The Influence of Flashcard for the Early Reading and Writing Ability of First-Grade Elementary School Students

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Abstrak

Penelitian ini bertujuan untuk: (1) mengetahui pengaruh penggunaan *flashcards* terhadap kemampuan membaca awal siswa kelas I SD di wilayah Kabupaten Pandeglang; (2) menilai pengaruh penggunaan *flashcards* terhadap kemampuan menulis awal siswa kelas I SD di wilayah Kabupaten Pandeglang; dan (3) mengetahui perbedaan dampak dengan dan tanpa menggunakan *flashcards* terhadap kemampuan membaca awal siswa kelas satu SD di wilayah Kabupaten Pandeglang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen. Teknik pengumpulan data adalah *pre-test* dan *post-test* serta observasi. Populasi sebagian besar adalah SD di wilayah kecamatan Pandeglang dan sampel penelitian adalah empat SD yang dipilih secara acak, yaitu SD Negeri Pandeglang 9, SD Negeri Pandeglang 7, SD Negeri Pandeglang 10, dan SD Negeri Pandeglang 11 pada tahun ajaran 2018/2019. Teknik analisis data melalui analisis statistik dengan *prerequisite analysis tests* yaitu uji normalitas dan homogenitas, kemudian pengujian hipotesis melalui uji paired T-test. Hasil penelitian menunjukkan pengaruh yang signifikan dari penggunaan *flashcard*s terhadap kemampuan membaca dan menulis pada awal siswa kelas I SD di wilayah Kabupaten Pandeglang. Terdapat perbedaan pengaruh hasil belajar siswa dengan dan tanpa penggunaan *flashcards* terhadap kemampuan membaca dan menulis pada tahap awal siswa kelas I SD di wilayah Kecamatan Pandeglang, Kabupaten Pandeglang.

Kata Kunci: *Elementary school, flashcard, reading ability, writing ability*

Abstract

The research was conducted to: (1) determine the effect of using flashcard on the early reading skills of the first-grade elementary school students in the Pandeglang District; (2) assess the effect of using flashcard on the early writing ability of the first-grade elementary school students in the Pandeglang District; and (3) find out the difference in the impact of with and without using flashcard on the early reading skills of the first-grade elementary school students in the Pandeglang District. The current research employed quantitative approach with experimental methods. Data collection techniques were pre-test and post-test and observations. The population was all elementary schools in the Pandeglang sub-district, and the sample of the study was four elementary schools that were randomly selected, namely SD Negeri Pandeglang 9, SD Negeri Pandeglang 7, SD Negeri Pandeglang 10, and SD Negeri Pandeglang 11 for the 2018/2019 academic year. The data analysis technique was through statistical analysis with prerequisite analysis tests, namely normality and homogeneity tests, then hypothesis testing through paired T-test. The results showed a significant effect of using flashcards on the ability to read and write at the beginning of the first-grade elementary school students in the Pandeglang District. There were differences in the effect of student learning outcomes with and without flashcard on the ability to read and write at the beginning of the first-grade elementary school students in the Pandeglang District, Pandeglang Regency.

Keywords: *Elementary school, flashcard, reading ability, writing ability*

Introduction

Learning is a process of the effort carried out by a person to obtain a new change in behavior as a whole due to his own experience in interaction with his environment (Irwansyah et al., 2022). Changes that occur in a person are many, both in nature and in type. It is believed that every change in a person is a change in the sense of learning. The characteristics of changes in behavior as a result of learning are changes that occur consciously, differences in learning are continuous and functional, changes in learning are positive and active, changes in learning are not temporary, changes in learning are aimed or unidirectional, and changes cover all aspects of behavior (Bahri & Aswan, 2010).

Many factors influence the success of the learning process, both internal factors or factors that exist within the individual who is studying and external factors outside the individual (Bachtiar, 2022). Internal factors include physical characteristics, namely health and disability; psychological factors, namely intelligence, attention, interest, talent, motive, maturity, and readiness; and fatigue factors, namely physical and spiritual. Furthermore, external factors include family factors, school factors, community factors. Family factors include the way parents educate, the relationship between family members, the home atmosphere, the family's economic situation, the role of parents, and cultural background. School factors include teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, learning tools and media, school time, lesson standards, state of the school building, and assigned homework (Fernando et al., 2020; Nurlaila, 2020). Community factors include student activities, mass media, friends to hang out with, and forms of community life. These factors influence the success of learning. There are still many students who score below the KKM, indicating that there are problems in learning

Indonesian, namely in initial reading and writing skills. After identification, it turns out that there are still problems. Namely, there are still many students who cannot read and write. Even from 178 students, many students still do not know letters at all or have not been able to write and have not even been able to hold a pencil.

Based on the above study, the researchers observed that the background of grade 1 students in four Pandeglang District Public Elementary Schools was mostly not from early childhood education. Hence, students' reading and writing skills were still low, and even many students did not know letters. And cannot write, this is evidenced by the results of a study conducted on the four elementary schools by conducting direct observations and after an initial test that recognizes letters or words only a small number of students as well as the ability to hold pencils correctly only a small number of students. As seen in learning, many students are still not brave and enthusiastic in learning. Many students talk to their friends without paying attention to the teacher. Some students look sleepy when learning takes place and look less active. Class conditions like this must be improved, and teachers need to innovate in education. Teachers must be able to create a vibrant, creative, and fun learning atmosphere to foster student interest in learning.

One factor that needs attention from a teacher is how to package learning scenarios using interactive learning media that can encourage students to be active in learning. Learning media is a vehicle for distributing learning information or distributing messages (Hasanah et al., 2019; Khairunnisak, 2015). The presence of media in the teaching and learning process has a somewhat significant meaning. Because in these activities, the ambiguity of the learning material presented can be helped by giving the media as an intermediary. The complexity of learning materials delivered to students can be simplified with the help of the

media. Media can represent what the teacher cannot say through certain words or sentences. Even the abstraction of the material can be concretized with the presence of the media (Sela et al., 2022). The Indonesian language is one of the subjects in the lower grades, mainly grade I, which requires learning media. The use of the 2013 text-based curriculum requires students to be skilled in language both in terms of reading and writing (Irwansyah et al., 2022; Pasqualotto et al., 2022). In reality, on the ground, low-grade elementary school students, namely grades I to III, are faced with the problem that not all students who enter grade 1 elementary school as described above have an early childhood education background and cannot yet read or write early.

If children at early school age cannot immediately read, they will experience many difficulties in learning various fields of study in subsequent classes (Bahri & Aswan, 2010; Lastri et al., 2020). While writing skills are the ability, skill, medium-strength that gives birth to ideas and packs those ideas into graphic symbols in writing that others can understand (Campbell et al., 2019; Prasetyo et al., 2022).

Table 1. The First Grade Students' Low Reading Ability in Four Elementary Schools in the Pandeglang District.

No	Scool Name	The number of students	Completeness			
			Comple ted	%	Not Comple ted	%
1	SDN Pandeglang 9	30	6	20	24	80
2	SDN Pandeglang 7	43	10	23	33	77
3	SDN Pandeglang 10	33	7	24	26	76
4	SDN Pandeglang 11	72	23	32	49	68
Total		178	46	26	132	74

Table 1. The First Grade Students' Low Writing Ability in Four Elementary Schools in the Pandeglang District

No	Scool Name	The number of students	Completeness			
			Comple ted	%	Not Comple ted	%
1	SDN Pandeglang 9	30	4	13	26	87
2	SDN Pandeglang 7	43	8	19	35	81
3	SDN Pandeglang 10	33	10	30	23	70
4	SDN Pandeglang 11	72	29	40	43	60
Total		178	51	29	127	71

One of the learning media full of games that lead to activity and can please students in learning is the use of Flash Card media. Flash Card is a simple but helpful medium for displaying and practicing vocabulary. Flash Card media can be in the form of picture cards under which there are writings designed in attractive colors to encourage students to be active in learning.

Various previous studies have been carried out related to the use of Flash Cards in learning Indonesian language, both in reading and writing skills. Research conducted by Hasanah et al. (2019) in a national journal with the results of his study is that Flash Card media can significantly improve children's reading skills. Along the same results with the study by Multri Dewi and Gunawan (2019) that found that Flash Card media can enhance early reading skills in children. Furthermore, research conducted by Diartini and Ratnawuri (2017) shows that the use of Flash Card media can improve the writing skills of elementary school students. Also, research by Nalendra et al. (2020) with research results shows an influence of Flash Card media on children's early reading ability. The aims of this study are, firstly, to determine the effect of using Flash Card learning media on students' initial reading ability and students' initial writing ability; Second, to determine the difference in the impact of using Flash Card and Non-Flash Card learning media on students' initial reading and writing abilities.

Method

The current study employed quasi-experimental research. This is done to find out a change from pre-research with the implementation of Flash Card learning media in Indonesian Language Subject with reading and writing materials for grade I students. The current research design used was Control Group and Experimental Group with Pretest and Posttest Design. The research design can be seen in Table 1.

Tabel 1. Experimental Research Desain

Group	Pre-test	Intervention	Post-test
CG	T1	X1	T2
EG	T1	X2	T2

Description:

CG : Control Group (Without Flash Card Media)

EG : Experimental Group (With Flash Card Media)

T1 : Test 1 (Pre-Test)

T2 : Test 2 (Post-Test)

X1 : Indonesian Language Learning Process on Reading and Writing 'without' Flash Card Learning Media.

X2 : Indonesian Language Learning Process on Reading and Writing 'with' Flash Card Learning Media.

Of the twenty-five grade I elementary schools in SD Negeri Pandeglang District, Pandeglang Regency, four elementary schools were randomly chosen as Experimental Group and Control Group. The Experimental Groups were SD Negeri Pandeglang 9 with 30 students, and SD Negeri Pandeglang 7 with 43 students. For the Control Group, two schools were chosen, namely: SD Negeri Pandeglang 10 with 33 students, and SD Negeri Pandeglang 11 with 36 students. Overall, the number of samples from the experimental class and the control class was 142 people as can been seen in Table 2.

Table 3. Research Sample

No	Group	School Name	Number of Students
1	Eksperiment Group	SDN Pandeglang 9	30
		SDN Pandeglang 7	43
2	Control Group	SDN Pandeglang 10	33
		SDN Pandeglang 11	36
		Total	**142**

The research tools for data collection were questionnaires and observation. The questionnaire was in the form of pretest or posttest about the students' reading and writing skills. The questions in the questionnaire were developed based on theories relevant to each research variable, namely: (1) the independent variable is Flash Card learning media; and (2) the dependent variable is the ability to read and write in subjects' Indonesian grade 1 elementary school Pandeglang District. For the observations, the learning process in related to the extent of the influence of the use of Flash Card learning media and its impact on improving the reading and writing skills of grade 1 students during the learning process was done. In this case, the researcher as the observer observed the experimental activities and recorded every activity that was carried out during the class processes.

For the data analysis, a normality test was conducted to determine whether the population was normally distributed. Kolmogorov Smirnov test is a normality test that can be used with the help of statistical data processing programs. If the probability of asymp.sig > 0.05, then the data is usually distributed. Conversely, if the value of asymp.sig <0.05, the information is not normally distributed (Ghozali, 2011: 29). At the same time, the homogeneity test was carried out to determine the homogeneity of the sample. Homogeneity test using SPSS software with Paired T-Test technique was used.

Results and Discussion

The normality test was carried out using the help of statistical data processing (SPSS) with the One-Sample Kolmogorov-Smirnov Test formula. The data is said to be normally distributed if the Account value is less than Stable (1.96) or the significance is greater than 0.05 (P>0.05). The following are the normality test results of the pretest and posttest data for the experimental class and the control class for early reading skills. For hypothesis testing, the steps taken are to analyze the results of the t-test. The hypothesis criteria will be accepted if the value of count is more significant than the table at a significance level of 5% and the significance is less than 0.05. The hypothesis in this study can be accepted.

Table 4. Paired Test Results (T-Test) at the beginning of Reading Using Flash Card Learning Media.

Group	Account	table	(Sig)	Description
Pretest Posttest	18,807	1,993	0.000	Tcount>Ttable

Table 5. Results of Paired Test (T-Test) at the beginning of Writing Using Flash Card Learning Media

Group	Account	table	(Sig)	Description
Pretest Posttest	28,316	1,993	0.000	Tcount>Ttable

Table 6. Test Results of Average Differences in the Effect of Flash Card Learning Media on Students' Writing Ability in Experiment Class and Control Class

Group	Mark Minimum		Mark Maximum		Average		Average Difference
	Pre-test	post-test	Pre-test	post-test	Pre-test	post-test	
Experiment	25	65	75	100	52.74	83.70	136.44	9.56
Control	25	60	75	95	50.58	76.30	126.88	

From table 5, the results of the data analysis show that the count value is 18.807 with a significance value of 0.000. Then the value of count is compared with the table's value at a significance level of 5% to obtain a table of 1,993. This shows that the value of the count is greater than the table (18,807>1,993) when compared with a significance value of 0.000 which is smaller than a significance of 0.05 (0.000 <0.05), then the hypothesis in this study is declared accepted, that is, there is a significant effect of using Flash Card learning media on the early reading ability of Class I students at the Pandeglang District Elementary School. From table 6, the experimental class and the control class, it can be seen that the average practical type is 133.01, which is greater than the control class mean of 124.42, the difference in learning outcomes is the reading ability of students who learn by using Flash Card learning media, it can be seen the difference the average between the experimental class and the control class was 8.59. This means that Flash Card media can

improve the early reading ability of elementary school students in the Pandeglang District.

There is a difference in learning outcomes, namely the writing ability of students who learn by using Flash Card teaching media. It can be seen that the average difference between the experimental class and the control class is 9.56. This means that Flash Card media can improve students' initial writing skills. Flash Card Media is learning media in picture cards measuring 25x30 cm. Drawings made by hand or photos or existing images or photos posted on Flash Card sheets. The pictures on the Flash Card are a series of messages that are presented with a description of each photograph attached to the back of the card (McLaughlin et al., 2015).Teachers very well do the use of Flash Card learning media to improve early reading skills. Reading ability is an interactive activity to pick and understand the meaning of written material. Reading skills are the basis for mastering various fields of study. Suppose a child at the early school age cannot immediately read. In that case, he will experience many difficulties learning multiple fields of study in subsequent classes (Nurarisda, 2022; Said & Budimanjaya, 2015). Research by Fernando et al. (2020) about the factors influence the success of learning system for early childhood education showed that flashcard media can improve early reading skills in group A children. Along the same line with the study by (Hasanah et al. (2019) that found that the use of flashcard media has significantly and substantially increased vocabulary memorization of English among Grade 4 Elementary students.

Research conducted by Alexandra (2018) using the analysis of the flash cards use in the lexis learning in the process of teaching English as a Foreing Language during the Quimester School Period 2017-2018 At the Universidad Nacional de Chimborazo Facultad de ciencias de la educación humanas tecnologías. The results showed that by using Flash Card, the students could easily understand words

presented in the lesson materials. Teachers use of learning media is one of the factors determined the success of learning to read at the beginning stages. Many teachers ignore the media in learning. However, the results of the current study is contradictory with the findings from Nima Shakouri' (2012) study that the use of Flash Cards on vocabulary comprehension has no difference in influence between experimental and control classes. From various studies that have been conducted that the use of Flash cards in language learning or knowing vocabulary mostly has a significant difference in influence on students' reading ability, therefore it needs to be recommended that Flah Cards are effectively used in language learning.

Flash Card learning media for students is undoubtedly more interesting than without using teaching media. Students' interest in Flash Card media will likely improve students' initial reading skills (Hasanah et al., 2019). Learning media as tools and learning resources are tools for teachers and learning resources used in learning visually and audio-visually according to teaching materials. Learning media as a tool are used to make it easier for teachers to deliver education and make it easier for students to absorb learning so that students are motivated to be active in learning to improve learning outcomes (Bachtiar, 2022; Khairunnisak, 2015).

This is in line with research conducted by Pradana and Gerhni (2019) in his international journal that the use of flashcards in learning has different effects and is very effective for teaching students with learning disabilities typically. Also, research by Daulay (2016) in his international journal that Flash Cards can make a difference in the effect of pre-reading or writing skills for students. Teachers who use different flashcards increase students' acquisition of reading or writing skills. According to Said and Budimanjaya (2015), Flash Card is a kind of reminder card or card shown at a glance to students. Flashcards are lesson cards—picture cards with words.

Flashcards are cards usually made of stiff or thick paper, and on each front and back, there are words, phrases, sentences, or expressions. The usual card size is adjusted to the teacher's wishes, and the most important thing is that the writing on the card must be visible to the students on the back. Using Flash Cards in early writing learning is hoped that can foster learning motivation in students so that students can be active in education, and ultimately the expected learning outcomes can be achieved.

Conclusion

Based on the research results that have been done, the researchers obtained several conclusions. First, there is a significant effect of flashcards on the reading and writing skills of the first graders at the Pandeglang District Elementary School. Second, there are differences in the impact of student learning outcomes before and after using flashcard learning media on the initial reading ability and writing ability of first-grade elementary school students in the Pandeglang District, Pandeglang Regency.

This study extended the benefit of using flashcards in teaching, especially at the early stages of reading and writing. Moreover, the current research has practical implications for enhancing young children's reading and writing ability by considering an innovative approach in classroom activities.

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