



Flashcard-Assisted *Teams Games Tournament* (TGT) Model on Students' Reading Ability in Grade 1 SDN 211 Pinrang

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Receive: 12/06/2024

Accepted: 02/09/2024

Published: 01/10/2024

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan model pembelajaran *Teams Games Tournament* berbantuan flashcard dan menganalisis efektivitasnya terhadap kemampuan membaca siswa kelas 1 Sekolah Dasar Negeri 211 Pinrang. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi eksperimen tipe nonequivalent control group design, melibatkan 56 siswa kelas 1 yang dibagi menjadi kelompok eksperimen dan kontrol, masing-masing 28 siswa. Kelompok eksperimen mendapatkan pembelajaran dengan model *Teams Games Tournament* berbantuan flashcard selama 10 pertemuan, sedangkan kelompok kontrol menggunakan pembelajaran konvensional. Data kemampuan membaca dikumpulkan melalui tes lisan dan tertulis, serta observasi aktivitas guru dan siswa. Analisis data dilakukan dengan statistik deskriptif untuk menggambarkan kemampuan membaca dan statistik inferensial melalui uji-t untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa penerapan model *Teams Games Tournament* berbantuan flashcard terlaksana dengan sangat baik, dengan rata-rata keterlaksanaan aktivitas guru 91,8% dan siswa 87,7%. Kemampuan membaca siswa kelompok eksperimen meningkat signifikan dari rata-rata 55,68 pada pretest menjadi 78,36 pada posttest, dibandingkan kelompok kontrol yang meningkat dari 56,25 menjadi 65,32. Uji-t menunjukkan nilai t-hitung 5,235 lebih besar dari t-tabel 2,004 dengan signifikansi 0,000, sehingga model ini efektif meningkatkan kemampuan membaca siswa. Indikator membaca kata mengalami peningkatan paling signifikan sebesar 50%.

Kata Kunci: *Teams Games Tournament*, flashcard, kemampuan membaca

Abstract

This study aimed to describe the implementation of the Teams Games Tournament learning model assisted by flashcards and analyze its effectiveness on the reading ability of first-grade students at Sekolah Dasar Negeri 211 Pinrang. The research employed a quantitative approach with a quasi-experimental nonequivalent control group design, involving 56 first-grade students divided into experimental and control groups, each with 28 students. The experimental group received instruction using the Teams Games Tournament model with flashcards over 10 meetings, while the control group followed conventional learning. Data on reading ability were collected through oral and written tests, as well as observations of teacher and student activities. Data analysis used descriptive statistics to depict reading ability and inferential statistics through a t-test to test hypotheses. The results showed that the Teams Games Tournament model with flashcards was implemented very well, with an average teacher activity implementation rate of 91.8% and student activity at 87.7%. The experimental group's reading ability significantly improved from an average of 55.68 on the pretest to 78.36 on the posttest, compared to the control group's increase from 56.25 to 65.32. The t-test yielded a t-value of 5.235, greater than the t-table value of 2.004, with a significance of 0.000, indicating the model's effectiveness in enhancing students' reading ability. The reading whole words indicator showed the most significant improvement at 50%.

Keywords: *Teams Games Tournament, flashcard, reading ability*

Introduction

Reading ability is a fundamental skill that is the basis for the development of student literacy at the formal education level. In the early stages of elementary education, especially grade 1 of elementary school (SD), early reading skills are a top priority that needs to be developed as a provision for students to master other skills (Irdawati et al., 2020). However, problems related to low early reading skills in early grade students are still found in various elementary schools in Indonesia, including at SDN 211 Pinrang, South Sulawesi.

Based on the results of initial observations at SDN 211 Pinrang, it was found that most grade 1 students had difficulty in recognizing letters, distinguishing letter sounds, and stringing letters into meaningful syllables and words. Data shows that out of 28 grade 1 students, only 42.85% (12 students) are able to read fluently, while the other 57.15% of students still have reading difficulties at various levels. This condition is certainly a serious concern considering that the ability to read at the beginning is a prerequisite for mastering other subjects and affects the overall learning achievement of students.

The low reading ability of grade 1 students at SDN 211 Pinrang is suspected to be caused by several factors, including: (1) the use of conventional learning methods that are monotonous and do not involve active student participation; (2) the lack of use of interesting learning media and in accordance with the characteristics of early grade students; (3) lack of motivation for students in learning to read; and (4) limited time to practice reading at school and at home. To overcome these problems, learning innovations are needed that are able to create a fun and effective learning atmosphere to improve students' reading skills.

One cooperative learning model that is seen as increasing active participation and student learning motivation is the Teams Games Tournament (TGT). The TGT learning model is a type of cooperative learning that involves the activities of all students as peer tutors and contains elements of games and reinforcement (Slavin, 2015). The TGT model allows students to learn more relaxed while fostering responsibility, cooperation, healthy competition and high learning engagement (Rusman, 2018). Through the application of the TGT model, students have the opportunity to interact with

peers in small groups and academic competitions designed in the form of games, so as to motivate students to actively participate in learning.

Untuk mengoptimalkan penerapan model TGT dalam pembelajaran membaca permulaan, dibutuhkan media pembelajaran yang sesuai dengan karakteristik siswa kelas 1 SD. Flashcard merupakan salah satu media visual yang berisi gambar, teks, atau kombinasi keduanya yang dapat digunakan untuk membantu siswa dalam mengenal huruf, kata, dan konsep sederhana lainnya (Arsyad, 2021). Penggunaan flashcard dinilai efektif untuk pembelajaran membaca permulaan karena memungkinkan siswa untuk memvisualisasikan huruf, suku kata, dan kata sehingga lebih mudah diingat. Selain itu, flashcard juga praktis, mudah dibuat, dan dapat digunakan dalam berbagai aktivitas pembelajaran, termasuk dalam permainan edukatif yang merupakan komponen utama dalam model TGT.

Previous research has proven the effectiveness of the TGT model in improving student learning outcomes in various subjects. Research conducted by Susanna (2018) shows that the application of the TGT model can improve the learning outcomes of grade IV elementary school students in social studies subjects with an average increase in scores of 12.5%. Meanwhile, research by Maharani and Basir (2016) proves that the use of flashcards can improve the initial reading ability of elementary school grade students by increasing learning completeness from 45% to 85%. However, there have not been many studies that have examined the effectiveness of combining the TGT model and flashcard media in improving the initial reading ability of elementary grade 1 students.

Based on this background, the formulation of the problem in this study is: (1) How is the application of the flashcard-assisted Teams Games Tournament (TGT) model in reading learning in 1st grade students of SDN 211 Pinrang? (2) Is the application of the flashcard-assisted Teams Games Tournament (TGT) model effective in improving the reading ability of 1st grade students of SDN 211 Pinrang?

The objectives of this study are: (1) Describe the application of the flashcard-assisted Teams Games Tournament (TGT) model in reading learning in grade 1 students of SDN 211 Pinrang; (2) Analyzing the effectiveness of the application of the flashcard-assisted Teams

Games Tournament (TGT) model on improving the reading ability of 1st grade students of SDN 211 Pinrang.

The novelty of this study lies in the integration of the Teams Games Tournament (TGT) learning model with flashcard media specifically designed to improve the initial reading ability of elementary grade 1 students. In contrast to previous research that generally applied the TGT model to mathematics, science, or social studies subjects and at higher grade levels, this study focuses on the application of TGT for early reading learning in grade 1 of elementary school by considering the characteristics of students' cognitive development. In addition, the flashcards developed in this study are specifically designed to accommodate the stages of early reading learning, ranging from letter recognition, syllables, to simple words and sentences that are contextual to the student environment in Pinrang, South Sulawesi. This research also integrates elements of local wisdom in flashcard content, so that reading learning becomes more meaningful for students

Method

This study uses a quantitative approach with a quasi-experimental design method of nonequivalent control group design. This design was chosen because the researcher could not randomly place the research subjects into the experimental group and the control group (Sugiyono, 2018). The research design is described as follows:

Table 1. Research design

Group	Pretest	Treatment	Posttest
E	O ₁	X	O ₂
K	O ₃	-	O ₄

Information:

E = Experimental group

K = Control group

O₁ = Pretest experimental group

O₂ = Posttest experimental group

O₃ = Pretest control group

O₄ = Posttest control group

X = Treatment in the form of learning with flashcard-assisted TGT model

- = Conventional learning

This research was carried out at SDN 211 Pinrang which is located at Jalan Poros Pinrang-Pare, Macinnae Village, Paleteang District,

Pinrang Regency, South Sulawesi. The selection of the location was based on the results of initial observations that showed problems related to the reading ability of grade 1 students at the school. The research was carried out for 3 months, from February to April 2025.

The population in this study is all 1st grade students of SDN 211 Pinrang for the 2024/2025 school year consisting of two study groups (rombel) with a total of 56 students. The research sample was all students of grades 1A and 1B of SDN 211 Pinrang with details of class 1A as many as 28 students as the experimental group and class 1B as many as 28 students as the control group. The sampling technique uses saturated sampling, which is a sample determination technique when all members of the population are used as samples (Sugiyono, 2018). The data collection techniques used in this study are:

1. The test is used to measure students' reading ability before and after (posttest) treatment. The reading test consists of an oral test and a written test. The oral test includes the ability to recognize letters, read simple syllables, words, and sentences. The written test includes the ability to match pictures to words, complete missing letters, and compose words into simple sentences.
2. Observations were carried out to observe the activities of teachers and students during the learning process with the TGT model assisted by flashcards. Observation uses observation sheets that have been compiled based on the syntax of the TGT model and the use of flashcards in learning.
3. Documentation is used to collect supporting data such as school profiles, number of students, and documentation of learning activities.

The instruments used in this study are:

1. Reading Ability Test The reading ability test instrument consists of: a. Oral tests of reading ability with indicators: (1) recognizing letters, (2) reading syllables, (3) reading words, and (4) reading simple sentences. b. The test is written with indicators: (1) matching pictures to words, (2) completing missing letters in words, and (3) composing words into simple sentences.
2. Observation Sheet a. Observation sheet of teachers' activities in implementing the flashcard-assisted TGT model. b. Observation sheet of student activities in

learning with flashcard-assisted TGT model.

The treatment design in this study consists of three stages, namely: 1) Preparation Stage; 2) Implementation Stage; 3) Observation stage; and 4) The reflection stage. The data obtained were analyzed using descriptive and inferential statistical analysis techniques.

1. Descriptive Statistical Analysis Descriptive statistical analysis is used to describe students' reading ability in both the experimental and control groups. Students' reading ability data was analyzed based on the following criteria:

Table 2. Reading Ability Assessment Criteria

Value Interval	Category
86 - 100	Excellent
71 - 85	Good
56 - 70	Enough
41 - 55	Less
0 - 40	Very Less

2. Inferential Statistical Analysis Inferential statistical analysis is used to test research hypotheses with the following steps:

- a. The data normality test uses the Kolmogorov-Smirnov or Shapiro-Wilk test.
- b. The variance homogeneity test uses the Levene test.
- c. The hypothesis test used a t-test (independent samples t-test) with a significance level of $\alpha = 0.05$.

The criteria for testing the hypothesis are:

- 1) H_0 is rejected if $t\text{-count} > t\text{-table}$ or significance value < 0.05
- 2) H_0 is accepted if $t\text{-count} \leq t\text{-table}$ or significance value ≥ 0.05

Result and Discussion

The application of the flashcard-assisted Teams Games Tournament (TGT) model in reading learning in grade 1 students of SDN 211 Pinrang was carried out in accordance with the syntax of the TGT model combined with the use of flashcards. Based on the results of observation of teacher and student activities during 10 meetings, the following data was obtained:

1. Class Presentation At this stage, the teacher delivers reading learning materials with the help of flashcards in a classical manner. The flashcards used consist of letter cards, syllable cards, word cards, and simple sentence cards

equipped with relevant images. The teacher shows the flashcards alternately and asks students to identify the letters, reading simple syllables, words, and sentences written on the flashcards. The results of observations show that teachers' activities at this stage are carried out very well with an average implementation percentage of 92.5%. Students also showed high enthusiasm and attention with an average percentage of student activity reaching 87.8%.

2. Study in Groups (Teams) At this stage, students of class 1A are divided into 6 heterogeneous groups each consisting of 4-5 students with varying academic abilities. Each group studied together using flashcards to recognize letters, read syllables, and words. The activities carried out include: (1) practicing recognizing letters and their sounds using letter cards; (2) practice reading syllables using syllable cards; (3) practice reading words using word cards; and (4) practice reading simple sentences using sentence cards. The results of the observation show that teacher activities at this stage are carried out well with an average implementation percentage of 89.0%. Student activities also showed good results with an average percentage of 84.5%.

3. Games (Games) In this stage, students perform various academic games using flashcards to strengthen their understanding of the material that has been studied. The games played include: a. "Find My Partner" Students match picture cards with corresponding word cards. Each group is given a number of picture cards and word cards that have been randomized. The student's task is to find the exact pair of picture cards and word cards within the allotted time. b. "Arrange Words" Students arrange letters into meaningful words. Each group was given a number of letter cards and had to arrange them into words according to the pictures shown by the teacher. c. "Baca Cepat Ku" Students compete to read simple words and sentences on flashcards quickly and precisely. The teacher shows the flashcards in turn and the students have to read them correctly. The results of observations showed that teachers' activities at this stage were carried out very well with an average percentage of implementation reaching 94.0%. Student activities also showed excellent results with an average

percentage of 90.2%. Students looked very enthusiastic and active during the game.

4. **Tournament** At this stage, students from each group with equal abilities compete at the tournament table to compete for points for their group. The tournament is carried out with flashcard games such as: a. "Question Cards" Students take turns picking up cards and have to read the words on the cards. If the student can read correctly, then he will get points for his group. b. "Reading Relay" Students at one tournament table take turns reading simple sentences consisting of several words on flashcards. Each student must continue reading from the previous student correctly. The results of observations show that teachers' activities at this stage are carried out well with an average implementation percentage of 88.5%. Student activities also showed good results with an average percentage of 82.3%.
5. **Team Recognition** At this stage, the group with the highest points gets rewards in the form of certificates and small prizes such as stationery. The results of observations show that teachers' activities at this stage are carried out very well with an average implementation percentage of 95.0%. Students also show high excitement and motivation with an average percentage of student activity reaching 93.5%.

Overall, the results of the observation showed that the application of the flashcard-assisted TGT model in reading learning in grade 1 students of SDN 211 Pinrang was carried out very well with an average implementation percentage of 91.8% for teacher activities and 87.7% for student activities.

To determine the effectiveness of the flashcard-assisted Teams Games Tournament (TGT) model on the reading ability of 1st grade students of SDN 211 Pinrang, data analysis of pretest and posttest results was carried out in the

experimental group and control group. The results of descriptive statistical analysis of students' reading ability are presented in Table 1 and Table 3.

Table 3. Descriptive Statistical Results of Students' Reading Ability in the Pretest

Statistics	KE	KK
Number of Students	28	28
Highest Score	75	78
Lowest Score	40	42
Average	55,68	56,25
Standard Deviation	9,42	10,07

Table 4. Descriptive Statistical Results of Students' Reading Ability in the Posttest

Statistics	KE	KK
Number of Students	28	28
Highest Score	95	85
Lowest Score	60	48
Average	78,36	65,32
Standard Deviation	8,95	9,86

Based on Table 3 and Table 4, it can be seen that the average reading ability of students in the experimental group increased from 55.68 in the pretest to 78.36 in the posttest, with a difference of 22.68. Meanwhile, the average reading ability of students in the control group also increased from 56.25 in the pretest to 65.32 in the posttest, with a difference of 9.07. This shows that the improvement in students' reading ability in the experimental group was higher than in the control group.

Furthermore, to determine the distribution of frequency and percentage of students' reading ability categories in the pretest and posttest, data analysis was carried out as presented in Table 5 and Table 6.

Table 5. Distribution of Frequency and Percentage of Students' Reading Ability Categories in the Pretest

Value Interval	Category	Control Group		Experimental Group	
		f	%	f	%
86 - 100	Excellent	0	0,00	0	0,0
71 - 85	Good	3	10,71	4	14,9
56 - 70	Enough	10	35,71	9	2,14
41 - 55	Less	4	50,00	4	0,00
0 - 40	Very Less	1	3,57	1	3,57
Sum		8	100	28	100

Table 6. Distribution of Frequency and Percentage of Students' Reading Ability Categories in Posttest

Value Interval	Category	Experimental Group		Control Group	
		f	%	f	%
86 - 100	Excellent	7	25,00	0	0,00
71 - 85	Good	15	53,57	8	28,57
56 - 70	Enough	6	21,43	12	42,86
41 - 55	Less	0	0,00	7	25,00
0 - 40	Very Less	0	0,00	1	3,57
Sum		28	100	28	100

Based on table 5 and table 6, it can be seen that in the pretest, the majority of students in the experimental group and the control group were in the "Less" category with a percentage of 50.00%. After being given treatment, there was a significant change in the experimental group where the majority of students were in the "Good" category with a percentage of 53.57% and 25.00% of students were in the "Very Good" category. Meanwhile, in the control group, the majority of students were in the "Sufficient" category with a percentage of 42.86%.

To test the research hypothesis, a t-test (independent samples t-test) is carried out by first conducting analysis prerequisites in the form of normality tests and homogeneity tests. The results of the normality test using the Shapiro-Wilk test showed that the reading ability data of students in the experimental group and the control group were normally distributed with a significance value of > 0.05 . The results of the homogeneity test using the Levene test showed that the variance of students' reading ability data in the experimental group and the control group was homogeneous with a significance value of $0.621 > 0.05$.

After the two prerequisite tests are met, a t-test (independent samples t-test) is carried out to test the research hypothesis. The results of the t-test are presented in Table 7.

Table 7. Independent Samples t-Test

Group	N	Mean	t-count	T-Table	Sig. (2-tailed)
Ex.	28	78,36	5,235	2,004	0,000
Control	28	65,32			

Based on Table 7, it can be seen that the value of t-calculation ($5.235 > t\text{-table } (2.004)$) and significance value of $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. This shows that the flashcard-assisted Teams Games Tournament (TGT) model is effective on the reading ability of 1st grade students of SDN 211 Pinrang.

To find out the indicators of reading ability that have experienced the most significant improvement, an analysis was carried out on four indicators of reading ability measured, namely: (1) recognizing letters, (2) reading syllables, (3) reading words, and (4) reading simple sentences. The results of the analysis are presented in Table 8.

Table 8. Results of the Analysis of Improving Student Reading Ability Indicators in the Experimental Group

No.	Reading Ability Indicators	Average Score		Increased	
		Pretest	Posttest	Difference	Percentage
1.	Getting to know the letters	67,85	89,28	21,43	31,58%
2.	Reading syllables	58,92	82,14	23,22	39,41%
3.	Reading words	50,00	75,00	25,00	50,00%
4.	Reading simple sentences	45,71	67,14	21,43	46,88%
	Average	55,62	78,39	22,77	41,98%

Based on table 8, it can be seen that all indicators of students' reading ability in the experimental group increased after being treated in the form of the application of the flashcard-assisted TGT model. The indicator of word reading ability experienced the most significant increase with a percentage increase of 50.00%, followed by indicators of reading simple

sentences (46.88%), reading syllables (39.41%), and recognizing letters (31.58%). Overall, the reading ability of students in the experimental group increased by an average of 41.98%.

Discussion

The application of the flashcard-assisted Teams Games Tournament (TGT) model in reading learning in 1st grade students of SDN 211 Pinrang was carried out very well. This can be seen from the average percentage of implementation reaching 91.8% for teacher activities and 87.7% for student activities. The success of the implementation of the flashcard-assisted TGT model is inseparable from the characteristics of the TGT model which contains elements of games and competitions, thereby creating a fun learning atmosphere and motivating students to actively participate in learning.

The stages of the TGT model consisting of class presentation, group learning, games, matches, and group recognition allow students to actively engage in reading learning. At the stage of class presentation, the use of flashcards helps teachers in delivering reading learning materials visually and attractively. Flashcards equipped with relevant images make it easier for students to identify simple letters, syllables, words, and sentences. This is in line with the opinion of Arsyad (2021) who stated that flashcards are an effective visual medium for learning to read in advance because they can visualize abstract concepts into more concrete.

At the group learning stage, students have the opportunity to learn together with peers in heterogeneous groups. The formation of heterogeneous groups allows for peer tutoring where students who have better reading skills can help their peers who are still having difficulties. This supports Vygotsky's theory of social constructivism which emphasizes the importance of social interaction in the learning process (Schunk, 2018). Through interaction with peers, students can learn in a zone of proximal development that allows them to achieve higher developmental potential.

The game and match stages in the flashcard-assisted TGT model are the main attraction for 1st grade elementary school students who are still in the concrete operational stage and enjoy playing. Various games such as "Find My Partner", "Word Stack", "My Quick Read", "Question Cards", and "Reading Relay" not only make learning fun but also provide opportunities for students to practice and strengthen their reading skills. This is in line with the opinion of Piaget (in Huda, 2016) who states that children at elementary school age are still at a concrete operational stage where they

can more easily understand concepts through concrete and fun activities such as games.

The group recognition stage provides external motivation for students to excel and contribute in their group. Awarding rewards to the group with the highest points encourages a healthy spirit of competition between groups. This is in accordance with Skinner's motivation theory which states that providing positive reinforcement can increase the frequency of desired behavior (Schunk, 2018).

Overall, the application of the flashcard-assisted TGT model in reading learning has created a fun, motivating, and meaningful learning atmosphere for 1st grade students of SDN 211 Pinrang. This is in line with research by Hidayat and Mulyani (2019) who found that the application of the TGT model in learning in elementary schools can create an active, fun, and motivating learning atmosphere for students to excel.

The results of the study showed that the flashcard-assisted Teams Games Tournament (TGT) model was effective on the reading ability of 1st grade students of SDN 211 Pinrang. This is evidenced by the t-calculated value ($5.235 > t\text{-table } (2.004)$) and the significance value of $0.000 < 0.05$, which means that H_0 is rejected and H_1 is accepted. In addition, the average improvement in students' reading ability in the experimental group (22.68) was higher compared to the control group (9.07).

The effectiveness of the flashcard-assisted TGT model on the reading ability of grade 1 students can be explained through several aspects. First, the TGT model allows students to learn in a fun and non-stressful atmosphere. A fun learning atmosphere can reduce anxiety and increase students' motivation to learn. This is supported by research by Slavin (2015) who states that TGT-type cooperative learning can increase students' motivation and learning achievement due to the element of fun games and competitions.

Second, the use of flashcards as a visual learning medium helps students visualize the relationship between letters, sounds, and the meaning of words. Flashcards equipped with relevant images make it easier for students to remember the shapes of the letters and words learned. This is in line with Paivio's dual coding theory which states that information presented in visual and verbal form will be easier to remember than information that is only presented in one form (Marzano, 2017). The

consistent use of flashcards in reading learning also assists students in building a strong cognitive schema of the letter-sound-meaning relationship, thereby accelerating the process of mastering reading skills.

Third, the flashcard-assisted TGT model provides an opportunity for students to practice reading intensively through various games and matches. The opportunity to practice repeatedly in a fun context strengthens the neural connections associated with reading skills. This is in accordance with Thorndike's theory of connectionism which states that learning occurs through the strengthening of stimulus-response connections through repetitive practice (law of exercise) and accompanied by pleasant consequences (law of effect) (Schunk, 2018).

Fourth, the cooperative component in the TGT model allows students to help and support each other in the process of learning to read. Social interaction and peer tutorials can speed up the learning process and help students who have difficulty reading. This is in line with Rohman's (2017) research which found that cooperative learning can improve the social and academic skills of elementary school students.

Fifth, the flashcard-assisted TGT model accommodates different learning styles in 1st grade elementary school students. For students with visual learning styles, the use of flashcards helps them in visualizing the shapes of letters and words. For students with auditory learning styles, reading together and group discussions help them in understanding the sounds of letters and words. For students with kinesthetic learning styles, game and match activities that involve physical movements such as matching cards and arranging letters help them learn to read. By accommodating a variety of learning styles, the flashcard-assisted TGT model can be effective in improving the reading ability of all students.

The results of the analysis of the reading ability indicator showed that the word reading indicator experienced the most significant increase with a percentage increase of 50.00%. This shows that the flashcard-assisted TGT model is especially effective in improving students' ability to read whole words (whole word recognition). This is in line with the theory of reading development which states that after students master letter and syllable recognition, they will begin to develop the ability to recognize words as a whole (Chall, 2018).

The indicator of reading simple sentences has also experienced a significant increase with a percentage increase of 46.88%. This shows that once students are able to recognize words, they begin to develop the ability to understand the relationships between words in a sentence. The improvement in this indicator is supported by the use of simple sentence flashcards equipped with relevant images, thus helping students in understanding the meaning of the sentences being read.

The indicators of reading syllables and recognizing letters have also increased, although they are not as high as other indicators. This can be explained because some students already have a fairly good initial ability to recognize letters and read syllables, so the increase is not as high as other indicators.

Overall, the results of this study are in line with previous studies that show the effectiveness of the TGT model in improving student learning outcomes. Susilowati (2018) found that the application of the TGT model can improve the learning outcomes of grade IV elementary school students in science subjects by increasing learning completeness from 57% to 91%. The results of this study also support the findings of Rahmawati (2017) which shows that the use of flashcards is effective in improving the initial reading ability of grade 1 elementary school students by increasing the average score from 65.3 to 82.7.

The novelty of this study is the integration of the TGT model with flashcard media designed specifically for early reading learning in grade 1 of elementary school. Previous studies have generally applied the TGT model to non-language subjects such as mathematics, science, and social studies, or applied flashcard media without integrating it with cooperative learning models. The findings of this study add to empirical evidence regarding the effectiveness of combining cooperative learning models with visual learning media in improving the reading ability of early grade students.

Conclusion

Based on the results of the research and discussion that has been described, the following conclusions can be drawn:

1. The application of the flashcard-assisted Teams Games Tournament (TGT) model in reading learning in grade 1 students of SDN 211 Pinrang was carried out very well with an

average implementation percentage of 91.8% for teacher activities and 87.7% for student activities. The implementation of the flashcard-assisted TGT model is carried out through five stages, namely: (1) class presentation using flashcards as the main media, (2) learning in heterogeneous groups, (3) games using flashcards such as "Find My Partner", "Arrange Words", and "Baca Cepat Ku", (4) tournaments between group members with equal abilities through the games "Question Cards" and "Reading Relays", and (5) team recognition in the form of giving awards to the group with the highest points.

2. The flashcard-assisted Teams Games Tournament (TGT) model is effective on the reading ability of 1st grade students of SDN 211 Pinrang. This is evidenced by the t-count value ($5.235 > t\text{-table } (2.004)$) and the significance value of $0.000 < 0.05$. The average reading ability of students in the experimental group increased from 55.68 in the pretest to 78.36 in the posttest, with a difference of 22.68, while in the control group it increased from 56.25 in the pretest to 65.32 in the posttest, with a difference of 9.07. All indicators of students' reading ability in the experimental group increased, with the word reading indicator increasing most significantly (50.00%), followed by the indicators of reading simple sentences (46.88%), reading syllables (39.41%), and recognizing letters (31.58%).

Research Limitations

This research has several limitations that need to be considered, including:

1. This study was only conducted on grade 1 students in one elementary school, namely SDN 211 Pinrang, so the generalization of the results of the study was limited to subjects with similar characteristics.
2. The duration of the study was relatively short (3 months) so that the long-term effect of the application of the flashcard-assisted TGT model on students' reading ability could not be known for sure.
3. This study only focuses on initial reading ability and has not examined its impact on students' reading comprehension skills.
4. The study did not strictly control for external factors such as parental support and home-based learning activities that might affect students' reading ability.

Recommendations

Based on the results of the research and the existing limitations, several recommendations were proposed as follows:

1. For early elementary school teachers, it is recommended to apply the flashcard-assisted TGT model as an alternative in early reading learning because it has been proven to be effective in improving students' reading skills.
2. For school principals, it is recommended to facilitate teachers in developing and implementing innovative learning models such as flashcard-assisted TGT through the provision of supporting infrastructure facilities and professional training.
3. For future researchers, it is recommended to:
 - a. Conduct follow-up research with a longer duration to determine the long-term effects of the application of the flashcard-assisted TGT model.
 - b. Extend the research subject to several schools with different characteristics to improve the generalization of the research results.
 - c. Examining the impact of the application of the flashcard-assisted TGT model on students' reading comprehension ability at higher grade levels.
 - d. Integrating digital technology in the development of flashcards to further enhance their appeal and effectiveness in reading learning.

Acknowledgments

The researcher would like to thank the Principal, teachers, and students of SDN 211 Pinrang for giving permission and participating in this research, as well as to all parties who have assisted in the implementation of the research and writing this article.

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