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Peran Media Kartu Kata Bergambar Dalam Meningkatkan Membaca Permulaan Siswa Sekolah Dasar

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Abstrak*. Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan membaca permulaan siswa sekolah dasar, khususnya dalam mengenali huruf, membaca suku kata, dan membaca kata sederhana. Salah satu faktor yang memengaruhi kondisi tersebut ialah terbatasnya penggunaan media pembelajaran yang menarik, konkret, dan sesuai dengan karakteristik siswa kelas awal. Penelitian ini bertujuan untuk mendeskripsikan peran media kartu kata bergambar dalam pembelajaran membaca permulaan siswa di SDN 13 Telaga Biru, Kabupaten Gorontalo. Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa media kartu kata bergambar membantu siswa mengenali huruf, membaca suku kata, dan membaca kata sederhana dengan lebih mudah karena adanya dukungan visual yang memperjelas hubungan antara tulisan, bunyi, dan makna. Selain itu, penggunaan media ini mendorong meningkatnya minat belajar, antusiasme, keaktifan, dan keberanian siswa dalam mengikuti pembelajaran. Bagi guru, media kartu kata bergambar mempermudah penyampaian materi sehingga proses pembelajaran menjadi lebih menarik, interaktif, dan bermakna. Dengan demikian, media kartu kata bergambar berperan positif sebagai salah satu alternatif media pembelajaran untuk mendukung kemampuan membaca permulaan siswa sekolah dasar.*

Abstract*. This study was motivated by the still low level of early reading ability among elementary school students, particularly in recognizing letters, reading syllables, and reading simple words. One factor contributing to this condition is the limited use of learning media that are engaging, concrete, and appropriate to the characteristics of early-grade students. This study aimed to describe the role of picture word card media in early reading instruction for students at SDN 13 Telaga Biru, Gorontalo Regency. The research employed a qualitative approach with a descriptive design. Data were collected through observation, interviews, and documentation, and were analyzed through the stages of data reduction, data display, and conclusion drawing. The findings showed that picture word card media helped students recognize letters, read syllables, and read simple words more easily through visual support that clarified the relationship between written forms, sounds, and meanings. In addition, the use of this media encouraged greater learning interest,*

enthusiasm, active participation, and confidence among students during the learning process. For teachers, picture word card media facilitated the delivery of instructional material, making the learning process more engaging, interactive, and meaningful. Therefore, picture word card media plays a positive role as an alternative instructional medium to support elementary school students' early reading skills.

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