

Developing Reading Skills Picture Cards as a Learning Tool for First Grade Students at State Elementary School Number 107423 Tanjung Garbus Pagar Merbau District Deli Serdang 2023-2-24

Roslina¹⁾, Sutikno^{2*)}

^{1,2)} *University of Muslim Nusantara Al-Washliyah, Medan, Indonesia*

^{*)} *Corresponding Author: sutikno@umnaw.ac.id*

Article history: received February 19, 2024; revised February 28, 2024; accepted March 05, 2024

This article is licensed under a Creative Commons Attribution 4.0 International License



Abstract. The use of the game method will be more effective if supported by the media as a learning aid in helping grade 1 elementary school students develop reading competence. The formulation of this research problem is: How is the development of reading competence through learning media picture cards of grade I students of SD Negeri Number 107423 Tanjung Garbus, Pagar Merbau District, Deli Serdang Regency for the 2023-2024 Academic Year?". This type of research is class action research (Class Action Research) consisting of two cycles. Research procedures include planning, implementation/action, observation/evaluation, and reflection. The subjects in this study were 27 grade I students of SD Negeri Number 107423 Tanjung Garbus. If you look at cycle I and cycle II, the percentage of students who are present at the time of learning activities increases from 100%, the percentage of listening to the teacher's explanation increases from 78% to 100%, the percentage of active in asking and answering increases from 44% to 89%, the percentage of student courage in describing picture cards increases from 26% to 78%, the percentage of accuracy in using picture card media increases from 19% to 93%, The percentage of completing assignments on time from 56% to 100%, the percentage of students who do other activities during the learning process (noisy, playing, disturbing friends, in and out of class) decreased from 30% to 7%. These results show that learning using pictorial media can affect student learning motivation, effective as a tool to train student courage, effective in training student discipline in appreciating time in learning. Student learning activities affect students' ability to read.

Keywords: *picture cards, competence, learning media, reading, development*

I. INTRODUCTION

Education is a systematic effort to create a learning environment that enables students to actively develop their potential in religious and moral values, physical motor skills, cognitive abilities, language, social skills, and the arts. Children require education as a means of stimulation and guidance to grow and develop properly.

Basic education aims to provide students with fundamental knowledge that will be valuable for their academic and social lives (Ministry of National Education, 2006). Therefore, it is essential to have a clear understanding of concepts to ensure that students retain the knowledge they acquire. To achieve this objective, elementary schools have identified several subjects that students must study, including the Indonesian language.

Learning to read is a fundamental element of elementary school language education. Good reading skills from an early age are crucial for avoiding learning difficulties later in life. According to Rumidjan et al. (2017:63), reading, writing, and arithmetic are the basic skills that every student must have. Reading ability is the foundation for learning, as it provides students with valuable knowledge.

The text discusses the growth and development of reasoning, social, and emotional abilities. Basuki (Rumidjan, et al. 2017:63) identifies four profiles of reading learning in elementary schools. There are four methods for improving reading comprehension: (1) listening while reading, explaining the content, answering questions, and summarizing the content; (2) reading the title, identifying content paragraphs, taking turns reading the text, and answering questions; (3) reading aloud together, explaining the content, identifying main ideas, doing exercises, and composing based on pictures; and (4) reading silently, practicing retelling stories, presenting stories in front of the class, and rewriting the story's contents. Since reading plays a crucial role in student development, it is imperative to teach reading skills from a young age.

Early reading skills must be mastered by children, especially in the elementary grades. Student achievement in academic areas, especially those involving the reading process, is very important, this is because reading has an important role in academic activities. Early reading problems experienced by children are caused by many things, one of which is that children have difficulty capturing and understanding the information presented in various textbooks, supporting books and other written learning resources. This will result in children falling behind in achieving their achievements. Therefore, efforts are needed to improve the early reading abilities of children who experience learning difficulties.

Reading ability in lower grades plays an important role as a foundation or basis for determining success in student learning activities. If reading learning in lower grades is not developed well, at the advanced reading stage students will have difficulty

gaining proper reading comprehension. The problem of weak reading skills in grade I elementary school must be addressed so that students do not encounter difficulties and make it easier for students to read.

In the learning process teachers should carry out learning activities while playing, and playing while learning in order to develop aspects of initial reading skills, so that learning is used by teachers through informal approaches such as picture card games, guessing, or through other methods. The stages of developing aspects of language skills in elementary schools, especially in lower grades, can be achieved by integrating play and learning.

Based on the results of initial observations through interviews conducted by researchers with teachers, there are 6 students out of 27 students who cannot understand/master the forms and still find it difficult to read fluently, there are still some students who lose focus on the reading text, so students sometimes make mistakes in pronouncing letters, get stuck in pronouncing letters in a simple sentence, students are hesitant in saying what they read, students are still careless when asked to read, and some students are lacking in reading completely, so they still have difficulty distinguishing and using it upside down and the reading ability according to the teacher apparently has not achieved results in accordance with the minimum completeness criteria. As a result, the learning outcomes of grade I elementary school students at SD Negeri Number 107423 Tanjung Garbus, Pagar Merbau District are still low, and it is necessary to find a solution to solve the problem. Indonesian language learning is carried out using image media to overcome difficulties in learning to read in class I elementary school students.

Continued occurrences like this can negatively impact students' reading abilities, necessitating efforts to enhance skills, such as utilizing picture card games in learning activities. Picture cards aid in reinforcing memory of letters, words, and images, facilitating improved reading proficiency. Media is crucial for student learning outcomes, requiring specialized knowledge to maximize effectiveness. Picture cards are utilized to engage students in learning, with reading materials needing to captivate student interest. Engaging students directly in learning through language games and media involvement enhances reading experiences, particularly in initial reading stages using tools like picture cards for grade 1 students.

When supported by media as a learning tool, the use of game methods will be more effective. Using tools as learning media is expected to be able to help the learning process as stated by Hamalik in (Arsyad, 2006) that using media in learning process can arouse desire and interest, generate motivation, stimulate learning activities and even have psychological influence on students. Media can attract students' interest in learning and concentration to understand the lesson.

Based on the above background, the author is interested in conducting research with the title "Development of Reading Skills through Picture Card Learning Media for Class I Students of State Elementary School Number 107423 Tanjung Garbus, Pagar Merbau District, Deli Serdang Regency, Academic Year 2023-2024".

Reading is a complex thing, not just the memorization of written words, but involves visual activities such as the translation of written symbols into spoken words, and the thought process to recognize and understand the meaning of words. According to Tarigan (2008:7), reading is a process performed and used by readers to receive messages that the author wants to convey through the medium of words or written language.

Reading is basically a process of recognizing letter forms and grammar as well as the ability to understand well the content, ideas or thoughts in reading. According to Yamin (2007: 106), reading is a way of obtaining information that is conveyed verbally and is the result of a concoction of opinions, ideas, theories, results of expert researchers to be known and become student knowledge. According to Hamrin, et al (2021: 169) Reading ability is an ability that plays a very important role for knowledge and as a means of communication for human life. It is said to be important for the development of knowledge because the largest percentage of knowledge transfer is done through readers.

On the basis of the opinions about reading that have been presented, it can be concluded that reading is the process of understanding and reconstructing the meaning that is contained in the reading material. The message or meaning contained in the reading text is a mutual, active, and dynamic interaction between the basic knowledge that the reader has and the sentences of facts and information contained in the reading text.

Reading activities are closely related to the purpose of reading. Someone who reads with a purpose tends to understand more than someone who reads without a purpose. Reading is not only about reading, but also about acquiring new information contained in the material.

According to Anderson in (Dalman, 2013: 11), there are seven types of reading purposes, namely: 1) Reading to get facts and details, 2) Reading to get main ideas. 3) Reading to know the order or structure of the essay. 4) Reading to infer. 5) Reading to categorize or classify. 6) Reading to evaluate or judge. 7) Reading to compare or contrast.

Rahim (2008: 11) argues that the purpose of reading is to get pleasure, complete reading aloud, update knowledge about topics, associate new information with known information, and answer specific questions. Based on the above description of the purpose of reading, it can be concluded that the purpose of reading is to seek and obtain information, cover content, obtain ideas, understand the meaning of reading in accordance with adequate reading skills, and it will be easier to extract information from various written sources.

Reading is not only about memorizing the symbols of a letter or the sounds of a language, but also about responding to and understanding the content of the text. Thus, reading is a form of written communication.

Beginning reading is the stage and process of learning to read at an early age. Students learn to acquire reading skills and techniques and to comprehend reading properly. According to Syatauw, et al (2020: 81) that beginning reading is the basic ability of students to read and a tool for students to find out the meaning of the content of the subjects they study at school. The

faster students can read, the greater the opportunity to understand the meaning of the content of school subjects. As a skill that underlies subsequent skills, the ability to read in the beginning must be really considered by the teacher. Therefore, a teacher must plan reading lessons well in order to create the habit of reading for pleasure. At the beginning level of reading, the reader does not have the actual ability to read, but is still in the stage of learning to understand or read. Reading at this level is a learning activity that recognizes the written language (Teni, 2019: 17).

According to Hartati (Susanto, 2011: 84), reading is essentially a physical and mental activity to find meaning from writing, although there is an introduction to letters in this activity. Reading is said to be a physical activity because in reading, the body parts, especially the eyes, help to carry out the reading process. Mental activities include memory and comprehension. People can read well if they can see the letters clearly, move their eyes nimbly, remember language symbols correctly, and have sufficient reasoning to understand what is being read.

According to Zuchdi and Budiasih (1997: 50), learning to read in Grade I and II is the initial stage of learning to read. The reading skills acquired by students in Grade I and Grade II are the basis for reading learning in the next grade. The same thing is also conveyed by Santosa, et al. (2009: 3.19) who states that reading learning in elementary school consists of two parts, namely: (a) beginning reading in Grades I and II. (b) advanced reading from Grade III onwards. Through emergent reading, students are expected to be able to recognize letters, syllables, sentences, and to read in different contexts.

The reading skills acquired in beginning reading are very influential on further reading skills. If the initial reading is not strong, then at the advanced reading stage students will have difficulty in being able to have adequate abilities. Zuchdi and Budiasih (1997: 123) also added that students are said to have the ability to read at the beginning when the student is correct in voicing the writing, the reasonableness of memorization, the reasonableness of intonation, fluency, clarity of sound, and understanding of content / meaning.

Based on the above understanding, it can be concluded that what is meant by beginning reading ability is the initial stage for students, namely the stage of recognizing letters, syllables to simple sentences. Beginning reading ability is a very important requirement for everyone to increase knowledge and insight. By reading students can increase their vocabulary, improve their speaking skills, increase their motivation and creativity, and influence their personality development. Learning in beginning reading is more emphasized on developing basic reading skills. Students are required to be able to voice letters, syllables, words and sentences presented in written form into oral form.

Picture card media is a card media that contains images where the images can come from homemade or existing images/photos and are used to facilitate students during the learning process.

According to Ramadanti and Arifin (2021: 177) argue that picture cards are teaching aids used in the learning process made of cardboard and paper containing interesting and familiar pictures for children so that children can easily remember the initial alphabet letter symbols from the picture. Picture cards can be used by teachers to stimulate children's creativity and memory. Picture media is a visual medium used for specific learning purposes.

Meanwhile, according to Mirnawati (2020: 103), picture media is the most common media used by teachers. Image media is a two-dimensional visual presentation that uses image design as a means of reflection on everyday life, such as those related to people, events, objects, places, and so on.

Based on some of the above opinions, it can be concluded that picture word cards are visual media used for early reading learning, which makes it easier for teachers to convey material or messages to be conveyed to students through picture cards that are given according to the expected theme image to achieve learning objectives.

According to Suyanto (2010: 180), the steps for using picture card media in learning to read are as follows: 1). (a) Provide a variety of picture cards whose names are short enough, some starting with the same letter and without double consonants, such as hats, shops, balls, clothes, nails, pipes, glass, cakes, tables, and eyes. (b) Provide picture cards with the names of the objects written on them. 2). Procedure, namely: (a) Use this game in groups/individually. (b) Provide picture cards and object name cards. (c) The teacher shows the picture of the object and the child is asked to find the name card of the object. (d) After the child knows how to play, let the child play with his friend or in groups.

The steps of using picture card media in learning to read refer to the opinion of Suyanto (2010: 180), and in its implementation it is conditioned during learning and based on learning activities in elementary schools, namely Students are conditioned to sit in their respective places/groups, the teacher prepares the picture card media and introduces it to the students, the teacher shows the media in the form of letter shapes from A to Z, then the students are told to say all the letter arrangements and also the letters are randomly appointed, then the teacher appoints one of the students to say the name of the picture shown by the teacher and mention which letter is correct to fill in the blank part of the picture name and write it on the board. The purpose of this activity is to help the students remember the shapes of the letters.

According to Mirnawati (2020: 105), learning media is a way, tool or process used to convey messages and message sources to message recipients that take place in the educational process. Learning media can create motivation and stimulation for learning. It even has a psychological impact on students.

According to Aladiah (2020: 44), the use of media for learning creates motivation and makes learning more interesting, making it easier for students to receive instruction from the teacher. Pictures are easier to obtain, inexpensive, effective, and able to increase students' motivation to learn. Picture card media belongs to the type of visual media. Visual media are media

that are often used to convey the content of the learning topic being taught. By using flash card media, students will be more active in learning and it is easier to recognize the pictures, letters and words on the cards that they play.

II. METHODS

The research conducted is classroom action research, which aims to improve the quality of learning practices. Classroom action research, as defined by Arikunto et al. (2015), is the observation of learning activities in the form of actions, both process and results, carried out in the classroom. This classroom action research aims to enhance learning outcomes and the quality of the learning process in the classroom, while empowering teachers to solve learning problems. The research employs picture card media as the primary method.

The location of the research carried out by researchers was at SD Negeri Number 107423 Tanjung Garbus, Pagar Merbau District, Deli Serdang Regency. The research time carried out by the researcher was approximately one month after the proposal seminar was held. The study focused on 27 first-grade students in class I. This grade Researchers chose grade 1 elementary school students because in this class there were still several students who were unable to read.

Classroom action research involves a four-step iterative cycle: planning, implementation, observation, and reflection. The results of each reflection are used to improve plans for the next cycle.

To ensure the data collected aligns with the study's objectives, appropriate tools and techniques must be utilized. Various methods were used to ensure the reliability of the research findings. Data was collected through both test and non-test techniques. Questionnaires and observations were used for non-test techniques, while evaluation questions were given to students for test techniques. The data collected through observations and questionnaires provided information on students' interest in taking Indonesian language lessons.

Sanjaya (2018: 117) defines data analysis as the process of interpreting data to extract relevant information that aligns with research objectives. The research data is systematically processed to determine the research results.

The data is categorized into qualitative and quantitative data in this study. Qualitative data in the form of words or sentences that are able to provide an overview of the situation, such as the results of classroom observations and student responses to the learning that has been implemented. Quantitative data is analyzed using descriptive analysis in the hope that it can provide an overview of the success of the actions that have been taken. The research employs descriptive statistical techniques to analyze the persuasive writing skill data scores and student learning interest data scores before and after using a contextual approach in cycle I and cycle II.

III. RESULTS AND DISCUSSION

The study was conducted on first-grade students at State Elementary School Number 107423 Tanjung Garbus, Pagar Merbau District, Deli Serdang Regency. The research was implemented using the principles of classroom action research, which consists of two cycles with four stages: planning, implementation, observation, and reflection.

Pre Cycle

The researcher obtained permission from the headmaster of SD Negeri No. 107423 Tanjung Garbus before conducting the research with the class teacher to identify any problems in the teaching and learning process in Class I of SD Negeri No. 107423 Tanjung Garbus, Pagar Merbau, Deli Serdang Regency. Preparation of implementation plans for cycles I and II, compilation of learning instruments such as syllabus, lesson plans, and worksheets, development of assessment rubrics and scoring guidelines, and creation of media materials such as pictures and written tests are all part of assessing competency basics and main materials.

The pre-cycle activities in this research aim to determine the condition and initial score of reading skills of first-grade students at State Elementary School Number 107423 Tanjung Garbus before any intervention is given. To assess the initial reading skills of the students, the researchers observed them during teaching and learning activities.

During the lesson, the majority of students were not attentive and were instead engaged in chatting with their peers, daydreaming, or being idle. Only a small number of students were actively engaged in the lesson. This may be due to the teacher's dominant teaching style and lack of involvement with the students during the learning process. It is important for teachers to create a more engaging and interactive learning environment to improve students' attention span and participation. In addition to making observations, the researcher requested a list of written test scores from the teacher to assess the initial reading competency of the students. This was done to evaluate the initial condition of class I students at State Elementary School Number 107423 Tanjung Garbus, Pagar Merbau District, Deli Serdang Regency. The data obtained from this observation will be used to measure the initial conditions.

The study found that only 10 out of 27 students scored above 75 in their reading skills, indicating that 17 students did not achieve this score. In addition to requesting written test scores, researchers also administered questionnaires and made observations to assess students' interest in learning. This was done to determine the initial condition of students' interest in learning. The scores obtained from observations and questionnaires regarding the interest in learning of first-grade elementary school students are as follows. To calculate the average, the formula is used:

$$x = \frac{\sum X}{\sum N}$$

$$x = 1912/27$$

$$x = 70,81$$

Note:

x : Mean

$\sum X$: All Student's Score

$\sum N$: Total Students

Tabel 1. Pre-Test

No	Interval Score	Sum of Students	Percentage	Category
1	90-100	2	7%	Very High
2	80-89	5	19%	High
3	70-79	3	11%	Medium
4	60-69	10	37%	Low
5	0-59	7	26%	Very Low
Total		27	100%	

According to the table, 7% of students have very high learning outcomes, 19% have high learning outcomes, 11% have medium learning outcomes, 37% have low learning outcomes, and 26% have very low learning outcomes. Therefore, it can be concluded that students' initial abilities in learning to read are still low. Researchers must carry out classroom actions using two cycles, employing an interesting learning model, such as picture card learning media.

Cycle I (Post-Test)

The implementation or action is executed through initial, core, and closing activities. The meeting started with administrative tasks, such as taking attendance and checking students' clothing and seating arrangements. Then, the teacher led a brief apperception activity to motivate students about the importance of reading in daily life. The text also adhered to conventional academic formatting and citation styles. Finally, the teacher communicated the learning objectives.

During the core activity, the teacher facilitates the process of teaching and learning by using picture cards as a visual aid. The teacher begins by presenting the media to the students, which includes both vowels and consonants. Next, the teacher introduces the letter symbols and guides the children in naming them. In the next learning activity, the teacher presents media images of living and non-living objects, such as birds, apples, and houses. The teacher then explains the difference between living and non-living objects.

The following lesson involves a picture card game that is played individually. Prior to beginning the activity, the teacher provides an objective explanation of the procedures for the picture card game that the students will be playing. Each student is then asked to select a word card with a corresponding picture. The teacher then designates a student to identify the picture held by their peer and to fill in the blank space with the correct letter. The students then verbally articulate the answer and write it on the blackboard. The language used is clear, concise, and free from grammatical errors, and the text adheres to conventional academic structure and formatting. The content of the improved text remains faithful to the original source text, with no additional aspects added.

Next, students holding word cards with pictures of living and non-living objects describe the picture on their card. For example, 'This is a picture of a house. It is a non-living object and is spelled r-u-m-a-h. It is important to use precise vocabulary when describing the objects. A house is a building for residence.' No changes in content have been made. The students' speeches were followed by their friends. This activity is carried out in turns.

In the closing activity, the teacher invites the children to discuss the day's activities in class. Before going home, the children are invited to sing to boost their enthusiasm. Then, they continue with a prayer led by both parents, followed by reading a short verse, and closing with farewell greetings.

During the learning process, students engage in the following activities. Students' success in developing reading skills is related to their observation of these activities. Based on the observation data, all indicators were performed by the students. However, the implementation was suboptimal, resulting in unsatisfactory scores. The following table shows the results of the observations.

Tabel 2. Recapitulation of Observation Results for Student Learning Activities during Cycle I

No.	Observed aspects	Students	Score	Percentage
1	Students present	27	100	100%
2	Listening teacher	21	90	78%
3	Active in Classroom	12	90	44%
4	Good to description	7	90	26%
5	Good to use the media	5	95	19%
6	Finish on time	15	90	56%
7	Students who noisy, playing, disturbing friends, going in and out of class	8	65	30%

Table 2 above presents an overview of the observed results of student learning activities during the first cycle of action. The observed aspects of the learning activities that took place are described below for the 27 students in Class I at State Elementary School Number 107423 Tanjung Garbus. During learning activities, all students attended 100% of the time. 78% of students listened to the teacher's explanation, while 44% were active in asking and answering questions. Only 26% of students demonstrated courage in describing picture cards, and just 19% showed accuracy in using picture card media. Completing assignments on time was achieved by 56% of students, while 30% engaged in other activities during the learning process, such as being noisy, playing, disturbing friends, or leaving and entering the classroom.

According to research, 19 out of 27 students scored above the KKM, while 8 students did not reach the KKM in their reading skills. In addition to requesting a list of written test scores, researchers also administered questionnaires and made observations to assess students' interest in learning. This was done to determine the initial condition of students' interest in learning. The researchers collected data on class I students at State Elementary School Number 107423 Tanjung Garbus by conducting research and using cycle I test instruments. The obtained data is presented in the following table.

Tabel 3. Statistical Value of Students' Reading Ability in Cycle I

Stat	Stat Score
Subject	27
Ideal Score	100
Highest Score	95
Lowest Score	65
Mean	77,93

Table 3 shows the initial reading ability results of class I students at State Elementary School Number 107423 Tanjung Garbus through picture card media in cycle I. The average score obtained was 77.93, with the lowest score being 65 and the highest score being 95 out of a possible 100. The table below shows the frequency and percentage distribution of ability scores grouped into five categories.

Tabel 4. Frequency Distribution and Percentage of Ability Values for Reading Students

No.	Score	Category	Freq	Percentage
1	90 – 100	Very High	3	11%
2	80 – 89	High	8	30%
3	70 – 79	Medium	11	41%
4	55 – 69	Low	5	19%
5	0 – 54	Very Low	0	0%
Total			27	100%

Table 4 indicates that after the first cycle of implementation, 3 students (11%) achieved very high learning outcomes, 8 students (30%) achieved high outcomes, 11 students (41%) achieved medium outcomes, and 5 students (19%) achieved low outcomes. No students achieved very low outcomes. The table below shows the percentage of initial reading completion achieved by Class 1 students at State Elementary School Number 107423 Tanjung Garbus after Cycle I.

Tabel 5. Cycle I: Percentage of Reading Proficiency for First-Grade Students at State Elementary School Number 107423 Tanjung Garbus

No.	Score	Category	Freq	Percentage
1	0-69	Unfinished	8	30%
2	70-100	Finished	19	70%
Total			27	100%

Based on table 10. above, the results of the learning test obtained by students regarding the completion of the initial reading learning results were obtained as many as 8 students or 30% were categorized as incomplete and as many as 19 students or 70% were categorized as complete.

Reflection Cycle I

After completing the implementation, observation/evaluation, and initial reading test evaluation stages, the reflection stage is conducted. The teaching and learning process in cycle I encountered obstacles. Many students had low initial reading skills. Some students were hesitant to describe picture cards, while others did not pay attention to the teacher's explanation. Additionally, students did not understand the steps for using picture card media in reading.

The reflection's results will serve as a reference for implementing actions in cycle II to improve the learning process using picture cards. The method to be implemented involves arranging seats for students who struggle with reading or paying attention at the front of the class to increase focus and create a more conducive learning environment. Special guidance is provided in class, with extra reading opportunities given to students who are not fluent. Following this, the teacher conducts a question and answer session to assess the students' comprehension of the picture cards that were read. The research results from the first cycle of action indicate that students did not meet the predetermined standard of learning completeness, which is 75%. Thus, the researcher continued the research in cycle II to determine the extent to which the students' initial reading abilities could be improved.

Cycle II (Post Test)

The second cycle's implementation/action stage follows the activities of learning cycle I. The steps in cycle I are similar to those in the second cycle, with some improvements or additional actions made based on the reality found in the field. The implementation/actions are carried out based on the prepared RPP, including initial activities, core activities, and closing activities.

The initial step of the learning implementation plan is to greet the students and check their attendance and attire. Students who struggle with reading are seated in the front for better focus. Religious and personal beliefs are respected during the prayer. The language used is clear, concise, and objective, with a formal register and precise word choice. The text follows a logical structure with causal connections between statements and avoids biased language. The formatting adheres to style guides and citation consistency. No changes in content were made. Performing apperception can motivate students to understand the importance of reading in daily life. The teacher then communicates the learning objectives.

During the core activity, the teacher utilizes picture cards to facilitate the teaching and learning process. Following this, the teacher presents images of various plants, such as apples, papaya, and aloe vera, and provides a brief explanation on how to care for them. Students are instructed to read a text on plant care. They then discuss the plant care rules followed by their friends and interview them about their plant care practices. The reading activity begins with the teacher modeling the appropriate reading style, followed by students taking turns reading. Finally, students answer questions about plant care activities, including watering, fertilization, and sunlight exposure.

The game is played individually and involves using picture word cards. Before beginning the picture card game, students will receive instructions from the teacher on how to play the game. The teacher instructs students who do not understand the picture card games and then guides them in carrying out the learning activities. From each group of students, the teacher designates one student who is not yet fluent in reading and invites them to come forward in front of the class. The designated student is asked to select a word card with a picture. Another student is then asked to say the name of the picture held by their classmate and identify the correct letter to fill in the blank part of the picture. The

designated student then writes the letter on the blackboard.

Next, students holding word cards with pictures of living and non-living objects describe the pictures to their peers. Students holding picture word cards are asked to explain the image. For instance, this is an image of bamboo. Bamboo is a clumping plant with fibrous roots and round, hollow, hard, tall, and segmented stems. The word 'bamboo' consists of the letters b-a-m-b-u and is pronounced as bam-bu. The students' sentences were followed by their friends. This activity is carried out by students in turns.

In the closing activity, the teacher invites the children to discuss the day's activities in class. After completing their studies, children are invited to sing to boost their enthusiasm. This is followed by a prayer from both parents, reading a short verse, and closing with final greetings.

The following are student learning activities during the learning process. At this stage, observing student learning activities is related to student success in the process of learning activities regarding initial reading skills. Based on the observation data, it is evident that the students carried out all the observed aspects, and there was an improvement in their implementation, resulting in a higher score.

Tabel 6. Recapitulation of Observation Results for Student Learning Activities during Cycle II

No.	Observed aspects	Students	Score	Percentage
1	Students present	27	100	100%
2	Listening teacher	27	95	100%
3	Active in Classroom	24	95	89%
4	Good to description	21	95	78%
5	Good to use the media	25	95	93%
6	Finish on time	27	95	100%
7	Students who noisy, playing, disturbing friends, going in and out of class	2	75	7%

Table 6 above presents the results of observations of student learning activities during learning in action cycle II. The observed aspects during the learning activities that took place are described below for 27 class I students at State Elementary School Number 107423 Tanjung Garbus. During learning activities, all students attended. Listening to the teacher's explanation was also 100%. 89% of students were active in asking and answering questions. 78% of students demonstrated courage in describing picture cards, while 93% showed accuracy in using picture card media. All assignments were completed on time. Only 7% of students engaged in other activities during the learning process, such as being noisy, playing, disturbing friends, or leaving and entering the classroom. The data shows a significant increase in student activity after being given an active role in the learning process during cycle I.

According to the table above, 24 out of 27 students scored above the KKM in their reading skills, while 3 students did not reach the KKM. In addition to requesting a list of written test scores, researchers also conducted observations and administered questionnaires to assess students' interest in learning. This was done to determine the initial condition of students' interest in learning.

Based on research conducted on first-grade students at State Elementary School Number 107423 Tanjung Garbus, data was collected through cycle II test instruments. The results are presented in the following table.

Tabel 7. Statistical Value of Students' Reading Ability in Cycle II

Stat	Stats Score
Subject	27
Ideal Score	100
Highest Score	100
Lowest Score	70
Mean	86,81

Table 13 shows that, through the use of picture card media in cycle II, the average initial reading ability of class I students at State Elementary School Number 107423 Tanjung Garbus was 86.81. The lowest score obtained by a student was 70, while the highest was 100 out of a possible perfect score of 100. When understanding scores are categorized into five groups, the resulting frequency and percentage distribution is as follows:

Tabel 8. Frequency Distribution and Percentage of Ability Values for Reading Students

No.	Score	Category	Freq	Percentage
1	90 – 100	High	14	52%
2	80 – 89	Medium	9	33%
3	70 – 79	Low	4	15%
4	55 – 69	Very Low	0	0%
5	0 - 54	High	0	0%
Jumlah			27	100%

Table 14 above shows that the percentage of student learning outcomes after implementing cycle II is 14 students or 52% are in the very high category, 9 students or 33% are in the high category, 4 students or 15% are in the medium category. The percentage of initial reading completion obtained from the learning outcomes of Class I students at State Elementary School Number 107423 Tanjung Garbus after cycle II was carried out is shown in the following table.

Tabel 9. Cycle II: Percentage of Reading Proficiency for First-Grade Students at State Elementary School Number 107423 Tanjung Garbus

No.	Score	Category	Freq	Percentage
1	0-69	Unfinished	3	11%
2	70-100	Finished	24	89%
Jumlah			27	100%

According to table 9, the results of the learning test for the completeness of the initial reading learning showed that 27 students or 89% were categorized as complete, while only 3 students or 11% were categorized as incomplete.

Based on the results of the second cycle test, it is evident that 24 out of 27 students in Class I at State Elementary School Number 107423 Tanjung Garbus have achieved reading proficiency. This indicates that the teaching and learning process was effective and complete. Thus, it can be concluded that students in cycle II achieved the initial reading ability and quality of learning based on the KKM value of 75 out of 89% of all students. Therefore, the researcher did not proceed to the next cycle.

Reflection

Implementation improved the teaching and learning process in Cycle II. Students' initial reading ability has improved in terms of natural pronunciation, intonation, fluency, and clarity of voice. However, their accuracy in reading words and sentences has remained the same.

This improvement is evident from the students' confidence in asking questions about unclear concepts and their active participation in responding to the teacher's questions. Apart from that, fewer students engage in other activities while learning. Reading skills, including attention to spelling and intonation, have improved. Students' interest and attention to learning have also improved, making the content easier for listeners to understand. Overall, the quality of teaching and learning in cycle II has improved.

Discussion

The research findings indicate that the use of picture card media for initial reading skills enhances students' learning effectiveness and promotes active learning. The results of cycle I and cycle II demonstrate an improvement in learning outcomes and increased student engagement.

The data analysis results from cycles I and II indicate an improvement in the learning activities of the students in class I at SD Negeri Number 107423 Tanjung Garbus. When comparing cycle I and cycle II, the attendance rate during learning activities increased from 100%. Additionally, the percentage of students who listened to the teacher's explanation increased from 78% to 100%. The percentage of students who were active in asking and answering questions also increased from 44% to 89%. Finally, the percentage of students who had the courage to describe picture cards increased from 26% to 78%. The use of picture card media resulted in a significant increase in accuracy, from 19% to 93%. Additionally, the percentage of completed assignments on time increased from 56% to 100%. Finally, the percentage of students engaging in distracting activities during the learning process, such as making noise, playing, disturbing friends, or leaving and entering the classroom, decreased from 30% to 7%.

The results indicate that the use of pictorial media can influence students' learning motivation, serve as an effective tool for training students' courage, and aid in training students' discipline in respecting time for studying. It is important to note that student learning activities have an impact on their reading ability.

The results of the research conducted in Cycle I show that out of the 11 students in Grade I at State Primary School No. 107423 Tanjung Garbus, 19 students or 70% met the minimum criteria for completeness and were classified as complete, while 8 students or 30% did not meet the minimum criteria for completeness and were classified as incomplete. Obstacles in the learning process persist, such as students who do not pay attention to the teacher's explanations, those who engage in other activities, and those whose reading skills do not meet grade standards. However, when using picture card media to teach initial reading skills, there were some changes in student learning activities at the end of the cycle. Students became more interested and motivated in learning activities, but the changes were not significant. This was determined based on the average score of the first cycle test, which was 77.93.

In Cycle II, the obstacles identified in Cycle I were resolved. The expected increase in students' reading ability was achieved after conducting two initial reading ability tests at the end of each cycle. According to the data collected from 11th-grade students at State Elementary School Number 107423 Tanjung Garbus, 24 out of 27 students (89%) met the minimum completeness criteria and were categorized as complete. The remaining 3 students (11%) did not meet the minimum completeness criteria and were categorized as incomplete.

The use of picture card media during learning can create a more conducive classroom environment. The data suggests that students were more active and enthusiastic in participating in learning activities. During individual picture card reading exercises, many students volunteered to read aloud in front of the class, indicating increased confidence. The average value after carrying out actions in cycle II was 86.81, which represents a significant increase from cycle I's average of 70.7. This increase in students' initial reading abilities leads to more active learning and increased confidence in their studies.

IV. CONCLUSIONS

Based on the research, the use of picture card media in learning activities can help to overcome the initial reading difficulties of the students of Class I at SD Negeri Number 107423 Tanjung Garbus. The data analysis obtained in cycle I and cycle II shows that the learning activities of class I students at SD Negeri Number 107423 Tanjung Garbus have improved. When comparing cycle I and cycle II, the attendance rate during learning activities increased from 100%. Additionally, the percentage of students who listened to the teacher's explanation increased from 78% to 100%. The percentage of students who actively participated in asking and answering questions also increased from 44% to 89%. Finally, the percentage of students who had the courage to describe picture cards increased from 26% to 78%. The use of picture card media resulted in a significant increase in accuracy, from 19% to 93%. Additionally, the percentage of completed assignments on time increased from 56% to 100%. Finally, the percentage of students engaging in distracting activities during the learning process, such as making noise, playing, disturbing friends, or leaving and entering the classroom, decreased from 30% to 7%. These results indicate that the use of pictorial media can influence students' learning motivation and is an effective tool for training students' courage and discipline in respecting study time. It is important to note that student learning activities can also impact their reading ability.

ACKNOWLEDGEMENTS

The author expresses gratitude to all respondents, institutions, sponsors, and financial supporters who contributed to this research. No subjective evaluations were included.

REFERENCES

- Arikunto, S. dkk. 2015. *Penelitian Tindakan Kelas edisi revisi*. Jakarta : PT. Bumi Aksara.
- Arsyad, A. 2006. *Media Pembelajaran*. Jakarta: Rineka Cipta.
- Dalman. 2013. *Keterampilan Membaca*. Jakarta: Rajawali Pers.
- Depdiknas. 2006. *Kurikulum Tingkat Satuan Pelajaran (KTSP) Mata Pelajaran Bahasa Indonesia*. Jakarta: Depdiknas.
- Depdiknas. 2006. *Standar Isi Satuan Pendidikan sekolah Dasar dan Menengah*. Jakarta. Depdiknas.
- Hamrin, M., dkk. 2021. Meningkatkan Kemampuan Membaca Permulaan Melalui Media Buku Cerita Bergambar Di Kelas Ii Sdn 2 Tilango Kabupaten Gorontalo. *JAMBURA Elementary Education Journal*, Vol. 2, No. 1: 167- 176,
- Mirawati, M. 2020. Penggunaan media gambar dalam pembelajaran untuk meningkatkan minat baca siswa. *Didaktika: Jurnal Kependidikan*, Vol. 9, No. 1: 98-112.
- Rahim, F., 2008. *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.
- Ramadanti, E., & Arifin, Z. 2021. Strategi Peningkatan Kemampuan Membaca Permulaan melalui Media Kartu Bergambar bagi Anak Usia Dini dalam Bingkai Islam dan Perspektif Pakar Pendidikan. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, Vol. 4, No. 2: 173-187.
- Rumidjan, dkk. 2017. Pengembangan media kartu kata untuk melatih keterampilan membaca permulaan pada siswa kelas 1 SD. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 26 (1):62-68,
- Sadiman, A., S., dkk. 2006. *Media Pendidikan*. Jakarta: Rajawali Pers.
- Sanjaya, W., 2011. *Penelitian Tindakan Kelas*. Kencana, Jakarta
- Santosa, P., dkk. 2009. *Materi dan Pembelajaran Bahasa Indonesia SD*. Jakarta: Universitas Terbuka.
- Sendrawati, S., 2021. Upaya Meningkatkan Kemampuan Membaca Permulaan Melalui Permainan Kartu Huruf Siswa Kelas 1 Di Uptd Sdn 01 Talang Anau Tahun Pelajaran 2020/2021. *Inovasi Pendidikan*, Vol. 8 No. 2: 116-125,

- Siska Aladiah, 2020. *Meningkatkan Kemampuan Membaca Permulaan Menggunakan Media Kartu Kata Bergambar Pada Anak Kelas B 1 Di Raudhatul Athfal Simpang Sungai Duren Muaro Jambi*. Skripsi, Jambi: UIN Sulthan Thaha Saifuddin.
- Sukmadinata, N., S. 2006. *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Susanto, A., 2011. *Perkembangan Anak Usia Dini Pengantar dalam Berbagai Aspeknya*. Jakarta: Kencana Perdana Media Group.
- Suyanto, S., 2010. *Dasar-dasar Pendidikan Anak Usia Dini*. Hikayat Publishing. Yogyakarta.
- Syatauw, G. R., dkk. (2020). Peningkatan Kemampuan Membaca Permulaan melalui Permainan Kartu Huruf Mata Pelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, Vol. 2, No.2:80-86).
- Tarigan, H., G., 2008. *Membaca Sebagai Suatu Keterampilan Berbahasa Edisi Revisi*. Bandung: Angkasa.
- Teni, E., 2021. Meningkatkan Kemampuan Membaca Permulaan Menggunakan Media Kartu Kata Bergambar Pada Siswa Kelas I Sekolah Dasar. *Jurnal Pembelajaran Prospektif*, Vol. 4, No. 1: 16-22.
- Yamin, M., 2007. *Desain Pembelajaran Berbasis Tingkat Satuan Pembelajaran*. Jakarta: Gaung Persada Press.
- Zuchdi, D., & Budiasih., 1997. *Pendidikan Bahasa dan Sastra Indonesia di Kelas Rendah*. Jakarta: Depdikbud