



Efforts To Improve Early Reading Skills Through Picture Media In Grade I At Sdn 88 Penegah

**Ana Basarum Misluna¹ Wyndy Sherlyna Jasmin² Salkiah Farhani³ Hasrudi
Adinata⁴**

^{1,2,3} Students, ⁴Dosen Universitas Terbuka

Abstract

Received: 22 Juli 2026
Revised: 29 Juli 2026
Accepted: 5 Agustus 2026

This study aims to improve students' concentration in learning through the use of images. This technique is a form of cooperative learning development that encourages thinking activities through discussion or group work. The subjects of this study were students in grade 1 at SDN 88 Penegah Sarolangun in the 2025/2026 academic year. A qualitative research approach was used, and the type of research was classroom action research (CAR). The classroom action research was conducted in two cycles. Each cycle consisted of four stages, namely: planning, implementation, observation, and reflection. Data collection techniques included tests, interviews, observation, and documentation. Based on the discussion and results of cycles 1 and 2 of the data analysis, it can be concluded that learning interest increased among first-grade students at SDN 88 Penegah by applying image media in Indonesian language learning material to improve reading skills. Learning with image media is very suitable to be applied specifically to improve students' concentration skills in Indonesian language learning.

Keywords: Reading Skills, Visual Media.

(*) Corresponding Author: egiamazamawaddah@gmail.com

How to Cite: Misluna, A., Jasmin, W., Farhani, S., & Adinata, H. (2026). Efforts To Improve Early Reading Skills Through Picture Media In Grade I At Sdn 88 Penegah. *Jurnal Ilmiah Wahana Pendidikan*, 12(8.C), 19-24. Retrieved from <https://jurnal.peneliti.net/index.php/JIWP/article/view/14816>.

INTRODUCTION

Education is a very important human need because it has the task of preparing human resources for the development of the nation and state. Advances in science and technology have resulted in changes in learning methods, giving rise to new demands that must be addressed.

The importance of improving student learning outcomes is necessary to determine the extent to which students understand the learning material and, of course, to use the appropriate learning media and models. In an effort to improve learning outcomes, it is necessary to instill an understanding in students so that they are able to comprehend and understand the learning material. Other factors that influence learning outcomes, such as interest, motivation, attention to learning, and readiness to learn, also need to be considered. Furthermore, external factors such as the classroom (facilities), peers, and family support also influence children's learning achievements. (Abdurrahman 2012)

A child's readiness to receive lessons is an initial ability that supports the learning process for students who are ready to receive lessons. Learning will then be easy to understand, but the opposite is true for students who are not yet ready

to receive lessons because they are not yet able to do so, which has a significant impact. (Aunurrahman 2013)

Improving children's concentration can be done through an initial learning assessment. This initial assessment is expected to be used to plan appropriate follow-up actions to determine the learning model to be applied. The right learning model will make children more concentrated when learning, because students consider the learning to be more interesting and in line with what they want. (Aprilia, Pribadi, and Alamsyah 2025)

According to Article 1 of Law No. 2 of 2003 on National Education, education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to acquire spiritual strength, self-control, personality, noble character, and the skills needed by themselves, the community, the nation, and the state (Ministry of Education and Culture curriculum 2004).

The current learning problem in class I of SDN 88 Penegah is comparing the use of visual media with no media. Some students do not fully understand the lessons delivered by the teacher and lack the logical thinking skills to solve problems when doing their work. (Sari 2023) Based on interviews conducted with the class teacher, there are several factors that affect the poor learning outcomes of students, namely:

1. Students lack motivation or interest in learning, so they are not focused even when using interesting media.
2. Most supervision is in the hands of parents, which is why the role of parents is very important. One of the roles in improving student learning outcomes is for parents to provide support and attention.
3. The influence of electronic devices
4. Poor eating habits. Food greatly affects a child's intelligence; nutrition is very important in stimulating a child's intelligence because what we consume affects our bodies.

METHODS

This study used Classroom Action Research (CAR) with a qualitative and quantitative approach. The research was conducted in class I of SDN 88 Penegah, Pelawan District, Sarolangun Regency in the odd semester of the 2025/2026 academic year, during October–December 2025.

The research subjects were 15 first-grade students, consisting of male and female students. The object of this study was the students' early reading skills through the application of image media in Indonesian language learning.

This classroom action research was carried out in two cycles, and each cycle consisted of four stages, namely planning, implementation of actions, observation, and reflection. In the planning stage, the researcher prepared the lesson plan, visual media, and research instruments. The implementation stage was carried out by applying early reading learning using visual media. The observation stage was carried out to observe the activities of teachers and students during the learning process. The reflection stage was used to evaluate the results of the action and determine improvements for the next cycle. (Sari, A. R. Husnawati, Joko, Marzuki 2025)

Data collection techniques included observation, interviews, tests, and documentation. Observation was used to determine the activities of teachers and students during the learning process. Interviews were conducted with classroom teachers and students to obtain supporting information related to initial conditions and reading ability development. Tests were used to measure students' initial reading skills at the end of each cycle. Documentation was used to reinforce data in the form of photos, videos, and learning archives. The conclusion obtained from the results of this study is that the students' reading difficulties at the beginning of class I are very diverse. Starting from students not recognizing letters, having difficulty distinguishing letters, students not being able to read words, omitting letters, not paying attention to punctuation marks, and having difficulty recognizing punctuation marks. Factors that affect early reading difficulties are the lack of strategies in teaching, students do not attend Kindergarten, families who do not provide learning support, visual impairments and online learning is not optimal. (Reftiani W, Faizal chan 2022)

Data analysis is conducted qualitatively and quantitatively. Qualitative data is analyzed through the stages of data reduction, data presentation, and conclusion drawing. Quantitative data is analyzed by calculating the average score and percentage of student learning completeness. (Aries, E. F. 2017) The research is considered successful if $\geq 75\%$ of students achieve learning completeness and there is an increase in initial reading skills after the application of image media.

RESULTS & DISCUSSION

Results

This study aims to improve the early reading skills of first-grade students through the use of visual media. The results of the study were obtained through pre-cycle, cycle I, and cycle II stages.

Pre-Cycle Results

Based on initial observations and pre-tests, students' early reading skills were still relatively low. Of the 15 students, only 3 achieved a passing score. The class average score in the pre-cycle stage was 56.33%, which was classified as poor. Students still had difficulty reading simple sentences, using capital letters and punctuation marks, and understanding vocabulary.

Cycle I Results

In cycle I, learning was conducted by applying image media in early reading activities. The observation results showed an increase in student activity and interest in learning. The class average score increased to 72% with a satisfactory category.

Although there was an improvement compared to the pre-cycle, the results of cycle I did not meet the research success indicators because the completion rate did not reach 75%. Some students still appeared hesitant and were not yet accustomed to using visual media in the learning process.

Cycle II Results

In cycle II, improvements were made to the learning process based on reflections from cycle I. Teachers made more optimal use of visual media, provided guidance, and actively involved students. The results showed significant improvement. The class average score reached 86%, which is categorized as

excellent. Most students were able to read simple sentences correctly, use capital letters and punctuation marks correctly, and showed increased confidence. The learning completion rate exceeded the research success indicator, with more than 75% of students completing the course.

Discussion

The results of the study indicate that the use of visual media can improve the early reading skills of first-grade students at SDN 88 Penegah. This improvement was seen gradually from the pre-cycle to cycle II.

In the pre-cycle stage, the low reading ability of students was caused by the lack of interesting learning media and the lack of active student involvement in the learning process. This is in line with the theory that elementary school students need concrete media to help them understand abstract concepts, especially in early reading learning. (Saputra, Bahri, and Azwar 2025)

In cycle I, the application of visual media began to have a positive impact on students' learning activities and interest. Visual media helped students associate words, images, and meanings, thereby facilitating the reading process. However, the results obtained were not optimal because students were still in the process of adjusting to the use of media.

Improvements in learning in cycle II showed more optimal results. Visual media not only improved students' understanding of the reading material, but also encouraged them to be more active, confident, and enthusiastic in participating in learning. (Ritonga and Aufa 2023) These results are in line with the opinion that visual media can improve concentration, motivation, and student learning outcomes, especially in early reading learning.

Thus, the use of visual media has proven to be effective in improving the early reading skills of first-grade students. This media is able to create a more interesting, interactive, and meaningful learning atmosphere, thereby having a positive impact on student learning outcomes.

Instructional Goal (IG)

The Instructional Goal in this study is to improve the early reading skills of first-grade students at SDN 88 Penegah through the use of visual media in Indonesian language learning. The early reading skills referred to include students' ability to recognize letters and words, read simple sentences fluently, use capital letters and punctuation marks appropriately, understand vocabulary, and read sentences according to the meaning of the pictures.

Achieving this Instructional Goal is expected to help students overcome reading difficulties early on, improve their concentration and interest in learning, and build their confidence in reading activities. Picture media are used as a concrete and interesting learning tool so that students can more easily associate language symbols with meaning, making the reading learning process more effective and meaningful.

Instructional Objectives (IO)

The instructional objectives of this study are that after participating in Indonesian language learning using visual media, first-grade students at SDN 88 Penegah will be able to:

1. Recognize and read letters, syllables, and simple words accurately with the help of visual media.

2. Read simple sentences with correct pronunciation and intonation according to the images displayed.
3. Use capital letters at the beginning of sentences and people's names correctly in reading activities.
4. Use punctuation marks (periods) correctly at the end of simple sentences.
5. Understand simple vocabulary found in image-based reading materials.
6. Read sentences according to the content and meaning of the pictures, thereby demonstrating reading comprehension.
7. Demonstrate increased concentration, activity, and confidence in early reading activities.

These instructional objectives serve as a reference in the implementation of learning activities, the preparation of observation instruments, and the assessment of students' early reading skills in each research cycle.

CONCLUSION

Based on the results of the classroom action research that has been conducted, it can be concluded that the use of visual media is effective in improving the early reading skills of first-grade students at SDN 88 Penegah. This improvement can be seen from the students' learning outcomes, which showed a gradual increase from the pre-cycle, cycle I, to cycle II.

In the pre-cycle stage, the students' early reading skills were still relatively low. After the application of visual media in cycle I, there was an improvement in reading ability, although it did not fully achieve the success indicators. The improvement in learning in cycle II showed significant results, marked by an increase in the class average score and the percentage of student learning completeness that exceeded the research success criteria.

Visual media helped students understand the relationship between words and meanings in a concrete way, improving their concentration, interest in learning, and confidence in reading simple sentences. Thus, visual media can be used as an effective alternative learning medium to improve early reading skills in elementary school students, especially in the early grades.

ACKNOWLEDGEMENT

The author would like to thank the Principal of SDN 88 Penegah for granting permission and providing support so that this research could be carried out properly. The author would also like to thank the first grade teachers at SDN 88 Penegah who acted as collaborators and provided assistance during the classroom action research process.

The author also expresses appreciation to the first grade students of SDN 88 Penegah who actively participated in the learning activities and this research. In addition, the author would like to thank the supervising lecturer/tutor who provided guidance, direction, and constructive input during the process of preparing this research and writing this article.

Thanks are also extended to family and colleagues who have provided moral support and motivation so that this research could be completed successfully. Hopefully, the results of this research can contribute to the development of early reading learning in elementary schools.

REFERENCES

- Abdurrahman, Mulyono. 2012. "Pendidikan Bagi Anak Berkesulitan Belajar."
- Aprilia, Lusi, Reksa Adya Pribadi, and Trian Pamungkas Alamsyah. 2025. "Analisis Hubungan Tingkat Konsentrasi Belajar Peserta Didik Terhadap Hasil Belajar Pada Pembelajaran Matematika." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10 (04): 283–97.
- Aries, E. F., Dkk. 2017. "Penilaian Dan Evaluasi Pembelajaran. Jakarta: Kencana,," 2014–16.
- Aunurrahman. 2013. "Artikel Publikasi Ilmiah."
- Reftiani W, Faizal chan, Muhammad Sholeh. 2022. "Analisis Kesulitan Membaca Permulaan Siswa Kelas 1 Sekolah Dasar" 4 (3): 917–29.
- Ritonga, Farida Hannum, and Aufa Aufa. 2023. "Pengaruh Media Kartu Kata Bergambar Dalam Meningkatkan Kemampuan Membaca Permulaan Di Sekolah Dasar." *Jurnal Educatio: Jurnal Pendidikan Indonesia* 9 (1): 382–87.
- Saputra, Tri, Syaiful Bahri, and Beni Azwar. 2025. "Strategi Manajemen Sumber Daya Manusia Di Yayasan Generasi Rabbani Muara Enim." Institut Agama Islam Negeri Curup.
- Sari, A. R. Husnawati, Joko, Marzuki, Aria. 2025. "Metode Penelitian Kualitatif, Kuantitatif, Dan R&D."
- Sari, Susi Foresta. 2023. "Meningkatkan Keterampilan Membaca Siswa Kelas 1 Melalui Media Gambar Dan Huruf Di Sd Negeri 01 Surabaya." Universitas Terbuka.