**Abstract**

*This study aims to determine differences in ability and the effect of flash card application on students' beginning reading skills. The method used was a quantitative study with a quasi-experimental design (nonequivalent control group design), involving pretests and posttests in the experimental and control classes. The study sample consisted of 21 students in class II A (experimental class) and 22 students in class II B (control class), for a total of 43 students. The results indicated that there was a greater increase in beginning reading skills in the experimental class compared to the control class. The average posttest score for the experimental class was 27.81, while the average posttest score for the control class was 20.64. Furthermore, the average increase (N-Gain) in the experimental class was 10.67, and in the control class it was 3.27. The regression test indicated a significance value of 0.020 < 0.05, indicating a significant effect of the implementation of flashcards on students' reading ability. The t-test indicated a significance value of 0.01 < 0.05, indicating a difference between the initial reading ability of students in the experimental and control classes. The conclusion of this study is that the implementation of flashcards significantly improves the initial reading ability of second-grade students at SDN 5 Limboto, Gorontalo Regency, and there is a difference in reading ability before and after the implementation of the media.*

***Keywords:*** *Flashcards, Initial Reading, and Students.*

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan serta pengaruh penerapan media flash card terhadap kemampuan membaca permulaan siswa. Metode yang digunakan adalah penelitian kuantitatif dengan desain quasi eksperimen (*nonequivalent control group design*), yang melibatkan pretest dan posttest pada kelas eksperimen dan kelas kontrol. Sampel penelitian kelas II A 21 siswa (kelas eksperimen), dan kelas II B 22 siswa (kelas kontrol), total 43 siswa. Hasil penelitian mengindikasikan bahwa terdapat peningkatan kemampuan membaca permulaan lebih tinggi pada kelas eksperimen dibandingkan kelas kontrol. Rata-rata nilai *posttest* kelas eksperimen sebesar 27,81, sedangkan kelas kontrol sebesar 20,64. Selain itu, rata-rata peningkatan (N-Gain) pada kelas eksperimen sebesar 10,67, dan kelas kontrol sebesar 3,27. Uji regresi mengindikasikan nilai signifikansi 0,020 < 0,05, yang berarti terdapat pengaruh yang signifikan dari penerapan media *flash card* terhadap kemampuan membaca siswa, dan uji t mengindikasikan nilai signifikansi 0,01 < 0,05 yang berarti terdapat perbedaan antara hasil kemampuan membaca permulaan siswa di kelas experiment dan kontrol. Simpulan penelitian ini yaitu terdapat pengaruh yang signifikan dari penerapan media *flash card* terhadap peningkatan kemampuan membaca permulaan siswa kelas II SDN 5 Limboto Kabupaten Gorontalo, serta terdapat perbedaan kemampuan membaca sebelum dan sesudah penerapan media tersebut.

**Kata kunci : Media *Flash card*, Membaca Permulaan, dan Siswa.**