

Efforts to Overcome Early Reading Difficulties Through Traditional Game-Based Picture Series Media for Grade 2 Elementary School Students

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Keywords

Early Reading Difficulties;
Traditional Game; Picture
Series Media

Abstract

The background of this study is the low level of beginning reading skills of grade II elementary school students so that improvements need to be made to improve beginning reading skills. The purpose of this study was to improve the ability of beginning reading in grade II elementary school students through the use of traditional game-based serial picture media. The subjects of this study were grade II elementary school students at SD Negeri Karyautama totaling 24 students. The research method used was Kemmis and Mc Taggart design classroom action research. Data were collected through observation and tests then analyzed using Miles and Huberman techniques for qualitative data and descriptive statistical techniques for quantitative data. The results showed that in the pre-cycle the average value obtained was 68.75 with a percentage of classical completeness of 50% and included in the Fair criteria. In cycle I, it increased to 75.17 with the percentage of classical completeness reaching 62.50% and included in the good criteria. The beginning reading ability in cycle II increased again to 85.16 with a percentage of classical completeness of 91.76% and included in the excellent criteria. It can be concluded that the use of traditional game-based serial picture media can improve early reading skills.

Article History

Received: 19 January 2026, Revised: 18 May 2026, Accepted: 31 May 2026

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INTRODUCTION

Reading is a fundamental skill that students must master from an early age, as it lays the foundation for mastering other subjects. Without strong reading skills, students will struggle to understand subject matter, including Indonesian and other subjects that require reading. Experts believe that reading is a crucial skill for students to master, as it provides them with the opportunity to gain knowledge and insight.¹

In second grade, reading instruction is crucial because it marks the transition from simply recognizing letters to fluent reading and understanding text. Students in lower grades are in the phase of learning to read, not reading to learn, indicating that second graders are still developing the techniques and meanings involved in the reading process.²

¹Prisna Dwi Herfiani, Peduk Rintayati, dan Fadhil Purnama Adi, *Analisis Faktor Kesulitan Membaca Permulaan pada Peserta Didik Kelas II Sekolah Dasar*, Didaktika Dwija Indria, vol. 10, no. 5 (2020): 33.

²Latifah Hilda Hadiana, Sugara Mochamad Hadad, dan Ina Marlina, *Penggunaan Media Big Book untuk Meningkatkan Keterampilan Membaca Kalimat Sederhana*, Didaktik: Jurnal Pendidikan Guru Sekolah Dasar, vol. 6, no. 2 (2018): 214.

However, based on initial observations and analyses of second-grade students' beginning reading skills at Karyautama State Elementary School, it was found that students' reading skills remained relatively low. Observational data showed that of the 24 students observed, 12 (50%) still had difficulty recognizing letters, reading words fluently, pronouncing words correctly, and understanding simple reading content. These difficulties were evident when students read short texts: some stuttered, frequently made pronunciation errors, and were unable to answer simple questions based on the content. Furthermore, the initial beginning reading test also showed that some students scored below the established completion criteria. These findings indicate that the beginning reading skills of second-grade students at Karyautama State Elementary School still need improvement through the use of more engaging media and learning methods appropriate to the characteristics of elementary school students.

The findings from these initial observations indicate challenges in the beginning reading skills of second-grade students at Karyautama State Elementary School. Low reading ability is evident in that many students have not yet mastered basic reading skills, namely recognizing letters and words correctly, reading text fluently, pronouncing words clearly, and understanding the content of simple texts. In fact, basic reading ability is a very important skill because it is a key support for learning across various subjects. If this problem is not addressed immediately, students will have difficulty understanding the learning materials and participating in the class learning process. Therefore, learning efforts are needed to help students improve their basic reading skills through media and methods appropriate to the characteristics and learning needs of elementary school students.

The low initial reading ability of second-grade students at Karyautama State Elementary School is evident in several indicators, including letter recognition, word reading accuracy, reading fluency, pronunciation, and reading comprehension. Based on initial observations, some students still cannot distinguish letters correctly, often misread words, read haltingly, and do not understand the content of simple readings. These conditions indicate that students' reading abilities have not developed optimally in both mechanical and reading comprehension. In addition, students' low interest and motivation in reading activities are also factors that influence their initial reading abilities.³ Poor reading habits make students less accustomed to interacting with texts, slowing their reading development.

These early reading challenges align with research by Saidah Hanisah, which found that elementary school students still experience reading difficulties, including pronunciation errors and difficulty distinguishing between similar letters. The study also identified low reading interest and learning environment factors as the primary causes of students' low early reading skills.⁴

In addition, research conducted by Mufidhatul Afifah et al. shows that students who experience initial reading difficulties are generally unable to recognize letters, read syllables, read words correctly, and show less interest in learning to read.⁵ Another study conducted by Itsna Oktaviyanti also found that second-grade elementary school students still experience

³Siti Hodijah Hairiah, Yantoro, dan Destrinelli, *Analisis Kemampuan Membaca Permulaan pada Siswa Sekolah Dasar*, Jurnal Pendidikan Tematik, vol. 8, no. 2 (2023): 101.

⁴Saidah Hanisah, *Studi Tentang Kesulitan Membaca Permulaan Siswa Sekolah Dasar*, Jurnal Kiprah Pendidikan, vol. 1, no. 4 (2022): 325.

⁵Mufidhatul Afifah, Mei Fita Untari, Listyarini, *Analisis Kesulitan Membaca Permulaan Sekolah Dasar*. Jurnal Didaktis Indonesia, (2022): 40.

difficulties with reading simple texts and distinguishing letter shapes, so it is necessary to use engaging learning media to help improve students' initial reading skills.⁶

Second-grade elementary school students enjoy seeing, imitating, and carrying out concrete activities; they are in the concrete operational stage.⁷ Based on these characteristics, second-grade elementary school students will find it easier to understand something visualized than something explained abstractly. Therefore, the use of visual media, such as picture series, can help overcome reading difficulties because children can associate text with the images they see.

One effective learning medium for improving reading skills is a picture series. Picture series are visual media consisting of a series of images, each related to the others and collectively depicting a single event. This medium is designed to stimulate students' thinking, enable them to express their ideas in writing, and help make complex material easier to understand.⁸

The use of picture series media can foster students' imagination and creativity. Attractive, colorful images can spark children's curiosity to read the text that accompanies them. Thus, reading is no longer considered a boring learning activity but becomes an enjoyable one. The advantages of picture series media are that it is fun for students, making them more active in learning; that students can more easily absorb learning materials; and that students are more easily able to grasp the content and meaning of the picture series.⁹

When implementing learning using picture series media, learning is based on traditional games. Picture series can help children understand the storyline and visually connect events. Through pictures, children more easily recognize new words, comprehend text, and develop an interest in reading. When picture series are combined with traditional games, the learning environment becomes more fun and interactive.

Traditional games such as Sondah can be adapted for reading activities by adding picture series elements. For example, each step in the Sondah game is connected to a picture story fragment that students must read or sequence. This approach not only develops early reading skills but also fosters students' social, cooperation, and motor skills. Thus, learning becomes active, collaborative, and contextual, in line with the characteristics of elementary school-aged children.

Previous research has shown that picture series media is effective in improving elementary school students' reading skills. Previous research indicated that the use of picture series media to improve early reading skills in grade III of SD Inpres Perumnas 1, Kupang City. Students' reading ability increased by 24.7% from cycle one to cycle two.¹⁰ In line with previous research, other studies also found that the use of serial picture media can improve the reading ability of elementary school students.¹¹

⁶Itsna Oktaviyanti, Dara Aryanti Amanatulah, Nurhasanah, dan Setiani Novitasari, *Analisis Pengaruh Media Gambar terhadap Kemampuan Membaca Permulaan Siswa Sekolah Dasar*, Jurnal Basicedu, vol. 6, no. 4 (2022): 5589.

⁷Nevi Septianti dan Rara Afiani, *Pentingnya Memahami Karakteristik Siswa Sekolah Dasar Di SDN Cikokol 2*, Jurnal Pendidikan Islam Anak Usia Dini, vol. 2, no. 1 (2020): 14.

⁸Hasan, *Peran Media Gambar Berseri terhadap Kemampuan Menulis Karangan Siswa Sekolah Dasar*, Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan), vol. 2, no. 4 (2022), 112.

⁹Dwi Cahyadi Wibowo, Priana Sutani, dan Evi Fitrianingrum, *Penggunaan Media Gambar Seri Untuk Meningkatkan Kemampuan Menulis Karangan Narasi*, Jurnal Studi Guru dan Pembelajaran, vol. 3, no. 1 (2020): 53.

¹⁰Vebriana Loinenak, Alex Djawa,, dan Rista A. Dev, *Penggunaan Media Gambar Berseri Untuk Meningkatkan Kemampuan Membaca Permulaan Di Kelas III SD Inpres Perumnas 1 Kota Kupang*, Pendas: Jurnal Ilmiah Pendidikan Dasar, vol. 10, no. 2. (2025): 279.

¹¹Kanya Iasha Safitri, Adiyati Fathu Roshonah, dan Anita Damayanti, *Upaya Meningkatkan Kemampuan Membaca Permulaan melalui Media Gambar Berseri pada Anak Kelompok B di TK Aisyiyah 12 Setiabudi Pamulang*, dalam Seminar Nasional dan Publikasi Ilmiah 2024 FIP UMJ (2024): 1520.

The novelty of this research lies in using a series of pictures to address early reading difficulties, focusing on improving letter and word recognition, pronunciation, reading fluency, and comprehension. Previous research generally focused on only one aspect of early reading ability, such as letter recognition and reading fluency. Previous research has shown that pictures affect elementary school students' early reading abilities, but has not comprehensively examined the integration of reading comprehension aspects.¹² In addition, other research focuses more on the development of illustrated wordboard media for early childhood, so that the use of visual media remains limited to word recognition and does not employ a systematic image flow.¹³ Atmaja and Saragih's research also shows that serial picture media can improve early reading skills, but it emphasizes improving overall learning outcomes without specifying specific reading indicators.¹⁴

In this study, reading activities combined visual and verbal activities, with students not only reading the text but also interpreting its meaning through a series of pictures. This will improve children's reading fluency because their cognitive and language abilities are well-stimulated through a series of pictures. Given the problem's background, the researchers conducted this study to improve the reading skills of second-grade elementary school students using a series of pictures. By using a series of pictures, it is hoped that students' reading skills will develop more comprehensively, encompassing letter recognition, pronunciation, fluency, and text comprehension, while also creating a more engaging and meaningful learning environment.

RESEARCH METHOD

This research was conducted at Karyautama Public Elementary School, located in Singon Hamlet, Bantarsari Village, Pabuaran District, Sukabumi Regency. The population consisted of all second-grade students at Karyautama Public Elementary School in the 2025/2026 academic year, totaling 24 students. Because the population size was less than 30 students, the entire population was sampled using a saturated sampling technique. Therefore, the sample consisted of 24 second-grade students of Karyautama Public Elementary School.

The research was conducted in the odd semester of the 2025/2026 academic year, beginning in November 2025 and estimated to be completed in January 2026. The selection of the research location was based on initial observations indicating that second-grade students' early reading skills still needed improvement, particularly in letter recognition, reading fluency, and comprehension of simple texts.

The research method used in this study was classroom action research. Classroom action research is a process in which actions within an educational environment are implemented to improve teaching and learning, to increase learning efficiency.¹⁵

Classroom action research involves researchers designing and implementing targeted actions to address specific problems in an educational context. The primary goal of classroom action research is to encourage beneficial changes in targeted practices or conditions through iterative cycles of planning, implementation, observation, and reflection.

¹²Itsna Oktaviyanti, Dara Aryanti Amanatulah, Nurhasanah, dan Setiani Novitasari, *Analisis Pengaruh Media Gambar terhadap Kemampuan Membaca Permulaan Siswa Sekolah Dasar*, Jurnal Basicedu, vol. 6, no. 4 (2022): 5589.

¹³Maria Christina Rona, Marsianus Meka, Angelina Kurnia Juita, *Pengembangan Media Papan Kata Bergambar Untuk Kemampuan Membaca Permulaan Pada Anak Usia 5-6 Tahun*, Jurnal Citra Pendidikan Anak, vol. 1, no. 4 (2022): 332.

¹⁴Tri Mutiara Atmaja dan Mandra Saragih, *Pengaruh Media Gambar Seri Terhadap Kemampuan Membaca Permulaan Di Kelas Ii Sanggar Belajar Kampung Bharu Malaysia*, PENDAS: Jurnal Ilmiah Pendidikan Dasar, vol. 10, no. 2 (2025): 514-515.

¹⁵Husna Farhana, Awiria, dan Nurul Muttaqien, *Penelitian Tindakan Kelas* (Jakarta: Harapan Cerdas, 2019), hlm. 1.

Each cycle generates information that serves as the basis for subsequent actions, allowing for refinement or improvement based on the results of the previous cycle.¹⁶

This study aims to address the low reading ability of second-grade elementary school students. Based on the research objectives, the classroom action research method is appropriate because it can achieve the goal of improving the reading ability of second-grade elementary school students.

The research instruments used were a beginning reading ability test and an observation sheet. The beginning reading ability test was structured based on several indicators: (1) letter recognition ability, (2) word reading ability, (3) reading fluency, (4) pronunciation accuracy, and (5) comprehension of simple reading content. Meanwhile, the observation sheet was used to observe student activities during the learning process.

Before being used in the study, the test instrument was first tested for validity and reliability. The validity test was conducted using content validity through expert judgment by lecturers and class teachers, followed by item validity testing using Product-Moment correlation. The instrument was declared valid if the calculated r value was greater than the table r value. Furthermore, a reliability test was conducted using Cronbach's alpha to determine the instrument's consistency. The instrument was declared reliable if the reliability coefficient was greater than 0.70.

The selection of data collection methods is crucial in any research. The researchers used observation and testing as data collection methods. Observation was used to gather information about teacher and student activities during learning using picture series media. In contrast, testing was used to assess the reading skills of second-grade elementary school students. This method aimed to determine the improvement in students' reading skills through the implementation of picture series media. The test used in this study was an initial reading test structured based on several reading ability indicators: letter recognition, word recognition, pronunciation, reading fluency, and reading comprehension. For the letter recognition indicator, students were asked to name each letter type in a word. For the word recognition indicator, students were asked to match a picture to the word they were reading. The pronunciation indicator measured students' ability to pronounce words and sentences correctly.

Furthermore, reading fluency was measured by students' ability to read sentences coherently, without stuttering, and to attend to intonation and pauses. The reading comprehension indicator measured students' ability to answer questions based on the text they had read. Thus, the test used not only measured the ability to recognize language symbols but also the ability to understand the reading content comprehensively. The data in classroom action research consists of qualitative and quantitative data. These two types of data can be analyzed separately or simultaneously. The method used for qualitative data analysis is the Miles and Huberman technique, which includes three stages: data reduction, data presentation, and conclusion drawing. Quantitative data in this study were analyzed using descriptive statistics techniques. Test results data were analyzed using descriptive statistics in the form of average scores, percentages, highest scores, and lowest scores to determine the improvement in students' beginning reading skills. The quantitative data analysis formula is the percentage formula quoted from Farisia et al.

¹⁶Tamaulina Br. Sembiring, Irmawati, Muhammad Sabir, dan Indra Tjahyadi, *Buku Ajar Metodologi Penelitian (Teori dan Praktik)* (Karawang: Saba Jata Publisher, 2024), hlm. 242.

$$NP = \frac{R}{SM} \times 100\%$$

Description:

NP: Value

R: Value obtained

SM: Maximum value¹⁷

The scores obtained are then categorized according to the following criteria for beginning reading ability.

Table 1. Beginning Reading Ability Criteria¹⁸

Scores	Criteria
85 - 100	Excellent
70 - 84	Fair
60 - 69	Fair
40 - 59	Poor
0 - 39	Failed

The indicator of success in this study is that the study is considered successful if 80% of students have reading abilities that meet the excellent criteria.

RESULTS AND DISCUSSION

This research was conducted in two cycles to improve second-grade students' beginning reading skills through a series of traditional games. Initially, most students experienced reading difficulties, as evidenced by stuttering, frequent mispronunciations, difficulty recognizing letters, and difficulty understanding the content of the reading material.

After implementing learning using a series of traditional games in cycle I, student engagement increased. Students began to show interest in learning to read. Learning activities became more enjoyable when traditional games were used during reading, and students found it easier to learn to read with a series of pictures.

In cycle II, the improvement in the beginning reading skills of second-grade elementary school students at Karyautama Public Elementary School was further evident, with a significant increase in test scores at the end of cycle II compared to the pre-cycle and cycle I results. The results of the beginning reading ability assessment are shown in the following table.

Table 2. Results of the Beginning Reading Ability Assessment

No	IndiCator	Pre-cycle		Cycle I		Cycle II	
		Average	Criteria	Average	Criteria	Average	Criteria
1.	Letter Recognition	73,96	Excellent	81,25	Good	94,44	Excellent
2.	Word Recognition	69,10	Fair	73,96	Good	86,11	Excellent
3.	Pronunciation	72,40	Good	77,60	Good	84,38	Excellent
4.	Fluency	69,27	Fair	71,35	Good	79,17	Excellent
5.	Reading Comprehension	60,94	Fair	73,96	Good	81,25	Excellent
Average Score		68,75		75,17		85,16	
Classical Completion		50%		62,50%		91,67%	
Criteria		Fair		Good		Excellent	

¹⁷Hernik Farisia, Marizka Andriani, Safira Nurulqolbi, dan Sindi Arofa Fransiska, *Analisis Kemampuan Membaca Pada Pembelajaran Indonesia di Kelas 1 Sekolah Dasar*, Jurnal Basicedu, vol. 8, no. 4 (2024): 2353.

¹⁸Ason Dasmawanti, *Peningkatan Kemampuan Membaca Permulaan Menggunakan Media Kartu Huruf pada Siswa Kelas I Sekolah Dasar Negeri 08 Muara Pawan Kabupaten Ketapang*, Jurnal Pendidikan Dasar, vol. 9, no. 2 (2021): 321.

Based on the results of the research conducted in the pre-cycle, cycle I, and cycle II stages, data were obtained on the improvement of second-grade students' early reading skills at Karyautama Public Elementary School across five indicators: letter recognition, word recognition, pronunciation, fluency, and reading comprehension.

In the pre-cycle stage, the average score reached 68.75, meeting the criteria for sufficient reading, and 50% for classical completion. This indicates that students' early reading skills still need improvement, as most students have not yet achieved the expected completion criteria.

For the letter recognition indicator, students achieved an average score of 73.96, meeting the criteria for excellent reading. However, some students still had difficulty distinguishing certain letters. For the word recognition indicator, students achieved an average score of 69.10, meeting the criteria for sufficient reading. This indicates that students still read by spelling and are not yet able to fully recognize words, which prevents them from matching words to pictures. For the pronunciation indicator, the average score was 72.40, meeting the criteria for good reading, but their pronunciation was still inconsistent. The reading fluency indicator also remained within the sufficient criteria, with an average score of 69.27, characterized by intermittent reading. Meanwhile, the reading comprehension indicator received the lowest score, at 60.94, within the sufficient criteria, as students were still focused on the reading process and were unable to comprehend the reading content fully.

In Cycle I, the average score increased to 75.17, within the good criteria, and the classical completion reached 63.50%. The letter recognition indicator increased to 81.25, indicating that students were increasingly able to correctly recognize letters. The word recognition indicator also improved, with an average score of 73.96, indicating that students were beginning to read words without spelling errors and could match the words they read with the correct pictures. For the pronunciation indicator, the average score increased to 77.60, indicating that pronunciation and reading intonation were improving. Reading fluency reached an average score of 71.35, which falls within the good range. The reading comprehension indicator increased to 73.96, indicating that students were beginning to understand the content of simple readings.

Furthermore, in cycle II, the initial reading skills of second-grade students at Karyautama Public Elementary School improved significantly. The average score in cycle II was 85.16, representing excellent performance, and the classical mastery score increased to 91.67%. This data indicates that the majority of students have achieved the established learning mastery criteria.

All indicators showed excellent results. Letter recognition achieved an average score of 94.44, indicating that almost all students recognized letters quickly and accurately. Word recognition increased to 86.11, indicating students' ability to recognize complete words without spelling and to match words to pictures correctly. Pronunciation also improved to 84.38, with clearer and more precise pronunciation and intonation. Reading fluency reached 79.17, indicating a more stable and continuous reading ability.

Furthermore, reading comprehension increased to 81.25, indicating that students are not only able to read fluently but also understand the content well. These results confirm

that the learning activities implemented in Cycle II optimally improved students' reading skills. The improvement in initial reading ability is clearly shown in the graph below.

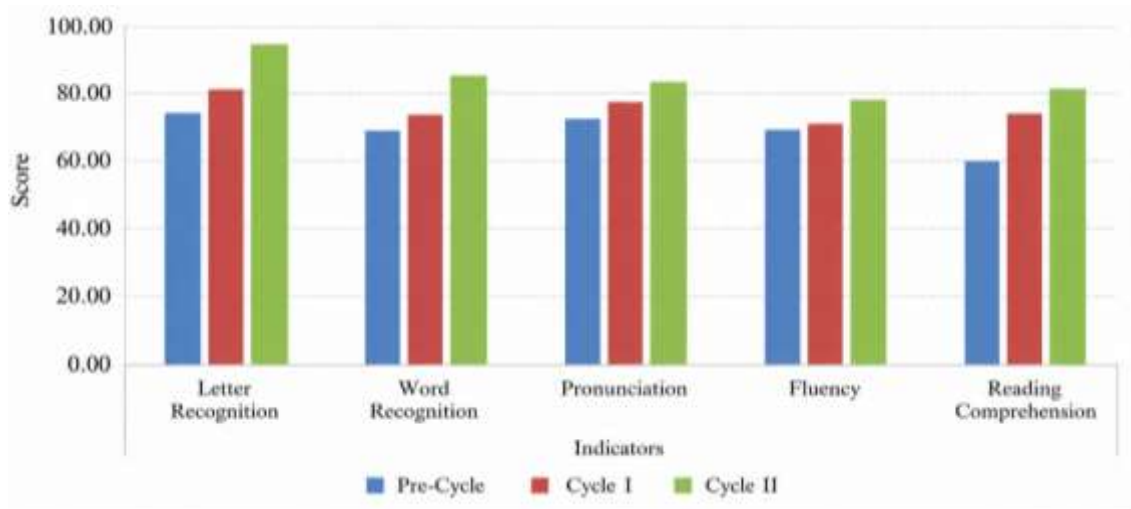


Figure 1. Results of the Beginning Reading Ability Test per Indicator

The data from the students' initial reading ability test are presented graphically to make it easier for readers to understand the comparison of achievement across each reading ability indicator. The graph of students' initial reading ability is shown in the figure below.

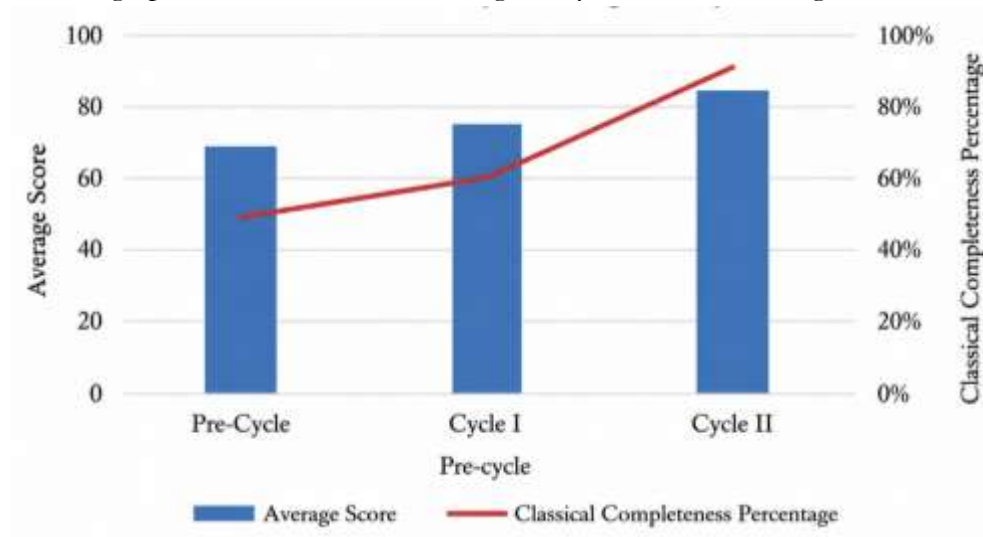


Figure 2. Results of the Early Reading Skills Test

Based on research results, the beginning reading skills of second-grade students at Karyautama State Elementary School increased significantly from the pre-cycle to the second cycle across all indicators. This indicates that a series of pictures based on traditional games has been proven to improve elementary school students' beginning reading skills.

The presence of a series of pictures based on traditional games makes learning more enjoyable and less boring, thus increasing students' interest in reading. Students who already have a strong interest in reading will find it easier to read and master. A series of pictures plays a crucial role in engaging students' interest. A series of pictures can help students understand the story's setting and the terms used. Using a series of pictures during beginning

reading lessons can improve beginning reading skills and train students to think critically and creatively. Students are encouraged to associate pictures with terms, which can aid their understanding of words.

Learning carried out according to plan also helps improve students' beginning reading skills by using a series of pictures based on traditional games. The following are the results of observations of the implementation of learning using a series of pictures based on traditional games by teachers and students.

Table 3. Results of Observations on the Implementation of Learning by Teachers and Students

No	IndiCator	Pre-cycle		Cycle I	
		Average	Criteria	Average	Criteria
1.	Teachers	86%	Excellent	100%	Excellent
2.	Students	89%	Excellent	100%	Excellent

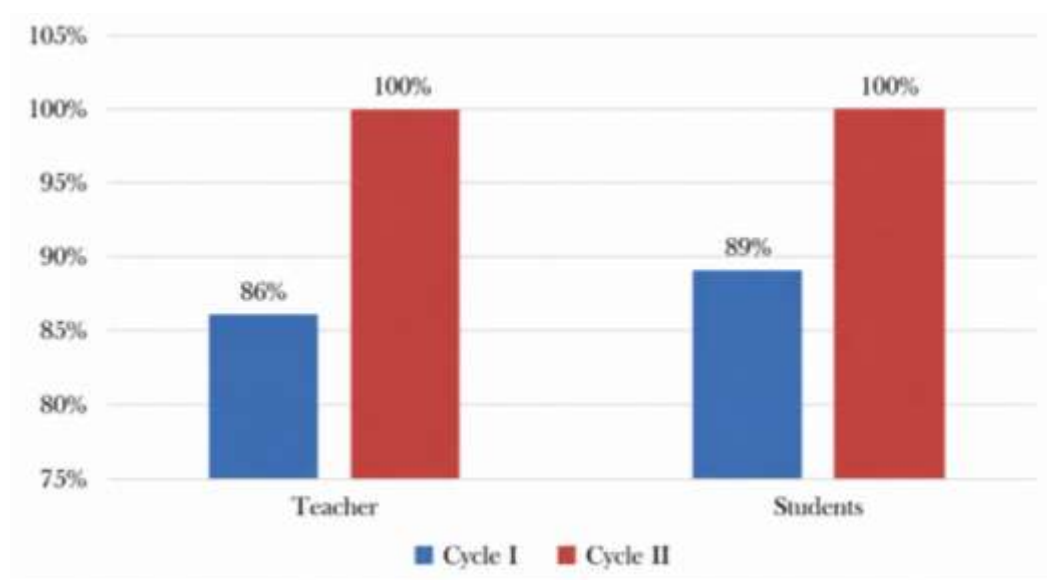


Figure 3. Results of Observations on Learning Implementation

Based on observations of student and teacher learning, there was a visible improvement in the quality of the learning process from Cycle I to Cycle II. In Cycle I, student learning implementation achieved a score of 34 and an implementation percentage of 89%, falling within the very good criteria. These results indicate that the majority of students were actively engaged in learning activities using picture series media based on traditional games. However, this active participation was not evenly distributed, and some students remained passive, lacked confidence when reading, and did not collaborate optimally during group activities. This situation impacted the achievement of success indicators. Although early reading ability increased compared to the pre-cycle, it did not meet the success indicator.

Teacher implementation of learning in Cycle I also demonstrated satisfactory results, with a total score of 48 and 86% meeting the very good criteria. Teachers implemented the learning stages according to the plan, utilized picture series media, and facilitated traditional

game activities that supported early reading learning. However, based on the reflection, several weaknesses remained in the learning implementation, such as the use of group learning that placed students in homogeneous groups, which was ineffective at encouraging mutual assistance and optimal learning. Students with lower abilities tended to be passive and dependent on their peers, while students with higher abilities received less appropriate learning challenges.

Furthermore, the teacher's time management and attention to all students still needed improvement. Based on this reflection, improvements were made to the learning process in Cycle II by implementing more effective strategies, such as forming heterogeneous groups, providing more intensive and equitable guidance, and utilizing traditional games and picture series in a more structured and varied manner. These improvements had a positive impact on the learning process.

In Cycle II, student learning implementation increased to a total score of 38 (100%), indicating that all students were actively involved in the learning activities. Students appeared more enthusiastic, confident in reading, and able to work well in groups. This was in line with the improvement in beginning reading skills across all indicators discussed previously.

The teacher's learning implementation in Cycle II showed improvement, with a total score of 56 and a 100% percentage, which falls within the very good criteria. The teacher successfully managed the class more efficiently, provided clear instructions, maximized the use of picture series media, and integrated traditional games as an engaging and beneficial learning method.

This improvement in the teacher's and students' learning implementation reinforces the previous discussion that the use of traditional games and picture series media not only improves early reading learning outcomes but also improves the overall quality of the learning process. Therefore, optimal learning implementation is a key factor in the success of the learning activities.

Overall, student performance improved because learning was conducted by combining elements of traditional games with engaging visual media, in accordance with students' developmental characteristics. Previous research has shown that integrating learning media with traditional games, such as cat-and-mouse, can improve early reading skills. This is because students actively participate in the learning process, making learning more meaningful and enjoyable, which positively impacts their motivation and focus in learning to read.¹⁹

Traditional games in the region are not only physical activities, but also provide a tangible way for students to learn letters, words, and sounds through social interaction and the enjoyment of play. Traditional games like Sondah can improve reading skills by combining motor, cognitive, and social aspects.²⁰

¹⁹Haslinda Supriana, Muh. Khaerul Ummah BK, dan Mustakim, *Meningkatkan Kemampuan Membaca Permulaan Melalui Penggunaan Media Flashcard Terintegrasi Permainan Tradisional di SDN 5 Tambun*, NUSRA: Jurnal Penelitian dan Ilmu Pendidikan, vol. 5, no. 4 (2024): 1679.

²⁰Sukirman, Hisbullah, dan Nadiah Tasiah, *Media Pembelajaran Berbasis Permainan Tradisional Engklek untuk Mengembangkan Pemahaman Literasi Membaca Peserta Didik*, JUDIKDAS: Jurnal Ilmu Pendidikan Dasar Indonesia, vol. 3, no. 1 (2024): 39.

The use of serial image media combined with traditional games has been proven to gradually improve students' initial reading skills in each learning cycle. The average student score increased from 68.75 in the pre-cycle to 75.17 in the first cycle and again to 85.16 in the second cycle. Classical completion also increased significantly from 50% to 91.67%. This increase indicates that serial image media provides a more concrete and engaging learning experience, making it easier for students to understand letters, words, and the content of the reading. These results demonstrate that combining visual media with play activities can foster active, meaningful learning.²¹ This opinion aligns with experts who say that using serial image media can make learning more engaging and concrete for students.²²

The improvement in early reading skills was evident across all assessment indicators, particularly in the reading comprehension indicator, which increased from 60.94 in the pre-cycle to 81.25 in the second cycle. Furthermore, the letter recognition indicator increased to 94.44, and the word recognition indicator increased to 86.11. This demonstrates that the series of images helps students connect letter symbols to meaning through a coherent arrangement of visual support. In theory, visual media can clarify abstract information, making it easier for students to comprehend the reading. The use of a series of images also helps students build a train of thought and connect the text to the story's context, so that the reading process is not merely mechanical but also involves understanding the text's meaning.²³

The results of this study align with research conducted by Ambar Sulastri and Haryanti, which showed that storytelling using picture series significantly improves children's early reading skills. The study explained that picture series help students understand the story's sequence and make it easier for them to recognize words through engaging visual aids. The similarity between the two studies lies in the use of picture series to improve early reading skills. However, this study has an advantage: the picture series is combined with traditional games, so students not only receive visual stimuli but are also actively involved in the learning process through play and social interactions.²⁴

The findings of this study are also supported by Riski Dinar Alfiyah's research, which found that the application of the SAS method, assisted by serial image media, affects the initial reading skills of elementary school students. In addition, Ghina Muthmainnah's research shows that the use of image-assisted learning models can improve beginning reading skills, leading to high learning mastery in each cycle. The similarity of these findings suggests that image media can increase students' attention and motivation to learn, thereby making

²¹Riski Dinar Alfiyah dan Wahyu Sukartiningsih, *Pengaruh Penerapan Metode Struktural Analitik Sintetik (SAS) Berbantuan Media Gambar Berseri Terhadap Kemampuan Membaca Permulaan Peserta Didik Kelas I SDN Wonorejo 274 Surabaya*, JPGSD, vol. 12, no. 8 (2024): 1486.

²²Anggit Aruwiyantoko, *Penggunaan Media Gambar Berseri dalam Meningkatkan Kemampuan Menulis Karangan Siswa Kelas IV SDN Kelapa Dua Wetan 02*, Jurnal Inovasi Penelitian Ilmu Pendidikan Indonesia, vol. 7, no. 1 (2024): 71.

²³Mardika Kambu, Desti Rahayu, dan Syams Kusumaningrum, *Pengaruh Media Gambar Terhadap Kemampuan Membaca Permulaan Siswa Sekolah Dasar: Sebuah Studi Eksperimental*, JRIP: Jurnal Riset dan Inovasi Pembelajaran, vol. 5, no. 1, (2025): 120.

²⁴Ambar Sulastri dan Haryanti, *Upaya Meningkatkan Kemampuan Membaca Permulaan Anak Kelompok B1 melalui Metode Ber cerita Gambar Berseri di TK ABA Brosot II Kulon Progo*, Indonesian Journal of Learning and Educational Studie, vol. 2, no. 1 (2024): 13.

the reading process more effective. By adding traditional game elements to this study, students become more enthusiastic and less bored, as learning takes place in an interactive, fun manner.²⁵

Furthermore, the use of image series media also significantly improves early reading skills. Image series media helps students connect text with a more understandable visual context, thus facilitating letter and word recognition and reading comprehension.

Previous research by Safitri showed that image series media is effective in improving early reading skills because they can stimulate students' imagination and ability to predict the content of the text to be written or read.²⁶ Experts also emphasize the importance of visual media in early reading instruction. Using images in early reading instruction can encourage critical thinking and accelerate the connection between letter symbols and letter sounds, thus overcoming reading limitations more quickly than traditional learning methods.²⁷

Theoretically, the use of a series of traditional game-based images supports visual cognitive processes that strengthen memory and the connection between language symbols and meaning. This medium makes the concept of reading more tangible, making it easier for students to connect text with their visual experiences. Previous research has shown that the use of a series of images significantly improves children's reading skills by helping them understand the context of the sequentially presented story, supporting a gradual and meaningful learning process.²⁸

Based on previous research, theories, and studies, it can be concluded that the use of serial image media is effective in improving students' initial reading skills because it can help them understand the relationships among letters, words, sounds, and the meaning of reading more concretely. The use of traditional games as a learning support also strengthens student engagement during the learning process. Thus, the combination of serial image media and traditional games not only improves technical reading skills such as letter recognition, pronunciation, and reading fluency, but also improves comprehension of reading content and students' overall learning motivation.

CONCLUSION

Based on the research and discussion on improving the initial reading ability of second-grade elementary school students through the use of serial picture media based on traditional games, the results of the initial reading ability test for each cycle have increased overall. In the pre-cycle, the average value obtained was 68.75, with a classical completion percentage of 50%, and met the criteria for Sufficient. In the first cycle, it increased to 75.17, with a classical completion percentage of 62.50%, and met the criteria for good. The initial reading ability in the second cycle increased again to 85.16, with a classical completion percentage of 91.76%, and met the criteria for very good.

²⁵Riski Dinar Alfiyah dan Wahyu Sukartiningsih, *Pengaruh Penerapan Metode Struktural Analitik Sintetik (SAS) Berbantuan Media Gambar Berseri Terhadap Kemampuan Membaca Permulaan Peserta Didik Kelas I SDN Wonorejo 274 Surabaya*, JPGSD, vol. 12, no. 8 (2024): 1486.

²⁶Safitri, dkk., *op. cit.*, hlm. 1520.

²⁷Pahendra, Wa Ode Sari Amalia, Usman, Yaman La Ndibo, dan Ridha Iswanthi Sabir, *Teacher Actions in Improving Early Childhood Literacy to Stimulate Critical Reasoning through Picture Cards*, Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini, vol 5, no. 1 (2023): 23.

²⁸Andi Wahyuni Asti dan Syamsuardi Saodi, *Pengaruh Penggunaan Gambar Seri Terhadap Kemampuan Membaca Anak Pada Kelompok Bermain Melati Kabupaten Gowa*, Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini, vol. 3, no. 1 (2021), 42.

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