


## Efforts to Improve Letter Recognition Skills Using Flashcards among Students at the Muhammadiyah Guidance Center, Kepong, Malaysia

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### A B S T R A C T

Education has role important in improving quality source Power humans, including in mastery Letter Recognition Skills. However, observation beginning show that skills Letter Recognition students at the studio Muhammadiyah Guidance Kepong, Malaysia, still low. This study aims to improve skills letter recognition student through use of Flash Card media. The method used is Classroom Action Research (CAR) was conducted in two cycles, where each cycle covering stage planning, implementation, observation, and reflection. Data is collected through observation, test introduction letters in students, as well as documentation. Research results show that use of Flash Card media significant increase skills know letters in students. In the pre-action, the average student score was only 43 with a mastery percentage of 47.37%, which was in the poor category. After the application of Flash Card media in Cycle I, the average score increased to 57 with a mastery percentage of 57% (sufficient category). In Cycle II, there was a significant increase with an average score of 91.42 and a mastery percentage of 88.2% (very good category). In addition, students' confidence in recognizing letters increased, and their active participation in learning increased. Thus, it can be concluded that the use of flash card media is a very effective learning strategy in improving students' letter recognition skills, and can be an alternative learning method that can be widely applied in elementary education.

Keywords : *Letter Recognition Skills, Flash Card Media.*

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## INTRODUCTION

Education has an important role to improve the quality and quantity of human resources. Renewal in the world of education that is carried out in a planned, directed and sustainable manner, can form superior generations who are letter recognition to compete with the tight global competition. Education is a very basic aspect of life for the development of a country's nation (Dama, 2018). Based on changes in the world of education, a teacher is required to further hone and explore his/her abilities to educate and educate the nation's children, the quality of education is very dependent on the quality of teachers and their learning. Improving learning is a fundamental issue for improving the quality of education rationally, so that it can be expected that with the changes in the progress of the era in the field of science and technology, it will support progress and changes to the positive side of education (Ekani, 2018).

Education is not just about making students and learners polite, obedient, honest, respectful, loyal, and so on. Nor is it just about making them know science, technology, and art and being able to develop them. However, learning is about helping students and learners with full awareness, to improve their abilities and roles as individuals, members of society and God's creatures. Learning is also a change in behavior in individuals thanks to the interaction between individuals and other individuals and individuals with their environment so that

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they are better able to interact with their environment (Wandini & Sinaga, 2018). Educational problems are closely related to the learning process. The spearhead of education is learning and teaching. Learning is a process of cooperation between teachers and students in utilizing all the potential that students have both from within themselves (interests, talents, etc.) and from outside themselves (environment, facilities, etc.) in achieving certain learning goals. This is because in the entire educational process in schools, learning activities are the most important activities. This means that the success or failure of achieving educational goals depends largely on the learning process experienced by students as students. Learning which is an inseparable part of education has become a culture in Indonesia. This is a prerequisite for the development of a culture of science and technology (IPTEK) (Suhana, 2014). Especially in terms of the ability to recognize letters.

Letter recognition is the initial basis in the letter recognition process through letter recognition, children will understand the shape of letters and can form syllables. To be able to optimize its implementation, children need to be guided by teachers so that students' ability to recognize letters can be achieved. Introducing letters to children can be started by introducing the alphabet, this introduction is done by introducing the shapes of the letters on the board or by showing the shape of each letter, so that children can recognize and understand what the shape of the alphabet is. Basically, the ability to recognize letters in schools can be carried out within the limits of pre-scholastic or pre-academic rules. Learning to recognize letters in schools should be given in an integrated manner according to the development of basic abilities, in this case in the field of language and motor development. The teaching and learning process in the classroom is a challenge for teachers to optimize teaching. Teaching and learning activities in the classroom are a separate world of communication where teachers and children exchange ideas to develop ideas and understanding. When the teaching and learning process occurs, of course it cannot run smoothly as expected by the teacher. Disturbances and deviations often arise, so that teaching and learning activities cannot run effectively and optimally (Sari, 2020). There are many underlying factors, one of which is the lack of interest and ability of children to receive the teaching material delivered by the teacher.

Based on the results of observations conducted by researchers at the Muhammadiyah Kepong Malaysia Guidance Center, researchers found several problems, including children's cognitive and language development has not developed according to the standards of children's educational achievement stages, such as still having difficulty recognizing vowels if they are not in sequence and lack of emphasis in teaching each letter, the media in introducing letters is not varied enough, and letter recognition in children is only limited to children who are able to write without knowing the concept of real letters. Where it should be for children aged 4-5 years according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, in the aspect of language development in the literacy section, children can already recognize or show existing letter symbols and are able to write the letters AZ and make pictures or scribbles that have formed letters or words (Vera, 2022). Based on the results of these observations, the importance of innovative and interesting learning for students in order to improve good letter recognition. In this case, one way to improve children's ability to recognize letters is to hold learning variations in the learning activities carried out. The way to recognize letters in children will be more effective by using picture learning media and letter cards which are often called flashcards .

Flashcards are visual-based media. In the big Indonesian dictionary, a card is a thick rectangular paper for various purposes (Jannah, 2020). Flash Card learning media is a container to help convey messages or information to students, Flash Card media can help teachers introduce various materials easily. Because the repeated use of Flash Card media is included in developing vocabulary . Flash Card media is a media that helps in remembering and reviewing learning materials such as definitions or terms, symbols, foreign language spelling, formulas and others (Wahyuni, 2020). Flash Card media can help teachers and parents in stimulating various components of language development as previously studied in

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developing language is also needed to develop speaking skills. Flash Card media in the form of picture cards makes it easier for children to remember and stimulates children to imagine by looking at the pictures that have been displayed on one side of the Flash Card media while on the other side keywords are made from the picture next to it in the form of words with words composed of several raised letters of the alphabet by helping children to recognize letters, writing and at the same time increasing children's vocabulary and making children happier to receive information, so that students can easily understand it (Febiola & Yulsyofriend, 2020).

With the existence of creative learning media, teaching to recognize letters will be easier to understand and make children not bored in teaching and learning activities. Recognizing letters in children does not grow by itself but must be honed so that children find it easier to recognize letters and are ready to enter the next level of education (Sari, 2020) .

In relevant studies, various previous studies have shown that Flash Card learning media can be used to improve children's ability to recognize letters. Research conducted by (Febiola & Yulsyofriend, 2020) The results of this study indicate that the use of Flash Card media can develop speaking skills in early childhood with the help of pictures and embossed letters on the Flash Card media , then make children interested, easy to remember new vocabulary, able to mention the shape and sound of letters, train listening skills and stimulate children to think then make children able to express opinions that are seen from the way they speak. In addition, research by ( Asfiyaturrofiah , 2018) The results of this study showed that in the pre-action the ability to recognize children's hijaiyah letters was 3.6 and in Cycle I the score of children's ability to recognize hijaiyah letters increased to 5.53. In Cycle II the score of children's ability to recognize hijaiyah letters increased to 7.6. The increase that occurred at each meeting was due to the use of Flash Card media in the activity of recognizing hijaiyah letters. These studies reinforce the urgency of using the Scramble learning method as a form of improving children's word-building skills. From the explanations that have been described, the researcher is interested in conducting a study entitled "Efforts to Improve the Ability to Recognize Letters Through Flash Cards in Students at the Muhammadiyah Kepong Malaysia Guidance Center".

## Literature Review

### *Letter Recognition Ability*

One important aspect in early childhood development is the ability to recognize letters, which is the basis for children to communicate symbolically. This ability is the initial stage in the letter recognition process, starting from recognizing letters through the sense of sight. Children learn to distinguish graphic symbols (letters), understand shapes, and remember letters in certain contexts. As they grow, they begin to be interested in letter recognition materials, recognize signs around them, and understand the relationship between sound and writing. The ability to recognize letters in early childhood develops gradually and varies for each individual. Children can begin to recognize letters by interacting with books and written materials from an early age. This process is important in developing the concept of thinking and supporting the development of children's language and speech. Therefore, interesting and repeated stimulation is needed so that children understand and remember letters more effectively. Characteristics of children who are starting to recognize letters include showing interest in books, starting to scribble or write letters, pretending to letter recognition, and imitating writing. They also start to ask about the writing around them and ask to be letter recognition By understanding these characteristics, parents and teachers can provide the right support so that the ability to recognize letters develops optimally.

Early recognition of letters has various benefits, such as improving memory, accelerating information comprehension, and developing letter recognition and writing skills. This ability also plays a role in forming the foundation of children's literacy in the future. To measure the development of the ability to recognize letters, indicators that can be used include naming the letters AZ, understanding and writing letter shapes, recognizing changes in sound and meaning based on letters, and connecting images with the appropriate initial letters. According to the Child Development Achievement Level Standards (STPPA) of the Minister

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of Education and Culture Regulation No. 137 of 2014, children aged 4-6 years are expected to be able to recognize symbols, imitate letters, and understand the relationship between spoken and written language. This development can be stimulated through various methods such as storytelling and sociodrama. With the right approach, children can more easily recognize letters and develop their language skills as a whole.

### *Instructional Media*

Learning media is anything that is used to convey information or learning materials effectively. Falahuddin (2019) explains that the term "media" comes from Latin which means intermediary, so in the context of education, media functions as a means of communication between teachers and students. Gerlach & Ely in Arsyad (2018) added that media includes humans, materials, or events that can help students acquire knowledge, skills, and attitudes. Miarso in Sumantri (2019) defines media as anything that can stimulate the student learning process. In line with that, Sanjaya (2020) refers to learning media as tools, environments, or activities that are conditioned to improve understanding, change attitudes, or instill skills. Thus, learning media has an important role in supporting the success of the teaching and learning process.

The function of learning media in the teaching and learning process is very important because it is closely related to the teaching methods used. Choosing the right media can increase students' learning motivation, help deliver material more clearly, and create an interesting learning environment. Hamalik in Arsyad (2018) stated that the use of media in learning can generate interest, motivation, and increase learning effectiveness. Levie & Lentz in Arsyad (2018) identified four main functions of visual media, namely attracting students' attention, increasing emotional involvement, helping to understand concepts, and making it easier for students to remember information. In addition, Rowntree in Karim (2017) stated that learning media functions to generate learning motivation, repeat material that has been studied, provide stimulus, activate student responses, and provide direct feedback. With these various functions, learning media can improve the quality of learning in the classroom and help students achieve optimal learning outcomes.

The benefits of learning media in education are enormous, especially in helping students understand the material better. Sanjaya (2020) explains that delivering information that only relies on verbal language can lead to verbalism or conceptual misunderstanding. Therefore, learning media plays a role in making information more concrete and easier to understand. Sudjana & Rivai in Arsyad (2018) stated that learning media can increase student attention, clarify the concepts taught, make learning more varied, and provide a more active learning experience through observation, demonstration, and direct practice. In addition, the media also overcomes the limitations of space, time, and senses in learning. Thus, the use of appropriate learning media can help create a more effective and interesting learning experience for students .

### *Flash Card Media*

*Flash Card* media has the main characteristic of conveying messages briefly and clearly on each card. The messages contained in *Flash Cards* can be the names of animals, objects, numbers, or other concepts that you want to teach. The combination of images and text on *Flash Cards* greatly helps students understand concepts more easily (Satriana, 2018:24). *Flash Cards* are also practical and applicable learning media. According to Ulfa (2020:38), *Flash Cards* have several characteristics, namely in the form of effective picture cards, containing images or symbols, and equipped with image captions. With these characteristics, *Flash Cards* are an interesting and effective media in improving students' understanding of the material being taught.

*Flash Card* media has several advantages that make it effective in learning. Indriana (2019:69) explains that *Flash Cards* are small, lightweight, and easy to carry anywhere, making them practical to use. In addition, *Flash Cards* can be easily remembered by students because the words are short and accompanied by interesting pictures. The use of *Flash Cards* also makes

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learning more fun because students can see various real illustrations that help them understand concepts better. According to Hotimah in Maryanto (2017:307), the advantage of *Flash Cards* lies in their ability to help the right brain remember pictures and words simultaneously. Meanwhile, Susilana in Puspita (2020:5) states that *Flash Cards* are not only easy to remember but are also able to attract students' attention in the learning process.

Despite having many advantages, *Flash Card media* also has several disadvantages. Susilana & Riyana in Rahman (2019:133) stated that *Flash Cards* are only effective for use in small groups with less than 30 students, so they are less than optimal for large classes. This is in line with the opinion of Ulfa (2020:39) who stated that *Flash Card media* requires students to be able to see the media clearly in front of the class. In addition, the limited size of *Flash Cards* makes them less effective in explaining complex concepts or images. Sadirman in Budiyanto (2022:50) also added that another disadvantage of *Flash Cards* is that they only rely on visual perception, so they are not effective enough for material that requires more in-depth explanation. Thus, the use of *Flash Card media* must be adjusted to class conditions and student needs so that learning outcomes are more optimal.

## METHOD

This study uses the Classroom Action Research (CAR) method, namely reflective observation with certain actions in several cycles to improve professional learning practices (Sukardiyono, 2019). CAR is carried out in four stages: planning, implementation, observation, and reflection. This study took place at the Muhammadiyah Kepong Malaysia Guidance Center from initial observation to completion. The subjects of the study were students of the studio, while the object was efforts to improve the ability to recognize letters through flashcard media. The research instruments included initial and final tests to measure student abilities, as well as observations to observe changes in learning. Data collection techniques included direct observation on site, tests to measure student skills, and documentation in the form of school data, organizational structure, and other relevant information from the head of the studio and administration. The results of the study are expected to contribute to improving the effectiveness of learning and become a reference for educators in implementing innovative learning media. In addition, this study also seeks to identify factors that influence the success of using flashcard media in improving students' ability to recognize letters and the challenges that may be faced in its application in the learning environment.

## FINDINGS AND DISCUSSION

### Introduction to Letters in the Studio Guidance of Muhammadiyah Kepong Malaysia

The early stages of learning to letter recognition and write are critical for the development of children's literacy. However, in the Muhammadiyah Kepong Malaysia Guidance Studio, the effectiveness of letter introduction remains suboptimal. Direct observations by the researcher revealed that many children struggle with recognizing letters, both visually and phonetically. This indicates that the current teaching methods are not sufficiently effective in helping children understand and retain letters. The dominant use of conventional teaching approaches appears to be a significant factor contributing to these challenges.

One major issue identified during the observation is the lack of diversity in the instructional methods used to teach letter recognition. The predominant oral instruction and writing exercises in books fail to engage children effectively. For children at the exploration stage of learning, more interactive and engaging methods, such as educational games, songs, picture cards, or digital media, are necessary to stimulate their motivation and enhance their learning experience. Unfortunately, the multisensory approach, which incorporates visual, auditory, and kinesthetic elements, is rarely utilized, leading to difficulties in letter recognition and retention.

Moreover, the learning materials available at the studio are limited, further hindering the effectiveness of letter introduction. The reliance on basic tools such as chalkboards and workbooks, without the inclusion of visual aids like letter cards, interactive posters, or alphabet puzzles, causes children to lose interest and become demotivated. In today's digital age, integrating technology such as animated videos, learning applications, and educational games into lessons is essential to maintain children's engagement. However, the use of digital media remains minimal at the studio, resulting in a less dynamic and less effective learning environment.

Another challenge is the limited number of teachers available to provide individualized attention to the children. In large classrooms, teachers are often unable to devote sufficient time to each child's needs, particularly those who struggle with letter recognition. This lack of individualized support means that some children fall behind, unable to catch up with their peers. Furthermore, many teachers have not received specialized training in innovative teaching methods, which limits their ability to adapt their instruction to cater to diverse learning styles. The involvement of parents in the learning process is also insufficient. Many children receive learning stimuli only while at the studio, without additional reinforcement or encouragement at home. The absence of literacy activities at home, such as letter recognition together or playing with letters, makes it difficult for children to solidify their understanding of letters and slows their progress.

Finally, the evaluation process for letter recognition is inadequate. The assessment system currently in place focuses predominantly on the end result, such as a child's ability to write and recognize letters, rather than evaluating their comprehensive understanding and retention of the letters. Evaluations should be more frequent and diverse, incorporating methods such as observational assessments and educational games to gauge children's letter recognition skills. Teachers also need to adjust their teaching strategies based on the evaluation outcomes to better meet the needs of individual children. To enhance the effectiveness of letter introduction, improvements in teaching methods, learning materials, individualized support, and evaluations are crucial. By adopting a multisensory approach, incorporating innovative digital tools, and fostering stronger parental involvement, the Muhammadiyah Kepong Malaysia Guidance Studio can create a more dynamic and effective learning environment that lays a solid literacy foundation for its students.

### **Implementation of *Flash Card* Media in Studio Guidance of Muhammadiyah Kepong Malaysia**

The early stage of letter recognition is a crucial aspect of literacy development in young children. However, at the Muhammadiyah Kepong Malaysia Guidance Studio, the methods employed for letter introduction are not yielding optimal results. Direct observations revealed that many children face significant challenges in both visual and phonetic recognition of letters, suggesting that the current instructional approach is inadequate. The prevailing method relies heavily on conventional techniques, such as oral instruction and repetitive writing exercises, which fail to engage children effectively. To enhance the learning experience, a more dynamic, multisensory approach is necessary, integrating visual, auditory, and kinesthetic elements. Interactive methods such as educational games, songs, and digital media can better motivate children and foster more effective learning. Unfortunately, the use of such innovative tools remains limited, and the absence of engaging visual aids like letter cards, interactive posters, and educational puzzles further contributes to a lack of student interest and motivation.

Additionally, several factors hinder the effectiveness of letter recognition instruction, including an insufficient number of teachers and limited teacher training in modern pedagogical strategies. With large class sizes, individual attention is scarce, and children who struggle with letter recognition are not receiving the necessary support to catch up. Furthermore, many teachers have not received specialized training in innovative teaching techniques, which limits their ability to cater to diverse learning styles. Parental involvement is another critical factor; many children receive limited literacy stimulation outside the studio,

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as parents often do not engage in activities like letter recognition together or reinforcing letter recognition at home. This lack of a supportive learning environment at home slows the process of letter mastery. The current evaluation system also focuses more on final outcomes, such as the ability to write and recognize letters, rather than assessing children's deeper understanding and retention of the letters. To address these challenges, a more varied and engaging teaching approach is required, incorporating digital tools, interactive learning activities, and periodic assessments that guide instruction. By fostering greater teacher training, encouraging parental involvement, and adopting innovative learning methods, the Muhammadiyah Kepong Malaysia Guidance Studio can significantly improve the effectiveness of letter introduction and help children develop a strong literacy foundation.

### Pre-Cycle

The research was conducted at the Muhammadiyah Kepong guidance studio, Malaysia. The subjects were 15 students who had been implemented through 2 cycles, each cycle was conducted in 2 meetings, using the classroom action stage. Before the researcher conducted the implementation of the classroom action, the researcher conducted observations in order to see the students' letter recognition before using the *Flash Card media*. In the pre-action stage, there were still many students who did not meet the minimum completeness criteria (KKM) target achievement. The results of the letter recognition test are as follows:

**Table 1. Recapitulation of letter recognition Skills Test Results for Students at the Muhammadiyah Kepong Malaysia Guidance Center in Pre-Action**

No	Explanation	Data Acquisition
1	highest score	62
2	Lowest Value	30
3	Number of Students in Very Good Category	-
4	Amount Student Good Category	-
5	Amount Student Category Enough	2
6	Amount Student Less Category	13
7	Number of Student Scores	950
8	Average Value	43
9	Average Presentation	47.37%
10	Level of Students' letter recognition Skills Mastery	Less (<55%)

The results of the pre-action reflection showed that the level of students' letter recognition mastery was in the low category. Of the 15 students observed, the highest score obtained was 62, while the lowest score was 30. A total of 13 students showed poor mastery of letter recognition skills (0-55%), while only 2 students were included in the sufficient category ( $\geq 56-75\%$ ).

The total score obtained by all students was 950, with an average score of 43. The average percentage of students' letter recognition skill mastery level was 47.37%, which is in the less category. These results indicate that most students still have difficulty in letter recognition, understanding the contents of the letter recognition, and capturing the implied meaning in the text. This also indicates that previous teaching methods have not had a significant impact on improving students' letter recognition skills optimally.

### Cycle I

In Cycle I of classroom action research (CAR) on efforts to improve letter recognition skills through Flash Card media for students at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia, various improvement steps were implemented based on the results of the pre-action

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which showed that students' letter recognition skills were still relatively low. The average percentage of students' mastery of letter recognition skills at the pre-action stage only reached 47.37%, with most students in the less category.

Therefore, in this cycle, the use of Flash Card media began to be integrated systematically in the learning process to increase students' interest in letter recognition, enrich vocabulary, and train them to letter recognition more fluently and understand the contents of the letter recognition. It is hoped that with this method, students will not only be able to recognize words faster, but can also improve their understanding of the text as a whole. This can be seen in table 2 as follows:

**Table 2. Recapitulation of Letter Recognition Skills Test Results for Students at the Muhammadiyah Kepong Malaysia Guidance Center in Cycle I**

No	Explanation	Data Acquisition
1	highest score	72
2	Lowest Value	48
3	Number of Students in Very Good Category	-
4	Amount Student Good Category	1
5	Amount Student Category Enough	14
6	Amount Student Less Category	-
7	Number of Student Scores	1254
8	Average Value	57
9	Average Presentation	57%
10	Level of Students' letter recognition Skills Mastery	Enough (56-75%)

In Cycle I, the use of Flash Card media was integrated into the learning process to improve interest as well as skills letter recognition students . The results of reflection at the stage Cycle I shows existence quite an improvement significant compared to the stage pre-action . The average student score increased to 57 with a percentage of 57%, which is in the sufficient category.

There was 1 student who successfully achieved the good category, while 14 students were in the sufficient category. This shows that the use of Flash Card media has begun to have a positive impact in helping students recognize words faster, understand letter recognition, and increase their confidence in letter recognition. Although the results achieved still require further improvement, the integration of Flash Card media in learning has brought about better changes compared to the previous stage. Therefore, improvements and additional strategies are needed so that students' letter recognition skills can continue to develop to a higher level.

## Cycle II

After completing a series of stages in the pre-action and Cycle I, learning continued to the Cycle II stage with a focus on improving the methods that had been applied previously. The results of the pre-action stage showed that most students had poor mastery of letter recognition skills, while in Cycle I there was an increase to the sufficient category. Therefore, additional steps need to be taken so that students' mastery of letter recognition skills can continue to increase to a better level.

In this cycle, reinforcement was carried out in the use of Flash Card media with a more interactive learning method and actively involving students. It is hoped that through this approach, students can recognize words faster, understand letter recognition, and increase their confidence in letter recognition. With this improvement, it is hoped that the results of students' letter recognition skills tests which were previously still in the sufficient category can improve further. The data obtained can be seen in Table 3 below:



**Table 3. Recapitulation of Letter Recognition Skills Test Results for Students at the Muhammadiyah Kepong Malaysia Guidance Center in Cycle II**

No	Explanation	Data Acquisition
1	highest score	95
2	Lowest Value	89
3	Number of Students in Very Good Category	13
4	Amount Student Good Category	2
5	Amount Student Category Enough	-
6	Amount Student Less Category	-
7	Number of Student Scores	1830
8	Average Value	91.42
9	Average Presentation	88.2%
10	Level of Students' letter recognition Skills Mastery	Very Good (86-100%)

The conclusion that can be drawn taken from results observation Cycle II shows existence significant improvement in mastery skills letter recognition student after using flash card media. This can be seen from an average value of 91.42 with an average percentage of 88.2%, which is in the very good category based on table criteria mastery skills letter recognition students . A total of 13 students have reached the very good category, while 2 students are in the good category. There are no more students who are in the less or sufficient category. The highest score obtained by students is 95, while the lowest score is 89. This increase reflects the success of using flash card media in helping students be more active and motivated in the learning process. With this method, students find it easier to understand and practice letter recognition skills interactively. The results obtained in Cycle II showed better improvements compared to Cycle I, so it can be concluded that flash card media is effective in improving students' letter recognition skills and achieving the expected learning objectives.

Based on the findings, the use of flash card media significantly improved students' mastery of letter recognition skills. At the pre-action stage, the level of student mastery was still lacking, with an average score of 43 and a percentage of 47.37%. A total of 13 students were in the lacking category, while 2 students were in the sufficient category, and none reached the good or very good category. After the application of flash card media in Cycle I, there was an increase, where the average score increased to 57 with a percentage of 57%, which was included in the sufficient category. 1 student managed to reach the good category, while 14 students were in the sufficient category, indicating that this method began to have a positive impact although it still needed further refinement. In Cycle II, a more significant increase was seen, with an average score of 83 and a percentage of 89%, which was included in the very good category. 13 students had reached the very good category, and 2 students were in the good category, with no more students in the sufficient or less category. These results prove that the use of flash card media is effective in improving students' letter recognition skills. To illustrate the effectiveness of using flash card media in learning, especially in improving students' mastery of letter recognition skills, can be seen in Table 4 below:

**Table 4. Comparison of Percentage of Students' Mastery of Letter Recognition Skills Before and After**

Information	Before use <i>Flash Card</i> Media	After using <i>Flash Card</i> Media
Total Value Amount	950	1830
Average Value	43	91.42
Average Percentage	47.37%	88.2%
Category Practicality	Less (<55%)	Very Good (86-100%)

Analysis results comparison before and after using flash card media show that effectiveness in improving mastery skills letter recognition student experience significant improvement. Flash card media is one of method learning visual based which is often used to help students in understanding and memorizing vocabulary, concepts, or information certain with more fast and efficient. The use of this media has Lots applied in various field education, especially in improving skills letter recognition, because capable stimulate Power remember and speed up the process of understanding student through repetition and interesting visualization. Before application of flash card media, level mastery skills letter recognition student Still classified as low. Based on initial evaluation results, average value student only 43, with a total value of total 950. Average percentage of mastery skills letter recognition students only reached 47.37%, which is included in the category less (<55%). This reflects that method learning previously Not yet Enough effective in helping student develop skills letter recognition they optimally. Some possible factors cause This includes the lack of use of interesting learning media, methods teaching that is still conventional, as well as low involvement active students in the learning process.

However, after the application of flash card media in the learning process, occurs very significant increase in mastery skills letter recognition students. Average grade student increase in a way drastic to 91.42, with a total value of overall reached 1830. In addition, the average percentage of mastery skills letter recognition also soared up to 88.2%, which is now falls into the very good category (86-100%). This increase shows that method learning based on flash cards succeed interesting attention students, improve participation them in learning, as well make it easier understanding to The material being taught. The advantages of flash card media in the learning process lies in its ability to present information in a more concise form concise, attractive and easy be remembered. With the use of flash card, students can learn in more ways fun and not boring, so they more motivated to improve skills letter recognition them. In addition, this technique also allows existence learning based on interaction, good between teachers and students and also between fellow students, who are increasingly enrich experience Study them. Based on the results obtained can be concluded that The use of flash card media is very effective in improving quality learning, especially in improving mastery skills letter recognition students. This method does not only help student understand text with more good, but also increases a sense of trust self they are in letter recognition as well as push involvement active in activities learning. Therefore that, the use of flash cards can become one of the recommended strategies to be implemented in the learning process. use reach more optimal results.

## CONCLUSIONS

The use of flash card media significant increase skills letter recognition students. Before application of flash card media, skills letter recognition student is in the category low, with an average value of 43 and a percentage mastery skills letter recognition by 47.37%. Most of student experience difficulty in recognizing letters, understand letter recognition, as well as connect sound with symbols letters. However, af letter recognition students. In Cycle I, the average score increased to 57 with a mastery percentage of 57%, which is in the sufficient category. Further improvements in Cycle II resulted in a more drastic increase, with the average student score reaching 91.42 and a mastery percentage of 88.2%, which is in the very

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good category. All students have achieved an optimal level of mastery, with 13 students in the very good category and 2 students in the good category. This increase shows that flash card media is effective in helping students recognize letters and words faster, improving memory, and making it easier to understand letter recognition through a visual and interactive approach. In addition, this method also increases students' motivation and confidence in letter recognition. Thus, it can be concluded that the use of flash card media is a very effective learning strategy in improving students' letter recognition skills, and can be an alternative learning method that can be widely applied in elementary education.

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