

Card Sort Method: improve elementary school students early reading skills

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ABSTRAK

Kemampuan atau kecakapan membaca permulaan siswa relatif lemah. Beberapa siswa dapat diidentifikasi kurang lancar dalam membaca, kurang mengerti fungsi tanda baca, sebagian siswa tidak mengenal alfabet, sulit melihat perbedaan antara aksara b serta d, p serta q. Penelitian ini bertujuan untuk menganalisis pengaruh metode card sort terhadap kemampuan membaca permulaan siswa sekolah dasar kelas II. Penelitian ini tergolong kedalam jenis penelitian kuantitatif dengan menggunakan metode eksperimen. Populasi dalam penelitian ini yakni 48 siswa kelas II SD. Sampel dalam penelitian ini yakni 24 siswa yang difungsikan sebagai kelas eksperimen dengan menggunakan metode Pembelajaran Crd Sort, serta 24 siswa difungsikan sebagai kelas kontrol yang tidak menggunakan metode card sort. Teknik pengumpulan data yang digunakan dalam penelitian ini berupa tes membaca permulaan, dengan instrument penelitian berupa tes lisan membaca permulaan. Data hasil penelitian kemudian dianalisis dengan teknik analisis statistik deskriptif dan uji-t (Independent sample t-tes). Hasil penelitian menunjukkan nilai rata-rata pretest kelas eksperimen sebesar 51,50 dan kelas kontrol sebesar 55,67. Setelah dilakukan treatment pembelajaran menggunakan metode card sort, hasil analisis data pada Posttest kelas eksperimen dengan rata-rata 83,17 dan nilai kontrol dengan rata-rata 69,33. Berdasarkan uji hipotesis menunjukkan bahwa nilai signifikan (2-tailed) adalah 0,000, Karena nilai signifikan (2-tailed) $0,000 < \alpha = 0.05$ maka H_0 ditolak dan H_1 diterima, yang berarti bahwa terdapat perbedaan antara metode card sort terhadap kemampuan membaca permulaan pada siswa kelas II dengan kelas yang tidak menggunakan Metode card sort. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa metode card sort dapat meningkatkan kemampuan membaca permulaan siswa di kelas II.

ABSTRACT

Students' initial reading skills or abilities could be stronger. Some students need to be fluent in reading and understand the function of punctuation marks. Some students must learn the alphabet and need help seeing the difference between the letters b and d, p and q. This study aims to analyze the effect of the card sort method on the beginning reading ability of grade II elementary school students. This research belongs to the type of quantitative research using experimental methods. The population in this study were 48 grade II elementary school students. This study's sample consisted of 24 students who functioned as experimental classes using the Crd Sort Learning method and 24 as control classes who did not use the card sort method. The data collection technique used in this study was a preliminary reading test, with the research instrument being an oral reading commencement test. The research data were then analyzed using descriptive statistical analysis techniques and a t-test (Independent sample t-test). The results showed that the average pretest score for the experimental class was 51.50 and that for the control class was 55.67. After the learning treatment was carried out using the card sort method, the results of data analysis in the Posttest experimental class were an average of 83.17 and a control score with an average of 69.33. Based on the hypothesis test, it shows that the significant value (2-tailed) is 0.000. Because the significant value (2-tailed) is $0.000 < \alpha = 0.05$, H_0 is rejected, and H_1 is accepted, meaning there is a difference between the card sort method and students' beginning reading abilities. Class II with classes that do not use the card sort method. Based on these results, it can be concluded that the card sort method can improve students' beginning reading skills in class II.

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1. INTRODUCTION

Education in elementary schools has a very large contribution to building the knowledge base of students to be used in further education. Therefore, implementing learning in elementary schools must run optimally (Gustiawati et al., 2020; Oktavianti et al., 2022). In the implementation of elementary school education, students are directed to master various language skills, one of which is the ability to read. Reading is an ability that students use to understand various information or messages being read (Aisyah et al., 2020; Azkia & Rohman, 2020). So that students must be able to read well to remember various data and increase the knowledge obtained through print media. Reading is fundamental for children, and learning from an early age should be implemented (Bua, 2022; Sumaryanti, 2020). It aims to spark qualified reading skills. Therefore, early reading should be an initial introduction to reading learning tools (Febriani et al., 2020; Sarika, 2021). In principle, beginning reading is learning to find sound attributes, which is finding sound attributes of a dialect and associating them with the values embedded in that dialect (Hasanah & Deiniatur, 2019; Hidayati et al., 2020; Luchiyanti & Rezanita, 2022). Beginning reading is listed as Indonesian language learning material that must be taught in the early grades, namely grades one through three. Beginning reading is carried out with the aim that students can be equipped with the ability to read words and sentences accurately (Ilham & Desinatania, 2022; Pratama et al., 2022). Through beginning reading exercises, students can have the ability to identify letters accurately, especially vowels, consonants and alphabets, syllables, and words, and have fluency in reading simple sentences (Daindo, 2023; Daswati, 2021). Beginning reading skills must also be owned by every student because the learning process will involve reading activities.

It's just that the reality on the ground shows that students' initial reading abilities or skills are relatively weak (Lena & Hasanah, 2021; Windrawati et al., 2020). Several students were identified as needing to be more fluent in reading and needed help understanding the function of punctuation marks. Some students needed to learn the alphabet and had difficulty seeing the difference between the letters b and d, p and q (Gading et al., 2019; Oktadiana, 2019). It aligns with observations and interviews conducted in the second grade of SDN Dawuan Tengah V, Cikampek District, Karawang Regency. The observations and interviews showed that most students still needed to be proficient in reading. It was known from the ability to read students who were still stammering, not being able to understand the shape of the letters of the alphabet, not being able to identify the difference between consonant sounds and certain vocabulary, not being proficient in reciting the readings in each word as well as forming simple sentences and mentioning vowels and consonants. Teachers still use conventional models in the learning process and do not utilize learning media, resulting in a lack of enthusiasm in students learning to read. The low ability of students to read will also impact successful student learning and hinder the academic process because students are slow in capturing information and will even have difficulty doing every assignment given by the teacher.

Reading problems experienced by students must get special attention from the teacher. The teacher can use innovative learning methods, such as the card sort method, to overcome these problems. The card sort method is a card sorting method that is used to describe a classification or a design, as well as to explain back information (Arini, 2020; Priando et al., 2023). This method has the function of instilling learning enthusiasm in students in learning, namely at the beginning of reading (Silalahi, 2017; Tamsil, 2020). Using this method will greatly influence students to act actively in learning. Students will be more motivated to know the contents of their cards (Hidayanti, 2020; Wijayanti, 2019). Students who cannot read, of course, will ask their colleagues and the teacher so that this activity makes it easier for students in the learning process (Budi, 2019; Yusuf et al., 2022). In the card sort method, the teacher uses cards that contain information or examples that fall into one or more categories (Fraydika, 2021; Subhan, 2021). Cards are distributed to students in the form of pieces of paper. Then students make efforts to find cards of the same category. This activity will motivate students to learn more about the contents of the card held by the student and use it as capital to look for cards of the same type (Sutopo, 2019). Of course, this requires language skills in the aspect of reading. These activities can also make physical movements dominant to help dynamize a bored or deeply bored class.

Several studies have previously revealed that the card-sort learning method can significantly improve the mathematics learning outcomes of junior high school students (Syari, 2019). The results of other studies reveal that the card sort method effectively increases Arabic vocabulary mastery (Hestiyani, 2020). Further research revealed that applying the Card Sort learning method could improve the science learning outcomes of fourth-grade students in elementary school (Supeno et al., 2023). Based on some of the results of these studies, the card sort method can significantly improve learning outcomes and student enthusiasm for learning. It's just that in the results of previous studies, no studies specifically discussed the application of the card sort method to improve elementary school students early reading skills. So this

study focused on this study to analyze the effect of the card sort method on the beginning reading ability of second-grade elementary school students.

2. METHOD

This research belongs to the type of quantitative research using experimental methods. The quantitative approach is research based on the philosophy of positivism, used as a medium to identify certain populations or samples, in which the sampling technique is usually carried out randomly, data collection uses research tools, data analysis is statistical, intended to test the hypotheses that have been formulated. At the same time, the experimental research method is a research method that is used to find the authority of a fixed treatment under controlled conditions. The population of this study were second-grade students at SDN Dawuan Tengah V, with two classes, namely class II A, 24 students and II B, 24 students. So the total population is 48 students. Meanwhile, the sample of this research is two classes randomly from 2 classes that have the same characteristics. Class II B with 24 students, functioned as an experimental class using the Crd Sort Learning method, while class II A, with a total of 24 students, functioned as a control class that did not use the card sort method.

The data collection technique used by researchers in this study is through observation and reading tests. Researchers use this technique to collect data quantitatively. This test determined the increased ability to understand students' subject matter. The test conducted in this study was the initial reading test. The initial reading test was carried out by reading 3 to 5 words which were read aloud, students read them individually in front of the class, and the teacher observed and listened to students' reading paying attention to the accuracy of voicing writing, pronunciation, intonation, fluency and clarity in pronunciation. The indicators of initial reading ability include the accuracy of voicing writing, the appropriateness of pronunciation, intonation, fluency of reading, and clarity of voice. The data obtained in the study were then analyzed using descriptive statistical techniques, which were utilized to analyze data by defining the data that has been collected as it is without the tendency to draw conclusions that are useful to the public. Descriptive statistical measurements can be categorized into mean values and deviation measures. The median measure consists of the mean, median, and mode. The deviation measure consists of variance, standard deviation, and range.

In the research analysis, tests for normality and homogeneity of the data were also carried out. The normality test was carried out to determine whether the sample under study came from a normally distributed population. In the normality test, this study uses calculations with the Shapiro-Wilk test with the help of SPSS 23.0 software for Windows. The hypothesis used in H_0 : The data is not normally distributed. If the sig value < 0.05 , H_0 is accepted, and H_a : The data is normally distributed. If the sig value ≥ 0.05 , then H_a is accepted. Furthermore, a data homogeneity test was carried out to identify homogeneity or variance dissimilarity between the two or more groups. In this study, the homogeneity test was calculated using Leven's test with the help of SPSS software. The hypothesis used in H_0 : The experimental and control classes have the same variance (homogeneous), and H_1 : The experimental and control classes do not have the same variance (non-homogeneous). The basis for making a homogeneity test decision is if the significant value is $< \alpha$ ($\alpha = 0.05$), then H_0 is rejected (not homogeneous). If the value is significant $> \alpha$ ($\alpha = 0.05$), then H_0 is accepted (homogeneous).

The research hypothesis test was conducted using the t-test (Independent simple t-test through the SPSS 23 program with a significance level of 0.05. The research hypothesis used is H_0 : The beginning reading abilities of students who use the card sort method and those who do not use the card sort method are the same. And H_1 : There is a difference in the beginning reading abilities of students who use the card sort method and those who do not use the card sort method. The criteria for testing the hypothesis are: If the significance value is (2-tailed) $< \alpha = 0.05$, then H_0 is accepted, and if the significance value is (2-tailed) $> \alpha = 0.05$, then H_0 is rejected.

3. RESULT AND DISCUSSION

Result

This research obtained the initial test before treatment (pretest). The data on student pretest and posttest results can be seen in [Table 1](#) and [Table 2](#).

Table 1. Pretest results

No	Data criteria	Experimental class posttest	Control class pretest
1	The number of students	24	24
2	Average score	51,50	55,68
3	Minimum score	40	48
4	Maximum score	68	68

Table 2. Posttest Results

No	Data criteria	Experimental class posttest	Control class posttest
1	The number of students	24	24
2	Average score	83,17	69,27
3	Minimum score	72	60
4	Maximum score	100	84

The data in [Table 1](#) regarding the initial data processing (Pretest) using SPSS.23 shows that 24 students obtained an average score of 51.50 for the experimental class, 55.67 for the control class, 40 for the minimum experimental class, and 68 for the maximum score. Control minimum score of 48 and maximum score of 68. Furthermore, the data in [Table 2](#) regarding the final data (Posttest) using SPSS.23 shows that totaling 24 students obtained an average score of 83.17 for the experimental class, 69.17 for the control class, 69.17 for the minimum class score the experiment was 72, and the maximum score was 100, the control class had a minimum score of 60 and a maximum score of 84. After the pretest and posttest, the study continued with the data normality test. The normality test is one of the tests carried out to meet the assumptions of normality in data analysis. Through the normality test, research data can be seen to have a normal or abnormal distribution. In this study, the data normality test used the Shapiro-Wilk formula with a significance level of 0.05. The results of the calculation of the normality test of the data that have been obtained during the study can be seen in [Table 3](#).

Table 3. The results of the pretest and posttest normality tests

	Statistic	df	Sig
Experiment pretest	0.918	24	0.052
Pretest control	0.923	24	0.067
Posttest experiment	0.928	24	0.090
Posttest control	0.94	24	0.165

Data analysis results in [Table 3](#) show that the experimental and control pretest statistical data were 0.918 and 0.923, then for the experimental post-test statistical data, 0.928 and 0.94 for Shapiro Wilk the Sig value or p-value pretest = 0.52 and 0.67 and the posttest p-values were 0.09 and 0.165, so both scores from both the experimental and control classes were greater than the value of > 0.05 . Because the significance value of both classes is greater than > 0.05 , the data for both classes are normally distributed. The next analysis is testing the research hypothesis, which is carried out to determine the acceptance or rejection of the proposed hypothesis. Hypothesis testing was carried out using the t-test (Independent sample t-test). The results of the t-test showed that the significance value of the Independent test (2-tailed) was 0.000, which was used for the final test of students' initial reading ability, namely two parties. This value was smaller than the 0.05 significance level. Based on these results, H_0 is rejected, and H_a is accepted, so it can be concluded that there are differences in the beginning reading abilities of students who use the card sort method and those who do not use the card sort method.

Discussion

Based on the results of the data analysis that has been done, the card sort method can significantly improve students' beginning reading skills. These results show that the card sort learning method can train children's mental readiness and make students active when learning to read. The card sort method is one part of the language game. Language games are games to have fun and to practice language skills (listening, speaking, reading and writing) ([Arini, 2020](#); [Priando et al., 2023](#)). The purpose of language games is to get joy and acquire certain skills in the field of language ([Silalahi, 2017](#); [Tamsil, 2020](#)). The advantages of the card sort method are as a game in the form of reading cards containing

writing that is useful to help improve reading skills and mastery of vocabulary/sentences quickly for children and help students to learn various information easily in the teaching and learning process, helping weak students and less enthusiastic (Hidayanti, 2020; Sutopo, 2019; Wijayanti, 2019). Using the card sort method can create a pleasant learning atmosphere to fit the characteristics of low-grade students. Lower-grade students enjoy learning while playing and need concrete objects to help improve their understanding (Daindo, 2023; Daswati, 2021). In addition to the application of learning methods, the improvement of initial reading skills is also influenced by several factors, such as motivational factors, the environment, and reading materials.

Students' motivation to read has a large influence on students reading abilities. Students who have the urge to read have good reading skills. It can be seen from the students' attention when learning to read the beginning students who have high motivation to read. These students will pay attention to the teacher when giving examples of correct reading so that these students will be able to have good reading skills. Learning variations using the Card Sort method can make it easier for students to understand the material being taught and make it easier for them to learn the word for word, ultimately leading students to learn to read (Budi, 2019; Yusuf et al., 2022). This learning emphasizes student activity and cooperation in a group (Fraydika, 2021; Subhan, 2021). Teachers must have a strategy to ensure that the material presented to students can be understood. Learning using the card sort method uses cards containing information or examples in one or more categories (Sugiyanto & Hanif, 2022). Cards are distributed to students in the form of pieces of paper. Then students make efforts to find cards of the same category. This activity will motivate students to learn more about the contents of the card held by the student and use it as capital to look for cards of the same type (Silalahi, 2017; Supeno et al., 2023; Tamsil, 2020). Of course, this requires language skills in the aspect of reading. These activities can also make physical movements dominant to help dynamize a bored or deeply bored class.

The results obtained in this study align with previous research results, which also revealed that applying the card-sort learning method could significantly improve the mathematics learning outcomes of junior high school students (Syari, 2019). The results of other studies reveal that the card sort method effectively increases Arabic vocabulary mastery (Hestiyan, 2020). Further research revealed that applying the Card Sort learning method could improve the science learning outcomes of fourth-grade elementary school students (Supeno et al., 2023). So based on some of the results of these studies, the card sort method can significantly improve learning outcomes and student enthusiasm for learning.

4. CONCLUSION

Based on the research results and the discussion above, it can be concluded that using the card sort method influences increasing the beginning reading skills of second-grade students. This card sort method instils learning enthusiasm in students in learning, namely at the beginning of the reading, so that it can affect their initial reading skills.

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