



The Influence Of Letter Ball Media On Early Childhood Reading

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ABSTRACT

The purpose of this study was to determine the effect of the letter ball media on early childhood reading. research that uses Pre-Experimental Designs The form of design used is One-Group Pretest-Posttest Design, in this study there is a group that is treated, then intends to compare the situation before and after being treated. This study uses observation and data collection. The population in this study were all TA'DIBiyah Kindergarten children, Kec. Patumbak totaling 30 children 5-6 years old consisting of 19 boys and 11 girls. that through the Letter Ball Media activities it can affect the reading ability of early childhood children aged 5-6 years in Ta'dibiyah Kindergarten compared to learning before the Media Ball Letter activity. In developing the reading ability of early childhood, interesting learning can be given through Letter Ball Media to children. Media Ball Letters are considered appropriate, interesting and fun according to the character of early childhood

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1. Introduction

At the age of five years in general, children both physically and psychologically are ready to learn things that are increasingly not simple and long time at school. After the age of 2-3 years' experience in rapid development [1]. By the age of 6 years, in general, children have experienced the development and proficiency of various physical skills [2]. They can already perform movements such as jumping, catching, throwing, and dodging. In general, they can also ride mini bikes or tricycles. Sometimes for certain children these skills have been mastered in aged 4-5 years [3].

At the age of 2-6 years, it focuses more on laying the foundation towards growth and development, which includes physical development of early childhood reading and fine motoric, intelligence of thinking (early childhood reading development), spiritual intelligence (development of religious and moral values), emotional social intelligence, language intelligence and communication in accordance with the uniqueness and stages of development passed by early childhood [4]. Moreover, preferably the activities provided must be in accordance with the development and need of each child. At this time, there is also a great curiosity and demand its fulfillment [5]. They are supposed to learn new things and really like to ask questions with the intention of knowing something [6]. Teachers and parents should give reasonable answers. On this age, children still like to imitate everything what their parents do.

One thing that it is important is to keep in mind that the child's interest in something does not last long, because teachers and parents must be good at creating varied activities and must not apply rigid discipline with boring routines [7]. Children at this time will also develop their intelligence quickly if they are given award and praise accompanied by affection, while still giving the understanding that they make mistakes or failures. [8]. With the affection received, children will develop their emotions and intellectuals, the important thing is the provision of praise and appreciation accordingly.

Proper motoric learning is very important, because it will greatly contribute to the growth of children. Correct motoric learning and optimal development cannot be separated from the role of teachers who can facilitate the needs of children by providing various learning media that will support the development of all aspects of child development [9]. This is inseparable from the role of teachers in facilitating the needs of children by providing various learning media that support the child's motoric physical development. The role of teachers in the learning process cannot be separated from how teachers create a pleasant learning



atmosphere, the media used by teachers is interesting for children and can stimulate all aspects of early childhood development [10].

Luluk Asmawati (2017: 16) Language development is often considered less important compared to early childhood reading development. The role of language in everyday life is as a tool for communicating and getting to know the symbols. The environment has a very important role in developing a child's language [11]. Language recognition in children aged 3-4 years starts from introducing letters. One of the Standard Levels of Child Development Achievement at the aged of 3-4 years is to know some letters from a-z. For children aged 3-4 years the recognition of letters is limited to only five letters that are often known or encountered. This is because in children aged 3-4 years is the period of introduction of the concept [12].

Considering the importance of development of language, researchers and class teachers agreed to try to use one of the activities to support the process of reading children of the age of early reading, namely through the Letter ball media activity that has been designed in such a way to be more interesting, fun, and meaningful for children [13] says that to develop patterns of movement of children should be done through activities using the Letter ball media in improving the ability to know vowels in children aged 3-4 years. [14]Letter ball media is a media that will be used in aim to children feel happy and interested and enthusiastic in learning. Therefore, the concept of letters is embedded in their memory and it can gradually increase. Based on the background above, the problems in this study can be formulated a problem, THE INFLUENCE OF LETTER BALL MEDIA ON EARLY CHILDHOOD READING.

Based on the background and identification of the problems, the formulation of the problem that researchers proposed in this study is: Whether there is an influence of letter ball media on early childhood reading. The purpose of the research based on the formulation of problems is to find out the influence of letter ball media on early childhood reading [15].

2. Method

This research design used is Pre-Experimental Designs. According to (Sugiyono, 2018: 74) Pre-Experimental Designs research is an experimental method to study the influence of certain variables on other variables, through trials under special conditions that are deliberately created. Pre-Experimental Designs method doesn't include into true experiment because there are other variables that affect the formation of bound variables. It can happen due to the absence of control variables, and the sample is not randomly selected. According to Sugiono (2018: 109) states that in the design of Pre-Experiment there are external variables that affect to the formation of dependent variables. The design form used is One-Group pretest-Posttest Design, in this study there is a group that is treated, then intends to compare the previous situation to after being treated. The design of the research design is as follows.

Table 1
One Group Pretest-Posttest Design

Early practice	Treatment	Final Treatment
O1	X	O2

The population in this study is all kindergarten children of TA'DIBIYAH Kec. Patumbak in amounts to 30 children 5-6 years consisting of 19 boys and 11 women. Sampling determination technique is all members of the population used as a sample. The sample in this study is 5-6 years old consisting of 30 children.

Data analysis used in this study is a process of analyzing data that has been obtained from observations. Sugiyono (2012: 260) says there is a difference between correlation analysis and regression. Correlation analysis is used to find out the direction and strength of the relationship, while regression is used to predict how much change or influence. The data analysis techniques in this study uses simple linear regression. The researcher uses simple linear regression analysis because this study consists of only two variables, namely one independent variable and one dependent variable. In addition, because of the number of samples less than 30 the researcher uses simple linear regression analysis. The simple linear regression formula is as follows:

$$Y = a + bX$$

Information:

Y = dependent variable (predicted value)

X = independent variable

a = constant (value Y' when X = 0)



b = Coefficient of regression (value of increase or decrease).

3. Results and Discussion

3.1 Result

a. Post Test observation results after intervention

From the results of the *posttest* regarding the development of early childhood reading, it has been known that the lowest score is 9, while the highest score on the *post test* result is 16.

TABLE 2
Table of Observation Results of Post Reading Development Test

No	Value				Number of Scores	No	Value				Number of Scores
	1	2	3	4			1	2	3	4	
1	3	3	3	3	12	16	4	4	4	4	16
2	4	4	4	3	15	17	4	3	4	4	15
3	3	3	3	2	11	18	2	3	2	2	9
4	3	4	4	2	13	19	4	4	3	3	14
5	4	4	4	4	16	20	3	3	4	3	13
6	4	4	3	3	14	21	3	3	3	3	12
7	4	3	4	4	15	22	4	4	3	3	14
8	3	4	3	2	12	23	3	3	4	2	12
9	3	4	3	2	12	24	4	4	3	2	13
10	2	3	4	2	11	25	4	4	4	4	16
11	4	4	4	3	15	26	4	4	4	3	15
12	2	3	2	2	9	27	4	3	4	2	13
13	2	4	2	3	11	28	4	4	3	4	15
14	4	4	4	3	15	29	2	3	4	2	11
15	3	3	3	4	13	30	4	4	3	4	15

Furthermore, each score on each child is included in the interval class which can be arranged in the frequency distribution table classified as follows.

TABLE 3
Categorization Of Reading Development Post Test Result

Category	Interval	Frequency	Percentage
Less	0 – 25	0	0.0%
Enough	26 – 50	0	0.0%
Good	51 – 75	11	36.7%
Excellent	76 – 100	19	63.3%

From table 3 development early childhood reading in aged 5-6 years in kindergarten of TA'DIBIYAH *post-test* is in the category of less than 0 children (0%), enough category is 0 children (0%), good category is 11 children (36.7%) and very good category is 19 children (63.3%). The graph of the *post-test* for development reading on early childhood aged 5-6 years in kindergarten of TA'DIBIYAH appears in figure 4.2 as follows: Descriptive Static Reading Development of early childhood in aged 5-6 years in kindergarten of TA'DIBIYAH

Based on the results of calculations from the initial data shows that obtained static descriptive as follows:

TABLE 4
Static Descriptive of Pretest-Posttest Reading Development

No	Variable	N	Min	Max	Median	Mean	SD
1	Ana Early Childhood Reading Pre Test	30	5.0	10.0	6.5	6.66	1.26
2	Post Early Childhood Reading Test	30	9.0	16.0	13.0	13.23	1.97

From table 4 above, it is known that the average value in the *pre-test* is 6.66 while in the *post test* is 13.23, this average value illustrates that in general the average value of children differs significantly after



being given treatment. From the middle value in *pre-test* is 6.5 while *the post-test* is 13.0. This median value illustrates that in general the median value differs significantly after being given treatment. The standard deviation value (SD) illustrates that the level of value diversity on the two variables is not much different. It can be inferred from the mean value, median, standard deviation, maximum value and minimum value in *pre-test* and *post-test* the difference is not too far. This is marked positively as a good observation. This data shows the state at the time of *pre-test* and *post-test* is quite significant difference. In can be concluded that after being treated, using the Letter Ball Media method in children are quite visible and significant, compared to previous condition without treatment. It means very positive because the Method of Letter Ball Media is significant and effective on the development of early childhood reading.

Based on the results of the calculation of the calculation of the developmental validity test of early childhood reading aged 5-6 years in kindergarten of ta'dibiyah is as follows:

TABLE 5
Validity Test Results

No	Variable	Mean	SD	Pearson Correlation
	<i>Pre-Test</i> Reading early childhood	5.0	1.2	0.459
	<i>Post-Test</i> Reading early childhood Children	5.2	1.5	0.702

The item shows valid if the results of *the pearson correlation* > r_{tabel} (sig. 0.05). to determine the value of the r_{tabel} (sig. 0.05) can be seen in the *product moment* with the amount of data (n) = 30 then 0.349 so that the item from the scale of each statement shows valid because the calculation > r_{tabel} . Based on Table 4. 6, it can be seen that all statements for the results of observation of early childhood reading development in aged 5-6 years in kindergarten of ta'dibiyah have valid status, because $r_{numeracy}$ > r_{tabel} . The increase in reading development of children of this age can be seen from the *pearson correlation* value at the *pre-test* method of Letter Ball Media by 0. 459, then at the time of *post-test* the value becomes 0.702 so that there is an increasing in the development score of early childhood reading in aged 5-6 years in kindergarten of ta'dibiyah after given using the Letter Ball Media method by 0. 243. It also can be concluded that the Method of Letter Ball Media is effective and significant in improving the development of reading children in aged 5-6 years in kindergarten of TA'DIBIYAH.

b. Normality Test of Observation of Early Childhood Reading Development in Aged 5-6 Years in Kindergarten of TA'DIBIYAH

Based on the results of the calculation of the developmental normality test, reading early childhood in aged 5-6 years in kindergarten of ta'dibiyah is as follows:

TAB:LE 6
Normality Test Result

		Unstandardized Residual
N		30
Normal Parameters	Mean	.0000000
	Std. Deviation	1.22605424
Most Extreme Differences	Absolute	.135
	Positive	.135
	Negative	-.071
Test Statistic		.135
Asymp. Sig. (2-tailed)		.171

a. Test distribution is Normal.

Based on table 6 above, it is known that the significance value of *Asiymp.Sig* (2-tailed) of 0.171 is greater than 0.05. Therefore, in accordance with the basis of decision-making in the kolmogorov-smirnov normality test above, it can be concluded that the data is distributed normally. Thus, the assumptions or requirements of normality in the regression model are already match.

c. The Test of Early Childhood Reading Development Observation Hypothesis of Children in Aged 5-6 Years in Kindergarten of TA'DIBIYAH



Based on the results of the calculation of the development hypothesis test, reading children in aged 5-6 years in kindergarten of ta'dibiyah are as follows:

TABLE 7
Hypothesis Test Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.
	B	Std. Error	Beta		
1 (Constant)	8.846	1.567		5.643	.000
Post Reading Development Test	.165	.117	.257	1.405	.017

Based on Table Above, the calculated value is $1,405 < 2,042_{ttabel}$. As for the significance value (sig.) $0.017 < 0.05$ Then it can be concluded that there is a significant linear relationship between the development of early childhood reading before treatment (*pre-test*) and the development of early childhood reading after treatment (*pos-test*). This also shows that H_a is accepted.

3.2 Discussion

The results of research on the ability of reading early childhood can be seen from the differences of the results of previous activities used Letter Ball Media and after using Letter Ball Media. The study shows that the child's motoric physical development regarding to the ability of reading in early childhood shows better results after being treated using letter ball media.[16] The differences result in observations before and after using letter ball media activities are not the same for all children because children have different material in mastering. Letter Ball Media activity is chosen as one of the stimulus to develop the ability of reading in early childhood. Letter Ball Media is a child's gymnastics with the shape of letters on a ball or objects. This is as stated in agreement with [3] states that to develop patterns of movement children should be done through activities such as dancing, games, sports, and gymnastics. From the opinion above, Gymnastics is one of the activities to develop children's movement patterns. Learning using Letter Ball Media in accordance with the world of kindergarten children, namely the world of play is also in accordance with the nature of children who like to imitate what they see. Therefore the child will feel happy and more motivated to do something. By using Letter Ball Media, the ability of reading in early childhood will be trained through the movement performance.

Based on the explanation above, it can be concluded that through the Activities of Letter Ball Media can affect the ability of reading in early childhood in aged 5-6 years in Kindergarten of Ta'dibiyah compared to learning before using Letter Ball Media activity.[5] In developing the ability of reading in early childhood it can be given an interesting learning through Letter Ball Media for children. Letter Ball Media is considered appropriate, interesting, and fun according to the character of early childhood.

5. Conclusions

Based on the results of observations in children aged 5-6 years in Kindergarten of TA'DIBIYAH, it can be concluded that learning methods using ball media have proven effective and significant in improving the reading of children in aged 5-6 years in Kindergarten of TA'DIBIYAH. Students' reading ability increase and it can be seen from the value of $1,405 < ttabel 2,042$. As for the significance value (sig.) $0.017 < 0.05$, it can be concluded that there is a linear relationship between childrens' reading development before treatment (*pre-test*) and the childrens' reading development after treatment (*post-test*). It can also be seen from the children in obeying the letters, connecting word by word. The children are able to unite each letter in the letter BALL and arrange the words in the letter ball into a sentence.

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