

Effect of Word Card Games and Picture Cards on the Introduction of The Concept of Beginning Reading and Writing in Early Childhood

Pepti Ernawati^{1✉}, Tri Joko Raharjo² & Sugiyo²

¹ Kindergarten Pertiwi 1 Karangtalun, Sragen, Jawa Tengah, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
July 2019
Accepted:
August 2019
Published:
April 2021

Keywords:

picture card,
read the beginning,
word card,
write the beginning

DOI

<https://doi.org/10.15294/jpe.v10i1.33823>

Abstract

The purpose of this study was to determine the effect of word card games and picture cards on the introduction of the concept of beginning reading and writing in early childhood. The type of research used in this study is experiments in the form of quasi-experimental design. The research sample was students of Kindergarten Pertiwi 1 Karangtalun, Sragen as the experimental class and Kindergarten Pertiwi 1 Kalikobok, Sragen as a control class. The data analysis technique uses the N-gain test and the independent sample t-test. The results of this study are word card game on the introduction of the concept of reading early childhood shows that the average percentage of 83% is included in very good criteria, picture card game on the introduction of the concept of reading early childhood shows that the average percentage of 76% is included in good criteria, word card game on the introduction of the concept of writing the beginning of early childhood shows an average percentage of 83% included in very good criteria, picture card game on the introduction of the concept of writing the beginning of early childhood in the experimental class shows that the average percentage of 72% is included in good criteria, there are differences in the effect of word card games and picture cards on the introduction of the concept of reading and writing beginning of early childhood students with students who do not use word card games and picture cards. Thus, it can be concluded that the word card games and picture cards game can enhance early childhood reading and writing skills.

© 2021 Universitas Negeri Semarang

✉ Correspondence address:
Kebayanan Karang Talun, Tanon, Sragen, Jawa Tengah, 57277
E-mail: pepti87@gmail.com

INTRODUCTION

Reading and writing skills are essential skill owned by children from an early age, namely from kindergarten. Learning early reading and writing skills should be emphasized in a learning environment that allows students to be actively and pleasantly involved. In delivering lesson material in kindergarten, teachers must be right in using interesting methods.

Early reading activities for early childhood are oriented towards playing while learning. Playing is the best way to develop the potential that exists in children through playing; children will gain knowledge and skills, games outlining words (Pebriani, 2012). Through play, children learn about negotiations, communication, perspectives, thoughts, and feelings of others. Fun activities and games can be applied to teach reading for kindergarten students, such as playing cards, telling stories, etc. Reading activities are inseparable from the activities of exercising hands, eyes, and the ability to recognize letters combined into one interesting activity.

The ability to read and write early childhood is generally still relatively lacking because early childhood education in learning to read and write was very poor (Christianti, 2010). Early childhood is typically reluctant to read something abstract. Higher education demands tend to refer to "coercion" in the application of learning methods to students. Also, the requirements of parents want children to be able to read quickly. Plus the demands from the elementary school that hold student admissions by using a literacy test.

Teachers need to use interactive methods, inviting children to improve learning and use quality language. Language development in early childhood is critical, so educators need to apply their ideas to develop children's language skills, provide examples of the use of language correctly, stimulate children's language development by actively communicating. Children learning languages need to use a variety of strategies, for example by using game media that aim to develop children's language, children will get a meaningful experience in improving the ability to

read, and write where fun learning will be part of the child's life.

Observations and interviews were conducted to find out the process of language learning in early childhood in Kindergarten Gugus Diponegoro, Tanon District, Sragen Regency. Based on the results of observations and interviews, the early reading skills of Kindergarten Gugus Diponegoro, Tanon Subdistrict, Sragen Regency were still low, the lack of use of instructional media in improving the ability to read and write early for children, in the introduction of language skills especially the concept of reading and writing which was not optimal and method which is used in learning to read and write is still conventional.

Based on the results of the observations and interviews, the purpose of this study is to determine the effect of learning by using collaborative word card games with picture cards as an effort to introduce the concept of reading and writing to the beginning of a child.

METHODS

The research design used in this experimental study was a quantitative model in the form of quasi-experimental design. The form of quasi-experimental design used is a non-equivalent control group design (Sugiyono, 2014). The research sample was Kindergarten Pertiwi 1 Karangtalun students as the experimental class and Kindergarten Pertiwi Kalikobok 1 as the control class. The method of data collection in this study uses the technique of structured interviews, observation, and documentation. The research instrument was an observation sheet, interview guidelines. The data analysis technique used independent sample t-test.

RESULTS AND DISCUSSION

Word Card Games for the Introduction of the Concept of Reading the Beginning of Early Childhood

Word card games are a medium in the game of finding words. Children are invited to

play by arranging letters into a word based on puzzles or questions made by the teacher. The word card media aims to make students more interested in reading because, in this word card media, there are several kinds of colors available to attract students' attention (Rumidjan, Sumanto, and Badawi, 2017). Word cards can expand students' vocabulary knowledge, which can be taught with additional useful material (Baleghizadeh and Ashoori, 2011).

The word card game in this study was carried out during learning to introduce the concept of reading the beginning of a child. Students are assessed by observing the involvement of children in card games by using the observation sheet of the word card game that has been determined by the indicator. The participation of children at word card games consists of 6 aspects of assessment, namely pronouncing vowels according to the shape of the letters, pronounce consonants according to the shape of the letters, read syllables based on word cards, read words based on word cards, read letters with the right intonation, read the word with the proper intonation and read the word fluently.

The results of word card games in the experimental class show an average percentage of 83% included in the very good criteria. Following Ifitah and Dirlina research (2012) that word card media influences the ability to read the beginning of a child. This is because learning by using word card media is more effective communication and interaction between teachers and students in the process of children's language development (Rahmat and Heryani, 2014).

The method of playing with word cards is exciting and can stimulate children to develop their skills and creativity, through word card games can increase children's understanding in the concept of reading and making children feel happy because children feel happy in learning and stimulate children to learn actively (Sungkowati, 2018).

Picture Card Games for the Introduction of the Concept of Reading the Beginning of Early Childhood

Picture card games are learning activities that provide direct experience for children. Picture card games are used as stimuli to help students express their ideas and produce words or sentences that will be communicated through spoken (Sundari, 2013). In the learning process picture cards is a medium to help develop children's language because the shapes and images contained on the card can attract the desire to know the child to play it (Januarini, Manuaba, and Suniasih, 2016).

The pictorial card game in this study was carried out during learning for the introduction of the concept of beginning reading. Students are assessed by observing the involvement of children in pictorial card games using the observation sheet of the picture card game that has been determined by the indicator. The involvement of children in word card games consists of 5 aspects of assessment, namely mentioning symbols known as picture cards, recognizing the sound of the initial letters and names of objects on the picture card, referring groups of images that have the same initial letter, understanding the relationship between sound and letter form, and read a few words based on the picture card.

The child is expected to be able to name the selected image, and the child can pronounce, recognize, and remember each paired letter symbols. Picture cards can be used as a medium in learning so that children do not feel bored in learning (Yasbiati, Pranata, and Fauziyah, 2017). Picture-word card media in teaching early reading is essential so that children are motivated to learn to read and achieve optimal learning outcomes (Meha and Hengelina, 2017).

It is known that the results of pictorial card games in the experimental class show that the average percentage of 76% is included in good criteria. Following Novianti research (2013), the activity of drawing card games can influence the ability to read the beginning of a child. As research by Ali, Aziz, and Majzub (2011) that by playing, the ability to read is more effective. The ability to read early childhood with picture card games are increasing (McLaughlin, Seines, Derby, and Weber, 2011).

Word Card Games for the Introduction of the Concept of Writing the Beginning of Early Childhood

Word card games are carried out during learning for the introduction of the concept of beginning reading. Students are assessed by observation of children's involvement in word card games. Students are assessed using the observation sheet of the word card game that has been determined by the indicator. The involvement of children in word card games consists of 6 aspects of assessment, namely pronouncing vowels according to the shape of the letters, pronounce consonants according to the shape of the letters, read syllables based on word cards, read words based on word cards, read letters with the right intonation, read the word with the right intonation, and read the word fluently.

It is known that the results of word card games in the experimental class show an average percentage of 83% included in very good criteria. This is following Rahmawati (2017) that a set of pictorial media that can be used as an alternative medium in learning to read and write the beginning. While Prahesti, Utsman, and Mardikantoro (2016) that the results of the achievement of children's development in recognizing the concept of beginning writing using word card game tools reached the criteria began to develop.

Picture Card Games for the Introduction of the Concept of Writing the Beginning of Early Childhood

Picture card media has beneficial characteristics not only to support children's writing skills at the earliest stages but also to support children's writing skills at an advanced

stage (Sukartiningsih, 2004). Picture cards can be created into an attractive visual media, for example, from colors, images, and various forms of writing can attract attention to be observed by children (Wulandari, 2017).

Picture card games are carried out during learning for the introduction of the concept of beginning writing. Students are assessed by observation of children's involvement in picture card games. Students are assessed using a picture card game observation sheet that has been determined by the indicator. The involvement of children in word card games consists of 5 aspects of assessment, namely paying attention to the picture cards that have been prepared by the teacher, name the object on the picture card he saw, write vowels according to the picture card, write consonants according to the picture card, write words according to the picture card, and complete the letters according to the picture card.

Picture card media is designed as a media game to provide a cheerful nuance and excitement in learning is very suitable to be used as a medium for writing at the Kindergarten level (Rahmawati, 2017). Writing activities can not be separated from activities to train excellent motor skills whose activities are applied with fun games such as playing cards (Karli, 2010).

It is known that the results of pictorial card games in the experimental class show that the average percentage of 72% is included in good criteria.

Effect of Word Card Games and Picture Cards on the Introduction of the Concept of Reading and Writing the Beginning of Early Childhood

Testing the hypothesis of the effect of word card games and picture cards using independent sample t-test statistics, presented in Table 1.

Table 1. t-test Results for the Average Difference

	Lavene's test		t-test	
	t	df	Sig. (2-tailed)	Average difference
The assumption of variance is the same	4.869	63	0.000	14.436
Assume the variance is not the same	4.818	57.209	0.000	14.489

Based on Table 1 it is known that $t_{\text{value}} = 4.818$, and its significance is 0.000. Therefore, it is known that $4.818 > 2.037$ or $t_{\text{value}} > t_{\text{table}}$ and

$0.000 < 0.005$ or significance value < 0.05 . Based on the provisions that apply to test the hypothesis that the researcher has described above, then H_0

is rejected. So, this study concludes that there are differences in the effect of word card games and picture cards on the introduction of the concept of reading and writing beginning of early childhood students with students who do not use word card games and picture cards.

Data from the introduction of the concept of reading and writing at the beginning of the students were obtained from the pre-test and post-test. The pre-test and post-test scores of the experimental class and control class students are shown in Table 2.

Table 2. Pre-test and Post-test Scores Results of the Introduction to the Concept of Reading and Writing the Beginning of the Experiment Class and the Control Class

Data	Class	N	Ideal score	Minimum score	Maximal score	Mean	P (%)	Information
Pre-test	E	34	100	41	69	53.82	53	C
	K	32	100	41	78	53.09	53	C
Post-test	E	34	100	61	88	76.24	76	B
	K	32	100	50	81	63.94	64	C

Based on Table 2 the average end of the experimental class is 76.24 with a good category, while the control class is 63.94 with enough categories. From these results, it can be seen that the average experimental class scores higher than the control class. The results showed that the pictorial card media game method proved effective to be applied to reading learning in early childhood (Pangestika, Rifai, and Utsman, 2017). Research following Sundari (2013) has the effect of the method of playing word patterns and picture-word card on the ability to read early.

CONCLUSION

The introduction of word cards to the introduction of the concept of reading students gets a percentage of 83% included in the criteria very well. The introduction of picture cards towards the introduction of the concept of reading students gets a percentage of 76% included in the criteria of good. The introduction of word cards has a positive effect on the introduction of the concept of writing students obtaining a percentage of 83% included in the criteria very well. The introduction of picture cards towards the introduction of the concept of writing students gets a percentage of 72% included in the criteria of good. The experimental class introducing the concept of students' reading and writing using word card games and picture cards gained an average of 76.24 with a good category, whereas in the conventional class it gained an average of 63.94 with enough category.

REFERENCES

- Ali, A., Aziz, Z., & Majzub, R. (2011). Teaching and learning reading through play. *World Applied Sciences Journal*, 14(4), 15-20. Retrieved from <https://ukm.pure.elsevier.com/en/publications/teaching-and-learning-reading-through-play>
- Baleghizadeh, S., & Ashoori, A. (2011). The impact of two instructional techniques on efl learners' vocabulary knowledge: flash cards versus word lists. *MEXTESOL Journal*, 35(2), 1-9. Retrieved from <http://mextesol.net/journal/public/files/f0933b3f829ea3e398a8c3ec81a58aa2.pdf>
- Christianti, M. (2013). Membaca dan menulis permulaan untuk anak usia dini. *Jurnal Pendidikan Anak*, 2(2), 312-317. Retrieved from <https://journal.uny.ac.id/index.php/jpa/article/view/3042>
- Iftitah, S. L., & Dirlina, N. S. (2014). Pengaruh penggunaan media flashcard terhadap kemampuan membaca permulaan anak kelompok a di tk dharma wanita padelegan pademawu pamekasan. *PAUD Teratai*, 3(2), 1-5. Retrieved from <https://jurnalmahasiswa.unesa.ac.id/index.php/paud-teratai/article/view/7360>
- Januarini, H., Manuaba, I. B. S., & Suniasih, N. W. (2016). Penerapan model tgt berbantuan media kartu kata bergambar untuk meningkatkan perkembangan bahasa anak. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 4(1). Retrieved from <https://ejournal.undiksha.ac.id/index.php/JJPAUD/article/view/7360>
- Karli, H. (2010). Membaca dan menulis untuk anak usia dini melalui aktivitas dan permainan yang

- menyenangkan. *Jurnal Pendidikan Penabur*, 9(15), 62-84. Retrieved from <http://bpkpenabur.or.id/dokuploads/2015/10/jurnal-No15-Thn9-Desemberi2010.pdf>
- McLaughlin, T. F., Seines, A., Derby, K. M., & Weber, K. P. (2011). The effects of direct instruction flashcards on sight word skills of an elementary student with a specific learning disability. *International Journal of Advances in Scientific Research*, 1(3), 59-64. Retrieved from [http://www.savap.org.pk/journals/ARInt./Vol.1\(3\)/2011\(1.3-06\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.1(3)/2011(1.3-06).pdf)
- Meha, N., & Hengelina. (2017). Pengaruh penggunaan media kartu kata bergambar terhadap kemampuan membaca permulaan anak usia 5-6 tahun di bimba aiueo unit alinda bekasi utara. *Yaa Bumayya: Jurnal Pendidikan Anak Usia Dini*, 1(1), 21-26. Retrieved from <https://jurnal.umj.ac.id/index.php/YaaBumayya/article/view/1719>
- Novianti, R. (2013). Pengaruh permainan kartu bergambar dan kecerdasan linguistik terhadap kemampuan membaca permulaan. *Jurnal Pendidikan Usia Dini*, 7(2), 264-275. Retrieved from <http://journal.unj.ac.id/unj/index.php/jpud/article/view/3875>
- Pangestika, I., Rifai, A., & Utsman. (2017). Efektifitas metode permainan media kartu bergambar dalam meningkatkan kemampuan membaca aksorn di thailand. *Journal of Nonformal Education and Community Empowerment*, 1(1), 10-17. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jnfc/article/view/13451>
- Pebriani. (2012). Peningkatan kemampuan anak mengenal huruf melalui permainan menguraikan kata di taman kanak-kanak negeri pembina agam. *Jurnal Ilmiah Pesona PAUD*, 1(3), 1-11. Retrieved from <http://ejournal.unp.ac.id/index.php/paud/article/view/1651>
- Prahesti, S., Utsman, & Mardikantoro, H. B. (2017). Keefektifan permainan mandi bola kata dan kartu kata untuk mengenalkan konsep membaca dan menulis permulaan pada anak usia 4-5 tahun. *Journal of Primary Education*, 5(2), 138-146. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/12904>
- Rahmat, P. S., & Heryani, T. (2014). Pengaruh media kartu kata terhadap kemampuan membaca dan penguasaan kosakata. *Jurnal Pendidikan Usia Dini*, 8(1), 101-110. Retrieved from <http://pps.unj.ac.id/journal/jpud/article/view/61>
- Rahmawati. (2017). Strategi Pembelajaran Membaca dan Menulis Permulaan Melalui Media Kata Bergambar. *SAP (Susunan Artikel Pendidikan)*, 1(3), 259-270. Retrieved from <http://journal.lppmunindra.ac.id/index.php/SAP/article/view/1159>
- Rumidjan, Sumanto, & Badawi, A. (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. Retrieved from <http://journal2.um.ac.id/index.php/sd/article/view/1331>
- Sugiyono. (2014). *Metode penelitian kuantitatif kualitatif dan r&d*. Bandung: Alfabeta
- Sukartiningsih, W. (2004). Peningkatan kualitas pembelajaran membaca dan menulis permulaan di kelas 1 sekolah dasar melalui media kata bergambar. *Jurnal Pendidikan Dasar*, 5(1), 51-60. Retrieved from http://ejournal.unesa.ac.id/index.php/jurnal_dikdas/article/view/5014
- Sundari, E. (2013). Pengaruh metode permainan pola suku kata dan kartu kata bergambar terhadap kemampuan membaca awal siswa kelompok b6 tk negeri 2 yogyakarta tahun ajaran 2013-2014. *Jurnal Psikologi Terapan dan Pendidikan*, 1(1), 1-12. Retrieved from <http://journal.uad.ac.id/index.php/Psikologi/article/view/1766>
- Sungkowati, E. R. (2018). Implementasi permainan kartu kata bergambar untuk meningkatkan kemampuan membaca pada anak usia dini di paud bina bahagia. *EMPOWERMEN: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 1(2), 49-59. Retrieved from <http://ejournal.stkipsiliwangi.ac.id/index.php/empowerment/article/view/615>
- Wulandari, F. W. (2017). Peningkatan kemampuan membaca permulaan melalui kartu kata bergambar pada kelompok b raudhatul athfal. *Pendidikan Guru PAUD S-1*, 6(2), 107-120. Retrieved from <http://journal.student.uny.ac.id/ojs/index.php/pgpaud/article/view/6996>
- Yasbiati, Y., Pranata, O. H., & Fauziyah, F. (2017). Penggunaan media kartu kata bergambar untuk meningkatkan penguasaan kosakata bahasa sunda anak usia dini pada kelompok b di tk PGRI Cibereum. *Jurnal PAUD AGAPEDIA*, 1(1), 20-29. Retrieved from

[http://ejournal.upi.edu/index.php/agapedia/
article/view/7155](http://ejournal.upi.edu/index.php/agapedia/article/view/7155)