

The Influence of Quartet Card Media on Indonesian Language Learning toward Reading Comprehension Skills of Class IV Students

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Abstract: This study aims to describe students' reading comprehension skills before and after the implementation of quartet card media, as well as to determine the influence of this media on improving reading comprehension skills of fourth grade students at UPT SD Inpres 10/73 Turu Cinnae. The research employed a quantitative approach with a one-group pretest–posttest design. The subjects consisted of 12 students selected as the experimental group. Data were collected through reading comprehension tests and observation, and analyzed using descriptive and inferential statistics with SPSS 23. The results showed that the students' average pretest score was 70.67 (categorized as sufficient), while the average posttest score increased to 88.58 (categorized as very good). The paired sample t-test revealed a significance value of sig. (2-tailed) < 0.05, indicating a significant difference between pretest and posttest results. Therefore, it can be concluded that the use of quartet card media has a positive and significant effect on improving students' reading comprehension skills.

Keywords: Quartet Card Media, Reading Comprehension

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INTRODUCTION

Reading is one of the essential language skills in human life, especially in the educational process. Through reading, students can acquire various information, expand their knowledge, and develop critical thinking skills necessary for daily life as well as for learning at school (Tarigan, 2008). At the elementary school level, reading comprehension skills form the foundation for students to understand various subjects, as almost all fields of study require the ability to comprehend texts. Therefore, reading comprehension skills need to be enhanced from an early age so that students can effectively follow the learning process.

However, in reality, elementary school students' reading comprehension skills are still relatively low. This is evident from observations at UPT SD Inpres 10/73 Turu Cinnae, where students face difficulties in understanding the texts provided by the teacher. Students tend to be passive, less motivated, and easily bored during reading activities. This condition is exacerbated by teacher-centered learning methods, where teachers dominate explanations while students merely listen. Consequently, students are less actively involved in the learning process, limiting their understanding of the texts they read (Rahim, 2011).

Reading comprehension is not merely the act of pronouncing words or sentences; it encompasses the ability to understand content, identify main ideas, grasp essential details, and interpret the meaning of the text (Somadayo, 2011). If students cannot understand the text properly, they will struggle to connect the information with other relevant knowledge. Low reading comprehension skills also negatively impact students' overall academic achievement, as almost all subjects require text comprehension abilities.

Several factors contribute to the low reading comprehension skills of students, including low reading interest, monotonous teaching methods, and limited variety of learning media used in the classroom (Dalman, 2014). Students tend to feel bored if reading activities are conducted conventionally without supporting strategies or varied media. Meanwhile, appropriate learning media can increase students' interest and motivation to learn reading.

Learning media plays a crucial role in creating an engaging and enjoyable learning environment. Arsyad (2013) explains that learning media functions as a conduit to convey learning messages from teachers to students, making the material easier to understand.



Similarly, Daryanto (2016) emphasizes that varied and interesting media can foster students' learning motivation and reduce boredom during the learning process. Therefore, the appropriate use of media is expected to improve students' reading comprehension skills.

One learning medium that can be utilized is educational cards. Karsono (2014) found that card-based games can create an interactive and enjoyable learning environment, motivating students to understand the material being taught. Research by Prasetyaningtyas (2020) also demonstrated that the use of quartet cards positively influences the improvement of elementary school students' reading comprehension skills. This media not only enhances learning enjoyment but also trains cooperation, interaction, and active involvement of students in understanding the text content.

Nevertheless, research on the use of quartet cards to enhance reading comprehension skills in elementary school students, particularly in Bone Regency, remains limited. Suryana (2021) emphasizes that every primary education study must consider the local school context, as students' conditions and characteristics vary by region. This highlights a research gap that this study aims to address.

Based on the description above, this study aims to: (1) describe students' reading comprehension skills before and after the use of quartet cards, and (2) analyze the effect of using quartet cards on the reading comprehension skills of fourth-grade students at UPT SD Inpres 10/73 Turu Cinnae, Bone Regency. This research seeks to provide empirical evidence regarding the effectiveness of quartet card media in enhancing elementary students' reading comprehension. The novelty of this study lies in the integration of quartet card media as an interactive and engaging instructional tool specifically designed to improve reading comprehension within the Indonesian language learning context.

METHODS

The type of research used in this study is quasi-experimental research with a quantitative approach, conducted to examine the effect of quartet card learning media on students' reading comprehension skills in elementary schools. The research was carried out at UPT SD Inpres 10/73 Turu Cinnae, Bone Regency during the even semester of the 2024/2025 academic year. The subjects of this study were 12 fourth-grade students, consisting of 8 males and 4 females. The research design employed was a One-Group Pretest-Posttest

Design, which included a pretest, treatment, and posttest. Data collection techniques involved tests, observation, and documentation. The data were analyzed using descriptive and inferential statistics, including mean, standard deviation, normality test, homogeneity test, and hypothesis testing, to measure the effect of the quartet card media on improving students' reading comprehension skills.

RESULTS

Descriptive Statistical Analysis

Table 1. Description of Students Pretest Scores in Listening Comprehension Skills

Descriptive Statistics	Value
Sample Size (N)	12
Highest Score	93
Lowest Score	60
Mean	70.67
Standard Deviation (SD)	9.528
Range	33

It can be seen that the mean score is 70.67, the standard deviation is 9.528, the highest score is 93, the lowest score is 60, and the score range is 33.

Table 2. Distribution and Percentage of Pretest Scores for Reading Comprehension Skills

Interval	Category	Frequency	Percentage
86 – 100	Very Good	1	8.3%
76 – 85	Good	1	8.3%
56 – 75	Fair	10	83.3%
0 – 55	Poor	-	-
Total		12	100%

The number of students who obtained scores in the “Fair” category was 10 students (83.3%), those in the “Good” category was 1 student (8.3%), and those in the “Very Good” category was 1 student (8.3%). Based on the descriptive analysis, it can be concluded that the pretest results are in the “Fair” category, as indicated by the overall mean score of 70.67.

Table 3. Description of Students Posttest Scores in Listening Comprehension Skills

Descriptive Statistics	Value
Sample Size (N)	12
Highest Score	100
Lowest Score	80
Mean	88.58
Standard Deviation (SD)	6.640
Range	20

It can be seen that the mean score is 88.58, the standard deviation is 6.640, the highest score is 100, the lowest score is 80, and the score range is 20.

Table 4. Distribution and Percentage of Pretest Scores for Reading Comprehension Skills

Interval	Category	Frequency	Percentage
86 – 100	Very Good	6	50%
76 – 85	Good	6	50%
56 – 75	Fair	-	0%
0 – 55	Poor	-	0%
Total		12	100%

The number of students who obtained scores in the “Good” category was 6 students (50%), and the number of students who obtained scores in the “Very Good” category was 6 students (50%). Based on the descriptive analysis, it can be concluded that the posttest results are in the “Very Good” category, as indicated by the overall mean score of 88.58.

Inferential Statistical Analysis

Table 5. Normality Test Results for Pretest and Posttest Data

Data	Probability Value	Description
Pretest	0.101	$0.101 > 0.05 = \text{normal}$
Posttest	0.156	$0.156 > 0.05 = \text{normal}$

Based on the data, it shows that the pretest and posttest results of the experimental class are normally distributed. This can be seen from the normality test results for both datasets,

where the probability values are greater than 0.05. Therefore, it can be concluded that the pretest and posttest data of the experimental class are normally distributed.

Table 6. Results of Homogeneity Test of Pretest and Posttest

Data	Probability Value	Description
Pretest and Posttest	0.266	$0.266 > 0.05 = \text{Homogeneous}$

Based on the data, it can be seen that the results of the homogeneity test for the pretest and posttest are considered homogeneous because the probability value is greater than 0.05. After obtaining the homogeneity test results, a parametric test or t-test was then conducted, since one of the requirements that must be met before performing a parametric test or t-test is that the data groups being tested must be homogeneous.

Table 7. Paired Sample T-Test pretest dan posttest

Data	T	Df	Probability Value	Description
Pretest and Posttest	-8.214	11	0.000	$0.000 < 0.05 = \text{significant difference}$

Based on the results presented in the table, the probability value obtained is smaller than 0.05. This finding indicates a statistically significant difference between students' reading comprehension skills after the use of quartet card media and their skills before the implementation of the media. The calculated t-value of -8.214, when compared to the critical value of t at $\alpha = 0.05$ with $df = 11$ (t-table = 1.796), shows that the calculated t is smaller than the critical value ($-8.214 < -1.796$). As the condition of $-t \text{ count} < -t \text{ table}$ is met, it can be concluded that the intervention of quartet card media had a significant positive effect on students' reading comprehension skills.

DISCUSSION

The findings of this study reveal that the use of quartet cards has a significant effect on improving fourth-grade students' reading comprehension skills. This improvement can be explained by the characteristics of the quartet card as an attractive, interactive, and familiar learning medium, which fosters students' motivation to learn. This is in line with

the constructivist theory, which emphasizes that knowledge is built through active and meaningful learning experiences (Arsyad, 2013).

These findings support Tarigan (2008), who stated that the low level of reading comprehension ability is often influenced by monotonous teaching methods. Through the application of quartet cards, students became more active, enthusiastic, and engaged in group discussions, thus transforming the learning process from passive to active. Similarly, Rahim (2011) highlighted that learning motivation is a key factor in enhancing reading comprehension, which was clearly demonstrated by students' enthusiasm when using the quartet card medium.

The active involvement of students through the quartet card game also aligns with Somadayo (2011), who found that the use of varied learning strategies can improve students' reading comprehension skills. Moreover, the results are consistent with the findings of Jumriati (2023) and Agis Sucia Ningrum (2021), who demonstrated that quartet cards effectively improved students' learning outcomes in other subjects, such as Civics (PPKn) and Social Studies (IPS). This consistency indicates that quartet cards are universal and adaptable to different learning contexts.

From a practical perspective, this study emphasizes the importance of teachers' role in selecting appropriate learning media. Sudjana and Rivai (2011) argued that appropriate media selection not only facilitates the teaching process but also enhances learning outcomes. Furthermore, the combination of text and images in quartet cards supports Prastowo's (2015) claim regarding the effectiveness of visual media in helping students understand concepts through dual stimuli, namely visual and verbal.

Thus, the quartet card media is not merely a learning aid but also an innovative tool capable of enhancing students' reading comprehension skills. These findings emphasize the importance for teachers to continuously innovate in teaching Indonesian language in elementary schools so that it becomes more aligned with students' needs and characteristics. This result is also in line with Amilleanda et al. (2022), who demonstrated that multicultural-based quartet card media can improve students' conceptual understanding, as well as Wulandari and Ambara (2021), who confirmed the effectiveness of quartet cards in enhancing the understanding of Indonesia's cultural diversity.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is an effect of quartet card media on the reading comprehension skills of grade IV students at UPT SD Inpres 10/73 Turu Cinnae, Lamuru District, Bone Regency. This is evident from the significant difference between the pre-test and post-test scores. Before using quartet card media, the students' reading comprehension skills in Indonesian language learning were in the "fair" category with an average score of 70.67. After using the quartet card media, the students' reading comprehension skills increased to the "very good" category with an average score of 88.58. These findings are consistent with the studies by Amilleanda et al. (2022) and Wulandari and Ambara (2021), published in the *Jurnal Review Pendidikan Dasar (JRPD)*, both of which confirm the effectiveness of quartet card media in improving students' learning outcomes across various subjects.

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