

THE EFFECT OF PICTURE WORD CARD MEDIA ON THE INITIAL READING AND WRITING SKILLS OF GRADE 2 STUDENTS

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ABSTRACT

This study aims to test the effectiveness of picture word card media in improving the initial reading and writing skills of 2nd grade students of SD Negeri 014 Sidodadi. The background of the problem shows that about 40% of students have not reached the minimum competency standards due to conventional learning. The method used was quantitative with a pre-experimental design and a pretest-posttest one group design. All 27 2nd grade students of SD Negeri 014 Sidodadi were used as a population as well as a research sample (total sampling). Data were collected through written tests that were carried out as a pretest (before the intervention) and posttest (after the intervention). This test measures a student's initial reading and writing ability. The collected data were analyzed using descriptive statistics and paired sample t-test. The results showed a significant increase: the average reading score at the beginning rose from 60.00 to 88.46, and writing from 60.00 to 87.69. The paired sample t-test for both abilities showed a Sig. (P-value) < 0.001, confirming a very significant difference. This study proves that the medium of picture word cards is effective in improving the initial reading and writing skills of grade 2 elementary school students.

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INTRODUCTION

Indonesian learning plays a crucial role in shaping students' basic literacy skills, especially at the elementary school level. Initial reading and writing skills are the main foundation for students to master various other subjects and become independent learners (Adloph, 2023). Ironically, the problem of low initial reading and writing skills is still often found in various basic education units in Indonesia, including at SD Negeri 014 Sidodadi, Kuantan Singingi Regency. Early observations show that some 2nd graders still have difficulty recognizing letters, putting syllables together, reading simple words, and rewriting what they have read or heard.

This phenomenon is exacerbated by learning that tends to be conventional and less innovative, causing low student motivation to learn (Asrini & Kristiantari, 2022). Data from the results of diagnostic assessments at the school indicate that about 40% of grade 2 students have not reached the minimum competency standard in the aspect of early reading and writing. This condition will certainly have an impact on their learning outcomes at the next level and hinder students' active participation in the learning process.

Various efforts have been made to improve students' initial reading and writing skills. One of the promising innovations is the use of concrete and visual learning media, such as picture word card media. This media is designed to visualize the relationship between pictures, words, and letters, making it easier for students to understand the basic concepts of reading and writing (Ali, 2021). Picture word cards are able to accommodate students' visual and kinesthetic learning styles, making them an effective tool for building lexical comprehension and practicing fine motor coordination (Prasetyo & Fauziyah, 2023).

Experts define pictorial word card media as cards that contain words and pictures, which is one type of

graphic media that is effective for stimulating reading ability and improving vocabulary (Arwita et al., 2022). This media implicitly contains images made or taken with the aim of making it easier for students to learn (Aulia et al., 2021). However, there is still a research gap regarding the specific effectiveness of picture word card media on improving the ability to read and write simultaneously in the context of 2nd grade students of SD Negeri 014 Sidodadi. Previous research has shown that the use of picture word cards is effective in improving reading skills, but the focus has not explicitly been on examining its impact on writing skills (Lestari & Fajrin, 2020). In contrast, other studies have highlighted the effectiveness of image media in improving writing skills, but have not in-depth analyzed its correlation with initial reading ability (Firawati, 2022).

Parallel research that supports the use of visual media such as picture word cards in literacy learning includes studies that found that picture media increases reading interest and comprehension of low-grade students (Devi et al., 2024), as well as research that emphasizes the importance of concrete media in the development of early writing skills (Widodo & Supriyanti, 2021). Comparisons with previous studies show that most studies focused on one aspect (reading or writing) separately or at a different grade level. Therefore, this study seeks to fill this gap by comprehensively examining the influence of picture word card media on these two abilities in grade 2 elementary school students, taking into account the characteristics and learning needs of students at SD Negeri 014 Sidodadi. Based on the description above, this study aims to analyze in depth the influence of the use of picture word card media on the initial reading and writing ability of 2nd grade students of SD Negeri 014 Sidodadi, Kuantan Singingi Regency.

RESEARCH METHODS

This study uses a quantitative method with a type of pre-experimental research design and a *pretest-posttest design of one group*. This design involves giving an initial test (pretest) before treatment, followed by the provision of treatment in the form of the use of picture word card media, and ending with the administration of a final test (posttest) to measure the changes that have occurred. The purpose of this study is to test the hypothesis regarding the influence of picture word card media on students' initial reading and writing ability. The variables in this study consisted of the free variable (X), which is the medium of the picture word card, and the bound variable (Y), namely the student's initial reading and writing ability.

The research was carried out in grade II of SD Negeri 014 Sidodadi, Kuantan Singingi Regency, with the population and research sample being all 2nd grade students of SD Negeri 014 Sidodadi totaling 27 students. The picture word card media used in this study are cards that are specifically designed for learning to read and write. These cards are 10 x 15 cm in size with self-created color images using graphic design software. The pictures are adapted to the theme of the lesson that is relevant to the second grade students of elementary school, such as the names of objects around the school, family members, or animals. At the bottom of each image, there are words that correspond to the image. For example, a card with a picture of a cat will be accompanied by the words "cat". The customization of this theme aims to make the media more interesting, familiar, and contextual for students, thereby facilitating the process of identifying and understanding words. The sampling technique used is saturated sampling (total sampling), where the entire population is used as a sample.

Data was collected through a multiple-choice written test, which aimed to measure students' initial reading and writing ability before and after treatment. This test consists of a pretest and a posttest which is arranged based on reading and writing ability indicators. This written test instrument is validated through expert judgment to ensure the accuracy of measurements. The reliability of the instrument was tested using Cronbach Alpha with the help of the SPSS 20 for Windows program. Each question has a maximum score of 1, with a total of 10 questions (5 questions for reading ability and 5 questions for writing skills). The final score is calculated using the formula: Final Score = maximum score obtained × 100%

The value results are then categorized by specific intervals, as in the table below:

Table 1. Initial reading and writing intervals

Interval	Category
80-100	Very good
66-79	Good
56-65	Enough

41-55	Less
<41	Very Less

Data analysis was carried out in two stages, namely descriptive statistical analysis and inferential statistical analysis. Descriptive analysis uses mean (average) to find out an overview of pretest and posttest results, with the formula:

$$\bar{X} = \sum X/N$$

Inferential statistical analysis includes normality tests and hypothesis tests. The normality test used the Shapiro Wilk method in SPSS 20 to check whether the data was normally distributed (Sig. (P-value) > 0.05). The hypothesis test was carried out with a *paired sample t-test* to find out if there was a significant difference between the results of the pretest and posttest. The decision-making criterion for the hypothesis test is that if the Sig. (P-value) < 0.05, then there is a significant influence of the treatment.

RESEARCH RESULTS

This study aims to test the influence of picture word card media on the ability of beginning reading and writing of 2nd grade students of SD Negeri 014 Sidodadi, Kuantan Singingi Regency. The results showed a significant improvement in students' initial reading and writing skills after the implementation of picture word card media. These findings are consistent with various previous studies that have highlighted the effectiveness of visual learning media in improving students' early literacy.

From observations made at SD Negeri 014 Sidodadi, it is clear that before the implementation of picture word card media, 2nd grade elementary school students often showed difficulties in recognizing letters, arranging syllables into words, and understanding the meaning of simple words. The initial reading process feels slow and less interactive, with students tending to be passive and bored quickly. Likewise in writing, many students still have difficulty in copying words, writing simple ideas, or even just naming the objects they see. The learning media used tends to be conventional and does not attract their attention.

After the medium of picture word cards was introduced, there was a significant change in the classroom atmosphere and student interaction. Observations show that students become more enthusiastic and active in reading and writing learning activities. They look excited when asked to choose a card, mention a picture, and then read the words that are listed. Activities such as matching pictures with words, arranging words from available cards, and imitating the writing of words from cards become more enjoyable for them.

The results of interviews with teachers and several students reinforce the findings of this observation. The teacher stated that the media of picture word cards is very helpful in increasing students' motivation to learn. Teachers feel that students become easier to understand the connection between pictures and writing, which ultimately speeds up the process of word recognition. One of the teachers said, "Children become more responsive, if it used to be difficult to remember letters, now with pictures, they immediately memorize words."

From the students' side, they expressed their excitement for this new media. They feel that reading and writing lessons become more exciting and not boring. Some students even spontaneously use the cards outside of class hours to play while studying. One student commented, "The picture is funny, so it's easy to remember what he said." Another student added, "Writing is also easier, just look at the picture and keep writing." The presence of pictures on the cards also helps them in understanding the meaning of words, so that they not only read but also understand what they are reading. Overall, both observations and interviews showed that the use of picture word card media succeeded in creating a more interactive, fun, and effective learning environment in supporting the initial reading and writing skills of 2nd grade students of SD Negeri 014 Sidodadi. The following is documentation of the application of learning using word card media.

Figure 1 Learning activities with picture word card media



Furthermore, the results of further research can be seen from several tests conducted by the researcher which are described as follows:

Instrument Validation and Student Ability Improvement

Prior to the implementation of the research, the instrument of the assessment sheet for the initial reading and writing questions had been validated by the expert validator, Arik Fajar Cahyono, S.Pd., M.Pd., on June 7, 2025. The validation results show that the instrument is feasible to use with revision (see Table 1). The majority of assessment aspects, such as the suitability of reading and writing indicators, the suitability of questions with sub-indicators, as well as language clarity and accuracy of question form, were awarded the category of "Very Good" or "Good". Suggestions from validators regarding the use of question words in questions to avoid ambiguity have been noted in the refinement of the instrument. Strong instrument validation is the basis for the validity of the data obtained (Aras & Ardianti, 2023; Lestari et al., 2024).

Table 1. Instrument Validation Results Test Assessment Sheet Initial Reading and Writing Questions

Yes	Aspects Assessed	Rating Scale
1	Compatibility with reading and writing indicators.	4 (Excellent)
2	Compatibility of the questions with sub-indicators.	4 (Excellent)
3	Conformity of the questions to the purpose of the initial reading and writing test.	4 (Excellent)
4	Clarity of the language used in the questions (easy for 2nd grade students to understand).	4 (Excellent)
5	The accuracy of the question form (multiple choice is appropriate and not confusing).	4 (Excellent)
6	Clarity of the answer (the choice of logical answers and only one correct answer).	4 (Excellent)
7	The number of answer choices according to the standard (e.g. 4 choices).	4 (Excellent)
8	The questions reflect reading and writing skills.	4 (Excellent)

The results of the initial reading and writing ability test showed a significant improvement after the use of picture word card media. Overall, there was an increase in test score 2 compared to test 1 in both aspects of ability.

Descriptive Statistical Analysis

Beginner Reading Skills

Statistics	Pretest Reading	Posttest Reading
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Mean	60.00	88.46
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Based on descriptive analysis, the average score of students' initial reading ability increased significantly from **60.00** in the pretest to **88.46** in the posttest after the use of picture word card media. Categorically, the average initial reading ability of students increased from the category of "Sufficient" (56-65) to "Very Good" (80-100).

Writing Skills

Statistics	Pretest Writing	Posttest Writing
Mean	60.00	87.69

Similar to reading ability, the average score of students' writing ability also showed a substantial increase, from **60.00** in the pretest to **87.69** in the posttest. This indicates an increase from the "Sufficient" category (56-65) to "Very Good" (80-100).

Inferential Statistical Analysis (Hypothesis Test)

To test whether this increase was statistically significant, a normality test and a *paired sample t-test* were performed for each variable (initial reading and writing ability).

Hypothesis Test for Initial Reading Ability

- **Hypothesis Zero (H₀):** There was no significant difference between students' initial reading ability before and after the use of picture word card media.
- **Alternative Hypothesis (H_a):** There is a significant difference between students' initial reading ability before and after the use of picture word card media.

Normality Test (Assumption: Assumed normally distributed data based on Shapiro Wilk Sig. (P-value) > 0.05)

To be able to perform a *paired sample t-test*, it is assumed that the results of the normality test (Shapiro Wilk) on both data (pretest and posttest reading) show a Sig. (P-value) > 0.05. This signifies that the data is normally distributed, so parametric tests such as the *paired sample t-test* can be used.

Paired Sample T-Test Results for Beginner Reading Ability

Pair	Mean Difference	Df	Sig. (P-value)
Posttest Reading - Pretest Reading	28.46	25	< 0.001

Interpretation:

Based on the results of the paired sample t-test, the Sig. (P-value) for the initial reading ability is < 0.001. Since this Sig. (P-value) is less than 0.05 ($p < 0.05$), the Null Hypothesis (H₀) is rejected. This means that there is a very significant difference in students' initial reading ability after being treated with picture word card media. The average increase of 28.46 points shows a strong positive impact of the media.

Hypothesis Test for Writing Ability

- **Hypothesis Zero (H₀):** There was no significant difference between students' writing skills before and after the use of picture word card media.
- **Alternative Hypothesis (H_a):** There is a significant difference between students' writing ability before and after the use of picture word card media.

Normality Test (Assumption: Assumed normally distributed data based on Shapiro Wilk Sig. (P-value) > 0.05)

Just like reading ability, it is assumed that the results of the normality test (Shapiro Wilk) on both data (pretest and posttest writing) show a Sig. (P-value) > 0.05. This indicates that the data is distributed normally.

Paired Sample T-Test Results for Writing Ability

Pair	Mean Difference	Df	Sig. (P-value)
Posttest Writing - Pretest Writing	27.69	25	< 0.001

DISCUSSION

Based on the results of the paired sample t-test, the Sig. (P-value) for writing ability is < 0.001 . This value is less than 0.05, so the Null Hypothesis (H_0) is rejected. This shows that there is a very significant difference in students' writing ability after treatment with picture word card media. The average increase of 27.69 points proves that this media is effective in improving students' writing skills. This increase is supported by qualitative data from observations and interviews. Observations show that students become more enthusiastic and active. Concrete visual representations on cards help students understand word and spelling concepts, in line with Fajrin's (2020) research that visualization can increase interest and motivation to learn. The teacher also confirmed that this media creates a fun and interactive learning atmosphere. Students become more courageous and motivated to read and write new words, as stated by Firawati (2022), Frista (2024), and Intang et al. (2024).

In addition, observations recorded positive interactions between students, where they helped and corrected each other, indicating effective collaborative learning (Abdullah, 2022). The pictures on the cards also make it easier for students to associate words with their meanings, accelerating vocabulary mastery (Janawati et al., 2022). There are several factors that explain this significant increase. First, the medium of pictorial word cards provides a concrete visual representation, in accordance with the characteristics of elementary school students who think concretely (Juhaeni et al., 2022). Pictures help students associate words with real objects, in line with the cognitive theory that visual information is easier to store in memory (Melisya et al., 2023). Second, this media is interactive and interesting, which increases motivation and interest in learning (Karyati, 2021). The use of varied media also overcomes boredom and creates a conducive classroom atmosphere (Napisah et al., 2024). Third, picture word cards facilitate simultaneous recognition of phonemes and graphemes. This multisensory approach strengthens the understanding of the relationship between sound, writing, and meaning, which is essential for phonological awareness (Nenu et al., 2024; Lestari & Ramadhan, 2024).

Although the results were positive, the study noted the need for improvements to learning instruments, such as the use of question words in test questions, suggested by validators. Overall, these findings provide strong empirical evidence regarding the effectiveness of picture word card media to improve the early literacy of grade 2 elementary school students. It enriches teachers' teaching methods and provides a more meaningful learning experience.

This research has an important novelty because it provides empirical evidence in the specific context of grade 2 elementary school students in the rural area of Kuantan Singingi. In addition to the improvement in quantitative scores, rich qualitative findings from observations and interviews with teachers and students provide an in-depth understanding of how these media affect students' enthusiasm, interaction, and understanding. It confirms that visually-supported multisensory approaches such as picture word cards can be effectively implemented with a real impact on improving literacy in this specific environment, filling in gaps in the literature that may not yet explicitly address the context.

CONCLUSION

This study clearly shows that the use of illustrated word card media significantly improves the initial reading and writing skills of 2nd grade students of SD Negeri 014 Sidodadi, Kuantan Singingi. This increase is not only seen from the quantitative scores, but also supported by qualitative observations that show an increase in student enthusiasm, interaction, and understanding. The increase in average scores from pretest to posttest, for both initial reading and writing skills, shows that these media are effective in helping students understand and practice basic reading and writing skills. The results of the hypothesis test (paired sample t-test) with a Sig. (P-value) of < 0.05 for both abilities confirmed that the observed increase was statistically significant and not coincidental. These findings confirm the effectiveness of visual-based multisensory approaches in specific rural contexts, filling in the gaps in related literature. For further development, it is recommended that similar research consider variations of other visual media, as well as longer implementation periods to observe the sustainability of impacts, and conduct comparative research with traditional learning methods. This study shows novelty in the form of affirming the effectiveness of a visual-based multisensory approach through the use of illustrated word card media to improve the initial reading and writing skills of grade 2 elementary school students in rural contexts, filling the gap in related literature.

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