

The Effect Of Guided Reading Method Through The Use Of Flash Cards On Students ' Reading Ability And Self-Confidence

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ABSTRACT

The ability to read is a fundamental skill that is very important for the academic and social development of students, especially for elementary school students in Grade 3 who are in the initial phase of advanced literacy. This study aims to evaluate the effect of guided reading methods combined with the use of flash cards on reading ability and self-confidence of students. The study used experimental methods with pre-experimental one group pretest posttest design. Samples were selected using purposive sampling technique, the total number of samples used in this study were 28 students in elementary school 27 Rabadompu East. The results showed that the average pretest score was about 61.29, while the average posttest score increased to about 74.54, indicating the effectiveness of the flash card method in improving students ' reading skills. The use of flash cards can effectively improve students ' reading skills. The results of confidence responses showed that students felt confident in reading activities, the results of participatory observations showed that the use of flash cards in overall learning increased student engagement and enthusiasm. Flash card conclusions become visual aids that are proven to facilitate the process of information absorption and make the learning atmosphere more interactive. Future research could test the effectiveness of flash cards designed specifically for varying levels of complexity

Keywords: *guided reading method; flash cards; reading ability ; student confidence*

ABSTRAK

Kemampuan membaca merupakan keterampilan dasar yang sangat penting bagi perkembangan akademis dan sosial siswa, khususnya bagi siswa sekolah dasar kelas 3 yang berada dalam fase awal literasi lanjutan. Penelitian ini bertujuan untuk mengevaluasi pengaruh metode membaca terbimbing yang dikombinasikan dengan penggunaan flash card terhadap kemampuan membaca dan kepercayaan diri siswa. Penelitian menggunakan metode eksperimen dengan pre-eksperimental one group pretest posttest design. Sampel penelitian dipilih menggunakan teknik purposive sampling, jumlah total sampel yang digunakan dalam penelitian ini adalah 28 siswa di Sekolah Dasar Negeri 27 Rabadompu Timur. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest adalah sekitar 61,29, sedangkan rata-rata nilai posttest meningkat menjadi sekitar 74,54, menunjukkan efektivitas metode flash card dalam meningkatkan kemampuan membaca siswa. Penggunaan flash card secara efektif

dapat meningkatkan kemampuan membaca siswa. Hasil respon kepercayaan diri menunjukkan siswa merasa percaya diri dalam aktivitas membaca, hasil observasi partisipatif menunjukkan bahwa penggunaan flash card dalam pembelajaran secara keseluruhan meningkatkan keterlibatan dan antusiasme siswa. Simpulan Flash card menjadi alat bantu visual yang terbukti mempermudah proses penyerapan informasi dan membuat suasana belajar lebih interaktif. Penelitian mendatang dapat menguji efektivitas flash card yang dirancang khusus untuk tingkat kompleksitas yang berbeda-beda.

Kata Kunci: metode membaca terbimbing ; *flash card* ; kemampuan membaca ; kepercayaan diri siswa

INTRODUCTION

The ability to read is the most important foundation for students to understand various subjects, especially at the primary school level. Effective learning requires good reading skills so that students can understand and process the information they receive (Subekti & Siswandari, 2024). Students in grade 3 of primary school still have difficulties in reading and comprehending texts. This affects not only their academic aspects but also their confidence in learning.

One method that is believed to be able to help students improve their reading skills is the Guided Reading method (Fuadi et al., 2024; Negara et al., 2023). This method provides students with guidance and support in the process of learning to read so that they can better understand the material. In addition, the use of visual learning media such as flash cards is becoming increasingly popular as it is considered effective in engaging students and helping them to remember information more easily (Aziza & Yulia, 2022; Istiqomah et al., 2023; Safitri et al., 2018).

The ability to read is a fundamental skill that is very important for students' academic and social development, especially for students in the third year of primary school, who are in the early stages of advanced literacy (Alam et al., 2023; Hermiyati et al., 2024). At this stage, students are expected not only to be able to read fluently, but also to understand the content of what they read comprehensively and to develop critical thinking skills (Mukhlisin et al., 2023; Siregar et al., 2024). In reality, however, there are still many Grade 3 students who face various barriers to developing reading skills, due to both internal factors of low self-confidence and external factors of less supportive learning methods.

The use of flashcards in the Guided Reading method is not only effective in improving reading skills, but can also affect students' self-confidence (Aliyah, 2022; Chaerani et al., 2023; Cristilia, 2022). Students who use visual media flashcards tend to feel more confident in their reading skills. This is important because high self-confidence can support students' learning motivation to continue trying to develop their skills, especially when it comes to reading.

A number of previous studies have been conducted to evaluate the Guided Reading method and the use of flashcards separately. Research by Andayani (Andayani et al., 2024; Fuadi et al., 2024) showed that guided reading methods can improve students' comprehension of texts. Meanwhile, research by (Henilia, 2023; Rachman et al., 2022; Rosyida, 2020) states that flash cards are effective in helping students to remember visual information, which can indirectly increase their motivation and interest in learning. This study will investigate the effect of combining guided reading methods and the use of flash cards on students' reading ability and confidence, which is still rarely found. This study will fill these gaps by evaluating the direct impact of combining these methods in the learning process.

Several theories and concepts support the use of guided reading and flashcards in learning. Constructivist theory, which emphasises the importance of students' active involvement in the learning process (Darajat et al., 2023; Suparlan, 2019). The guided reading method directs students to understand and build their own knowledge. Meanwhile, multimedia learning theory shows that the use of visual media such as flashcards can strengthen memory and reduce the cognitive load on students (Yonanda et al., 2023).

The empirical foundation underlying this study includes a number of findings from previous studies that demonstrate the effectiveness of the Reading method and the use of flash cards in improving reading skills as well as the motivational aspects of students. The Reading method can help students understand the text better through a stepwise guidance approach, which allows students to independently build understanding with directional guidance. The use of flash cards as a visual medium is effective in helping students remember information better and increasing their involvement in the learning process (Kurino et al., 2023). Visual Learning Media is effective in increasing students' interest in lessons. The use of flashcards can increase students' confidence in the learning process, which in turn supports learning motivation and has a positive impact on the development of students' reading skills.

These findings support the relevance of using flashcards as an interactive and effective learning medium in developing students' reading skills. Based on the literature review, there is a significant research gap in relation to the effect of the use of flashcards in the Guided Reading method on students' reading skills and confidence.

Previous studies have generally focused on only one aspect, namely the use of guided reading methods or the use of flash cards separately. Therefore, this study aims to fill this gap and make new contributions by investigating the combined effect of both. This study aims to evaluate the effect of guided reading methods combined with the use of flashcards on students' reading ability and self-confidence. To measure the impact of the use of the methods on students' confidence in the learning process. To provide empirical evidence of the effectiveness of the flash card guided reading method as an innovative teaching strategy in the primary school environment.

METHODS

Type and Design

This study used an experimental method with a pre-experimental one group pretest posttest design (Asrin, 2022; Syahrizal & Jailani, 2023). This study was conducted at 27 Rabadompu East State Primary School with guided reading method through the use of flash cards. The sample was selected using purposive sampling technique, the total number of samples used in this study was 28 students.

Data and Data Sources

This study used two main types of data, namely quantitative data and qualitative data. Quantitative data was obtained through pre-test and post-test scores that measured students' reading ability and confidence levels. Meanwhile, qualitative data was collected through direct observation during the learning process to understand students' responses to the use of flashcards and the application of guided reading methods. The source of data in this study were primary school students in grade 3 of 27 Rabadompu East State Primary School.

Data collection technique

The data collection techniques used in this study included a reading literacy test, which was administered as a pre- and post-test (Mutasam et al., 2021). The test was designed to measure the students' reading skills before and after the treatment was administered. The questions in this test are specially prepared to assess the level of reading comprehension of the students based on the material taught during the learning process.

In addition to the reading test, this study also used a Likert scale to measure students' confidence in reading activities. This scale contains a series of statements relating to different aspects of confidence, such as being comfortable reading in public, being confident in understanding the text, and having the courage to complete reading tasks. These statements are designed to explore students' perceptions of their reading skills in order to provide a more comprehensive picture of students' confidence in relation to learning to read. A rating scale of 1 (strongly disagree) - 5 (strongly agree) was used for each student statement.

The final data collection technique is participant observation, which is carried out during the learning process to observe students' responses to the use of flashcards and guided reading methods. These observations include aspects such as students' activity in participating in learning activities, involvement in the use of flash cards, and interactions that occur between students during guided reading activities. Through these observations, researchers can obtain more detailed data on students' behaviour and participation, thus providing richer insights into the effectiveness of the methods used in the study.

Data analysis

Data analysis in this study was carried out using quantitative and qualitative approaches. In the quantitative analysis, the pre-test and post-test data on the students' reading skills were analysed using statistical tests, especially T-test (paired samples t-test), to determine the difference in scores before and after the intervention. Meanwhile, a qualitative analysis of the observational data was carried out using qualitative descriptive techniques aimed at describing the students' response to the use of flashcards and guided reading methods. The findings from the observations were categorised based on students' positive or negative responses and their level of active involvement in the learning activities.

RESULTS AND DISCUSSION

The results of the study in Table 4, data shows the value of pretest and posttest reading ability of students using flash card method. This table consists of 28 students, each with pretest and posttest scores that show their reading ability before and after the intervention. The pretest scores obtained by the students before participating in the flash card method of learning ranged from 52 (student 12) to 72 (student 23). After the intervention, the post-test scores showed an improvement in reading skills, ranging from 59 (26 students) to 90 (23 students). The difference between the pre-test and post-test scores reflects how much the student improved and ranged from 5 (student 26) to 21 (student 15).

Descriptive statistics showed that the average pre-test score was approximately 61.29, while the average post-test score increased to approximately 74.54, indicating the effectiveness of the flash card method in improving students' reading skills. In addition, a standard

deviation of 5.82 on the pre-test score indicated a variation in students' scores before the intervention, while a higher standard deviation of 9.09 on the post-test score indicated a greater variation in students' response to learning after the intervention. Overall, this table shows that the use of flashcards as a learning method can improve students' reading skills. With a significant average increase in post-test scores compared to pre-test scores, and many students experiencing a significant increase, it can be concluded that this method is effective in improving reading skills. A positive score difference for most students indicates the success of the intervention. Therefore, the use of flashcards in the learning of reading has been shown to have a positive effect on students' reading skills and can be used as one of the effective learning strategies to improve academic achievement, especially in the area of reading.

The results of the paired samples test in Table 5, which was carried out to evaluate the use of flashcards in learning, show a significant difference between the students' pretest and posttest scores. The mean difference is -13.25, which indicates that there was a decrease in scores after the intervention. However, it is important to note that a negative value here indicates improved performance, as the post-test value is higher than the pre-test value. With a standard deviation of 4.33 and a standard error mean of 0.82, this analysis shows that the variation in the data is quite small and consistent. The 95% confidence interval indicates that we can be sure that the average difference in the true value is between -14.93 and -11.57. The value of *t* obtained is -16.21 with a degree of freedom (*df*) of 27, indicating that this difference is very statistically significant. The resulting significance value (*p*-value) is 0.000, which is well below the significance level of 0.05, confirming that the use of flashcards effectively improves students' reading skills.

Table 4. Pretest And Posttest Reading Ability Using Flash Card

No	Student Name	Pretest Value	Posttest Value	Difference
1	Student 1	60	75	15
2	Student 2	55	67	12
3	Student 3	70	81	11
4	Student 4	65	85	20
5	Student 5	58	72	14
6	Student 6	62	78	16
7	Student 7	66	80	14
8	Student 8	54	61	7
9	Student 9	68	82	14
10	Student 10	57	66	9
11	Student 11	61	79	18
12	Student 12	52	66	14
13	Student 13	64	78	14
14	Student 14	59	75	16
15	Student 15	66	87	21
16	Student 16	63	70	7
17	Student 17	55	61	6
18	Student 18	67	82	15
19	Student 19	53	62	9
20	Students 20	60	73	13
21	Student 21	58	66	8

22	Student 22	62	79	17
23	Student 23	71	90	19
24	Student 24	56	68	12
25	Student 25	69	85	16
26	Student 26	54	59	5
27	Student 27	72	90	18
28	Student 28	59	70	11
	Minimum	52	59	5
	Maximum	72	90	21
	Average	61.2857	74.5357	13.2500
	Std. Dev	5.81732	9.09408	4.32585

Table 5. Test Results Using Paired Sample Flash Cards

Parameter	Value
Mean Difference	-13.25
Standard Deviation	4.33
Standard Error Mean	0.82
95% Confidence Interval (Lower)	-14.93
95% Confidence Interval (Upper)	-11.57
t-value	-16.21
df	27
Significance (2-tailed)	0.000

The results of the Likert scale responses regarding students' confidence in reading. The mean scores of the responses varied, with the statement 'I was confident when the teacher asked me to read the paragraph' receiving the highest mean score of 4.5, reflecting the excellent level of students' confidence. In contrast, the statement 'I often hesitate in understanding the meaning of words in the text' received the lowest average score of 2.4, indicating the presence of doubt and uncertainty among students in understanding words. Other statements such as 'I feel comfortable reading with friends in class' and 'I feel able to answer questions based on the text I read' also showed positive scores with a mean of 4.3 and 4.2 respectively. Although most students showed considerable confidence in reading, there were also signs of concern in the statements about nervousness when reading difficult texts, with an average score of 2.6. Overall, the results of these responses show that although students feel confident in reading activities, there are still challenges to overcome in order to improve comprehension and reduce their sense of doubt.

Updated participant observations show different aspects observed during the use of flashcards in learning. Active student engagement was observed with 10 students recorded as highly engaged, 12 students as moderately engaged and 6 students as low engaged. In terms of emotional response, 12 students showed a strong expression of happiness, while 10 students felt moderately happy and 6 students felt low. Pupils' interaction with teachers was also observed where 9 pupils frequently asked questions or made comments, 8 pupils showed moderate interaction and 11 pupils rarely interacted. Cooperation with friends is also a positive aspect, with 11 students cooperating well, 10 students in the medium category and 7 students showing low cooperation. Students' initiative in responding or speaking was found to be high in 8 students, moderate in 9 students and low in 11 students.

Reading comprehension looked quite good with 10 students showing good comprehension, 10 students in the intermediate category and 8 students having difficulty. The expression of the students' enthusiasm in completing the reading task showed positive results, with 12 students being very enthusiastic, 10 students being in the moderate category and 6 students being low. However, in terms of reading difficulty, 4 students found the text very easy, 8 students found it moderately difficult and 16 students found it very difficult. Responses to teacher feedback showed that 9 students were open, 12 students were in the medium category and 7 students were less open. Finally, the use of flashcards was easy for 11 students, 12 students found it easy and 5 students found it difficult. Overall, these observations provide a comprehensive overview of students' interaction and understanding during the learning process using flashcards.

The results showed that the method of Guided Reading using flash cards has a significant effect on students' reading ability and self-confidence. Guided Reading methods are proven to provide students with the necessary support in better understanding texts. With direct guidance and direction from the teacher, students feel more helped in the learning process, which in turn increases their participation (Masgumelar & Mustafa, 2021; Sundawan, 2016; Suparlan, 2019). This approach is aligned with constructivist learning theory which asserts that direct engagement between students and mentors is able to strengthen students' understanding through linking new information with previously owned knowledge. Guided Reading methods are also effective in reducing student anxiety as well as providing the clarity of instruction needed to understand the text thoroughly.

In addition, flash cards as a visual learning medium have been shown to make a positive contribution to student memory. The visual stimulation of flashcards breaks down complex information into simpler, easier-to-understand pieces, thereby improving students' ability to remember and understand the material. The study shows that the use of flashcards also creates a more engaging and fun learning atmosphere, which directly increases students' involvement in reading activities. These results are supported by previous research that states that visual aids can improve students' memory and understanding through repetitive and structured learning processes.

The combination of the Guided Reading method and the use of flash cards gives significant results on students reading skills (Muayyad, 2022; Wijayanti & Setiana, 2022). Pre-test and post-test Data showed a marked improvement, indicating the effectiveness of this strategy in accelerating students understanding of the text. Nonetheless, the study also found that students still face challenges in understanding more complex texts, indicating the need for additional support in the form of in-depth comprehension exercises and advanced reading strategies.

The results of the study not only improved reading skills, the study also found that the methods used had a positive impact on students self-confidence. Students who initially felt afraid or anxious when reading in front of the class became more confident after learning by using flash cards (Boiliu, 2022; Lesilolo, 2018; Yanuardianto, 2019). The small successes that students experience through this approach provide a significant affective boost, in accordance with Bandura's theory which states that positive learning experiences can increase self-confidence. With increased self-confidence, students motivation to continue learning also develops, creating a continuous positive effect in their learning process.

CONCLUSION

This study proves that the method of guided reading through the use of flashcards has a significant impact on improving students' reading skills and self-confidence. The improvement in the post-test scores showed the effectiveness of the intervention, with students not only experiencing increased comprehension of the text, but also greater emotional involvement in the learning process. The use of flashcards as a visual aid has been shown to facilitate the process of absorbing information and to make the learning atmosphere more interactive. This method successfully reduces students' anxiety and doubts about reading, thus helping them to be more courageous and active learners. This study also highlights the relevance of constructivism and self-efficacy theory in reading learning, where positive experiences can increase students' motivation and confidence. Future research could test the effectiveness of flashcards specifically designed for different levels of complexity. Flashcard materials tailored to improve comprehension of complex words and sentences will help students to cope with more difficult texts and reduce uncertainty in comprehension.

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