



## **Implementation of Picture Word Card Media to Improve Reading Skills of Class I Students of MIS Ar-Rahman Sindangkasih**

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### **ABSTRACT**

*The type of research used in this research is classroom action research with the aim of finding out the implementation of picture word card media on the reading ability of class I students and to find out whether picture word card media can improve the reading ability of class I students. The subjects in this research were students of MIS Ar-Rahman Sindangkasih class IA with research procedures carried out in two cycles consisting of four stages including planning, implementation, observation, evaluation and reflection. Data collection techniques use observation, testing and documentation techniques which are analyzed descriptively. The results of the research show that 1) The process of implementing Indonesian language learning by applying picture word card learning media can be carried out in accordance with the planning and implementation stages that have been prepared which refer to the steps for implementing picture word card media. The results of teacher activity in cycle I at the first meeting were 38.8% then increased at the second meeting to 88.8%. Meanwhile, student activity in the first cycle of the first meeting was 28.58%, then increased to 85.72%. 2) Picture word card media can improve students' reading skills at MIS Ar-Rahman Sindangkasih. This can be seen in the test results obtained by students in cycle I being 50% and student learning outcomes in cycle II increasing to 79.16%. The increase in learning outcomes from cycle I to cycle II was 32.90% and the percentage increase from pre-cycle to cycle II was 66.7%.*

**Kata Kunci:** *Application, Reading Ability, Picture word Card media*

### **1. Introduction**

One of the skills that a student must have besides writing and arithmetic is the ability to read. The success of students in achieving this ability is determined by several things, one of which is the teacher, because a good teacher is a teacher who has the ability to apply knowledge and deliver learning. In addition, the teacher's ability to deliver learning is not only seen from how he can master a teaching material but also from being able to choose and apply the right

learning media to support the learning process. According to Somadayo in the journal (Yampap & Hasyda, 2021) reading is an interactive activity to understand and take the meaning contained in written material. Furthermore, it is said that reading is a process carried out and used by readers to take or obtain messages conveyed by the author.

The success of students in reading cannot be separated from the important role of the family. The first and foremost environment for the initial learning process to take place is the family. The way parents educate greatly affects the learning process. How parents pay attention to and fulfill their children's learning activities at school, for example, fulfilling their children's learning needs, buying and completing tools that support their children's learning, controlling their children's study hours, and trying to find out their children's difficulties while studying, of course children will be more diligent and persistent in doing assignments when at home (Rosni, 2021). Reading is a stage in learning that functions to provide students with memories as provisions for further learning. Reading skills must be mastered by all students because this skill is a process related to all learning activities. Ideally, children who are in grade I of elementary school are able to read words even if they stutter. The low reading ability of students is caused by several things, one of which is the lack of interest in learning because the learning process carried out is still monotonous and there are no tools used by teachers to teach students in this case learning media (Sari, 2018).

Learning media is anything that is used to convey learning messages from the source to the recipient. According to (Pribadi, 2017) there are several types of learning media used in the learning process, namely: Print media, exhibition media (display), sound media (audio), moving pictures (motion pictures), multimedia, web-based media or the internet, and visual media. Media in learning plays an important role in achieving student learning outcomes. For this reason, special knowledge is needed to achieve broader student learning outcomes by using media. Picture cards are used as a medium to stimulate students' interest in learning. According to (Sendrawati, 2021) reading materials as media should be able to attract students' interest in reading. Reading materials that are too difficult to understand will make someone reluctant to read. Reading learning that can provide experience to students is by directly involving students in the learning process such as language games and the use of media that can involve students. Reading learning in early grades is known as initial reading which is carried out in two stages, namely reading the period without books is carried out by teaching using media or teaching aids other than books, for example picture cards, letter cards, sentence cards, and reading using books is done by using learning materials. The right learning media by utilizing picture cards as the media. Picture cards can be made by the teacher themselves, and the images can be adjusted to the theme of each week.

Indonesian is the national language and the state language. As a national language, it functions as a symbol of national pride, a unifying tool for various ethnic groups with socio-cultural and linguistic backgrounds, a developer of culture, a developer of science and technology, and a means of communication in the interests of government and the state. As a state language, it functions as the language of instruction in educational institutions, a developer of culture, a developer of science and technology, and also as a means of communication for government and the state. This is regulated in the 1945 Constitution in article

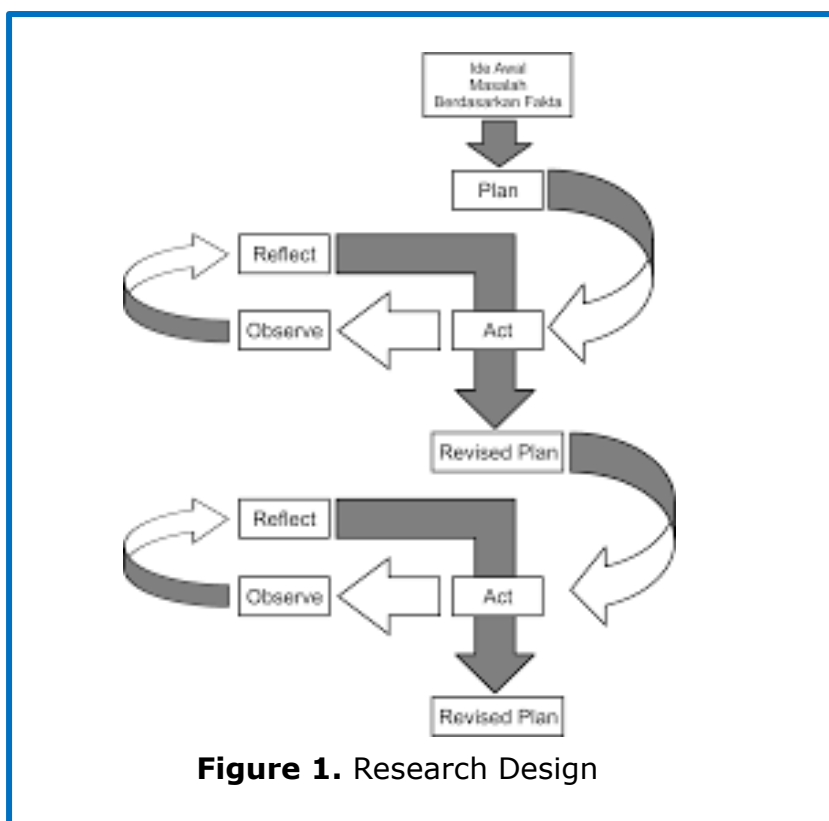
36, namely "The State Language is Indonesian" (Afifah, 2018). One of the basic elements in language learning in elementary schools that is very important is reading learning. Without good reading skills from an early age, students will have difficulty learning later on.

The reading ability of students, based on the pre-research at MIS Ar Rahman Sindangkasih, the researcher has conducted an interview with the homeroom teacher Mrs. Lina Natalia S.Pd.i as the homeroom teacher of class IA who teaches Indonesian language which is included in thematic learning. The results of the interview said that there is a problem faced by educators, namely at the Ar-Rahman Sindangkasih Private Elementary School (MIS), a problem was found that some of the class IA students were still unable to read. Proven by data obtained from the results of observations that out of 24 students only 5 people are able to read, some of these students are still hesitant in reading and some are not yet able to read, have not been able to 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 that students sometimes make mistakes in pronouncing letters, stutter in pronouncing letters in a simple sentence, students hesitate in mentioning what is read, students are still careless when asked to read, and some students are less able to read thoroughly, so they still have difficulty distinguishing and using it the other way around and the reading ability according to the teacher has not achieved results according to the minimum completion criteria. As a result, the low learning outcomes of grade I students need to be solved.

Indonesian language learning is carried out using picture media to overcome reading difficulties in grade I students. Then there are several supporting factors. First, the lack of interactive learning media used by teachers in teaching. Second, the lack of student interest in learning to read considering that grade I students still prioritize playing rather than learning. Third, the form of reading learning carried out by teachers in grade I students is still conventional and the media used is less creative so that it does not motivate students to read. Teachers have also never used picture word cards in teaching so that students' interest in reading is very low. This is also supported by the results of my observations during the Introduction to the School Field (PLP), through my observation process of teaching and learning activities in the classroom, especially in grade I, that they still find it difficult to understand and comprehend the learning given by the teacher because they are not yet able to read well. Teachers also do not use an interesting reading technique in the learning process, the technique used is only centered on the teacher which sometimes makes students feel bored and bored and it is difficult to determine words into correct sentences. Students who learn to read only focus on books, there is nothing that motivates them to read, as a result, students' curiosity in reading is lacking. In addition, teachers also have difficulty in providing learning to students who are not yet able to read well. Teachers are also less creative in using techniques that can be applied in the learning process, teachers only try to point to students who are still not fluent in reading. Teachers do not invite students with a new technique so that students themselves have the will to read themselves, teachers have not tried to change the way of learning by using a technique, where this technique is a reading technique using picture word cards.

## 2. Methods

The type of research used in this study is classroom action research (CAR). Classroom action research is an action carried out by teachers in the classroom through self-reflection, which aims to improve their performance so that student learning outcomes increase (Surya, 2017). In this study, the subjects of the study were MIS Ar-Rahman Sindangkasih class IA consisting of 24 students on the grounds that in class IA some students were not yet able to read well so the researcher chose to apply picture word card media in this class in the hope of improving students' reading skills. This research procedure was designed by Kemmis and Taggart carried out in 2 cycles consisting of 4 stages including planning, implementation, observation and reflection which form a cycle (Oktasiwi, 2019). The following is a picture of the research procedure design used:



**Figure 1.** Research Design

The data collection techniques used were tests, observations, and documentation. The data were analyzed using descriptive analysis techniques to calculate the average value, learning completeness, and improvement in student learning outcomes in each cycle. This research has not been successful or can be continued to the next stage until the success indicator is achieved, namely 75%. After the data is collected through the observation sheet, the data is processed using a formula:

Percentage formula for observation score results

$$P = \frac{S}{S_m} \times 100\%$$

Source: (Nuraini et al., 2018)

Overall completion percentage formula

$$P = \frac{\sum fi}{N} \times 100\%$$

Source: (Afdholiyah et al., 2021)

Formula for improving reading ability

$$P = \frac{\text{Postrate} - \text{Baserate}}{\text{Baserate}} \times 100\%$$

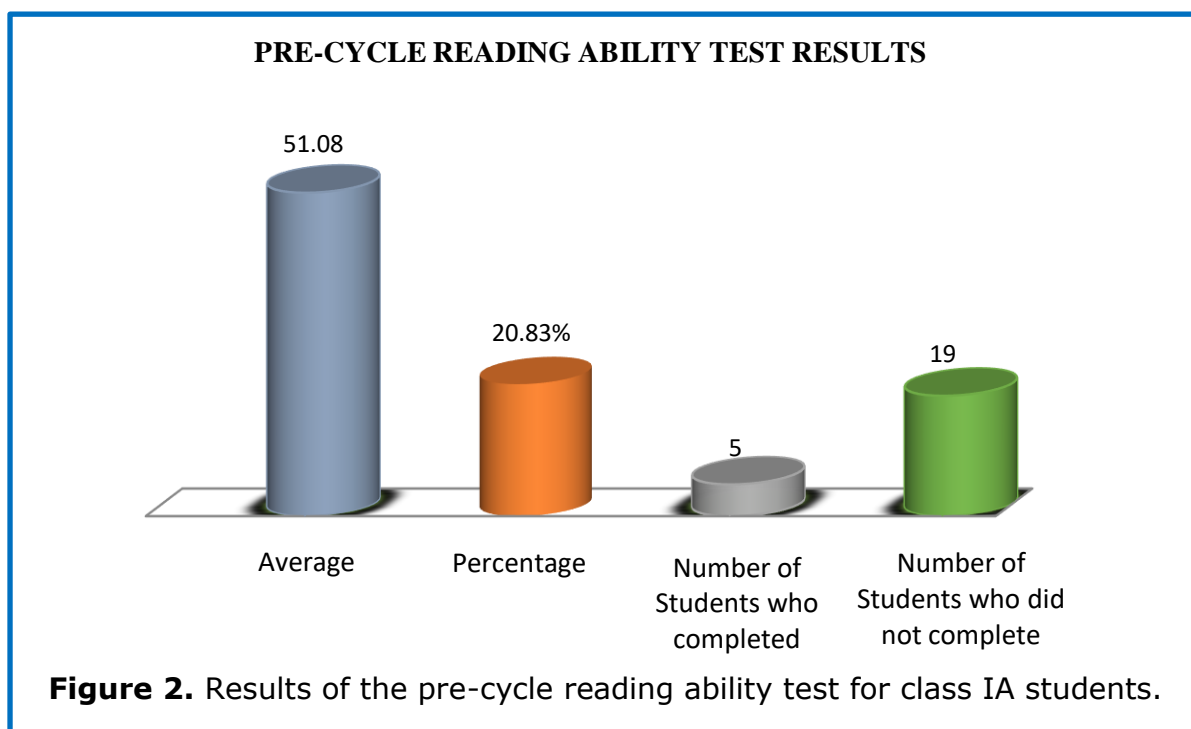
Source: (Nuraini et al., 2018)

### 3. Findings and Discussion

#### 3.1 Findings

##### Before the implementation of the Cycle

The implementation of pre-cycle activities in this study was carried out by giving an initial reading test. This can be seen from the results of the initial reading test of students which showed that out of 24 students in class IA, only 5 students managed to achieve the KKM, while 19 students had not achieved the KKM set by the school so that the percentage of completion obtained was 51.08% ( $1126/24 \times 100 = 51.08\%$ .) The average value obtained by students, namely 20.83, still has not reached the KKM set by the school. The main problems faced by students are that students are lazy to read and teachers do not have an interesting method of teaching students to read. Based on these problems, it can be concluded that students' reading ability has still not reached the KKM set by the school. The results of the initial pre-cycle reading ability test can be seen in the following picture:



#### Cycle I

Cycle I was held in two meetings on Monday, March 27, 2023 and March 30, 2023 according to the roster determined by the class I teacher. The first meeting was held on March 27, 2023 by following the learning implementation

plan starting with initial activities then in the core activities the teacher carried out the teaching and learning process using picture card media with the material "Theme 6 clean, healthy and beautiful environment, sub-theme 1 my home environment" by showing picture card media to students. The teacher shows pictures of father, mother, house, mirror, then invites students to recognize letters one by one, spell words into words one by one, spell from word one by one into a sentence. Furthermore, the picture card game is played individually, from each student giving a picture card and pointing to students to say the name of the picture held by their friends. Furthermore, the picture card game is played individually, before this activity begins, students listen to the teacher's explanation regarding the procedures for the picture card game that will be played by students. From each student, the teacher appoints one student and gives a picture word card to hold then the teacher appoints the student to say the name of the picture held by his friend, then what letter is right on the blank part of the picture then the student says it out loud and the student writes it on the board. Next, the teacher uses a picture word card media board for reading activities. First, the teacher puts the picture card media board in front of the class. Then appoints one by one the students to come forward to arrange the words on the picture card media board according to the picture shown previously. This activity is carried out alternately.

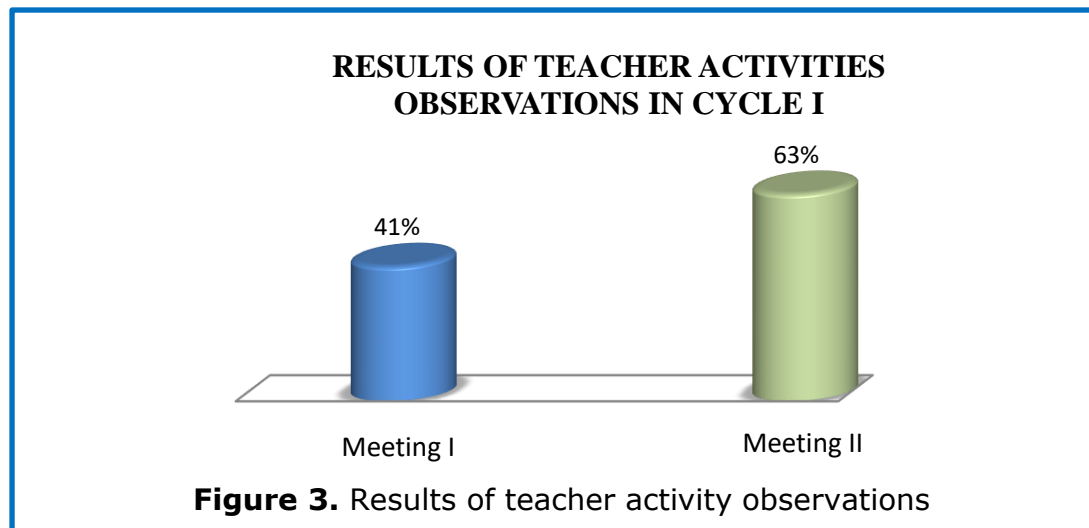
The second meeting was held on April 6, 2023 following the learning implementation plan which began with initial activities. In the core activities, the teacher carried out the teaching and learning process using picture card media. First, the teacher explained the material in the textbook to the students. After that, the teacher showed the picture card media to the students according to the text. Then the teacher showed pictures of a broom, cupboard, rag, newspaper. The teacher invited students to recognize the letters one by one, for example s-a-p-u, the teacher mentioned the letters of the broom picture one by one, then the students followed. The teacher used picture card media assisted by using a styrofoam board for reading activities. First, the teacher put the picture card media board in front of the class. Then appoint one by one students to come forward to compose words on the picture card media board according to the picture shown previously. This activity is carried out alternately.

The results of observations of teacher activities in cycle 1, the first meeting of 18 aspects observed, there were 8 aspects that were not implemented. The results of observations of teacher activities in cycle I, the first meeting after implementing picture card media to improve students' reading skills were considered still less effective. This can be seen from the percentage results obtained, namely 41%. This is still considered lacking because all aspects of learning activities have not been implemented properly. The results of observations of activities in cycle 1, the second meeting of cycle I were 63%, namely from 18 aspects there were still 3 aspects that had not been implemented. The results of the percentage of teacher activities in cycle I can be seen in the following figure.

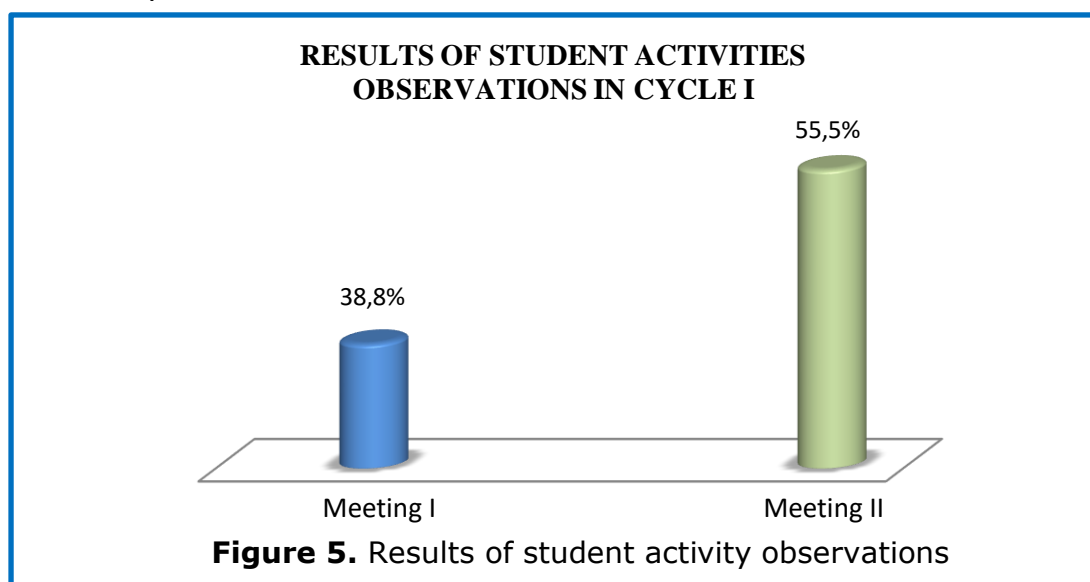
Based on the results of observations of teacher activities in the first meeting of cycle I, out of 18 aspects observed, there were 8 aspects that were not implemented. The implementation of picture card media to improve students' reading skills was considered less effective. This is evidenced by the percentage results obtained, which was 41%. This percentage is considered inadequate because not all aspects of learning activities were implemented properly, so that



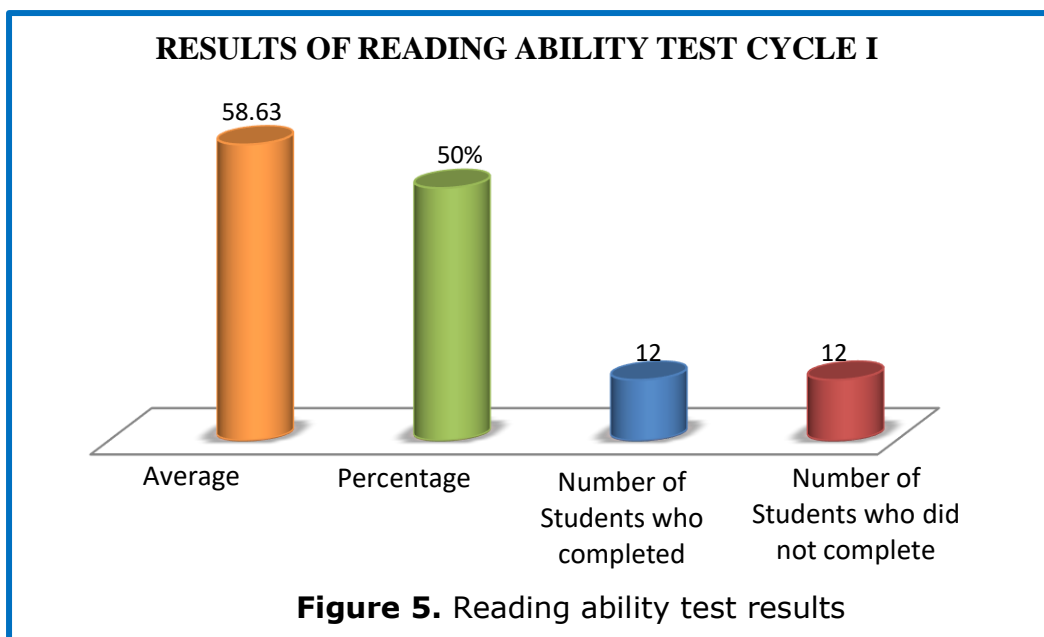
efforts to improve students' reading skills through this media have not achieved the expected results. In the second meeting of cycle I, the results of observations of teacher activities showed an increase with a percentage of 63%. Of the 18 aspects observed, there were still 3 aspects that had not been implemented. Although there was an increase from the first meeting, there were still several aspects that needed to be improved to achieve the expected effectiveness in learning activities. This increase shows an improvement in the implementation of learning activities, but efforts to achieve optimal results still need to be made. The results of the percentage of teacher activities in cycle I can be seen in the following figure.



The results of observations of student activities in cycle I, the first meeting, were 28.58%, namely from 7 aspects, there were still 5 aspects that had not been implemented and were included in the less than good category. Therefore, aspects that were not carried out in meeting I in cycle I in the next student activity were improved in the next meeting. The results of the percentage of student activity in cycle I, the second meeting, were 42.85%, so it can be said that student activity in the second meeting of cycle I was still not optimal. The following is the percentage data for the results of observations of student activities in cycle I.



The results of the reading ability test of class IA students of MIS Ar-Rahman Sindangkasih after being given action in cycle I can be described in the form of a diagram as follows.



Based on the results of the reading ability test in cycle I above, the average value of class IA students after the action or after the application of picture word card media was 58.63%. So it can be obtained that the percentage of learning completion of class IA students after the action is 50.00%. The increase in student learning outcomes from the pre-cycle to cycle I was 24.95%. The results of the cycle I action research through picture word card media showed a fairly satisfactory increase in students' reading ability results, but had not succeeded in accordance with the indicators that had been set in this study, namely 75% and students were said to have completed individually if they achieved the KKM that had been set at MIS Ar-Rahman Sindangkasih, namely  $\geq 70$ . Data on the results of students' reading ability in cycle I showed that out of 24 students who took the reading test. The number of students who achieved KKM was 12 students while those who did not achieve KKM were 12 students. Classical reading completion only reached 50.00% with an average value of 58.63%.

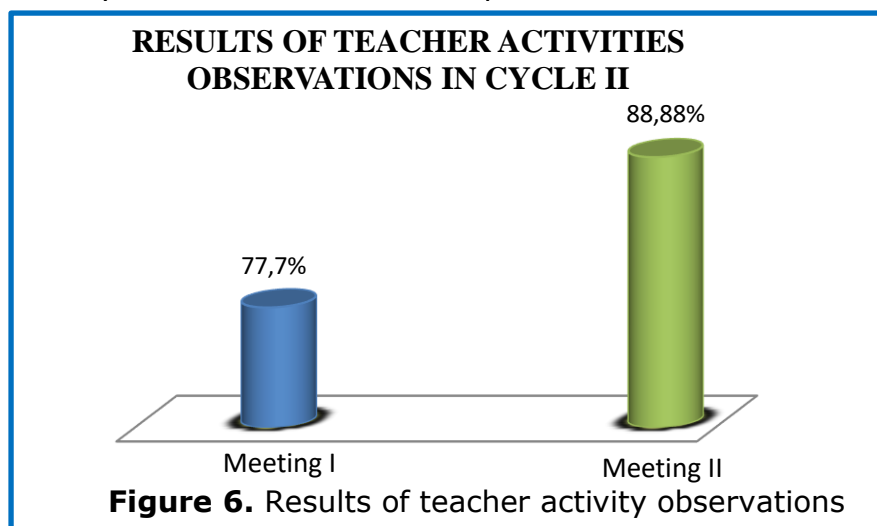
### Cycle II

Cycle II was held in two meetings on April 8 and May 8, 2023 according to the roster determined by the class I teacher. In cycle II, the first meeting was held on May 8, 2023, while the actions at the first meeting followed the learning implementation plan contained in the RPP starting with initial activities. In the core activities, the teacher carries out the teaching and learning process using picture card media. First, the teacher explains the material in the textbook on "Theme 6 Clean, Healthy and Beautiful Environment, Subtheme 1 The Environment Around My Home" to students. After that, the teacher shows the students pictures according to the text. Then the teacher shows pictures of Father, Mother, house, glass. The teacher invites students to recognize letters one by one, for example a-y-a-m, the teacher mentions one by one the letters of the chicken picture, then the students follow. After students recognize letters one by one, the teacher then invites students to spell words into words, for

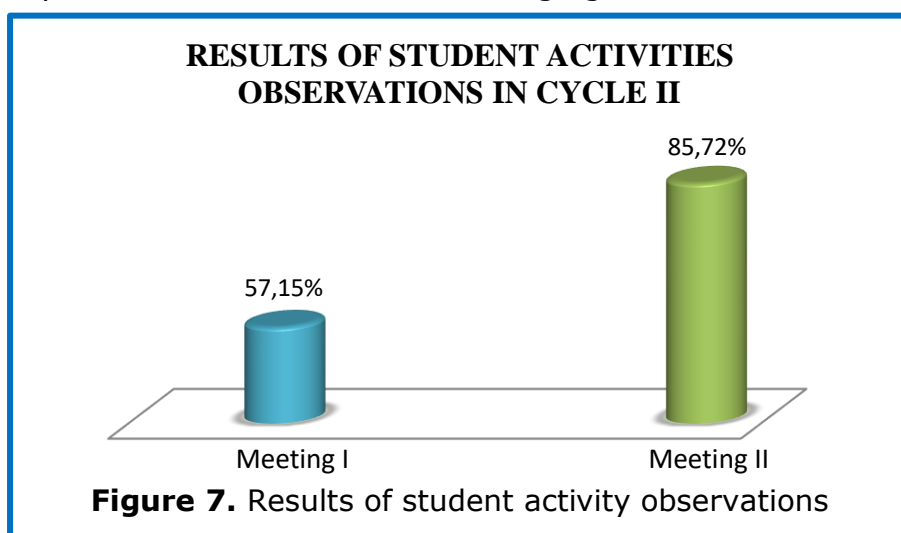


example k-u-c-i-n-g read as ku-ci-ng. The teacher uses a picture card media board for reading activities. Then appoint one by one students to come forward to compose words on the picture card media board according to the picture shown previously. This activity is done alternately. In the closing activity, the teacher invites students to discuss the activities that have been carried out during the learning process.

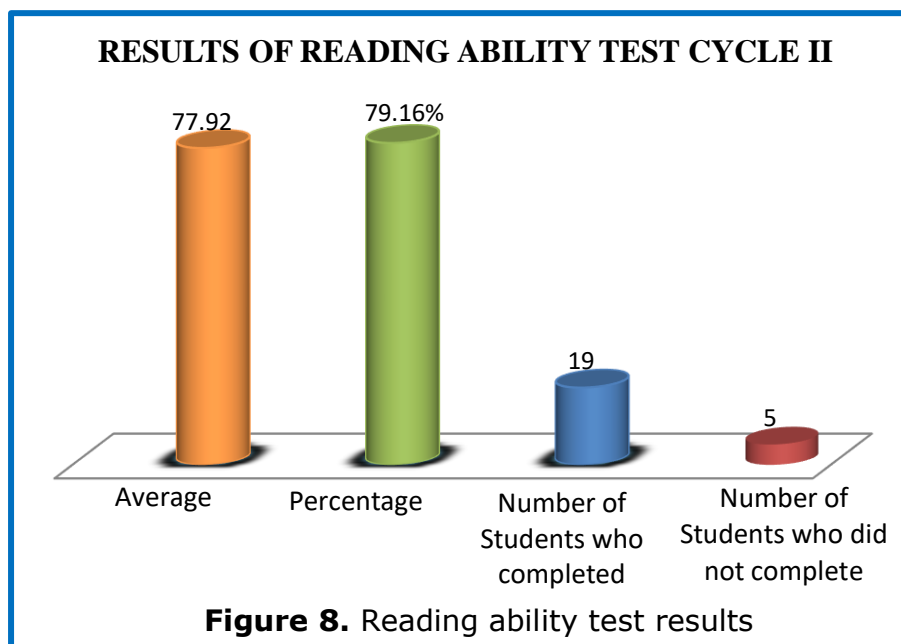
The second meeting was held on May 11, 2023, the actions at the second meeting followed the learning implementation plan which began with the initial activities. In the core activities, the teacher carried out the teaching and learning process using picture card media. First, the teacher explained the material in the textbook to the students. After that, the teacher showed pictures to the students referring to the text. Then the teacher showed pictures of Clothes, Hats, Gardens, Fences. After that, the teacher invited students to recognize the letters one by one, for example b-a-j-u, the teacher mentioned the letters of the clothes picture one by one, then the students followed. Furthermore, the teacher used a picture card media board for reading activities. First, the teacher put the picture card media board in front of the class. Then appoint one by one students to come forward to compose words on the picture card media board according to the picture shown previously. This activity is carried out alternately. In the closing activity, the teacher invited students to discuss the activities that had been carried out during the learning process. Before going home, the teacher distributed student worksheets and asked students to work on them. The results of teacher activity observations show that teachers and students in general have been able to carry out learning quite well. Of the 18 aspects studied, there were 4 aspects that were not implemented. The results of teacher activity observations at the first meeting of cycle II were 77.7%. included in the good category. Because there were aspects that were not carried out in meeting I of cycle II in teacher activities and were corrected in the next meeting. The results of teacher activity observations in cycle II, the second meeting, had gone well and were organized. Of the 18 aspects observed, almost all were implemented well. At this second meeting, almost all aspects had been implemented well. The percentage of teacher activity in cycle II, the first meeting increased to 77.7% while the second meeting increased by 88.8%. The results of teacher activity observations in cycle II can be seen in the picture below:



The results of observations of student activities in cycle II, the first meeting were considered quite good, although there were still some aspects that had not been implemented properly. Out of the 7 aspects observed, 3 aspects were not implemented. The results of observations of student activities in the first meeting of cycle II were 57.15%, namely out of 7 aspects, there were still 3 aspects that had not been implemented and were included in the fairly good category. Aspects that were not carried out in meeting II in cycle I in subsequent student activities were improved in the next meeting. This was considered very good, although there were still aspects that had not been implemented properly, out of the 7 aspects observed, there was 1 aspect that was not implemented. The results of observations of student activities in the second meeting of cycle I were 85.72% and were included in the very good category, so this study was sufficient to be carried out in cycle II. The results of the percentage increase in student activity in cycle II can be seen in the following figure.



The results of the students' reading ability test through evaluation. The evaluation in cycle II was carried out on May 25, 2023 by giving a reading test. The results of the students' reading test in cycle II can be seen in the picture below:



Based on the results of the reading ability test in cycle II, the average score of class IA students after the action or after the application of picture card media can be obtained, which is 77.92%. So the percentage of reading completion of class IA students in cycle II is 79.16%. The increase in students' reading ability from cycle I to cycle II is = 32.90%. For the number of students who completed it, there were 19 students and 5 students who did not complete it. Before the action was given, students had less enthusiasm for learning and were less interested in the learning process, and when the researcher applied this picture card media from cycle I to cycle II, students were very enthusiastic about learning and very interested in participating in learning because this picture card media can generate motivation and stimulation in learning. Classroom action research in cycle II is said to have been successful because it has achieved the success indicator which is the reference in this study, namely 75% with a value of  $\geq 70$  so that this study was not continued to the next cycle on the grounds that this study has achieved the predetermined target.

### **3.2 Discussion**

The use of learning media makes it easier for students to receive lessons from teachers. Through the use of picture card media, students will be more active in learning, and it is easier to recognize pictures, letters and words on the cards they play. The use of this media is an effective way to improve students' ability in early reading. According to (Khotimah et al., 2016) states that picture word cards are media that can stimulate children to recognize letters faster, and make children's interest stronger in recognizing letters of the alphabet. Based on the results of observations, analysis and reflection of student activities in learning activities before the application of picture word card learning media, they were basically still passive and less enthusiastic in participating in learning. Like there are still many students who pay less attention to the teacher's explanation when teaching and the lack of cooperation between students and teachers during learning so that an atmosphere is created that is not conducive and affects the results of reading skills obtained by students. After the action was taken with the application of picture word card learning media, student activity increased. Therefore, the application of learning media is very much needed.

Learning activities or delivery of reading materials must be carried out by involving children directly during learning and must also use interesting media so that children can be enthusiastic about reading. The use of picture word card media is a modern learning media that is very much needed by children (Yunaili & Riyanto, 2021). The use of relevant media in the classroom can optimize the learning process because a teacher must be skilled in choosing, using, and adjusting the media used. Learning media can increase and direct children's attention so that it can create learning motivation, ongoing interaction between students, teachers and their environment, clarify learning materials, so that it can facilitate and improve the process and learning outcomes of students, so that the use of picture word card media in learning can help and facilitate students in the learning process so that it can improve students' abilities, especially in reading (Karo-Karo & Rohani, 2018).

In cycle I, the first meeting, students were still adapting to the picture card learning media, students still looked confused with the series of learning processes using picture card learning media. In cycle I, the second meeting,

students had begun to understand the learning flow through picture card learning media. This can be seen from the percentage of student activity observation results from the first meeting of 57% and at the second meeting of 64%. In cycle II, the second meeting, all aspects had run well and optimally, seen from the results of teacher observations in cycle II, the first meeting of 83% and at the second meeting of 93%. Teacher activity from cycle I to cycle II increased. All aspects have been implemented quite well. This shows that the picture card learning media has consistency. The results of learning picture cards can improve students' reading skills at MIS Ar-Rahman Sindangkasih, especially in class IA. The results of this study are relevant to previous research conducted by (Yunaili & Riyanto, 2021) entitled "Application of Picture Card Media to Improve Early Reading Skills and Memory". The results of this study state that the application of picture word card media can improve students' early reading skills, as evidenced by the reading ability score in the first cycle with a total of 220 in the developing category according to expectations, for the second cycle there was an increase with a score of 261 in the developing category very well and for the third cycle the score was 289 very good.

This study is also in line with research (Utari, 2018) the results obtained through classroom action research are that this picture word card media can improve students' early reading skills. The next study is a study conducted by (Teni, 2019) who also studied picture word card media for use in improving students' early reading skills. Through his research, he found that picture word card learning media can improve the early reading skills of grade I Elementary School students.

#### **4. Conclusion**

Based on the results of the research and discussion that have been presented, it can be concluded that 1) The process of implementing Indonesian language learning by applying picture card learning media can be carried out in accordance with the planning and implementation stages that have been prepared which refer to the steps of implementing picture card media. After the implementation of picture card media. The activities of teachers and students in class IA MIS Ar-Rahman Sindangkasih in the learning process have changed. This can be seen in the results of the research that has been carried out. The results of teacher activity in cycle I The first meeting was 38.8% and in cycle I the second meeting was 55.5%. Then in the action of cycle II at the first meeting the teacher's activity was 77.7% and at the second meeting increased to 88.8%. While student activity in cycle I the first meeting was 28.58% and at the second meeting of cycle I was 42.85%. Then in the action of cycle II at the first meeting was 57.15% and at the second meeting increased to 85.72%; 2) Learning picture cards can improve students' reading skills at MIS Ar-Rahman Sindangkasih, especially in class IA. This can be seen from the test results obtained by students in the pre-cycle or before the action was carried out, student learning outcomes were 20.33% with an average of 51.08. Then after the action in cycle I, student learning outcomes increased to 50% with an average of 58.63, and in the action in cycle II, student learning outcomes increased to 79.16% with an average of 77.92. The increase in learning outcomes from cycle I to cycle II was 32.90% and the percentage increase from pre-cycle to cycle II was 66.7%.

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