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<https://doi.org/10.58421/gehu.v5i1.1003> ISSN 2963-7147 787 Journal homepage:

<https://journal-gehu.com/index.php/gehu> The Effect of Letter Card Media on the
Recognition of Capital Letters in Indonesian Language Lesson for Second Grade Students
at SDN 01 Balai Karangon Maria Marlina¹, Lilian Slow² 1,2Program Studi Pendidikan

Guru Sekolah Dasar, STKIP Melawi Wilayah Perbatasan Entikong, Indonesia Article

Info ABSTRACT Article history: Received 2025-12-24 Revised 2026-01-13 Accepted

2026-01-13 Difficulties in recognizing capital letters persist among second-grade

students, hindering early literacy development. This study aims to determine the effect of
letter-card media on students' ability to recognize capital letters at SDN 01 Balai Karangon.

The research employed a quantitative approach using a one-group pretest-posttest design.

The study subjects were 24 second-grade students. Data were collected through oral tests

administered before and after the implementation of the letter-card media. The data

analysis techniques included the Chi-square normality test and the Wilcoxon

nonparametric test, as the post-test data were not normally distributed. The results

indicated a significant improvement in students' ability to recognize capital letters, as

shown by all positive score differences and the Wilcoxon test results ($T^+ = 325$, $T^- = 0$, $T =$

0). These findings demonstrate that letter-card media is effective in improving capital letter

recognition among second-grade students. Keywords: Letter-Card Media Capital

Letters Learning Outcomes. This is an open-access article under the CC BY-SA

license. Corresponding Author: Maria Marlina Program Studi Pendidikan Guru Sekolah

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mariamarlina1104@gmail.com 1. INTRODUCTION Indonesian language learning in

elementary schools plays a fundamental role in shaping students' basic literacy skills,

particularly in developing writing abilities that align with standardized spelling and grammar

conventions. One of the essential competencies that must be mastered at the early grade

level is the correct recognition and use of capital letters, which include their application at

the beginning of sentences, in personal names, geographical names, and other specific

linguistic contexts. According to Enrawati, the introduction of capital letters is a structured learning process that helps students understand the conventions of written language in formal communication [1]. However, despite its importance, mastery of capital letter usage remains a challenge for many early-grade students.

<https://doi.org/10.58421/gehu.v5i1.1003> 788 Based on preliminary observations conducted in second-grade classrooms at SDN 01 Balai Karang, a considerable number of students experienced difficulty recognizing the visual forms of capital letters and applying them correctly in writing tasks. These difficulties were evident when students were asked to write simple sentences, as many failed to distinguish between uppercase and lowercase letters in appropriate contexts. Similar findings were reported by Pratiwi, who explained that early-grade students often struggle with letterform recognition due to limited exposure to structured literacy activities [2]. This condition indicates a discrepancy between curriculum expectations and actual student learning outcomes. Several factors contribute to this problem. First, capital letters represent an abstract linguistic concept for young learners who are still developing their cognitive abilities. At this stage, students require concrete learning experiences to understand symbolic representations. Second, the learning process in classrooms often relies heavily on conventional teaching methods, such as verbal explanations and textbook exercises, with little use of concrete, interactive instructional media. Afandi stated that the lack of visual learning aids can reduce students' ability to recognize and differentiate letter forms effectively [3]. As a result, students tend to memorize rules without fully understanding how they apply in real writing situations. If these difficulties are not addressed early, they may negatively affect students' overall writing proficiency and academic development in subsequent grades. Silalahi emphasized that the inability to use capital letters correctly can lead to persistent spelling errors and weak written communication skills [4]. Moreover, Rizliana noted that poor capitalization skills may reduce students' confidence in expressing ideas in writing, which, in turn, can hinder their language development [5]. Therefore, early intervention through appropriate

instructional strategies is essential. One possible approach to overcoming this problem is the use of concrete, visually engaging learning media that can bridge the gap between abstract concepts and students' cognitive development. Visual learning media are known to enhance students' attention, motivation, and understanding by presenting information in a more tangible form. Karmila explained that learning media presented through enjoyable activities can significantly increase students' engagement and motivation in the learning process [6]. In this context, letter card media emerges as a practical and effective instructional tool. Letter card media consist of cards displaying letters in clear, visually attractive formats, allowing students to observe, manipulate, and interact directly with letter forms. Nur Lailyanna Bisri stated that letter cards function as compensatory media that help students overcome early literacy difficulties, particularly in letter recognition and pronunciation [7]. Through interactive activities such as matching, sorting, and arranging letters, students actively construct their understanding of capital letters. The objective of this study is to examine the effect of letter card media on students' ability to recognize capital letters in Indonesian language learning among second-grade students at SDN 01 Balai Karang. This research specifically aims to determine whether the use of letter card media can significantly improve students' recognition of capital letter

<https://doi.org/10.58421/gehu.v5i1.1003> 789 forms and their correct use in writing activities, compared with their abilities before the intervention. Theoretically, this study is grounded in constructivist learning theory, which emphasizes that learners actively construct knowledge through direct interaction with learning materials. Saptiana highlighted that letter card media support this process by allowing students to learn through hands-on experiences and repetitive practice [8]. In addition, visual learning theory suggests that visual stimuli can enhance memory retention and comprehension, particularly for young learners who rely heavily on visual cues. Several previous studies have investigated the use of letter card media in early literacy learning. Utami and Habibie found that play-based learning using letter cards effectively improved children's language abilities, especially in

recognizing and pronouncing letters correctly [9]. Rahmawati also reported that letter card media significantly enhanced alphabet recognition skills among first-grade students [10]. These findings indicate that letter card media have strong potential in supporting early literacy instruction. Further research by Hidayat showed that visual card-based media contributed to improved spelling accuracy and increased student participation in Indonesian language learning [11]. Similarly, Putri revealed that interactive letter card activities helped students develop early writing skills through repeated exposure to letter forms [12]. However, most of these studies focused on general alphabet recognition or early reading skills rather than specifically addressing capital letter recognition. This limitation indicates a research gap that needs to be addressed. While previous studies have demonstrated the effectiveness of letter card media for general literacy learning, there is limited empirical evidence on the recognition and correct application of capital letters at the second-grade level. Lestari emphasized that capital letter usage requires specific instructional attention because it involves contextual understanding rather than mere letter identification [13]. Therefore, this study seeks to fill this gap by concentrating on capital letter recognition as a distinct component of writing proficiency. In addition, this research is conducted in a different educational context, namely SDN 01 Balai Karang, which has not previously been examined in similar studies. According to Wahyuni, contextual factors, such as the school environment and teaching practices, can influence the effectiveness of instructional media [14]. By examining this specific context, the study is expected to provide more comprehensive insights into the application of letter card media. The results of this study are expected to provide both theoretical and practical benefits. From a theoretical perspective, this research is expected to enrich the body of knowledge related to early literacy learning and instructional media in elementary education. Susanto stated that empirical studies focusing on specific literacy components can strengthen theoretical frameworks in language education [15]. From a practical perspective, the findings may offer teachers an effective alternative learning medium to improve students' writing skills. Furthermore, this study is expected to serve as a reference for curriculum

developers in designing literacy learning activities that are developmentally appropriate and engaging.

<https://doi.org/10.58421/gehu.v5i1.1003> 790 Sari emphasized that innovative learning media should be integrated into early-grade instruction to support students' foundational skills [16]. In addition, the results of this research may inspire future studies to explore other forms of instructional media for Indonesian language learning. Finally, this study is also expected to contribute to improving the overall quality of Indonesian language education at the elementary school level. According to Arifin, strengthening early literacy skills is a key factor in enhancing students' long-term academic success [17]. By providing empirical evidence on the effectiveness of letter card media, this research may support efforts to create more effective and meaningful learning experiences for young learners [18].

2. METHOD

This study employed a quantitative research method, analyzing numerical data from test results using statistical procedures. The study examined the impact of letter card media on the ability of second-grade students at SDN 01 Balai Karanganyar to recognize capital letters. Sugiyono explained that experimental research is a method aimed at identifying the effect of a specific treatment on other variables under controlled conditions [10]. In this study, letter card media served as the independent variable (X), while students' ability to recognize capital letters functioned as the dependent variable (Y).

² Based on the study conducted by Maharani Dwi Saptiana, the ability to recognize capital letters in children can be measured through five main indicators, namely the ability to recognize the visual form of capital letters and mention their names, ¹ the ability to match capital letters with the appropriate initial letters of words, the ability to distinguish between capital and lowercase letters, the ability to write capital letters correctly, and the ability to use and correct the use of capital letters within sentence contexts [4]. These five indicators encompass cognitive aspects ranging from basic recognition to the application of capital letters in more complex contexts. This ability was measured using oral test scores administered before (pre-test) and after (post-test) the

treatment. The research was conducted at SDN 01 Balai Karang, Sekayam District, Sanggau Regency. The study population consisted of all second-grade students at SDN 01 Balai Karang. The research sample was determined using a saturated sampling technique, in which all members of the population were included, as the total number of students was only 24. Therefore, the sample size in this study was 24 students. The tools and materials used in this research included letter card media, test instruments, observation sheets, and documentation. Data were collected through tests, observations, and documentation. The data analysis techniques applied in this study were the normality test and the Wilcoxon test.

<https://doi.org/10.58421/gehu.v5i1.1003> 791 3. RESULTS AND DISCUSSION

Results Table 1. Chi-Square Normality Test Results (Pre-Test and Post-Test) Pre-Tes

Post-Tes Class Interval	f_o	f_h	$(f_o - f_h)^2$	$1/f_h$	Class Interval	f_o	f_h	$(f_o - f_h)^2$	$1/f_h$
36–43	2	3.35	0.052	0.303	70–74	2	3.46	0.648	0.289
43–50	7	4.73	1.106	0.211	75–79	4	3.22	0.192	0.311
50–57	5	4.49	0.055	0.223	80–84	8	3.50	5.797	0.286
57–64	2	4.49	1.345	0.223	85–89	3	3.96	0.930	0.253
64–71	4	4.49	0.054	0.223	90–94	2	3.19	0.722	0.313
71–78	2	3.48	0.644	0.287	95–99	1	2.18	0.586	0.459
78–85	1	2.18	0.586	0.459	100–104	2	1.06	0.830	0.244

0.830 Table 2. Chi-Square Normality Test Results (Pre-Test and Post-Test) Student Name

Pre-test	Post-test	Difference	Rank	AEF	Pre-test	Post-test	Difference	Rank	AEF
60	72	12	4	AAPR	40	80	40	21.5	AAR
56	80	24	11.5	DJ	48	84	36	19	ENH
72	84	12	4	FAP	52	76	24	11.5	GK
80	100	20	8	I	68	76	8	1.5	KNH
56	84	28	15	KRN	52	84	32	16.5	MGA
76	88	12	4	MFA	44	92	48	24	MDG
64	88	24	11.5	NZV	84	100	16	6.5	NZU
48	92	44	23	RPK	36	96	60	25	RPK
44	80	36	19	TAL	48	72	24	11.5	VDR
56	80	24	11.5	DD	68	76	8	1.5	H
72	88	16	6.5	A	44	80	36	19	BAN
48	80	32	16.5	V	36	76	40	21.5	

The pre-test results showed that students' scores ranged from 36 to 84, with a mean score of 56.33. The chi-square normality test yielded a calculated value of $\chi^2 = 3.41$, which was lower than the critical value of 9.488, indicating that the data were normally distributed. In the post-test, students' scores ranged from 72 to 100, with a mean of 83.67, and the chisquare normality test also indicated a normal distribution.

<https://doi.org/10.58421/gehu.v5i1.1003> 792 However, further analysis of the post-test normality test showed that the calculated chi-square value was 9.71, slightly exceeding the chi-square table value of 9.488. This result indicates a mild deviation from normal distribution. Based on this finding, the use of parametric statistical tests was considered less appropriate. Therefore, subsequent data analysis was conducted using non-parametric statistical methods. **2** Based on the calculation of the differences between pre-test and post-test scores for each student, all difference values (D) were positive. This indicates that all students improved their scores after the treatment or learning intervention was applied. The ranking results showed that the total rank for positive differences ($T^+ = 325$) was significantly higher than the rank for negative differences ($T^- = 0$). The very small T value reflects a significant difference between pre-test and posttest scores. Thus, it can be concluded that the learning intervention provided had a positive effect on improving students' learning outcomes.

Discussions The findings of this study indicate that the use of letter card media has a significant positive effect on second-grade students' ability to recognize capital letters. This is evidenced by the increase in students' average scores from the pre-test to the post-test, as well as the fact that all students experienced positive score differences after the learning intervention. These results suggest that letter card media are effective in facilitating students' understanding of both the visual forms and contextual usage of capital letters in Indonesian language learning. The improvement in students' learning outcomes can be attributed to the concrete and visual nature of letter card media. At the early elementary level, students tend to learn more effectively when abstract concepts are presented in tangible forms. This finding is consistent with Dewi's study, which found that visual-based instructional media significantly enhanced students' letter recognition skills by allowing learners to directly observe and manipulate learning objects [20]. By interacting with letter cards, students actively engaged in the learning process rather than passively receiving information. In addition, the use of letter card media encouraged active participation and increased students' motivation during learning activities. Learning through play-based methods creates a relaxed, enjoyable atmosphere

that supports better comprehension and retention of material. This result aligns with Nugroho's findings, who reported that interactive learning media increased students' enthusiasm and attention during early literacy instruction [21]. When students are motivated and actively involved, they are more likely to understand and remember the rules for capital letters. The results of this study also support constructivist learning theory, which emphasizes that knowledge is constructed through direct experience and interaction with learning materials. Through activities such as matching, sorting, and identifying capital letters using letter cards, students constructed their own understanding of capitalization rules. Similar conclusions were drawn by Laily, who stated that hands-on learning activities using visual media help students build stronger conceptual understanding in language learning [22].

<https://doi.org/10.58421/gehu.v5i1.1003> 793 Furthermore, the significant improvement in post-test scores indicates that letter card media are effective not only in recognizing letter forms but also in applying capital letters correctly in writing contexts. This finding supports Siregar's research, which found that students who learned using letter-based visual media demonstrated greater accuracy in writing tasks than those who learned through conventional methods [23]. This suggests that letter card media can bridge the gap between letter recognition and practical application in written language. The results of this study are also consistent with previous research that emphasized the importance of early intervention in literacy learning. Early mastery of capital letters is a foundational skill that supports students' future writing and reading development. According to Rahman, strengthening basic literacy skills at the lower grade level can prevent long-term difficulties in language learning [24]. Therefore, the study's positive outcomes highlight the importance of integrating effective instructional media into early-grade classrooms. Despite its positive findings, this study has certain limitations. The research was conducted using a one-group pre-test and post-test design without a control group, which may limit the generalizability of the results. In addition, the sample size was relatively small and focused

on a single school context. As noted by Putra, further studies with larger samples and experimental designs with control groups are needed to strengthen the empirical evidence on the effectiveness of instructional media in literacy learning [25]. Overall, the discussion of these findings confirms that letter card media are a practical and effective instructional tool for improving students' recognition of capital letters. By linking this study's results to previous research, it can be concluded that concrete, visual, and interactive learning media play a crucial role in supporting early literacy development among elementary school students.

4. CONCLUSION This study concludes that letter card media is an effective instructional strategy for supporting second-grade students in recognizing and understanding the correct use of capital letters in Indonesian language learning. The learning process facilitated by visual and interactive media enables students to better to comprehend abstract language concepts through concrete learning experiences. From an educational perspective, the findings imply that elementary school teachers should consider integrating simple, low-cost, and visually engaging learning media into daily classroom instruction. Letter card media can serve as an alternative instructional tool to enhance students' early literacy skills, particularly in writing accuracy and adherence to spelling conventions. The study also reinforces the importance of active student involvement and of learning through play in improving language-learning outcomes at the early grade level. Despite its positive contributions, this study has certain limitations. The research used a one-group experimental design without a control group, limiting the ability to compare the effectiveness of letter card media with other instructional approaches. In addition, the study had a relatively small sample and was limited to a single school context, which may limit the generalizability of the findings to broader educational settings.

<https://doi.org/10.58421/gehu.v5i1.1003> 794 Future research is recommended to employ experimental designs with control groups and larger samples to strengthen the validity of findings related to the use of letter card media. Further studies may also explore integrating letter card media with digital learning tools or examine their effectiveness in

improving other aspects of language learning, such as sentence construction, punctuation, and reading comprehension. Overall, this study contributes to the field of elementary education by providing empirical evidence that concrete and interactive learning media can effectively support early literacy development. For the general public, particularly educators and parents, the findings highlight the importance of creating meaningful, engaging learning experiences to support children's foundational language skills, which are essential to their long-term academic success.

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