

Contextual Teaching and Learning Model Assisted by Word Card Media Improving Reading Skills

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Abstract: This research was motivated by the low early reading skills of second-grade elementary school students and the lack of utilization of learning models and media by teachers. The purpose of this study was to improve the early reading skills of lower-grade students by using the Contextual Teaching and Learning (CTL) model assisted by word card media. This study used a quantitative method with a pre-experimental design, employing a one-group pretest- posttest design. The subjects of this study were 17 second-grade students. Based on the analysis conducted, the researcher concluded that: 1) The early reading skills of second-grade students at SD Negeri 18 Vega, Selimbau District, before using the CTL model assisted by word card media, achieved an average score of 57.64, as seen from the pretest results. 2) The implementation of the CTL learning model assisted by word card media in improving early reading skills—following the steps carried out by the researcher—was categorized as “very good” with a percentage of 100%. Thus, learning outcomes improved from an average pretest score of 57.64 categorized as “poor” to a posttest average score of 83.53 categorized as “good” after applying the word card media. 3) There was a significant effect on students' early reading outcomes, with a pretest significance value of $0.17 > 0.05$ and a posttest significance value of $0.10 > 0.05$, after implementing the CTL model assisted by word card media in Grade 2 of SD Negeri 18 Vega, Selimbau District, on the topic of “Living in Harmony at Home.”

Keywords: Contextual Teaching And Learning Model; Early Reading Skills; Word Card Media.

Introduction

Development skills read beginning students , (Lasdya et al., 2022) . The beginning is still low . (Nursuci & Kaltsum, 2022). This can be seen from results Study students on skills read beginning student class low . (Adnyana et al., 2019; Dinar Pratiwi & Maspuroh, 2019; Yuki, 2019). So that to increase ability to read class low , (Fitriyani et al., 2023)and increase performance Study students . (Sugiyanto, 2021). So it is necessary to implement learning on results Study students , (Nali, 2023) with using the *contextual teaching model learning* , (SRININGSIH, 2023). and assisted by word card media to improve students' reading skills. (Mukaromah & Adawiyah, 2022; Rika Widhi Rahayu & Dwi Wardhani, 2023).

The ability to read beginning needs to be introduced to children from an early age. (Mediyawati, 2020). Such as recognizing syllables using word cards. (Gading et al., 2019)This way, teachers can analyze the use of word cards on early reading skills. (Hardianti et al., 2022). Improvement skills read beginning students. (A. Putri et al., 2022; C. R. Putri & Damri, 2023). Becoming more alternative in continuing the education process. (Novita & Suyadi, 2020)

So that word card media can be used to facilitate the development of early reading skills in lower grades, (Mutmainnah et al., 2023). and the media can be a problem solver, (Indryani & Suwanto, 2020). in known syllables . (Котлер et al., 2023). Because education is an important aspect in developing students' character, (Rachmadyanti, 2017).

Development of word card media on abilities to read beginning , (Bule Ati et al., 2022) as learning beginning student school elementary , (Rahim et al., 2022). Because lower grade students still need to learn while playing. (Rumidjan et al., 2017; Kamilah & Ruqoyyah, 2022; Mardiyanti et al., 2022; Melisya et al., 2023). This can be analyzed using word card media. (Kristanto & Ratri, 2022). Because card media is more effective in improving early reading skills. (Nurfadillah, 2023; Syarif et al., 2023).

With analysis difficulty reading beginning students, (Agatha Kristi Pramudika Sari & Shinta Shintiana, 2023). which is related to the *contextual teaching and learning* model (Xiang, 2018). assisted by flashcard media said, (Mukaromah & Adawiyah, 2022). Can be implemented For increased ability to read students, (Paramita, 2023) and is able to improve student learning outcomes. (Yulianti, 2021).

Previous research has shown that the use of word cards combined with a contextual learning paradigm can help lower-grade students improve their early reading skills. This finding stems from a problem in elementary schools, where children are still largely exposed to theoretical presentations without engaging media to complement their learning. Therefore, the purpose of this study was to determine how a contextual learning model, using word cards, can improve early reading skills. Through normality and homogeneity tests, as well as a comparison of *pretest* and *posttest findings* , this study also aims to provide empirical data on the effectiveness of this strategy.

Methods

The method used is a quantitative method with an experimental research design (*pre-experimental design*) using a *one group design. pretest-posttest*. While the population in the study was 17 second-grade students, the sample used was the entire second grade. Data collection techniques: tests, observation sheets and documentation guidelines. Data analysis techniques: normality tests and homogeneity tests. As for calculating the data, it was analyzed using descriptive statistics with the help of IBM SPSS series 27 software.

Table 1. Success rate read beginning

Success Rate	Category
90-100	Very good
80-89	Good
70-79	Enough
60-69	not enough

As for the table design study *one group pretest- posttest design* as following:

Table 2. Research Design

Research Design		
Pretest	Treatment	posttest
O1	X	O2

Information :

O1= The *pretest* score before treatment is given

X = Treatment (given treatment)

O2 = *posttest value* after treatment is given

Results And Discussion

the *pretest* and *posttest* results is as follows:

Table 3. *Pretest* and *posttest* scores student

Average	57.56	83.53
Highest	100	100
Lowest	0	20
Standard Deviation	14.02	19.74

the *pretest* and *posttest* data using SPSS 27.0 as follows:

Table 4. Normality test

Test of normality			
Class	Kolmogorov- smirnov		
	statistics	Df	Sig.
Understanding <i>pretest</i>	,230	17	,017
Draft <i>posttest</i>	,313	17	,010

Because the number of N data in the study was <100, the researcher used the *Kolmogorov-Smirnov statistic*

with a significance correction. From the calculation results, the *pretest significance value* was $0.17 > 0.05$, so the researcher can conclude that the *pretest data* was normally distributed. In addition, the *posttest results can also be seen* according to the calculation, where the *posttest significance value* was $0.10 > 0.05$, so it can be concluded that the *posttest data* was also normally distributed.

Table 5. Homogeneity test

Tests of homogeneity of variances			
Levene statistics	df1	df2	sig.
8,437	1	32	,07

Based on the table it can show a mark significant of 0.07 where the mark is big from 0.05 which can be interpreted to mark *pretest* and *posttest* nature *homogeneous*.

Table 6. T-test

The findings of the T test can be observed in the following table.

Inferential Statistics Results of T-Test from SPSS

Paired Sample Statistics

	Mean	N	Standard Deviation	Std. Error Mean
Pair 1 Pretest	57.56	17	38,654	9,375
Posttest	83.53	17	20,292	4,922

Source : SPSS version 27

Paired Sample Test

	Paired Differences							
	Mea n	Standar d Deviation	Std. Error Mean	95% confidence interval of the difference		t	df	Sig.(2- tailed)
				Lower	Upper			
Pair 1 pretest- posttest	- 25,882	32,22 2	7,815	-42,449	-9,316	-3,312	16	,004

Source : SPSS version 27

The results of the analysis using the data findings of the paired two-sample t-test analysis with the help of SPSS 27 obtained a probability (*sig. (2-tailed)*) of $0.04 < 0.05$, so " H_0 is rejected and H_a is accepted " which can be indicated that " there is a difference in initial reading ability before and after the application of word card media. "

DISCUSSION

Ability to read basic children in class can be developed with Good through use of word cards, which are applied in method appropriate teaching and learning with context . As a result , their ability to grow in a way effective and get responses positively from participating schools in surveys . During the research period, the students involved were truly enthusiastic and actively participated in every learning activity.

Therefore, this research can be said to be successful based on the learning outcomes obtained from the learning activities that took place due to the interaction between the researcher and students, thus gaining a learning experience . Learning in question like evaluation results Study realm affective and psychomotor skills obtained from observation in the learning process ongoing . So from that it can be concluded that learning using the contextual teaching learning model assisted by word card media in class 2 of SDN 18 Vega can, it is said, influence improvement skills in reading beginning so that students are capable of understanding syllables , words, and sentences after treatment.

Word card media can be applied in the learning process (Sabri et al., 2023). which can be used in Indonesian language lessons (RIMHASNI, 2020). Thus, the initial reading skills of second-grade elementary school students (Ariyani, 2023) can explain that students' initial reading abilities have improved (Collins et al., 2021) as seen from the achievement of student learning outcomes. (Sari et al., 2022) Therefore, the use of media in learning needs to be implemented (Khaeriyah, 2021)

There is a difference in results before and after using learning media. (Yampap & Hasyda, 2021) The difference in posttest scores is better than the pretest scores when using word cards. (Havisa et al., 2021) Some students Still stuck choke in read beginning, (Nur aini et al., 2022) so from That need use learning using models and media that can make atmosphere class become more life (Fawaid & Fawaid, 2021). Apart from learning at school, mother tongue can also be used to influence children to grow flowers (Dowa Bili, 2020).

Packaged learning in form games can give motivation and enthusiasm For more active learning (Ason & Dasmawarti, 2021), and create students can read as well as know letters , (Amalia & Kurniawan, 2021), and students can read without stuttering. (Bua, 2022). With students' reading skills improving, as seen from the *pretest* average of 57.56, categorized as "poor," while the *posttest* average of 83.53 was categorized as "Good." (Kumullah et al., 2019).

Learning using models and media can improve students' reading skills (Mahsun & Koiriyah, 2019; Silvia et al., 2021). This is because word cards provide students with an overview of how to recognize syllables and form complete sentences. (Wijaya, 2021) However, if the media used is not engaging, students will lose focus in learning. (Sari dan Ratu Dinny Fauziah et al., 2023)

Early reading skills have improved after using learning models and media (Solihah & Nuroh, 2023). The developed media is expected to improve students' learning process (Faizatul Rodiah, 2023). This is because it shows that students' reading skill completion results have been fully achieved (Nur Isma et al., 2023). The addition of media to learning has a positive impact on improving students' skills (Adnyana Putra, 2017) such as the application of learning models and media, making students' learning more focused (Sundari et al., 2023).

Conclusion

The results of this study indicate that students' basic reading capacity is still "very low." Therefore, to improve beginner reading skills in elementary schools, it is recommended to implement a contextual learning model supported by word cards. This approach can foster student enthusiasm, and they tend to be more enthusiastic and actively participate in the learning process. This allows early graders not only to learn but also to play. In this way, the contextual learning model, supported by word cards, provides opportunities for lower grade students to learn while having fun.

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