

The Effect of Letter Cards on the Initial Reading Ability of Elementary School Grade 2 Students

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Abstract

Early reading ability is a fundamental skill for elementary school students because it is the foundation for understanding various subjects. However, observations at SD Negeri 056016 Sei Litur indicated that the early reading ability of second-grade students remained low. Students had difficulty recognizing letters, reading syllables, and reading simple words. In addition, learning was still dominated by lectures and textbooks, so students were less active in the learning process. This study aims to determine the effect of using letter card media on the early reading ability of second-grade elementary school students. This study used a quantitative approach with a quasi-experimental Pretest-Posttest Control Group Design. The research sample consisted of 38 students from the experimental and control classes. Data collection techniques used pre-test and post-test. Data were analyzed using normality and homogeneity tests, and independent-samples t-tests, using SPSS version 25. The results showed that the use of letter card media had a significant effect on students' early reading ability. The sig. value. (2-tailed) of $0.000 < 0.05$, and there was an increase in students' ability to recognize letters, read syllables, and read simple words.

Keywords: Letter Cards; Beginning Reading; Elementary School.

Abstrak

Kemampuan membaca permulaan merupakan keterampilan dasar yang sangat penting bagi siswa sekolah dasar karena menjadi fondasi dalam memahami berbagai mata pelajaran. Namun, berdasarkan hasil observasi di SD Negeri 056016 Sei Litur ditemukan bahwa kemampuan membaca permulaan siswa kelas II masih rendah. Siswa mengalami kesulitan dalam mengenal huruf, membaca suku kata, dan membaca kata sederhana. Selain itu, pembelajaran masih didominasi metode ceramah dan penggunaan buku paket sehingga siswa kurang aktif dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media kartu huruf terhadap kemampuan membaca permulaan siswa kelas II sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi eksperimen jenis Pretest-Posttest Control Group Design. Sampel penelitian berjumlah 38 siswa yang terdiri dari kelas eksperimen dan kelas kontrol. Teknik pengumpulan data menggunakan tes pre-test dan post-test. Data dianalisis menggunakan uji normalitas,

homogenitas, dan independent sample t-test dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa penggunaan media kartu huruf berpengaruh signifikan terhadap kemampuan membaca permulaan siswa. Hal ini dibuktikan dengan nilai sig. (2-tailed) sebesar $0,000 < 0,05$ serta adanya peningkatan kemampuan siswa dalam mengenal huruf, membaca suku kata, dan membaca kata sederhana.

Kata kunci: Kartu Huruf; Membaca Permulaan; Sekolah Dasar.

INTRODUCTION

Reading ability is a basic skill that is very important in the learning process in elementary school. Reading is the main foundation for students to understand the various subjects studied in school (Siregar, 2022). Without good reading skills, students will have difficulty in receiving and understanding the information conveyed by the teacher and contained in the textbook. Therefore, reading skills need to be developed from an early age, especially at the beginning reading stage in the lower grades of elementary school (A. H. Rambe et al., 2024).

Education has an important role as a means of providing learning experiences to students in order to develop their potential optimally (Naibaho & Tampubolon, 2023). Through the educational process, students are guided to acquire various basic skills that are the foundation for the next level of education (N. Rambe & Rambe, 2025). One of the basic skills that elementary school students must master, especially in the lower grades, is the ability to read at the beginning (Jalaludin & Naseha, 2025). Reading is the primary gateway to understanding various subjects because almost the entire learning process in school requires the ability to read and understand texts. Therefore, the ability to read at the beginning is a very crucial aspect in supporting the success of student learning in elementary school (Umarsana & Ngatmini, 2025).

Initial reading skills include the ability to recognize letters, understand letter sounds, read syllables, and string simple words together fluently. At this stage, students are not only required to be able to pronounce letters, but also to understand the relationship between letter symbols and their sounds (Lubis et al., 2025). Good initial reading mastery will make it easier for students to understand higher-level reading content. On the other hand, if the initial reading ability has not developed optimally, students will experience difficulties in following learning in other subjects (Tarigan, 2021). Thus, early reading learning requires attention and the right strategy so that learning goals can be achieved optimally (Hidayat et al., 2023).

A common problem in 2nd grade of elementary school is students' low initial reading ability. Some 2nd-grade elementary school students still have difficulty recognizing letters

correctly, especially those with similar shapes. For example, students often get confused between the letters b and d, or p and q, so that when asked to read, they take longer to identify the letters. In addition, some students are not able to remember the shapes and names of the letters well, so they have to spell each letter individually in a simple word (Ariska Dwi Aprilia et al., 2025; Ningsih et al., 2025; Sufanti et al., 2024)

Not only in the visual aspect, but difficulties also arise in distinguishing almost similar sounds (phonemes). Some students often make mistakes when pronouncing sounds like f and v or t and d, which lead to errors in reading words. For example, the word "*fanta*" is read as "*vanta*", or the word "*from*" is read as "*dance*". This shows that students' phonological abilities are not yet fully developed.

The next difficulty is seen in the ability to read syllables. Some students are unable to blend letters into a complete sound unit, so they still read words separately. For example, the syllable "*ba*" reads to "*b-a*" or "*ca*" reads to "*c-a*". This condition affects low reading fluency because students are not used to recognizing syllable patterns directly.

At the stage of reading simple words, students also show suboptimal abilities. Many students read with a stammer, as in the word "*book*," which is read as "*ma... I...*" with a long pause. In fact, there are also errors in reading words, for example, the word "*mata*" is read as "*matah*". This shows that students lack fluency and accuracy in reading words.

Based on these conditions, it can be concluded that students' initial reading skills still need improvement and are not yet fully effective. Therefore, the use of interesting and effective learning media, such as letter cards, is needed to help students recognize letters, distinguish letter sounds, and improve the ability to read syllables and simple words (Sari et al., 2024). Learning that is still dominated by conventional methods, such as the use of textbooks without media variations, causes students to feel bored and less motivated quickly (Alyannur & Sitorus, 2024). As a result, student involvement in the learning process is low, and the development of reading skills is slow (Maulida & Wiranti, 2024). This can be caused by various factors, such as a lack of interest in learning to read, less interesting learning methods, and a lack of effective use of learning media in the teaching and learning process (Dewashanty et al., 2023).

One effort to improve students' initial reading skills is to use interesting, interactive learning media. Learning media plays an important role in helping students understand the subject matter more easily and in a more fun way. The right use of media can increase

students' motivation to learn and help them be more active in the learning process (Mardianto et al., 2021).

The use of learning media in teaching and learning activities can increase student interest, motivation, and active participation. Elementary school students are at the concrete operational stage of development, so they need media that are tangible and can be touched directly (Luqiana & Rasyid, 2023). Learning media function as tools that make it easier for teachers to convey material while helping students understand concepts more clearly (Tanjung & Anas, 2023). When learning to read at the beginning, the use of interesting and interactive media is essential so that students can more easily recognize letters and sounds (Noor Fitriah, 2023). The right media can create a fun learning atmosphere, making students more active in the learning process (Purbasari & Palupi, 2023).

One of the media that can be used in learning to read is letter cards (Kurnia & Apriliya, 2022). Letter cards are simple visual media that contain letter symbols and can be used in various learning activities, such as recognizing letters, arranging syllables, and stringing words (Jesica & Jewarut, 2025). The use of letter cards allows students to learn interactively through educational games and group activities. By using letter cards, students gain visual and kinesthetic learning experiences that strengthen their memory of letter shapes and sounds. This media can also increase students' concentration and confidence in reading (Selviola et al., 2025).

Conceptually, the use of letter cards in early reading learning is in line with the principle of active learning that places students at the center of learning activities (Sulistiyaningsih et al., 2023). Through the activity of arranging letters into syllables and words, students not only memorize but also understand the process of word formation (Ason & Dasmawarti, 2021). Varied and participatory learning is believed to improve the quality of the learning process and the results obtained by students. With a more creative and fun learning atmosphere, students' initial reading skills are expected to improve significantly (Jannah et al., 2025).

Based on the results of initial observations in grade 2 at SD Negeri 056016 Sei Litur, it was found that early reading instruction is still limited to the use of package books and lecture methods. Teachers have not fully utilized interactive learning media, such as letter cards. This condition causes some students to be less enthusiastic about learning and to demonstrate reading skills that have not yet reached proficiency. The students' difficulties

become increasingly apparent when they are asked to read simple words independently. Therefore, innovations in learning media are needed to help overcome these problems.

Previous studies have consistently demonstrated that letter-card media can support the development of beginning reading skills among elementary school students. Ason and Dasmawarti (2021), through classroom action research, found that the percentage of first-grade students who achieved the mastery criterion increased from 52% in Cycle I to 86% in Cycle II after the implementation of letter-card media. Indriani et al. (2023) conducted an experimental study involving first-grade elementary school students and found that picture letter-card media significantly improved students' beginning reading skills. The students' mean reading score increased from 34.78 in the pretest to 86.90 in the posttest. Similarly, Purbasari and Palupi (Purbasari & Palupi, 2023), using a one-group pretest-posttest design, found a significant difference between students' beginning reading skills before and after the use of letter-card media. Among second-grade students, Waridah et al. (2023) Waridah reported an increase in learning mastery from 54.16% in Cycle I to 87.50% in Cycle II.

Nenu et al. (2024) also found that the use of illustrated syllable cards increased second-grade students' beginning reading achievement from 38% to 71%. These findings demonstrate the potential of card-based media to improve beginning reading skills. However, most previous studies reported aggregate classroom outcomes and employed classroom action research, media-development research, or single-group experimental designs. Limited evidence is available regarding the effectiveness of letter-card media specifically for second-grade students who continue to experience reading difficulties at different initial ability levels. Furthermore, previous studies have not consistently examined improvement in specific reading components, including letter recognition, letter-sound correspondence, syllable decoding, simple-word reading, and oral reading fluency. Therefore, the present study addresses this gap by examining the effectiveness of letter-card media among second-grade students with heterogeneous reading abilities and by analysing improvement across specific components of beginning reading.

Although previous studies have demonstrated that letter-card media can improve beginning reading skills, most of them have assessed improvement through overall reading scores, learning mastery percentages, or general classroom outcomes (Ason & Dasmawarti, 2021; Nenu et al., 2024; Purbasari & Palupi, 2023; Waridah et al., 2023, 2023). These studies provide limited information about the effect of letter-card media on specific components of beginning reading, particularly letter recognition, syllable reading, and simple-word reading.

In addition, previous research has rarely focused specifically on second-grade students who continue to experience reading difficulties despite having completed the initial stage of reading instruction in the first grade.

Differences in students' initial reading abilities have also received limited attention. Therefore, the research gap lies in the limited empirical evidence concerning the effectiveness of letter-card media for second-grade students with heterogeneous reading abilities and in the lack of component-level analysis of their beginning reading development. To address this gap, the present study examines not only whether letter-card media improves students' overall beginning reading ability but also how it influences their ability to recognize letters, read syllables, and read simple words. The findings are expected to provide teachers with more specific evidence for selecting and implementing appropriate learning media for students who experience different forms of beginning reading difficulty.

With the implementation of this research, it is hoped that a clear picture of the effectiveness of letter cards as a learning-to-read medium will be obtained. Practically, the results of this research can be a reference for teachers in choosing and developing innovative learning media to improve students' basic literacy skills. Theoretically, this research is expected to enrich research in basic education, particularly regarding effective early reading strategies aligned with the developmental characteristics of elementary school students.

RESEARCH METHOD

This study used a quantitative approach with a quasi-experimental method. The research design applied was a pretest-posttest control group design. This design involved two classes, namely the experimental class and the control class. The experimental class received treatment using letter card media, while the control class received conventional instruction. Both classes were given a pretest before the treatment and a posttest after the treatment to determine the difference in students' beginning reading ability (Sugiyono, 2019).

The research was conducted at SD Negeri 056016 Sei Litur, located in Sei Litur Village, Sawit Seberang District, Langkat Regency, North Sumatra. The study was carried out in the second semester of the 2025/2026 academic year. The population consisted of all second-grade students at SD Negeri 056016 Sei Litur. The total population was 38 students, consisting of 19 students in class II-A and 19 students in class II-B. Since the population was fewer than 100 students, all students were used as the research sample. Therefore, this study applied total sampling. Class II-A was assigned as the experimental class, while class II-B was assigned as the control class. The research instrument was a beginning reading test. The

test was used to measure students' ability to recognize letters, read syllables, read simple words, and read simple sentences. The instrument consisted of 10 items in the form of reading practice and a simple written test. Before being used in the research, the instrument was tested on third-grade students outside the sample class. The instrument trial aimed to determine the validity, reliability, difficulty level, and discriminating power of the test items.

The data collection technique used in this study was a testing technique. Data were collected through pretest and posttest scores. The pretest was given to both the experimental and control classes before the treatment to determine students' initial reading ability (Creswell, 2014). The treatment was then given to the experimental class using letter card media in beginning reading instruction. Meanwhile, the control class was taught using conventional instruction without letter card media. After the learning process was completed, both classes were given a posttest to measure students' reading improvement. The research procedure consisted of several stages. First, the researcher prepared the research instrument and determined the sample. Second, the researcher administered the pretest to both classes. Third, the researcher conducted the treatment in the experimental class using letter card media, while the control class received conventional instruction. Fourth, the researcher administered the posttest to both classes. Fifth, the researcher analyzed the data and drew conclusions based on the results of statistical testing (Ardiansyah et al., 2023).

The data were analyzed using SPSS version 25. Before hypothesis testing, the data were examined through normality and homogeneity tests. The normality test was used to determine whether the data were normally distributed. The data were considered normal if the significance value was greater than 0.05. The homogeneity test was used to determine whether the variances of the two groups were homogeneous. The data were considered homogeneous if the significance value was greater than 0.05. After the prerequisite tests were fulfilled, the hypothesis was tested using an independent sample t-test. This test was used to determine whether there was a significant difference in posttest scores between the experimental class and the control class. Hypothesis testing was conducted at a significance level of 0.05. If the significance value was less than 0.05, the alternative hypothesis was accepted and the null hypothesis was rejected. This result indicated that the use of letter card media had a significant effect on the beginning reading ability of second-grade students at SD Negeri 056016 Sei Litur (Sugiyono, 2019).

RESULT AND DISCUSSION

Research Results

The results of the study show that lecture-based methods and packaged books still dominate the reading-learning process in schools. Teachers have not used interactive learning media optimally, so students appear less active and less enthusiastic about participating in reading lessons. Based on the results of initial observations, some students still had difficulty recognizing letters, reading syllables, and reading simple words fluently. In addition, some students still read by spelling and have difficulty distinguishing letters that are nearly identical in shape.

The results of the study also showed that two groups were used: the experimental and control classes. The experimental class received initial reading instruction using letter card media, while the control class followed conventional methods without it. Through this treatment, the researcher compared students' initial reading ability to determine the effect of using letter card media on the initial reading ability of elementary grade II students. The number of research samples was 38 students consisting of:

Table 1. Number of Research Samples

Classes	Number of Students	Remarks
II-A	19 students	Experimental Classes
II-B	19 students	Control Class
Quantity	38 students	-

Before receiving treatment, both classes were given a pre-test to assess students' initial reading ability. After the learning process is complete, both classes are given a post-test to assess students' improvement in reading skills.

a. Preliminary Reading Ability Pre-test Results

The pre-test is carried out before learning, using letter cards as the medium. This test aims to assess students' initial reading ability, including recognizing letters, reading syllables, simple words, and simple sentences.

Experimental Class Pre-test Results

Based on the pre-test results in the experimental class, the highest score was 75 and the lowest was 45. The average score of the experimental class was 58.42.

Table 2. Experimental Class Pre-test Results

Yes	Category	Frequency
1	Excellent	0
2	Good	3
3	Enough	7
4	Less	9

The table shows that most students are still in the underserved category. Students still have difficulty distinguishing letters that are almost the same shape as b and d, as well as p and q. In addition, some students still read by spelling each letter in a word.

Control Class Pre-test Results

In the control class, the highest score was 73, the lowest was 43, and the average was 57.89.

Table 3. Control Class Pre-test Results

Yes	Category	Frequency
1	Excellent	0
2	Good	2
3	Enough	8
4	Less	9

The pre-test results showed that the two groups had similar initial ability. Most students are not able to read fluently and still have difficulty in reading simple syllables and words.

b. Implementation of Learning Using Letter Card Media

Learning in the experimental class was conducted 4 times using letter-card media. In the learning process, teachers use various learning activities such as:

- 1) Introduce letters using colored letter cards.
- 2) Invite students to say the sounds of the letters together.
- 3) Arrange letters into syllables.
- 4) String syllables into simple words.
- 5) Play letter guessing and word guessing.
- 6) Read simple words in turn.

At the beginning of learning, some students are still embarrassed and hesitant when asked to read. However, after using the letter card media, students look more active,

enthusiastic, and confident. The learning atmosphere becomes more fun because students can learn while playing.

Meanwhile, the learning control class was conducted using the usual method without letter card media. Teachers use only package books and whiteboards, so students tend to be passive and quickly get bored.

c. Initial Reading Ability Post-test Results

After the learning process is complete, both classes are given a post-test to assess improvement in students' initial reading skills.

Results of Post-test Experiment Class

The post-test results for the experimental class showed a significant increase. The highest score was 95, the lowest was 70, and the average was 84.21.

Table 4. Results of the Post-test of the Experimental Class

Yes	Category	Frequency
1	Excellent	10
2	Good	7
3	Enough	2
4	Less	0

Improved reading ability can be seen from students' abilities in:

- 1) Recognize letters quickly and accurately.
- 2) Distinguish almost the same letter sounds.
- 3) Reading syllables without spelling.
- 4) Read simple words fluently.
- 5) Read simple sentences with better intonation.

Control Class Post-test Results

In the control class, there was also an increase, but not as large as the experimental class. The highest score was 82, the lowest was 55, and the average was 69.47.

Table 5. Control Class Post-test Results

Yes	Category	Frequency
1	Excellent	2
2	Good	6
3	Enough	7
4	Less	4

Based on these results, the improvement in students' reading ability in the control class remains moderate. Some students still read with a stammer and are not fluent in reading simple words.

d. Results of the Prerequisite Test Analysis

Normality Test

The normality test was performed using the Shapiro-Wilk test in SPSS version 25 at a significance level of 0.05.

Table 6. Normality Test Results

Data	Sig.	Remarks
Pre-test Experiment	0,121	Normal
Pre-Test Control	0,108	Normal
Post-Test Experiment	0,200	Normal
Post-Test Control	0,164	Normal

Based on the table above, all data have significance values greater than 0.05, so the data are considered normally distributed.

Homogeneity Test

The homogeneity test was carried out to assess the similarity of variances between the two groups.

Table 7. Homogeneity Test Results

Data	Sig.	Remarks
Post-test Experiential Inspection	0,217	Homogeneous

The significance value of $0.217 > 0.05$ indicates that the data of the two groups are homogeneous.

Hypothesis Test Results

The hypothesis test was carried out using the *Independent Samples t-test* in SPSS version 25.

Table 8. Hypothesis Test Results

Data	Sig. (2-tailed)	Remarks
Post-test Experiential Inspection	0,000	Ha accepted

Based on the results of the hypothesis test, the value of sig. (2-tailed) by $0.000 < 0.05$. Thus, Ha was accepted, and Ho was rejected. This shows that the use of letter-card

media affects the initial reading ability of Grade II students at SD Negeri 056016 Sei Litur.

Discussion

The findings showed that letter-card media had a significant effect on the beginning reading ability of second-grade students at SD Negeri 056016 Sei Litur. Students in the experimental class demonstrated a greater improvement in reading ability than those in the control class. The independent-samples t-test produced a significance value of $p < .001$, indicating a statistically significant difference between the two groups. Thus, the findings support the effectiveness of letter-card media in improving beginning reading ability within the context of this study. However, because the study employed a quasi-experimental design using existing classes, the result should be interpreted as strong evidence of an instructional effect rather than absolute proof of causality.

The improvement in letter recognition can be explained through the alphabetic principle. This principle refers to students' understanding that written letters systematically represent sounds in spoken language. Beginning readers need to recognize letter forms, identify their corresponding sounds, and understand how letters function within printed words. Gehsmann and Mesmer (2023) explain that mastery of the alphabetic principle is a fundamental priority during emergent literacy development. Similarly, Ehri (2022) states that successful beginning reading requires letter knowledge, phonemic awareness, grapheme-phoneme knowledge, and the ability to decode unfamiliar words. In the present study, students repeatedly observed, named, pronounced, compared, and arranged letters during learning activities. These activities likely strengthened their ability to distinguish letters with similar forms and connect each printed letter with its corresponding sound.

The findings also showed improvement in students' syllable-reading ability. Before the intervention, some students still separated the syllable "ba" into individual letter names, such as "b-a." After learning with letter cards, they were increasingly able to read the syllable directly. This change indicates development in decoding and sound-blending skills. According to Ehri (2022), decoding involves converting graphemes into phonemes and blending those phonemes to produce a spoken word. Therefore, the improvement did not occur merely because students memorized the visual appearance of the cards. It occurred because they repeatedly practised connecting consonants and vowels, pronouncing their sounds, and combining them into complete syllables.

Students also improved their ability to read simple words. Before the intervention, several students read words letter by letter, hesitated, or made pronunciation errors. Following the intervention, they read simple words more accurately and with less hesitation. This finding is relevant to the process of orthographic mapping. Ehri (2022) explains that orthographic mapping occurs when readers connect graphemes in written words with phonemes in spoken words and store these connections in memory. In this study, students repeatedly arranged letters into syllables and combined the syllables into simple words. This structured practice may have strengthened the connection between the spelling and pronunciation of familiar words, allowing students to recognize them more efficiently during subsequent reading activities.

The improvement found in this study is consistent with previous empirical research. Purbasari and Palupi (2023) reported a significant difference in students' beginning reading ability after the implementation of letter-card media. Tanjung and Anas (2023) also found that syllable-card media significantly influenced the early reading ability of elementary school students. Both studies indicate that card-based media can provide structured practice in recognizing, combining, and pronouncing printed language units.

Similar findings have been reported among second-grade students. Waridah et al. (2023) found that the percentage of students achieving reading mastery increased from 54.16% in the first cycle to 87.50% in the second cycle after letter-card media were implemented. Nenu et al. (2024) also reported that the beginning reading achievement of second-grade students increased from 38% in the first cycle to 71% in the second cycle through illustrated syllable-card media. These findings support the present result that card-based media remain relevant for second-grade students who have not fully mastered beginning reading skills.

The present findings are also supported by Indriani et al. (2025), who found that the mean early reading score increased from 34.78 in the pretest to 86.90 in the posttest following instruction with picture letter cards. Their study also recorded increased student engagement during the intervention. The similarity between these findings and the present study suggests that letter-card media can support both reading practice and active classroom participation. The cards allow students to manipulate letters directly, answer questions, arrange language units, and receive immediate feedback from the teacher.

Classroom observations in the present study showed that students appeared more active and interested when participating in letter-card activities. They were enthusiastic when

arranging letters into syllables and combining syllables into simple words. This participation increased their opportunities to practise reading and correct their mistakes. Nevertheless, these observations should not be interpreted as statistical evidence that the media improved motivation, concentration, or confidence because the study did not measure these variables using standardized scales. Student engagement should therefore be presented as supporting observational evidence rather than as a separate tested outcome.

The control class also demonstrated some improvement, although the increase was lower than that of the experimental class. This improvement may have resulted from regular classroom instruction, repeated exposure to reading materials, natural learning development, or increased familiarity with the testing procedure. However, the greater improvement achieved by the experimental class indicates that letter-card activities provided additional learning opportunities beyond conventional instruction. The experimental students did not only listen to the teacher or read from textbooks. They actively identified letters, produced letter sounds, formed syllables, and constructed simple words.

The results also clarify that the effectiveness of letter-card media does not depend solely on the physical appearance of the cards. The main instructional value lies in how teachers use them. Letter cards become effective when teachers apply them through explicit, systematic, and progressive activities. Instruction should begin with letter recognition and letter-sound correspondence, continue with syllable formation, and progress toward simple-word reading. This sequence corresponds with the developmental process of alphabetic reading described by Ehri (2022) and the alphabetic principle discussed by Gehsmann and Mesmer (2023).

The study has several limitations. It involved students from only one elementary school and used two existing classes without individual random assignment. The intervention was also conducted within a limited period. Therefore, the findings should not be generalized directly to all elementary school students. Future studies should involve larger samples, longer intervention periods, delayed posttests, and participants from different schools. Future researchers should also report effect sizes, such as Cohen's *d*, to determine the magnitude of the difference between the experimental and control groups.

Overall, the findings are relevant to the theories of the alphabetic principle, grapheme-phoneme correspondence, decoding, and orthographic mapping. Letter-card media supported beginning reading development by providing repeated and structured practice in recognizing letters, connecting letters with sounds, blending sounds into syllables, and combining

syllables into simple words. Therefore, letter-card media can serve as an appropriate instructional alternative for supporting second-grade students who continue to experience difficulties in beginning reading.

CONCLUSION

Based on research conducted at SD Negeri 056016 Sei Litur, it can be concluded that the use of letter card media affects the initial reading ability of elementary grade II students. This can be seen from the increase in student learning outcomes in the experimental class after being given learning using letter card media. Students become better at recognizing letters, reading syllables, reading simple words, and reading more fluently than before receiving treatment. In addition, using letter cards makes students more active, enthusiastic, and confident in their reading. The results of the hypothesis test show that the value of sig. (2-tailed) of 0.000, < 0.05 that H_a is accepted H_0 and H_0 is rejected. Thus, it can be stated that the use of letter card media has a significant influence on the initial reading ability of Grade II students at SD Negeri 056016 Sei Litur. Letter card media has been shown to create a more interesting, enjoyable learning experience and to help students better understand the initial reading material.

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