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<http://jurnalilmiahcitrabakti.ac.id/jil/index.php/jil>**THE ATTEMPTS TO IMPROVE BEGINNING READING SKILLS USING AUDIO-VISUAL FLASHCARD MEDIA AT PRIMARY SCHOOL****Nurul Diana Rosida, Rudi Ritonga**

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August, 18 2023**Abstract**

In the beginning reading skills primary school specifically of first grade student still has a role in supporting the growth and development of students' potential, including improving their reading skills, to achieve those objectives). The purpose of this research was to (1) describe beginning reading skills and (2) determine the effectiveness of audio-visual flashcard learning media in improving beginning reading skills. This study's approach employed quantitative research with classroom action research. The data were analyzed quantitatively using the Kemmis and Taggart models, which were implemented in two cycles consisting of (1) planning, (2) implementing actions, (3) observation, and (4) reflection. The data was collected using observation, testing, and documentation techniques. The study's findings indicated that using audio-visual flashcards could improve the beginning reading skills of first-grade students. This represents 59% of the 32 students. The study's findings indicated that using audio-visual flashcards could improve the reading skills of first-grade students. it was demonstrated that 84.4% or 27 students completed their courses, compared to the previous 19 students, or 59% of 32 students.

Keywords : audio-visual flashcard, beginning reading skills**Corresponding author: Nurul Diana Rosida (dianarosida200@gmail.com)*

Abstrak. Keterampilan membaca permulaan siswa sekolah dasar khususnya siswa kelas satu masih memiliki peran dalam mendukung pertumbuhan dan pengembangan potensi siswa, termasuk meningkatkan keterampilan membaca mereka, untuk mencapai tujuan belajar. Tujuan penelitian ini adalah untuk (1) menggambarkan keterampilan membaca awal dan (2) menentukan keefektifan media belajar *flashcard* audio-visual dalam meningkatkan keterampilan membaca awal. Pendekatan penelitian ini menggunakan penelitian kuantitatif dengan penelitian tindakan kelas. Data dianalisis secara kuantitatif menggunakan model Kemmis dan Taggart, yang diimplementasikan dalam dua siklus yang terdiri dari (1) perencanaan, (2) pelaksanaan tindakan, (3) observasi, dan (4) refleksi. Data dikumpulkan menggunakan teknik observasi, tes, dan dokumentasi. Temuan penelitian itu menunjukkan bahwa menggunakan *flashcard* audio-visual dapat meningkatkan keterampilan awal membaca para siswa kelas satu. Ini mewakili 59% dari 32 siswa. Temuan penelitian itu menunjukkan bahwa penggunaan *flashcard* audio-visual dapat meningkatkan keterampilan membaca para siswa kelas 1. Hasil penelitian menunjukkan bahwa 84,4% atau 27 siswa menyelesaikan tugas belajar siswa, dibandingkan dengan 19 siswa sebelumnya, atau 59% dari 32 siswa.

Kata-kata kunci: media flashcard audio-visual, keterampilan membaca permulaan

Introduction

Reading is an interactive process in which the reader exchanges ideas with the writer through text. Typically, the exchange is intended and occurs in a specific context or setting (Shea, 2017). Reading is characterised by understanding. Although understanding is labelled differently, such as comprehension and meaning-making, success with this language process requires that one fully comprehends the message being expressed, interprets between and beyond the lines of text, and creates personal meaning with the text (e.g., elaborating and expanding). Reading is a cognitively complex activity; however, there are still difficulties and low outcomes for the initial level, namely in grade first in reading skills; thus, media is required to support increasing students' reading skills in grade first of Primary School of Pondok Pinang 08 South Jakarta.

The function of learning media is to transmit communications from the teacher to various messaging sources directed at children. A message is a form of provided educational material. Children can control, view, and read media complementing messages or information using visual or audio-visual media. Flashcard media is a sort of visual media that children may view and read. Students will be motivated and delighted to learn to read due to the visuals and engaging words in Flashcard media (Muryanti, 2019). A flashcard is a group of cards with printed text or numbers on one or both sides. Typically, this card is utilised as a teaching instrument. Flashcard media consists of picture cards with text.

The term "media" is derived from the Latin word "medium," implying "intermediary" or "introduction," and refers to a means of communicating ideas (Saka, 2019). Similarly, audio-visual is a form of instructional media or learning resource that employs the senses of sound and sight to create engaging and creative messages or subject matter. This media contains audio and visual components (Lado, Laksana, dan Noge, 2022).

Based on the findings of a school-survey of 10 students from first grade at Primary

School of Pondok Pinang 08, students' reading skills continue to fall below the KKM (Minimum Mastery Criteria). This is due to the requirement for more excellent professionalism among the class' lecturers. Students require assistance with reading since teachers rarely employ educational media in the teaching and learning process and still rely on traditional lecture approaches to transmit learning content. The problem of children's relatively low reading skills in first grade students at Primary School of Pondok Pinang 08 in South Jakarta is caused by several factors, one of which is the assumption that the learning materials still fulfil students' requirement. Based on this background, researchers were interested in "The Attempts to Improve Beginning Reading Skills of First Grade Using Audio-Visual Flashcard Media at Primary School of Pondok Pinang 08, South Jakarta".

Method

The research employed Classroom Action Research (PTK). The procedure of Classroom Action Research utilised the Kemmis and Mc PTK model. Taggart, whose research steps comprises (Tanuajaya, 2016) 1. Planning, 2. Action, 3. Observation, 4. Reflection. the subjects of this study were 32 students of 1B class from Primary School of Pondok Pinang 08 South Jakarta, including 17 male and 15 female students. Observations and tests were utilised to acquire data in this study.

Result and Discussion

Result

Based on the observations, the results indicate that numerous children has not satisfied the indicator of the level of accomplishment in early reading development for children. The average reading skills of pre-cycle children was 70.13% of the success indicator that should have been obtained, which was 75%. This demonstrates that children's reading skills still need improvement.

Based on the percentage of students in the pre-cycle who satisfy the 1B class learning outcomes, a total of 32, the following was determined:

Table 1. Percentage of Pre-Cycle Study Completeness

The number of students completed	The number of students of incompleted	Completeness percentage	Incomplete percentage
14	18	44%	56%

Source: processed data (2022)

The table above demonstrate that 14 students (44%) whose grades reached the Minimum Mastery Criteria achieved learning outcomes in the pre-cycle, on the other hand, the remaining 18 students (56%) whose grades did not fulfil the Minimum Mastery Criteria. In

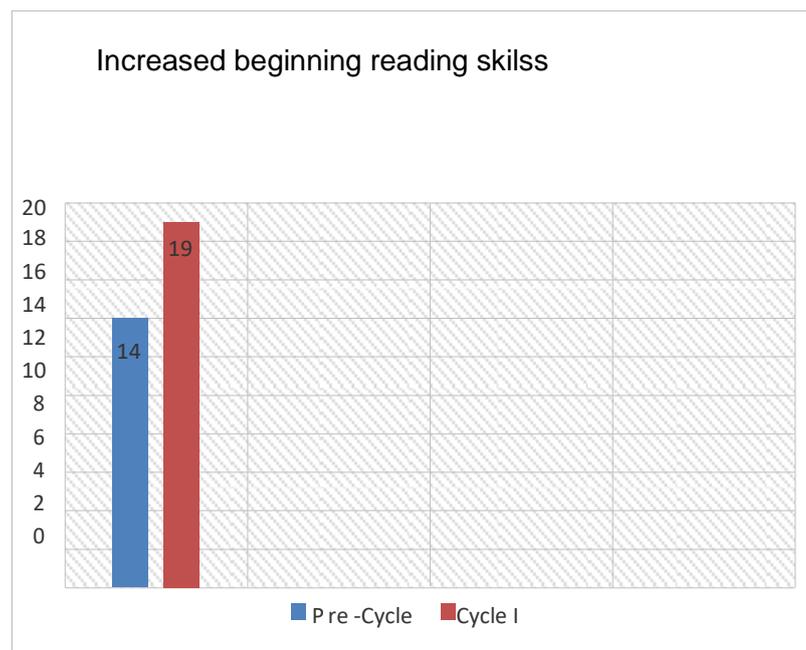
addition, attempts from teachers and students are essential to improve learning outcomes in first grade to attain Minimum Mastery Criteria. Learning enhancement activities were carried out in two cycles, namely, Cycle I and Cycle II.

This research was conducted using the Classroom Action Research, consisted of several stages. Individual test resulted from Cycle I is demonstrated in the table below:

Table 2. Percentage of Mastery Learning Cycle I

The number of students completed	Number of students Percentage of incomplete	Completeness percentage	Incomplete percentage
19	13	59%	41%

Source: processed data (2022)



Picture 1. Graphic of Increased beginning reading skills

The results of research conducted during the cycle I employing audio-visual flashcard media in 1B class students at Primary School of Pondok Pinang 08 South Jakarta have grown by 16% from the prior pre-cycle of 44% or 14 students to 59% or 19 students in Cycle I. Despite it demonstrated an increase, there were still numerous children with low criteria; this was since some students cannot discern syllables/sentences and need clarification about pronouncing letters or words/sentences, resulting in reduced fluency in reading activities. Thus, researchers were confident in proceeding with more research attempts, specifically Cycle II.

Cycle II actions were carried out for four months, starting on 16th August 2022 until 16th September 2022, Cycle II. The following measures were conducted:



Picture 2. The teacher employs audio-visual flashcards to highlight anatomical sections.

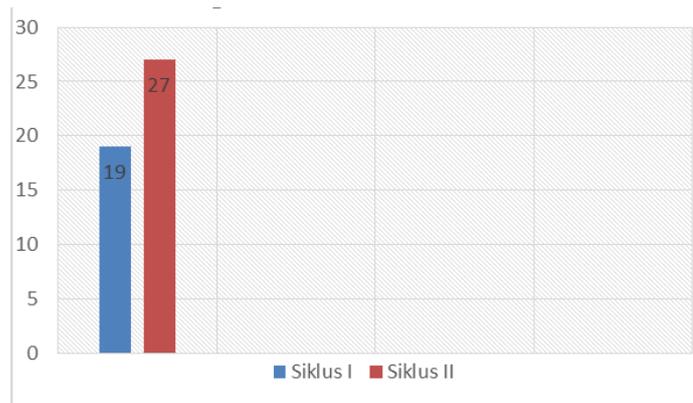
Cycle II actions were based on the learning improvement plan, and the outcomes of talks with colleagues and school administrators throughout the previous cycle were learning improvement implementation. The teacher, as a researcher, observed based on the scores acquired by students through evaluation sheets. Based on this assessment, it was determined that students' learning outcomes improved when compared to previous cycle learning activities; this suggests that employing audio-visual flashcard media can assist them improve their beginning reading skills. On the other hand, they were initially less interested in teacher explanation in front of the class, in addition, after using audio-visual flashcard media, the students became more enthusiastic in learning due to students' interest in the pictures that appeared on the screen accompanied by sound from the screen display, which established students more focused in learning.

The shift in the percentage of learning completeness from Cycle I to Cycle II demonstrated as follows:

Table 3. Learning Completeness Cycle II Percentage

The number of students completed	Number of students Percentage of incomplete	Completeness percentage	Incomplete percentage
27	5	84.4%	15.6%

Source: processed data (2022)



Picture 3. Graphic of Increased brief studies of reading skills

The results of research conducted during Cycle II employing audio-visual flashcard media in 1B class students at Primary School of Pondok Pinang 08 South Jakarta increased by 25% from the previous Cycle I results of 59% or 21 students included in the students complete to 84.4% or 27 students in Cycle II. The percentage of learning outcomes and student participation in learning enhanced, implying that using audio-visual flashcard media affected the beginning reading skills. The classroom atmosphere became more active and engaging as student participation in learning increases. According to the analysis of test results in Cycle II, the average student score attained was 76.46%, indicating that the value satisfied the specified Minimum Mastery Criteria score.

Table 4. Initial Cycle Normality Test Results and Final Cycles

		Pre-cycle	Final cycle
N		32	32
Normal Parameters ^{a,b}	Mean	74.38	87.56
	Std. Deviation	7.525	8.984
Most Extreme Differences	Absolute	.145	.138
	Positive	.145	.100
	Negative	-.122	-.138
Test Statistic		.145	.138
Asymp. Sig. (2-tailed)		.084 ^c	.125 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The table above shows that the sig. in the initial cycle (pre-cycle) was 0.084 and the final cycle (cycles I and II) was 0.125. If seen from the results of the normality test for the initial cycle (pre-cycle) it is known that $0.084 > 0.05$ and the results for the normality test for

the final cycle (cycles I and II) are known to be $0.125 > 0.05$, it can be concluded that the results from the Kolmogorov Smirnov above are normally distributed. Initial Cycle Normality Test Results and Final Cycles.

Tabel 5. Initial Cycle Homogeneity Test Results and Final Cycle Tests of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.326	1	30	.138

The table above shows that the sig. in the initial cycle (pre-cycle) and the final cycle (cycle I and II) is 0.138. If seen from the results of the homogeneity test of the initial cycle (pre-cycle) and the final cycle (cycles I and II) it is known that $0.138 > 0.05$, it can be concluded that the data obtained is homogeneously distributed.

Tabel 6. Hypothesis Test Results Initial Cycle and Final Cycle

		Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Initial Cycle - End Cycle	-13.187	7.359	1.301	-15.841	-10.534	-10.137	31	.000

The table above shows that the sig. in the initial cycle (pre-cycle) and the final cycle (cycles I and II) is $0.000 < 0.05$ meaning that H_0 is rejected and H_1 is accepted. this means that there is an influence of audio-visual Flashcard media on the reading ability of class 1B students at SDN Pondok Pinang 08 South Jakarta.

Discussion

Audiovisual Flashcards in Cycle I and Cycle II research activities were performed individually using the audiovisual flashcard media recognition method by viewing the available words and images on the flashcards. The students heard the words, after which they repeated them. The information in Cycle II was presented using a projector and speakers to make the learning more engaging and exciting. This is consistent with the findings of Sexcio and Dafit (2022), who stated that Card Match Circle media significantly affect student learning outcomes and that flashcards make lessons more engaging. This also consistent with prior research conducted by Azizah et al. (2017), who examined the

effectiveness of utilising flashcards as a learning media, it demonstrated that it can improve beginning reading skills. Therefore, it is crucial to stimulate beginning reading skills in first-grade of Primary School Pondok Pinang 08, South Jakarta, where children can absorb knowledge at that age efficiently. Consistent with research by Audia et al. (2021), smart cards or usage are appropriate for teachers since the offered material becomes easier students to comprehend. Research conducted by Audia et al. is entitled Development of Smart Card Media Primary Students. Audia et al. explained that the use of flashcard learning media is a means of communication to facilitate the transfer of messages throughout the learning process. According to this study's findings, using flashcards by primary school teachers to explain subjects deemed challenging to grasp by students is advantageous.

The study outcomes in Cycle I have increased; however, these results still require to be beneath the target specified in the Minimum Mastery Criteria, which is 75%. This is since some students still require assistance in identifying syllables or sentences and clarification in pronouncing letters or words/sentences, resulting in their inability in beginning reading activities fluently. Therefore, the researcher, as the class teacher, experienced competent to follow up by conducting further study activities, namely Cycle II. The Cycle II was completed under the teachers' guidance and with the provision of rewards or presents. This is performed so that students become more enthused about learning; in Cycle II, this is accomplished by using projectors and speakers to make the teaching more engaging. This is consistent with research was undertaken by Azizah et al. (2017; Laksana, Seso, dan Riwu, 2019), who analysed the effectiveness of using flashcards as a learning media which has been demonstrated improve beginning reading skills. This is under research undertaken by Runtuwarou (2019) entitled The Effectiveness of Using Picture Cards as Learning Media to Teaching Japanese Tadoushi and Jidoushi. This study demonstrates that using picture cards assists teachers in introducing and teaching Japanese Tadoushi and Jidoushi and that students become more enthusiastic about learning new words/sentences. Similarly, Aziza et al. (2017) research entitled The Effectiveness of Quartet Card Utilization as Learning Media to Improve Speaking Skills in German for Students demonstrates that using quartet cards is highly effective for enhancing students' German speaking skills. The Audio Visual Flashcard usage can also strengthen beginning reading skills in first-grade of Primary School Pondok Pinang 08 South Jakarta.

CONCLUSION

Based on studies conducted using audio-visual flashcard media in the classroom, it can assist students in first grade of Primary School enhance their beginning reading skills. In addition, the use of audio-visual flashcard material is more effective. It demonstrated that reading skills increases when employing audio-visual flashcard media in the learning process, compared to the average reading skills of students who learned without using audio-visual flashcard media. The average score of students who studied using audio-visual flashcard media was 76.06; on the other hand, the average score of students who studied without using audio-visual flashcard media was 70.21. Thus, this hypothesis has been demonstrated to be appropriate. Learning using audio-visual flashcard media can overcome difficulties in beginning of reading of first grade at Primary School.

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