Juruan Daya 2 Elementary School.

RESULTS AND DISCUSSION

This class action research was carried out in Class II of Sdn Juruan Daya 2 with the aim of improving keterampilan beginner reading skills through the application of Word Card media. The research was carried out in two cycles, each cycle consisting of four stages, namely planning, implementation of action, observation, and reflection. The research Data were obtained through the initial reading skills test, teacher and student activity observation sheets, and documentation



during the learning process.

Before the action is given, researchers first carry out pre-cycle activities to determine the initial ability to read the beginning of the students. The results of the pre-cycle showed that keterampilan membacastudents ' initial reading skills were still relatively low. Most students have difficulty recognizing letters, reading syllables, combining syllables into words, as well as reading simple sentences fluently. In addition, students still showed less confidence when asked to read in front of the class. The learning that took place before was still dominated by Lecture methods and the use of textbooks so that it did not provide opportunities for students to learn actively.

Based on the results of the evaluation at the pre-cycle stage obtained an average grade of **59.5** with the number of students who reached the minimum completeness criteria (KKM) as many as **0 students (0%)**, while all other students have not reached completeness. The results showed that students ' early reading skills still require improvement through the implementation of learning strategies that are more interesting and in accordance with the characteristics of elementary school students.

Cycle I Results

In the first cycle, researchers began to apply the word card media as bantuan learning aid to read the beginning. Media word Cards are prepared based on the material to be studied and contain letters, syllables, as well as simple words that are close to the daily lives of students. Teachers begin learning by providing apperception, explaining the purpose of learning, then introduce the use of Word Card media. Next, students were asked to observe the cards, name the letters, read the syllables, arrange the cards into words, and read the results of the arrangement alternately.

During the execution of actions, students look more enthusiastic than in previous studies. Most students began to actively participate in learning activities, although there are still some students who do not dare to read aloud and still need teacher guidance. Learning activities that involve games using word Cards are able to create a more pleasant learning atmosphere so that students ' attention to learning materials increases.

Evaluation results at the end of cycle I showed an increase in reading skills permulaan compared to the initial initial conditions. The grade point average increased to **68.6**, while the number of students who achieved learning completeness was **13 students** or **52%** of all students. Thus, there was an average increase of **9.1,1 points** compared to the pre-cycle. However, these results have not met the indicators of research success because the percentage of classical completeness has not reached the target of at least 80%.

The observation also showed some obstacles during the implementation of cycle I. Some students still have difficulty distinguishing the sounds of almost the same letters, reading words consisting of three syllables, and maintaining reading fluency. In addition, teachers still need to improve time management so that all students have the opportunity to read evenly. Therefore, a joint reflection is carried out to improve the implementation of actions in the next cycle.

Cycle II results

Improvement of learning in the second cycle is based on the results of reflection cycle I. Teachers provide clearer reading examples, increase the variety of games using word cards, provide more intensive assistance to students who still have difficulty reading, and provide reinforcement and motivation so that students are more confident when reading in front of the class. In addition, teachers also group Students heterogeneously so that students who are fluent in reading can help their friends in learning activities.



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Implementation of learning in the second cycle takes place more effectively. Students were seen more actively participating in reading activities, were able to recognize words more quickly, and showed increased reading fluency. Interaction between teachers and students, as well as between students, is also getting better. The use of Word Card media can increase student attention because learning is packaged in the form of interesting and challenging activities.

Evaluation results at the end of Cycle II showed a more optimal increase than Cycle I. The grade point average increased to **77.0**, while the number of students who achieved learning completeness became **21 students** or **84%** of all students. Thus, there was an average increase of **8.4,4 points** compared to cycle I and an increase of **17.5 points** compared to pre-cycle conditions.

The percentage of classical completeness of **84%** indicates that the indicator of research success has been achieved because it has exceeded the target set which is at least 80% of students obtain grades above KKM. Although there are still **4 students (16%)** who have not reached completeness, their reading skills are also experiencing a fairly good development compared to the initial conditions of the study. This shows that the word card media has a positive impact on improving the reading ability of beginning Grade II students of Sdn Juruan Daya 2.

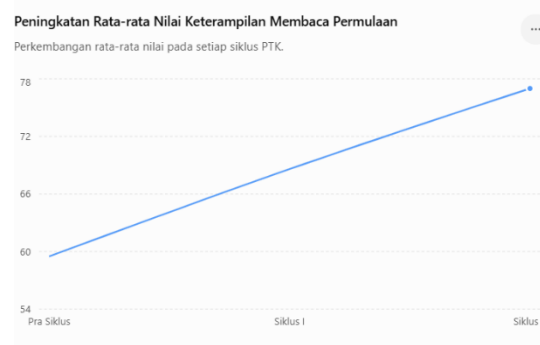
Recapitulation Of Learning Outcomes

The improvement in student learning outcomes at each stage of the study can be seen in the following table.

Chart 1. Recapitulation Of Students ' Initial Reading Skills Results

Stage	the number of students	the average value	of students completed	completeness
pre Cycle	25	59.5	0	0%
cycle I	25	68.6	13	52%
Cycle II	25	77.0	21	84%

Based on Table 1 it can be seen that the average value and percentage of learning completeness have increased in each cycle. The increase in the average value from **59.5 to 77.0** showed an increase of **17.5 points**, while learning completeness increased from **0% in the pre-cycle to 84% in the second cycle**. The results prove that the application of Word Card media is able to improve students ' initial reading skills gradually.



Based on the graph, the average value of students ' initial reading skills increased in each



cycle of PTK. The average value increased from **59.5,5 in the pre-cycle** to **68.6 in cycle I**, then again increased to **77.5 in Cycle II**. This increase shows that the application of **Word Card media** is effective in improving the beginning reading skills of Grade II students of Sdn Juruan Daya 2.

In addition to improving test results, changes in student learning behavior are also seen during the learning process. At the beginning of the study most students are still passive, lack confidence, and easily lose concentration. After applying the word card media, students become more active in asking questions, more daring to read in front of the class, able to work together with friends in arranging cards into simple words and sentences, and show higher learning motivation. The learning atmosphere becomes more interactive so that students gain meaningful learning experiences.

Overall, the results showed that the use of Word Card media not only improves learning outcomes quantitatively shown through an increase in the average value and percentage of completeness, but also improves the quality of the learning process. Word card Media is able to provide visual stimuli that help students recognize letters, syllables, and words more easily. Learning activities that involve simple games also make students more enthusiastic in following the initial reading learning.

Based on the results obtained in both cycles, it can be concluded that the application of Word Card media is effective in improving the beginning reading skills of Grade II students of Sdn Juruan Daya 2. The success is shown by the increase in grade point average, the increasing number of students who achieve learning completeness, as well as positive changes in the activity and motivation of students during the learning process. The results of this study also show that the word card media can be used as an effective alternative learning media in learning to read the beginning in elementary school.

Discussion

The results showed that the application of Word Card media was able to improve the reading skills of beginning Grade II students of Sdn Juruan Daya 2. This is indicated by an increase in the average value of **59.5 in the pre-cycle to 68.6 in cycle I, then increased to 77.0 in Cycle II**, and increased learning completeness from **0% to 84%**. The increase indicates that the media word cards provide a more concrete learning experience, interesting, and in accordance with the characteristics of elementary school students making it easier for them to recognize letters, syllables, words, to read simple sentences.

This finding is in line with **Jean Piaget's theory of cognitive development**, which states that elementary school-age students are at a **concrete operational stage**, that is, a stage when it is easier for children to understand concepts through real objects and directly observable activities. The use of word cards as a visual medium allows students to manipulate letters and words directly so that the process of forming reading concepts becomes easier to understand. Thus, the medium of word cards helps students build relationships between letter symbols, sounds, and meanings gradually.

The results also support the theory of **Constructivism Vygotsky** which emphasizes that the learning process occurs through social interaction and the provision of assistance (*scaffolding*) from teachers and peers. During learning, students not only read individually, but also discuss, arrange word cards in groups, and obtain guidance when experiencing difficulties. These activities help students build reading comprehension gradually until they are finally able to read more



fluently. Increased learning activity and courage of students during the second cycle showed that interaction in learning contributes to increased reading ability.

In addition to being supported by learning theory, the results of this study are also in line with the results of previous research. Research **Rahim et al. (2022)** found that the use of Word Card media was able to improve students' initial reading skills and activeness because the media attracted attention and made it easier for students to recognize letters, syllables, and words gradually. In line with that, **Nurapipah and Fauzi (2023)** concluded that the word card media was effectively used in early reading learning because it was able to increase student participation and create more interactive and fun learning.

The findings of this study are also reinforced by the research of **Nurjanah, Wardiah, and Fakhruddin (2023)** which shows that the picture word card media-assisted SAS method provides a significant improvement in the beginning reading ability of elementary school students. The use of word cards helps students understand the relationship between letters, syllables, and words so that the reading process becomes smoother. Similar results were also reported by **Sari and Koeswanti (2023)** who stated that the use of Word Card media in early reading learning was able to improve reading accuracy, fluency, and student learning motivation because learning was presented actively and in accordance with the characteristics of early grade learners.

Furthermore, **Nuraini and Rigianti's (2024) research** explains that the medium of picture word Cards is able to improve beginner reading skills through interesting visual stimuli so that students more easily recognize new vocabulary and are more confident when reading. The findings are in line with the results of this study, where in addition to an increase in average scores and learning completeness, students also showed changes in learning behavior in the form of increased activity, courage to read in front of the class, the ability to work together, and motivation to learn.

Based on the description, it can be concluded that the improvement of the initial reading skills in this study is not only influenced by the use of Word Card media as a visual aid, but also by the learning process that gives students the opportunity to actively learn, interact, and obtain meaningful learning experiences. Thus, the word card media can be used as an effective alternative learning media to improve reading skills beginning in elementary school students.

CONCLUSION

Based on the results of Class Action Research (PTK), which has been carried out in two cycles, it can be concluded that **the application of Word Card media is effective in improving the reading skills of beginning Grade II students of Sdn Juruan Daya 2**. The increase can be seen from the student learning outcomes, which increased gradually, the average value of **59.5 in the pre-cycle to 68.6 in the first cycle, and increased again to 77.0 in the second cycle**. The percentage of learning completeness also increased from **0% in pre-cycle to 52% in cycle I, then reached 84% in Cycle II**, so that it has met the indicators of research success, namely Classical completeness of at least 80%.

In addition to improving learning outcomes, the use of Word Card media also has a positive impact on the learning process. Students become more active, enthusiastic, confident, and able to cooperate in reading activities. Word card Media helps students recognize letters,



syllables, and words more easily through learning activities that are concrete, interesting, and in accordance with the developmental characteristics of elementary school students.

The results of this study are in line with Piaget's theory of cognitive development **Piaget** which emphasizes the importance of the use of concrete media in the learning of elementary school students and **Vygotsky's theory of Constructivism** which emphasizes the role of social interaction in building knowledge. In addition, these findings are also supported by the research of **Rahim et al. (2022)**, **Nurapipah dan Fauzi (2023)**, **Nurjanah et al. (2023)**, **Sari and Koeswanti (2023)**, and **Nuraini and Rigianti (2024)** who showed that word card media was effective in improving beginner reading skills.

Thus, word card media can be used as an effective alternative learning media to improve reading skills beginning in elementary school students, especially in low grades. The use of this media can also be a learning innovation that helps teachers create a more active, fun, and student-centered learning process.

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