

The Use of Letter Block Media in Improving the Language Skills of Children Aged 5-6 Years in Paud Sinar Leksula Village Leksula Buru Selatan District

Novi Saleky^{1,3}, Lamberthus. J. Lokollo², H. Abarua³

^{1,2,3}Universitas Pattimura

Received: 21 July 2023
Revised: 29 July 2023
Accepted: 22 August 2023

Abstract

The aim of this research is "To determine the use of letter block media in improving language skills in children at PAUD Sinar, Leksula Village, Leksula District, South Buru Regency". The methods used by researchers to collect research data. The method used in this research is classroom action research (PTK). Classroom action research in English is called *classroom action research*. classroom action research (PTK) which has been carried out through the second cycle with two meetings, cycle I (15%) means that the language skills of children on average are still at the level of starting to develop and there are still children who have not yet developed. several things. So it can be concluded that research activities will continue in cycle two. This can be seen from the results of observation in cycle II (100%) which shows changes in the learning outcomes of children who are no longer at the undeveloped criteria, so that learning in cycle II is said to have been achieved successfully.

Keywords: Letter Block, Media, Language Skills

(*) Corresponding Author: novvvyta@gmail.com

How to Cite: Saleky, N., Lokollo, L., & Abarua, H. (2023). The Use of Letter Block Media in Improving the Language Skills of Children Aged 5-6 Years in Paud Sinar Leksula Village Leksula Buru Selatan District. *International Journal of Education, Information Technology, and Others*, 6(3), 387-396. <https://doi.org/10.5281/zenodo.8395830>

INTRODUCTION

On this basis, PAUD institutions need to provide several activities that can develop various aspects of institutional development. Early childhood education can also be interpreted as a form of education that focuses on laying the foundation for good growth and development coordinated with language intelligence, emotional intelligence, plural intelligence, and spiritual intelligence. In accordance with the uniqueness and growth of early childhood, it is adapted to the stages of development that the child is going through.

Paud is an abbreviation for early childhood education. In law number 20 of 2003 concerning national education, it is stated that education is a basic and planned effort to create a learning atmosphere and process so that students can actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble character. as well as the skills needed by the community, nation and state, while early childhood is the age range from 0 to 6 years.

In an effort to optimize all the abilities of early childhood children based on early childhood education principles, early childhood educators should understand each stage of growth and development because all efforts made must be based on the stages of the child's growth and development in order to achieve optimal results.

Learning media is anything that can be used to channel messages from the sender to the recipient so that it can stimulate students' thoughts, feelings and attention so that the learning process runs well.

The use of learning media is very important in early childhood education (PAUD) because the development of early childhood education children originates in the concrete period or something real. Learning that is fun for children needs to be prepared as well as possible so that children enjoy participating in the learning process. Because in early childhood education (PAUD), that is, learning while playing. So it is mandatory for teachers to use learning media that is as interesting as possible so that children look active when learning and do not feel bored in the learning process.

Language is a very important tool in children's lives because by using language children can communicate with other people. Language learning cannot be separated from vocabulary, where the use of vocabulary is an important thing in language skills. Without adequate mastery of vocabulary, the goal of language learning will not be achieved because the more The more vocabulary a person has, the more skilled he will be at language.

In communicating, language is an important tool for everyone. Through language, a person or child can develop social skills with other people. Without language a person will not communicate with other people. Children can express their thoughts using language so that other people can catch what the child is thinking. Communication between children can be established well Children's language can build relationships so it is not surprising that language is considered an indicator of a child's success. Children who are considered to talk a lot are sometimes a reflection of intelligent children.

Language includes non-verbal communication and can be learned regularly depending on a person's maturity and learning opportunities. Likewise, language is the basis for a child to learn things. Before he learns other knowledge he needs to use language to understand it well. Children will be able to develop their abilities in the areas of sound pronunciation, writing, reading which really support literacy skills at a higher level.

Teaching early language will make it easier for children because this period is a very amazing period where there is very rapid vocabulary growth for children based on the fact, there are some children who do not know letters and use a variety of vocabulary, making it difficult for children to communicate with their peers and teacher at school. One of the causes is the use of inappropriate methods and approaches that are still formal and conventional. Children tend to do writing activities on children's worksheets and are less involved in seeing and feeling what they do with their own hands. Children only carry out tasks that are instructed without giving children the opportunity to express ideas and think creatively, this has an impact on children's low willingness to understand language concepts.

THEORETICAL STUDY

Understanding language

According to Hariadi and Zamzami in Suhartono, language is essentially a communication process, because in it messages occur from one source to another place. 10 Badudu and et al state that language is a means of liaison or

communication between members of society consisting of individuals who express their thoughts, feelings and desires.

Language skills are learned and acquired scientifically by children at an early age to adapt to their environment as a socializing tool, language is also a way of responding to others. In children at an early age (5-6 years), the most common and effective language ability is the ability to speak, this is in accordance with the general characteristics of children's language ability at that age. Learning to speak can be done by children with the help of their parents or adults who are around them, through conversation, by talking children gain experience and improve their knowledge and develop their language.

Early Childhood Language Development

Language development is closely related to human development from birth to adulthood, and especially during early childhood.

According to Lenneberg, children's language development runs according to their biological schedule (Eni Zubaidah, 2003: 13). This can be used as a basis for why children at a certain age can speak, while at a certain age they cannot yet. Language development is not determined by age, but leads to motor development. However, this development is greatly influenced by the environment.

Children's language will emerge and develop through various social interaction situations with adults (Kartini Kartono, 1995: 127). Language has a very important role in everyday life. Suhartono (2005: 13-14) states that the role of language for early childhood is as a means for thinking, a means for listening, a means for speaking and a means for children to be able to read and write. Through language a person can convey his desires and opinions to other people.

Understanding learning media

The word media comes from the Latin *medius* which literally means "intermediary" or "introductory". Media is an intermediary or messenger of messages from the sender to the recipient of the message, Gerlach and Ely say as followed by Arsyad (1997: 3) that media if understood in broad terms are people, materials or events that create conditions that make students able to acquire knowledge, skills, or attitude. In this understanding, teachers, books, texts and the school environment are media.

Block letter media

Mitchell in Nento (2013:20), states that "Beams are plain pieces of wood (without paint), the same width and thickness and with a length twice or four times the size of one block unit." Meanwhile, according to Montolalu et al in Khilmiyah (2011: 25) said that "Block games are a game tool that is very suitable as a tool for making various constructions. "By playing with blocks, children have the opportunity to train their eyes, hands and physical coordination." Based on the opinions above, it can be concluded that block media is a game tool made from pieces of wood of various shapes and sizes which are used to make various constructions to train eye, hand cooperation and physical coordination.

RESEARCH METHODS

Types of research

Research methods are the methods used by researchers to collect research data. The method used in this research is classroom action research (PTK). Classroom action research in English is called *classroom action research*.

RESULTS AND DISCUSSION

This research was carried out at PAUD Sinar, Leksula Village, Leksula District, South Buru Regency. The aim is to determine the development of children's language skills. Data collection in this research used observation sheets that had been prepared by the researcher.

Based on the results of research on the problems above, researchers collaborate with teachers to take steps as an effort to develop children's language skills. The method taken by researchers in conducting research is carried out in two cycles. The first and second cycles were each carried out in two meetings.

CYCLE I

a. Planning

The planning for cycle I carried out by the researcher was related to the theme of letter blocks. In cycle I, the material that will be taught to children is:

Table 1. Cycle 1 meeting schedule first meeting

No	Date and time	Meeting	Material
1.	Friday, November 18 2022	Meeting I	Theme: Block letters Sub Theme: arrange pieces of blocks into words
2.	Monday, November 28 2022	Meeting II	Theme: Block letters Sub Theme: reading

Implementation of learning in the classroom uses blocks as a tool. Apart from that, before teaching, researchers prepare a Daily Learning Implementation Plan (RPPH) so that teaching activities are more focused and maximal.

b. Implementation

1. The first meeting

The activity will be carried out on November 18 2022 using the Daily Learning Implementation Plan (RPPH) with the theme of letter blocks, the sub-theme of arranging pieces of blocks into words.

1) Initial activity

The teacher welcomes the children who come from home in front of the class and the children then kiss the teacher's hand and then enter the class while singing songs and then praying. After finishing praying, they greeted their teachers and friends. Then the teacher tells the children the themes and sub-themes. Then the teacher discusses how to do letter block activities, then the teacher explains the benefits of letter blocks and the children follow what the teacher teaches.

2) Core activities

The teacher prepares what tools and materials are needed to carry out block media activities. The teacher introduces the tools and materials (pieces of

letter blocks) that will be used when learning to the children while pointing to the tools and materials that have been provided. The teacher asks the children about the letters in the blocks before the children put the letters together to form words.

3) Final/closing activities

- a. The teacher asks the child's feelings during the activity
- b. The teacher explains again about today's activities
- c. The teacher invites the children to sing songs then pray and greet them when they go home.

c. Reflection

Implementation of reflection carried out in cycle I by the researcher. Reflection aims to find solutions to problems found in class and determine the level of success of the learning that has been carried out. In this case the researcher carried out an evaluation of the following actions, the problems or obstacles that occurred in cycle I included:

- 1) When the teacher explains the material that will be done, there are some children who are busy alone and don't pay attention, so that after giving the assignment the children are still confused.
- 2) Some children don't know letters yet
- 3) Children are not yet able to use their time well, so children can only produce a few languages.

Based on the evaluation and looking at the problems/obstacles carried out in cycle I, it shows that there has not been an increase in children's language skills after the actions in cycle I, but the improvement that occurred in cycle I has not reached the expected level of indicators of success. So the researcher made a plan to take the next action, namely carrying out the second cycle of action.

d. Observation Observation

Observations are carried out when learning activities have been completed, namely when the child is carrying out activities created by the teacher. Researchers assess students based on the indicators that have been seen in the following frequency table.

Table 2. Frequency of Observation Results on Children's Language Ability in cycle 1

No	Ability Achievement Indicators	F1	F2	F3	F4	Number of children (n)
		BB	MB	BS	BSB	(P)%
1.	Children are able to enrich words for language skills	2	4	4	3	13
		15%	31%	31%	23%	100%
2.	Children have many words to express ideas to other people	1	3	6	3	13
		8%	23%	46%	23%	100%

(data source: PAUD Sinar Leksula 2022)

Based on the table above it is known that:

- a. Children's language abilities with indicators of carrying out commands correctly are not yet developed (BB) as many as 2 children (15%), starting to develop (MB) as many as 4 children (31%), developing according to expectations (BSH) as many as 4 children (31%) , and those who developed very well (BSB) were 3 children (23%).
- b. Children's language skills with indicators of expressing ideas and simple sentences, namely not yet developed (BB) as many as 1 child (8%), starting to develop (MB) as many as 3 children (23%), developing according to expectations (BSH) as many as 6 children (46%) , and developing very well (BSB) A total of 3 children (23%).

CYCLE II

a. Planning

The planning for cycle I carried out by the researcher was related to the theme of letter blocks. In cycle I, the material that will be taught to children is:

Table 3. Schedule of meetings for Cycle 2 second meeting

No	Date and time	Meeting	Material
1.	Friday, November 18 2022	Meeting I	Theme: Block letters Sub Theme: arrange pieces of blocks into words
2.	Monday, November 28 2022	Meeting II	Theme: Block letters Sub Theme: reading

Implementation of learning in the classroom uses blocks as a tool. Apart from that, before teaching, researchers prepare a Daily Learning Implementation Plan (RPPH) so that teaching activities are more focused and maximal.

b. Implementation

1) The first meeting

The activity will be carried out on November 18 2022 using the Daily Learning Implementation Plan (RPPH) with the theme of letter blocks, the sub-theme of arranging pieces of blocks into words.

4) Initial activity

The teacher welcomes the children who come from home in front of the class and the children then kiss the teacher's hand and then enter the class while singing songs and then praying. After finishing praying, they greeted their teachers and friends. Then the teacher tells the children the themes and sub-themes. Then the teacher discusses how to do letter block activities, then the teacher explains the benefits of letter blocks and the children follow what the teacher teaches.

5) Core activities

The teacher prepares what tools and materials are needed to carry out block media activities. The teacher introduces the tools and materials (pieces of letter blocks) that will be used when learning to the children while pointing to the tools and materials that have been provided. The teacher asks the children about the letters on the blocks before the children put the letters together to form words.

6) Final/closing activities

- d. The teacher asks the child's feelings during the activity. It is. The teacher explains again about today's activities
- f. The teacher invites the children to sing songs then pray and greet them when they go home.
- 2) Second meeting
 - Implementation of activities on November 28 2022 using the Daily Learning Implementation Plan (RPPH) with the theme of letter blocks, the sub-theme of reading
- 7) Initial activity
 - The teacher greets the children who come from home in front of the class and the children then kiss the teacher's hand and enter the class while singing a song and then praying. After finishing praying, they greeted the teachers and friends. Then the teacher informs the children of today's theme and sub-theme, while doing the learning activity. Then the teacher asks the children what tools are used when doing the letter block arrangement activity, with the children simultaneously answering the block pieces. it's the children singing a song.
- 8) Core activities
 - The teacher prepares the tools and materials needed to carry out the letter block activity. The teacher introduces the tools and materials (pieces of blocks) that will be used when teaching the children while pointing to the tools and materials that have been provided. The teacher asks the children about the letters on the blocks before the children read using the blocks
- 9) Final/closing activities
 - a) The teacher asks how the children felt during the activity. The teacher explains again about today's activities
 - b) The teacher invites the children to sing then pray and greet them when they go home.
- c. Reflection
 - Based on the results of the evaluation of all children's language ability activities at Preschool Rays aged 5-6 years have achieved indicators of success. Children have participated in learning activities using letter block media from start to finish well. The obstacles that emerged in the first cycle of action were corrected in the second cycle, so the children's language skills experienced a better improvement. With the improvements that have been made, finally the activity of improving language skills using letter block media reached the specified level of success.
- d. Observation Observation
 - Observations are carried out when learning activities have been completed, namely when the child is carrying out activities created by the teacher. Researchers assess students based on the indicators that have been seen in the following frequency table.

Table 4. Frequency. Observation Results of Children's Language Ability in Cycle II

No	Ability Achievement Indicators	F1	F2	F3	F4	Number of children (n)
		BB	MB	BS	BSB	(P)%

1.	Children are able to enrich words for language skills	0	3	4	6	13
		-	20%	30%	50%	100%
2.	Children have many words to express ideas to other people	0	2	3	8	13
		-	20%	30%	50%	100%

(data source: PAUD Sinar Leksula 2022)

Based on the table above it is known that:

- a) Children's language skills with indicators of carrying out commands correctly are not yet developed (BB) 0 children, starting to develop (MB) 3 children (20%), developing according to expectations (BSH) 4 children (30%), and those developing very good (BSB) A total of 6 children (50%).
- b) Children's language skills with indicators of expressing ideas and simple sentences, namely not yet developed (BB) as many as 0 children, starting to develop (MB) as many as 2 children (20%), developing according to expectations (BSH) as many as 3 children (30%), and developing very good (BSB) A total of 8 children (50%).

DISCUSSION

Based on the results of research from the first cycle (first) and second cycle on language ability activities at PAUD Sinar, Leksula Village, Leksula District, South Buru Regency. This is classroom action research which aims to improve children's language skills. After holding the first cycle, children's language abilities on average were still at the beginning to develop (MB) level of 20%, and there were still children who had not developed in several indicators, such as children who could not speak the language well, according to the results of observations made by this researcher, So it can be concluded that research activities will continue in cycle II.

Children's reading abilities improved after children used letter block media which can help children's emotional development in cycle II. This can be seen from the results of observations in cycle II which showed changes in children's learning outcomes such as there were no longer any children who were in the underdeveloped (BB) criteria. , the criteria for beginning to develop (MB) still exist because some children still need teacher assistance in improving their reading skills, some children develop according to expectations (BSH) and develop very well (BSB).

The indicator of carrying out orders correctly is in the very well developed (BSB) criteria of 5.50% of children can speak well in the criteria of developing according to expectations (BSH). The indicator of expressing ideas and simple sentences is 30%. Thus it can be concluded that the learning carried out is capable improve children's language skills in cycle II.

Based on the description above, the tendency for students to meet the indicator criteria is getting better. with the language skills of children aged 5-6 years in PAUD Sinar Leksula Village, Leksula District, South Buru Regency increasing. In line with Rahim's (2005) opinion that teachers should provide training that is appropriate to children's abilities when learning activities take place, students can play an active role in achieving the expected competencies.

CONCLUSION

Based on research results. It can be concluded that classroom action research (PTK) which has been carried out through the second cycle with two meetings, cycle I (15%) means that the language skills of children on average are still at the level of starting to develop and there are still children who have not yet developed several things. So it can be concluded that research activities will continue in cycle two. This can be seen from the results of observation in cycle II (100%) which shows changes in the learning outcomes of children who are no longer at the undeveloped criteria, so that learning in cycle II is said to have been achieved successfully.

REFERENCE

- Ahmad Susanto, *Pendidikan Anak Usia Dini Konsep dan Teori*, (Jakarta: Bumi Aksara, 2017)
- Anas sudjiono, *pengantar statistik pendidikan*, (jakarta:PT Raja grafindo,2010)
- Daddu Deni, *Metode Pengembangan Bahasa* (Jakarta : Universitas Terbuka, 2008)
- Endang Fatimah, *Psikologi Perkembangan*, (Bandung: Remaja Rosdakarya, 2006)
- Fajarwati, Elly. 2009. *Hubungan antara bermain balok dengan kreativitas anak*. Skripsi. Semarang : Fakultas Psikologi Universitas Khatolik Soegijapranata
- Hurlock, E. (1978). *Perkembangan Anak* Jilid I. (Alih Bahasa: Agus Dharma). Jakarta :Erlangga
- Khilmiyah, Anis. 2011. *Efektivitas Bermain Balok Unit Dalam Meningkatkan Logic Smart Padas Siswa PAUD Sukses Kreatif*. {Skripsi} Universitas Negeri Surabaya, Surabaya.
- Krisyani-Laksono dan Tatag Yuli Eko Siswono, *Penelitian Tindakan Kelas*,(Bandung: Remaja Rosdakarya, 2018)
- Mumahad Asruri. *Penelitian tindakan kelas* (Bandung: Wacana Prima, 2007)
- Mohammad Ali, *Penelitian Kependidikan Prosedur &Strategi*, (Bandung: Angkasa, 2013)
- Nana syaodih sukmadinata, *metode penelitian pendidikan*. (Bandung PT Remaja Rosdakarya, 2016)
- Novan Ardi Wijaya, *konsep Dasar Paud*. (Yogyakarta: Gava Media,2016)
- Rochiati Wiriaatmajda, *Penelitian Tindakan Kelas Metode*, (Bandung: PT Remaja Rosdakarya, 2008)
- Sang Ayu Putu Rahyuni, “*Penerapan Model Pembelajaran Make A Match Berbantuan Media Kartu Bergambar Untuk Meningkatkan Perkembangan Bahasa Anak*”. e-Journal PG_PAUD Universitas Pendidikan Ganesha Jurusan Pendidikan Guru Pendidikan Anak Usia Dini (Volume 2 No 1 Tahun 2014),
- Siti Aisya, *Perkembangan dan konsep dasar pengembangan anak usia dini*. (Tangerang selatan: Universitas Terbuka, 2013)
- Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta : PT. Rineka Cipta, 2002)
- Suhartono, *Perkembangan Keterampilan Berbicara Anak Usia Dini*, (Jakarta: Depdikbud, 2005)
- Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Jakarta : PT. Bumi Aksara, 2007)

Sugiyono. *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D.* (Bandung : Alfabet, 2015)

Syari'ati Masyitoh, *Meningkatkan Kemampuan Membaca Permulaan Melalui Media Balok Huruf*, Vol.5, Edisi.2,(Desember 2016),800