

The Effect of Using Flash Card Media on the Reading Ability of Grade II Students at SD Muhammadiyah 13 Medan Academic Year 2024/2025.

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ABSTRACT

This study aims to determine the effect of using flash card media on students' reading ability in the Indonesian language subject, specifically on verb material, in Grade II at SD Muhammadiyah 13 Medan. This study employed a descriptive quantitative research design. The sample in this study consisted of Grade II A students as the experimental class totaling 21 students and Grade II B students as the control class totaling 16 students. Data collection techniques were conducted through tests and observation sheets. The population of this study included all Grade II students at SD Muhammadiyah 13 Medan. Meanwhile, the data analysis technique used was the t-test. The results of the study showed that the reading ability of Grade II students in the control class improved from a pre-test score of 38.5 to 71.4 in the post-test. The reading ability of students in the experimental class experienced a significant improvement after the implementation of flash card media, from an average pre-test score of 49.3 to 78.75 in the post-test. This indicates that flash card media are effective in improving students' reading ability. Based on data analysis using the t-test and the hypothesis testing results, the obtained significance value (sig. 2-tailed) was 0.004. Therefore, the significance value of $0.004 < 0.05$ indicates a significant difference, meaning that the working hypothesis (H_a) in this study was accepted. Thus, it can be concluded that there is an effect of the use of flash card media on the reading ability of Grade II students at SD Muhammadiyah 13 Medan.

Keyword : Flash Card Media, Reading Ability, Indonesian Language.



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1. INTRODUCTION

Reading ability is one of the fundamental skills that plays a crucial role in the development of students, especially at the elementary school level. Reading is not only a means of obtaining information but also serves as a bridge in developing language skills such as listening, speaking, writing, and critical thinking. Strong literacy in early childhood becomes the main foundation for academic success at the next level, because through reading, students can access various sources of knowledge, understand abstract concepts, and develop imagination and creativity (Nur Laili Maghfiroh, 2022).

Education itself is a conscious effort aimed at developing an individual's potential comprehensively, including intellectual, emotional, social, and spiritual aspects. The quality of education in elementary schools is expected to equip students with skills and knowledge that can be applied in daily life, while also shaping good character and moral values (Endang Dwi Lestari, 2021). In this context, learning should provide opportunities for students to actively construct knowledge through cognitive processes, so that students do not merely memorize material but are also able to understand, apply, and solve problems creatively (Titik Tri Prastawati, 2023).

The results of observations conducted in Grade II at SD Muhammadiyah 13 Medan show that most students still experience difficulties in reading. An analysis of the classroom learning process revealed several problems, including monotonous teaching methods, limited use of learning media, and minimal student involvement. Teachers tend to use lectures and textbooks as the main learning media without involving students in interactive learning activities. As a result, students easily become bored, lose focus, and their reading ability tends to be low, especially in word recognition, reading comprehension, and reading speed (Risma Rahmayanti, 2024).

To overcome these problems, innovation in learning media is highly needed. Creative and innovative learning media can increase students' interest in learning, reduce boredom, and make it easier for them to understand concepts. One effective media is flash card, which is a small learning tool containing pictures, text, or symbols. This media can help students recognize new words, enrich vocabulary, improve reading speed, and understand learning materials in an enjoyable way (Rika Aprilia, 2024). Flash cards also allow teachers to create interactive learning activities, such as asking students to read words on the cards, playing matching games between words and pictures, or forming simple sentences from the given cards. This encourages active student participation, making the learning process more engaging, interactive, and fun.

In addition, the use of flash card media is in line with an activity-based and concrete learning approach. In elementary education, students need real and concrete learning experiences so that abstract concepts can be understood more easily. Flash cards, as visual and interactive media, help students connect symbols or words with meaning, strengthen memory, and develop literacy skills in a more comprehensive way.

Based on this background, this study aims to analyze the effect of using flash card media on the reading ability of Grade II students at SD Muhammadiyah 13 Medan. It is expected that through the use of this media, students will gain better understanding, improve reading fluency, and increase learning motivation. This study is also expected to serve as a reference for teachers in developing creative, effective, and enjoyable learning media, especially in Indonesian language learning.

Thus, flash card media does not only function as a learning aid but also as a pedagogical innovation that can significantly improve the quality of reading instruction. Through this media, the learning process becomes more engaging, students become more active, and basic literacy skills can be improved, enabling elementary education to achieve its main goal: forming intelligent, creative, and independent learners.

2. RESEARCH METHOD

This study uses a quantitative experimental approach with the application of flash card media as an intervention in reading instruction. The quantitative approach is chosen because it emphasizes the collection of measurable data that can be statistically analyzed and objectively tested. The focus of this research is to improve the reading ability of Grade II students at SD Muhammadiyah 13 Medan, particularly in letter recognition, word pronunciation, reading fluency, and reading comprehension.

The main problem underlying this study is the low reading ability of students, which is indicated by many students who still spell out words, read haltingly, and have difficulty recognizing letters and new words. This condition is caused by less varied teaching methods, which tend to rely on lectures and textbooks without actively involving students in the learning process.

3. RESULTS AND DISCUSSION

In this section, it is explained the results of research and at the same time is given the comprehensive This study is entitled "The Effect of Using Flash Card Media on the Reading Ability of Grade II Students at SD Muhammadiyah 13 Medan." The research was conducted in two classes, namely a control class and an experimental class. The experimental class was taught using flash card media, while the control class used conventional lecture-based methods. The independent variable in this study is the use of flash card media, while the dependent variable is students' reading ability.

a. Research Results

1. Pre-Test Data Analysis

The pre-test was conducted to determine students' initial reading ability before the implementation of flash card media. The pre-test results in the control class (Grade II A, 21 students) showed an average score of 38.5, with the highest score of 70 and the lowest of 30. Most students (76%) were in the score range of 30–40. Meanwhile, in the experimental class (Grade II B, 16 students), the average pre-test score was 49.3, with the highest score of 70 and the lowest of 30, and most students (44%) were also in the 30–40 score interval. This indicates that the initial reading ability of students in both classes was relatively low, although the experimental class had a slightly higher average score.

2. Post-Test Data Analysis

The post-test was conducted after the implementation of flash card media in the experimental class. The control class showed an increase in the average score to 71.4, with the highest score of 100 and the lowest of 70. Meanwhile, the experimental class showed a more significant improvement, with an average score of 78.75, the highest score of 100, and the lowest score of 70. This improvement indicates that the use of flash card media has a positive impact on students' reading ability.

3. Observation Sheet

The observation results in the experimental class showed active student participation during learning with flash card media. The average percentage of student engagement was 78.9%, indicating that most students were actively involved and enthusiastic during the learning process. In the control class, the average engagement was 76.8%, which is lower than the experimental class, showing that conventional methods are less effective in maximizing student participation.

4. Data Assumption Testing

Before hypothesis testing, the data were tested for validity, reliability, normality, and homogeneity. The validity test showed that 7 out of 10 items were valid. The reliability test produced a Cronbach's Alpha value of 0.970, which is categorized as very high, indicating that the instrument is reliable. The normality test using Shapiro-Wilk showed that the data were normally distributed (sig. > 0.05). The homogeneity test showed that the variances of both classes were equal (sig. > 0.05), meaning that the requirements for hypothesis testing were met.

5. Hypothesis Testing (t-test)

The t-test was conducted to determine the effect of flash card media on students' reading ability. The results showed a significance value of 0.004 (< 0.05). This indicates that there is a significant positive effect of using flash card media on the reading ability of Grade II students at SD Muhammadiyah 13 Medan.

b. Discussion

1. Reading Ability Before Flash Card Implementation

The pre-test results showed that most students experienced difficulties in reading, such as recognizing letters, reading words, and understanding sentences. These difficulties were influenced by less varied teaching methods and minimal use of interactive learning media.

2. Reading Ability After Flash Card Implementation

After the implementation of flash card media, students' reading ability improved significantly. Flash card media attracted students' interest and motivation, making them more active and focused during the learning process. Teachers were able to provide immediate feedback, and students found it easier to remember letters, words, and sentences taught.

3. Effect of Flash Card Media on Reading Ability

Based on the t-test results, flash card media proved to have a significant positive effect on students' reading ability. This media is effective as a learning aid in Indonesian language instruction because it increases student engagement, accelerates word recognition, improves reading fluency, and enhances text comprehension. The findings show that students were more enthusiastic in learning, and the learning process became more interactive and enjoyable compared to conventional methods.

4. Conclusion of the Discussion

Overall, this study proves that the use of flash card media can improve the reading ability of Grade II students at SD Muhammadiyah 13 Medan. Flash card media not only improves technical reading skills but also increases students' motivation and active participation in learning. Therefore, flash card media can be used as an effective alternative learning strategy in elementary schools.

4. CONCLUSION

Based on the results of the study, it can be concluded that the use of flash card media for Grade II students at SD Muhammadiyah 13 Medan has a positive effect on reading ability, particularly in Indonesian language learning. The t-test results showed a significance value (Sig. 2-tailed) of 0.004, which is lower than the significance level of 0.05. This proves that flash card media is effective in improving students' learning motivation and reading skills. Therefore, this media can be used as an alternative learning strategy that is engaging and interactive in the classroom.

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