

ABSTRAK

Didik Ulumuddin. 2026. *Peningkatan Kemampuan Membaca Permulaan Menggunakan Media Kartu Bergambar Pada Siswa Kelas II SD Negeri Galengdowo 2 Kecamatan Wonosalam Kabupaten Jombang*. Tesis. Madiun: Program studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Bambang Eko Hari Cahyono, M.Pd, (II) Dwi Rosita Sari, Ph.D.

Kata Kunci : *Media Kartu Bergambar, Membaca Permulaan, Hasil Belajar, Kemampuan Membaca, Penelitian Tindakan Kelas*

Kemampuan membaca permulaan merupakan kompetensi dasar yang harus dikuasai siswa sekolah dasar sebagai fondasi dalam pengembangan literasi dan keberhasilan belajar. Berdasarkan hasil observasi di kelas II SD Negeri Galengdowo 2 Kecamatan Wonosalam Kabupaten Jombang, ditemukan bahwa sebagian siswa masih mengalami kesulitan dalam mengenali huruf, membaca suku kata, kata, dan kalimat sederhana, sehingga berdampak pada rendahnya hasil belajar Bahasa Indonesia. Salah satu upaya untuk mengatasi permasalahan tersebut adalah melalui penggunaan media kartu bergambar yang memadukan unsur visual dan teks untuk meningkatkan minat serta kemampuan membaca siswa.

Penelitian ini bertujuan untuk menganalisis penerapan media kartu bergambar dalam meningkatkan kemampuan membaca permulaan dan hasil belajar siswa kelas II SD Negeri Galengdowo 2 Kecamatan Wonosalam Kabupaten Jombang. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 25 siswa. Data dikumpulkan melalui observasi, tes, wawancara, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif.

Hasil penelitian menunjukkan bahwa penggunaan media kartu bergambar mampu meningkatkan kemampuan membaca permulaan, aktivitas belajar, dan hasil belajar siswa. Ketuntasan belajar meningkat dari **60% pada siklus I menjadi 84% pada siklus II**, disertai peningkatan nilai rata-rata siswa hingga mencapai Kriteria Ketuntasan Minimal (KKM). Selain itu, siswa menjadi lebih aktif, termotivasi, dan percaya diri dalam mengikuti pembelajaran.

Berdasarkan hasil penelitian dapat disimpulkan bahwa media kartu bergambar efektif dalam meningkatkan kemampuan membaca permulaan dan hasil belajar siswa, sehingga layak digunakan sebagai alternatif media pembelajaran Bahasa Indonesia di sekolah dasar.

ABSTRACT

Didik Ulumuddin. 2026. *Improving Early Reading Skills through the Use of Picture Card Media for Second-Grade Students of SD Negeri Galengdowo 2, Wonosalam District, Jombang Regency.* Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Bambang Eko Hari Cahyono, M.Pd., (II) Dwi Rosita Sari, Ph.D.

Keywords: Picture Card Media, Early Reading Skills, Learning Outcomes, Reading Ability, Classroom Action Research

Early reading skills are fundamental competencies that elementary school students must master as the foundation for literacy development and academic success. Based on preliminary observations conducted in the second grade of SD Negeri Galengdowo 2, Wonosalam District, Jombang Regency, several students experienced difficulties in recognizing letters, reading syllables, words, and simple sentences, resulting in low achievement in Indonesian language learning. One strategy to address this problem is the use of picture card media, which combines visual images and written text to enhance students' interest and improve their reading skills.

This study aimed to analyze the implementation of picture card media in improving the early reading skills and learning outcomes of second-grade students at SD Negeri Galengdowo 2, Wonosalam District, Jombang Regency. The study employed a **Classroom Action Research (CAR)** design based on the Kemmis and McTaggart model, conducted in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The participants were 25 second-grade students. Data were collected through classroom observations, reading tests, interviews, and documentation, and were analyzed using descriptive quantitative and qualitative techniques.

The findings revealed that the implementation of picture card media effectively improved students' early reading skills, learning activities, and learning outcomes. The percentage of students achieving learning mastery increased from **60% in Cycle I to 84% in Cycle II**, accompanied by an improvement in the students' average scores, which met the school's Minimum Mastery Criterion (MMC). In addition, students became more active, motivated, and confident during the learning process.

Based on the findings, it can be concluded that the use of picture card media is effective in improving students' early reading skills and learning outcomes. Therefore, picture card media is recommended as an alternative instructional medium for Indonesian language learning, particularly in teaching early reading at the elementary school level.