

THE EFFECT OF THE USE OF LETTER *PUZZLE MEDIA* ON THE READING ABILITY OF GRADE I STUDENTS OF SDN KARANGTENGAH PRANDON 2 NGAWI

Dilla Istighfar Risqi ^{1*}, Budi Sasomo ², Uci Ulfa Nur'afifah ³

¹²³ STKIP MODERN NGAWI

dillarisky6@gmail.com

sasomo77@gmail.com

uciulfa@stkipmodernngawi.ac.id

(*) Corresponding Author

yustikaadelina29@guru.sd.belajar.id

ARTICLE HISTORY

Received : 27-05-2025

Revised : 10-06-2025

Accepted : 12-06-2025

KEYWORDS

Learning Media,
Letter Puzzle Media,
Reading Ability

ABSTRACT

In reading learning, it has been observed that first-grade students at SDN Karangtengah Prandon 2 Ngawi experience various difficulties in reading. These include an inability to recognize letters, omission or substitution of letters while reading, difficulty in reading word by word, and challenges in distinguishing between vowels and consonants. Additionally, students struggle to combine letters and syllables into complete words and often neglect the use of punctuation marks. These difficulties stem from a low interest in reading and a lack of motivation during reading activities. The research employed an approach using a PreDesign. The researcher applied a One Group Pretest Design, which was conducted in a single class without a comparison group, and involved administering a pretest prior to the intervention. This allowed for an accurate assessment of the treatment's effect, as the results could be compared to the pre-treatment condition. The results indicate that the use of Letter Puzzle media has a significant effect on the reading ability of first-grade students at SDN Karangtengah Prandon 2 Ngawi.

This is an open access article under the CC-BY-SA License.



INTRODUCTION

Reading ability is a fundamental skill that students must have, especially at the elementary school level. This activity is not only a tool to gain an understanding of information, but also a basis for learning various subjects. Therefore, it is important to develop this ability early, given that children at that age are in a phase of rapid cognitive development. Reading is also a complex skill because it involves a variety of abilities that interact with each other. In general, reading ability includes the level of speed in reading and the level of insight into the content of a reading.

Reading has a very important role because it provides wide benefits for the development of individuals and society. This activity is the main means of obtaining knowledge and information. Through reading, one can learn about various topics, gain new insights, and expand their understanding of the world more deeply. In addition, reading also contributes to the improvement of language skills, since through these activities, one becomes familiar with good grammatical structure, vocabulary and writing style. This ability also supports the improvement of writing and speaking skills effectively. (Anggraeni et al., 2021) Reading activities have an important role in every learning process. By reading, we can gain various knowledge that is a provision for success. (Nur Amalafitra et al., 2022).

Student learning outcomes are largely determined by the extent to which they understand reading. In other words, understanding of various subjects is gained through reading activities. Therefore, interest in reading the skills to understand the content of reading texts are the main requirements in supporting the achievement and improvement of students' knowledge. (Tridiastita et al., 2023).

At the initial level of education, elementary school students begin to be introduced to basic skills such as reading, writing skills, and numeracy skills (calistung). The importance of mastery of calistung is emphasized According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, in Article 4 paragraph (5) it is stated that efforts to educate the life of the nation begin with the development of the culture of reading, and in all levels of the Indonesian people. The above provisions were strengthened by the Minister of Education and Culture of the Republic of Indonesia No. 23 in 2015. In daily activities, reading, writing, and numeracy skills are basic skills that are urgently needed. Among the three, reading has a very crucial role for every individual. Therefore, reading learning has begun to be provided since students are in elementary school, even targeted so that they can read while they are still in grade I. (Joko Saputra et al., 2022)

Learning to read is very closely related, but the reality is that difficulties in learning, especially reading, still often occur in elementary schools. Based on the results of observations at SDN Karangtengah Prandon 2 Ngawi, it shows the condition of students who face obstacles in deepening reading skills, especially in grade 1. Factors that cause reading difficulties include lack of motivation to learn and difficulty in understanding letters and words. This causes students' reading skills to be hampered and affects their academic achievement. According to (Maulita Tri Pamungkas, 2024), the initial reading difficulty is not able to recognize the reading symbol, recognize words and sentences, and retell the content of short readings.

According to (Agus Rofi'i et al., 2022), it shows that there are various difficulties experienced by students in beginning reading, including inability to recognize letters, the omission or replacement of letters when reading, difficulties in reading word by word, and difficulties letters from vowels and consonants. In addition, students experience obstacles in combining the letters sukuukata into whole, and do not pay attention to the use of punctuation. Then the factors that cause these obstacles include low interest in learning to read, lack of motivation when participating in reading activities, difficulties in expressing opinions both orally and in writing, and the assumption that reading activities are something difficult to do.

The development of early reading skills should be carried out with a fun learning approach, such as integrating learning elements into play activities. Alternative media that can be used in this process is *puzzles*. The use of *puzzle* media is considered effective because it can increase students' interest and enthusiasm in learning, so that they feel more comfortable and satisfied with the learning atmosphere. Therefore, students can more easily digest the subjects given by educators, so that it has a good impact on improving their learning outcomes. (Hilda Melani Purba et al., 2023).

According to (Rahma & Fatonah, 2021), *puzzles* are described as construction games in which certain squares or geometric shapes are arranged or matched to create the desired patterns. According to experts, *puzzles* are interesting games that combine pieces and letters to make a, which abilities and and allows students to explore the information or knowledge they see aforementioned. The authors conclude that this is the way to do things. Shape them into letters and put them in their place like in a game that has attraction and optimizes the child's skills and so that can explore what he sees that have shapes and then rearrange them into (Husna & Supriyadi, 2023).

This study aims to examine the extent of the influence of the use of letter *puzzle* media on the reading ability of grade I students at SDN Karangtengah Prandon 2. By understanding the impact of the use of these media, it is hoped that this research can make a positive contribution in developing more effective and attractive learning methods for students. In addition, the results of this study are also expected to be a reference for teachers and educators in choosing the right learning media to improve students' reading skills. Based on this explanation, it can be concluded that the main focus of this study is students' reading ability, where the use of *letter puzzle* media is used to identify aspects that need to be improved and ensure that the methods applied really give positive results to students' reading development.

RESEARCH METHODS

The type of research is a approach with *the type PreeExperimentalDesign*. The researcher used sDesign *research* where it was applied to one without a class for by using *pretests* before treatment. That way, the results of the test can be known accurately, because to the conditions before.

The opinion of (Subhaktiyasa, 2024) is that the population is a whole unit of elements that have certain characteristics so that they are used as objects for research. The population of this study, namely all grade I students at SDN Karangtengah Prandon 2, is 23 students. According to (Sutriani & Octaviani, 2019) the sample is part of the population studied. If the subjects are less than 100 people, it is better to take them all so that it is called a population study. Based on the above, the sample used for grade I students of SDN Karangtengah Prandon 2 is 23 children.

The technique for collecting data in this study uses *ntes* (pretest and posttest). The second is documentation, the documentation used in the research is to collect records of events. The documentation used is in the form of pictures of activities, student learning outcomes, and teaching modules. and the third is the questionnaire, which is used to find out students' responses to the use of the Letter Puzzle media in learning to read.

It is carried out to find out how well the research instruments are used for the research to be carried out. The research uses an essay test instrument. The instrument is said to be good and must meet various requirements of different power, difficulty, reliability and validity. If each question item meets all the criteria, then the question item is valid to use.

The normality test is carried out to find out whether the data of a variable is distributed normally or not. The normal distribution in question is the distribution of data following a normal distribution pattern. To find out whether or not there is an effect of the use of letter puzzle media on the reading ability of grade I students at SDN Karangtengah Prandon 2, a hypothesis test analysis was used with SPSS 25 software through the paired sample ttest method. The decision-making criteria are based on their significance value (Sig. 2tailed): if the Significance value is < 0.05 , then H_0 is rejected and H_a is accepted; conversely, if the Sig. value > 0.05 , then H_0 is accepted and H_a is rejected. In addition, if the value of $-t_{calculated} < t_{table}$, then H_0 is accepted and H_a is rejected, but if $-t_{calculated} > t_{table}$, then H_0 is rejected and H_a is accepted.

RESEARCH RESULTS

Validation tests are useful for knowing the suitability of an instrument used to measure and obtain data from respondents. Nini testing was carried out with an application from SPSS for windows with the results of 20 questions given to respondents were valid

The test instrument is said to be reliable if it is more than 0.60 or in the sufficient category. This test uses the help of SPSS software which can be seen in the table below.

Table Reliability Test	
Reliability Statistics	
Cronbach's Alpha	N of Items
.984	36

Based on the table above, the questions are 0.984 which is located in a very high category. Then it is interpreted with a value of r and the results of the question item which means reliable.

Based on the data results, the questions that showed the medium category were 30 questions, namely numbers 1,2,3,5,6,7,8,9,10,11,12,13,14,16,19,21,23,26,28,29,30,31,32,33,34,35,36,37,38,39 and 10 questions were included in the easy category, namely numbers 4,15,17,18,20,22,24,25,27,40

Differential power testing was carried out using SPSS 25. The results of the different questions used in the research. DB 0.75 - 1.00 (Very Good). DB 0.40 - 0.69 (Good), DB 0.20 - 0.39 (Sufficient), DB 0.00 - 0.19 9 Less). The results of the calculation of the different items of the questions show the ability of the question items in distinguishing the ability of the students to answer the questions given. The results of the data on questions that show the category of very good are 29 questions, namely 1,2,3,5,6,7,8,9,10,11,12,15,16,18,19,20,21,22,23,25,26,28,30,31,33,36,37,38,39, and those that show in the good category as many as 11 questions, namely numbers 4,13,14,17,24,27,29,32,34,35,40.

The basis of the decision making of the test of normality is that if the significance is more than 0.05 then the value is distributed normally and if the significance value is less than 0.05 then the value is not distributed

achievement increased to 80.57. This shows that the letter puzzle media has a positive impact on helping students understand the concept of fractions visually and interactively.

Based on the results of the tests that have been carried out, it is known that there is an impact in the application of letter puzzle media regarding the reading ability of children in grade 1 of SDN Karangtengah Prandon 2. Through actions based on the test results used, there are clear differences in student learning outcomes. These changes can be explained through a hypothesis test using the paired sample t-test. The value obtained shows that the significance ($2t$ -tailed) is $0.000 < 0.05$ the hypothesis is acceptable. So there is a positive impact in the application of letter puzzle media to the reading skills of grade 1 students of SDN Karangtengah Prandon 2.

According to previous research from (Lara Olyvia et al., 2024) Overall, the results of the assessment of the puzzle syllables letter media developed are very suitable for use in the learning process because they are at a valid qualification level or very suitable for use without revision. This view is reinforced by research from (Muhammad Faisal, 2024) that puzzle media is effective in developing early reading skills, but also proves that an interactive and engaging approach can increase active participation as well as deeper understanding in grade I students.

CONCLUSION

Based on the results that have been presented in the study above, it can be seen that the results of the calculation in the paired sample t-test Sig ($2t$ -tailed) test are $0.000 < 0.05$. Thus, the initial hypothesis (H_0) is not proven, and the substitute hypothesis (H_a) is declared correct. The students' scores before and after learning differed quite far, which indicates that there is an improvement after the learning process. The average score of students at the time of the pretest was 57.74, As for the posttest, the average score (mean) obtained by students increased to 80.57. If viewed from the average of the two tests, there was an increase in the scores obtained by students. The conclusions obtained showed that the letter puzzle media had an impact on improving the reading ability of 1st grade students of SDN Karangtengah Prandon 2.

BIBLIOGRAPHY

- Agustina, Tria Melati, Mohammad Afifulloh, and Devi Wahyu Ertanti. "THE USE OF LETTER PUZZLE MEDIA TO IMPROVE STUDENTS' READING SKILLS IN GRADE 1 OF SDN SUMBEREJO 03 KOTA BATU." JPMI: Journal of Madrasah Ibtidaiyah Education 4.2 (2022): 321-330.
- Amalafitra, Nur, Sholihatul Muawanah, and Budi Sasomo. "Learning to Read without Spelling to Improve Early Childhood Reading Ability in Great Child Tutoring (Ahe) During the Pandemic." Journal of Anak Bangsa 1.1 (2022): 33-43.
- edy, Tedy, et al. "Letter Puzzle Media Reading Techniques in Elementary Schools of Central Kalimantan." SOSMANIORA: Journal of Social Sciences and Humanities 2.2 (2023): 187-196.
- Faisal, Muhammad, Hotimah Hotimah, and Muhammad Ibnur. "Efforts to Improve Beginning Reading Ability Using Letter Puzzle Media for Class I Students at Elementary School Level." Journal of Education 4.5 (2024): 132-141.
- Hilda Melani Purba, Humairo Sakinah Zainuri, Nadia Syafitri, & Rizky Ramadhani. (2023). Aspects of Reading and Development in Reading Skills in High Grades. *Inspired by the World: Journal of Educational Research And Language*, 2(3), 179–192. <https://doi.org/10.58192/insdun.v2i3.1025>
- Husna, K., & Supriyadi, S. (2023). The Role of Learning Media Management to Increase Student Learning Motivation. AL-MIKRAJ Journal of Islamic Studies and Humanities (E-ISSN 2745-4584), 4(1), 981–990. <https://doi.org/10.37680/almikraj.v4i1.4273>
- Olyvia, Lara. "Development of Puzzle Syllables Letter Media to Improve Early Reading Skills in Grade III Students of Hadi Sakti Elementary School." Pendas: Scientific Journal of Basic Education 7.2 (2022): 1193-1203.
- Olyvia, Lara. "Development of Puzzle Syllables Letter Media to Improve Early Reading Skills in Grade III Students of Hadi Sakti Elementary School." Pendas: Scientific Journal of Basic Education 7.2 (2022): 1193-1203.
- Padua, Dorus, Andi Hamsiah, and A. Vivit Angreani. "The effectiveness of using letter puzzle media to develop the reading ability of students in grade I up to spf elementary elementary school in pres shipyard ii." EDUCATIONAL EMBRYOS: JOURNAL OF BASIC EDUCATION 8.1 (2023): 220-231
- Pamungkas, Maulita, Dita Primashanti Koesmadi, and Uci Ulfa Nur Afifah. "The Influence of Letter Spin Media on the Initial Reading Ability of Grade 1 Students." PARADIGM JOURNAL: Journal of Sociology Research and

Education 5.1 (2024): 407-416.

Rahmawati, Elly, and Muhroji Muhroji. "The Influence of Letter Puzzle Media to Improve the Reading Ability of Dyslexic Children." *Ideguru: Journal of Teacher Scientific Papers* 9.3 (2024): 1408-1413.

Rofi'i, Agus, and Sigit Vebrianto Susilo. "Early reading difficulties in elementary school students' English language learning." *Journal of Pendas Horizon* 8.4 (2022): 1593-1603.

Saputra, Joko, and Sivina Noviyanti. "Analysis of Reading Difficulties at the Beginning of Elementary School Grade I Students." *Journal of Basic Education Milestones: Journal of Theory and Outcomes Study of Basic Education* 1.1 (2022): 9-36.

sari, Hardika Putri Ana, and Heru Purnomo. "The Use of Letter Puzzle Media in Improving the Initial Reading Ability of Elementary School Level 1 Students." *Journal of Indonesian Education Thalaba* 6.1 (2023): 14-22.

Subhaktiyasa, P. G. (2024). *Determining Population and Sample: Quantitative and Qualitative Research Methodology Approach*. 9, 2721–2731.

Sutriani, E., & Octaviani, R. (2019). Topic: Data Analysis and Data Validity Checking. *INA-Rxiv*, 1–22.

Tantri, A. A. S. (2016). The Relationship Between Reading Habits and Vocabulary Mastery and Reading Comprehension Skills. *Acarya Pustaka*, 2(1), 1–29.

Tridiastita, R., Syamsuyurnita, S., Sari, S. P., & ... (2023). The Effect of the Use of Letter Puzzle Media on the Reading Ability of Class II Students of the Muhammadiyah Kepong Guidance Studio Malaysia. *Journal of Education*, 7, 25233–25234. <https://jptam.org/index.php/jptam/article/view/10624%0Ahttps://jptam.org/index.php/jptam/article/download/10624/8504>

Wibowo, Ari, Uci Ulfa Nur Afifah, and Novia Rahma Rista Utami. "School Literacy Movement Affects the Ability of Grade IV Students of SDN Kletekan 2 in Writing Poetry." *EDUCATION: Journal of Education and Learning* 5.1 (2024): 809-814.