The Effect of Giving Letters Versus Card Games and Bincer Games and Learning Motivation on the Language Ability of Early Children

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Abstract : This study aimed to investigate the impact of providing letter card games compared to binary games and learning motivation on language skills among early childhood students. The hypothesis posited that there is a significant influence of providing letter card games versus binary games and learning motivation on the language skills of early childhood students at Bintang Sembilan Kindergarten and Kemala Bhayangkari Kindergarten 75 Lamongan in 2022. The study involved 25 students from Bintang Sembilan Kindergarten and 15 students from Kemala Bhayangkari Kindergarten 75 Lamongan. A Random Assignment Posttest Control Group Design was utilized in this research, consisting of two groups: the experimental class and the control class. Data were collected through quasi-experimental methods, allowing for control of variables relevant to the experiment. Data analysis involved the use of the two-way ANOVA test formula, the Normality test, and the Homogeneity test. The results of the study indicated statistical significance across all three tests, confirming the effectiveness of the experimental design. The Pearson test confirmed the alternative hypothesis, concluding that there is indeed an effect of providing letter card games versus binary games, along with learning motivation, on the language skills of early childhood students in Bintang Sembilan Kindergarten and Kemala Bhayangkari Kindergarten 75 Lamongan in 2022.

Keywords: Letter Card Game Versus Bincer Game, Learning Motivation, Language Skills

Introduction

Playing is an activity that children do freely based on inner desires. Early childhood (AUD) can play according to their needs and desires. Playing can be done anywhere in two ways: playing with parents' directions and without directions. The two methods need to be balanced. Language is one aspect of development that must be considered in the learning process. The language referred to ('Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137', 2014) a) understand receptive language, including the ability to understand stories, orders, rules, enjoy and appreciate reading; b) express language, including the ability to ask questions, answer questions, communicate verbally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of graffiti; c) literacy, including the understanding of relationship between letter

shapes and sounds, imitating letter shapes, and understanding words in stories. Providing children's language skills makes them ready to interact and communicate well in the community environment and develop their potential.

To develop listening skills, the activity can be done through games. Essencially playing is a learning model that fits the main needs of children by choosing the right learning method, it can create a fun learning atmosphere so that the children will become motivated. The learning method in the form of a game that can be done is a language game. Language games have a dual purpose: to get joy as a function of play and to practice certain language skills as subject matter.[1]

With language skills possessed by children who develop rapidly, they can communicate each other, express themselves and indirectly their vocabulary will continue to grow. With habituation and various language training, children will have good communication skills. Hurlock emphasizes that the most effective communication is by speaking. Therefore, it can be seen from the child's language development to determine children's communication skills.[2]

Language is a system that helps humans communicate or relate to others. Language is also an innate human ability. Language resides in the human brain and will continue to exist even if it is expressed or not. Although the human capacity for (having) language is genetic/innate, aspects of language such as vocabulary and grammar are learned. Mastery of language as a means of communication must go through stages of development.[3]

Language ability is mentioned as a set of skills or components of knowledge, which agrees with research conducted by Fitri[4]. Language skills are important for children's social competence, because children must understand others and communicate effectively to show their social skills [5]. Children's language skills greatly affect the child's social and personal adjustments in the future. In line with research which states that children's language skill can be used as basic capital for children in learning things around them.[6]

Suyadi [7] said that, when a child is playing, the child unconsciously studies hard to be able to play himself in the game which can improve various aspects of the child's intelligence. Besides that, children can learn well through playing activities without coercion and pressure. Carron & Jon in Perdani stated that, playing is a means that can influence all

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[1] Desy Dela Tika, "Permainan Bahasa Untuk Stimulasi Kemampuan Bahasa Reseptif Anak Usia Dini," *TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini* 7, no. 1 (2021): 1.

[2] Nur Alim Amri, "Pengaruh Metode Bermain Peran Terhadap Kemampuan Komunikasi (Bahasa Ekspresif) Anak Taman Kanak-Kanak Raudhatul Athfal Alauddin Makassar," *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran* 1, no. 2 (2017): 105.

[3] Isabella Hasiana, "Pengaruh Permainan Kartu Huruf Terhadap Kemampuan Membaca Anak Kelompok a Di Tk Amanda Cipta Menanggal Surabaya" 03 (2021): 26–31.

[4] Annisa Islami Fitri, Masrul Masrul, and Putri Asilestari, "An Analysis on Students' Ability in Writing Descriptive Text," *Journal of English Language and Education* (2022).

[5] H. Colin Gallagher, "Willingness to Communicate and Cross-Cultural Adaptation: L2 Communication and Acculturative Stress as Transaction," *Applied Linguistics* (2013).

[6] Alcohol Education and Simple Advice, "赵敏 1，郝伟 2，李静 3* （1.," no. 14 (2018): 63–65.

[7] Aisyah Nur Atika et al., "Early Childhood Learning Quality in Pandalungan Community," *JPUD - Jurnal Pendidikan Usia Dini* (2019).

aspects of child development. The children will learn about themselves, other people and their environment by providing opportunities. It also can give freedom to children to imagine, explore and be creative, finally the children can develop optimally.[8]

Literary development in early children is closely related to speaking ability or communication. Communication is intended to fulfill the function of exchanging thoughts and feelings. According to Harlock, early childhood has two important communication elements. First, children must use forms of language that are meaningful to the people with whom they communicate. Second, children must understand the language used by other people, so that the speaking ability affects the child's social and personal adjustments.[9]

Piaget argued that even though these activities have been done frequently, they still feel fun or give satisfaction to a person. According to Parten, playing is an activity as a means of socializing, discovering, expressing feelings, being creative, and learning in a fun way. Docket and Fleer said that a child needs to play, because by playing children will gain knowledge that can develop their abilities. According to Mayesty, playing is an activity that children do all day long, because for children playing is life and life is playing. Based on some of the opinions above, it can be understood that playing is an effort to obtain pleasure and soul satisfaction from every activity carried out, whether using a game tool or not. It is important that the children feel happy with the games they are doing, and don't really care about the final results they get. However, for early childhood, the forms and tools of play must have educational values, to serve as a means of developing children's potential.[10]

Method

The research method used is experimental research (quasi experimental design). The design has a control class, but cannot fully function to control external variables that affect the implementation of the experiment. In this study the main characteristics are the existence of manipulated independent variables; the existence of control or control, and the observation of whether the independent variables affect the dependent variable. This research uses Posttest Only Control Design and Pretest Group Design. There are two groups in this design. Each group is randomly selected (R). The first group received treatment X, while the others did not. The control group is the group that received no treatment and was not given the name of the experimental group. Pretest Design – The Posttest control group design [11] is presented in Figure 3.1 below.

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[8] Nur laili Mus'adah and Ahmad Fachrurrazi, "Pengaruh Permainan Kartu Gambar Pada Pemerolehan Kosa Kata Anak Usia 5-6 Tahun," *Incrementapedia: Jurnal Pendidikan Anak Usia Dini* 2, no. 01 (2020): 43–51.

[9] Iis Basyiroh, "Program Pengembangan Kemampuan Literasi Anak Usia Dini," *Tunas Siliwangi* 3, no. 2 (2017): 120–134.

[10] D Anggraini and A D Arumsari, "Permainan Monyet Dan Pohon Untuk Menstimulus Perkembangan Anak Usia Dini," *Motoric* 3, no. 1 (2019): 40–48.

[11] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2016).

$$E \qquad O_1 \qquad X \qquad O_2$$
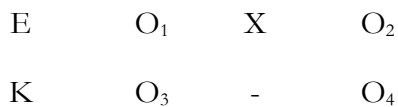
$$K \qquad O_3 \qquad - \qquad O_4$$

Figure 3.1. Pretest Research Design – Posttest Control Group Design

Information

E : Experimental class

K : Control class

O1 : Pretest of experimental class learning outcomes

O2 : Pretest control class learning outcomes

O3 : Posttest experimental class learning outcomes

O4 : Posttest control class learning outcomes

X : class treatment using the Letter Card Game for the experimental class

– : class treatment using Bincer Games for the control class

Based on the factorial design above, the authors divided the subjects into two groups, (1) the class X-1, a grup of Bintang Sembilan Kindergarten and Kemala Bhayangkari Kindergarten 75 Lamongan who learned by using the Letter Card Game, and (2) the class X-2, a grup of Bintang Sembilan Kindergarten and Kemala Bhayangkari Kindergarten 75 Lamongan who learned by using the Bincer Game. The design for writing data analysis uses a 2 x 2 factorial which can be seen in Table 3.2.

Table 3.2. Research Analysis Design

Moderating variable / Moderating variable	independent variable	Learning model
	PK (X_1)	PB (X_2)
High learning motivation (A1)	($A_1 X_1$)	($A_1 X_2$)
Low learning motivation (A2)	($A_2 X_1$)	($A_2 X_2$)

Information

A1 X1 : The results of group learning of high motivation students by using the Letter Card Game

A1 X2 : Study results of high motivation student groups using the Bincer Game

A2 X1 : The results of group learning of low motivation students by using the Letter Card Game

A2 X2: The results of group learning of low motivation students using the Bincer Game

According to calculations using SPSS software, if the significance value is <0.05, the item is valid to find out the validity of the items. Validity is a measure that shows the level of reliability and validity of a measuring instrument. A valid instrument means that the measuring instrument used to obtain the data can be said to be valid.

Reliability test to determine the level of constancy of an instrument was used. The instrument used must have adequate reliability. If the instrument is used to measure the aspects measured, all results are the same and the alternatives are the same, then the instrument has adequate reliability. Testing the reliability of the pre-test/post-test items was measured using the alpha cronbach technique. The formula used to find reliability is as follows.

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{\delta^2 - \sum pq}{\delta^2}\right)$$

Information:

r_{11} = reliability coefficient

n = number of questions

δ^2 = standard deviation

$\sum pq$ = number of multiplication results between p and q

p = the proportion of subjects who answered the item correctly

q = the proportion of subjects who answered the item incorrectly

Table 3.4 Categories of Reliability Value

TK	Test Quality
0,800 – 1,000	Very high
0,600 – 0,799	Tall
0,400 – 0,599	Enough
0,200 – 0,399	Low
< 0,20	Very low

Source: Sugiyono (2016)

This study will explain the condition of students about motivation to learn. The instrument used is a learning motivation questionnaire that experts have validated. To obtain data on student motivation by applying the PBL and PS models, it is revealed by a measuring instrument in the form of a learning motivation questionnaire. This instrument contains 20 questions and instructions arranged based on indicators of learning motivation (lattice and motivational learning instruments are in Appendix 4).

Calculations to make it clearer, the description can be described in Table 3.5 below:

Table 3.5 Assessment of Learning Motivation Instruments

Skor	Test Quality
5	Very high
4	Tall
3	Enough
2	Low
1	Very low

Source: Darmadi (2012)

Result and Discussion

The study's data are pretest and posttest data on the learning outcomes of the letter card game versus the binceri game. The research process will take place in three stages. The first stage is conducting a Pretest to obtain initial data on the assessment of learning motivation and learning outcomes in the letter card game versus the bincer game on February 20, 2023. The second stage of this research activity is carrying out learning/treatment, this research lasts for 1 month, starting on 21 February 2023 to March 20, 2023. Pretest and posttest data on learning outcomes in giving letter card games versus bincer games are presented in Table 4.1 as follows.

| No | Kelompok Motivasi Belajar Tinggi | | | | | |
| | PK | | | PB | | |
	Pretest	*Posttest*	Selisih	*Pretest*	*Posttest*	Selisih
1	64.17	68.33	4.16	55.00	90.83	35.83
2	55.00	59.17	4.17	55.00	82.50	27.50
3	54.17	58.33	4.16	54.17	73.33	19.16
4	50.00	64.17	14.17	54.17	81.67	27.50
5	50.00	55.00	5.00	45.84	81.67	35.83
6	45.00	59.17	14.17	45.84	72.50	26.66
7	45.00	55.00	10.00	40.84	77.50	36.66
8	36.67	40.83	4.16	40.84	72.50	31.66
Mean	50.00	57.50	7.50	48.96	79.06	30.10
Persentase			**15,00%**	**Persentase**		**61,48%**
No	Kelompok Motivasi Belajar Rendah					
	PK (A1B2)			*PB* (A2B2)		
	Pretest	*Posttest*	Selisih	*Pretest*	*Posttest*	Selisih
1	45.84	63.33	17.49	45.00	50.00	5.00
2	40.84	64.17	23.33	40.84	55.00	14.16
3	40.84	55.00	14.16	40.84	50.00	9.16
4	36.67	59.17	22.50	40.00	40.83	0.83
5	36.67	60.00	23.33	36.67	50.00	13.33
6	35.84	55.00	19.16	36.67	45.83	9.16
7	35.84	50.00	14.16	32.50	50.00	17.50
8	31.67	50.00	18.33	31.67	45.83	14.16
Mean	38.03	57.08	19.06	38.02	48.44	10.41
Persentase			**50,12%**	**Persentase**		**27,38%**

Descriptive Statistical Pretest and Posttest Learning Outcomes Giving Letter Card Game Versus Bincer Game

Kelompok	N	Minimum	Maximum	Mean	Std. Deviation
Pretest A1B1	8	36.67	64.17	50.00	8.20
Posttest A1B1	8	40.83	68.33	57.50	8.09
Pretest A2B1	8	40.84	55.00	48.96	6.31
Posttest A2B1	8	72.50	90.83	79.06	6.38
Pretest A1B2	8	31.67	45.84	38.03	4.32
Posttest A1B2	8	50.00	64.17	57.08	5.49
Pretest A2B2	8	31.67	45.00	38.02	4.52
Posttest A2B2	8	40.83	55.00	48.44	4.21

When displayed in the form of a diagram, the learning outcomes data of giving the letter card game versus the bincer game are presented in Figure 4.3 as follows.

	$A_1 X_1$	$A_1 X_2$	$A_2 X_1$	$A_2 X_2$
Pretest	50,00	48,96	38,03	38,02
Posttest	57,50	79,06	57,08	48,44
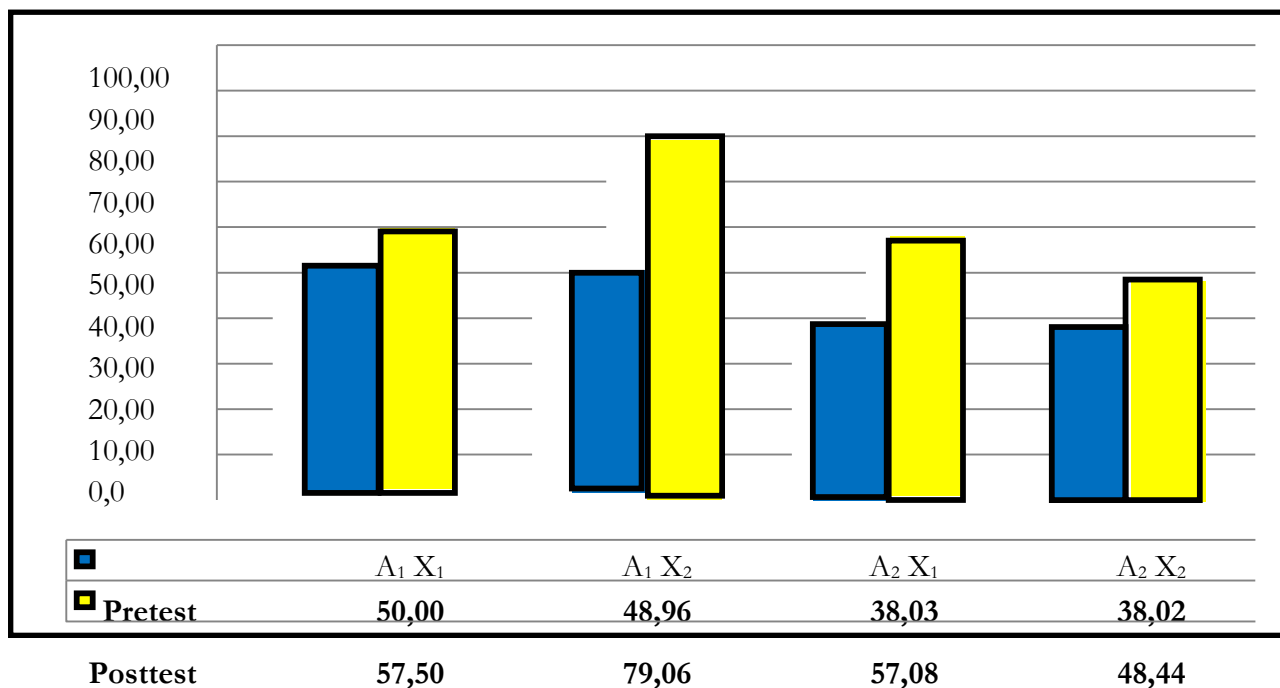
Normality Test

Kelompok		p	Signifikansi	Keterangan
	$A_1 X_1$	0,996		**Normal**
	$A_1 X_2$	0,487		**Normal**

Pretest	A₂ X₁	0,708		**Normal**
	A₂ X₂	0,976		**Normal**
	A₁ X₁	0,682		**Normal**
	A₁ X₂	0,934	0,05	**Normal**
Posttest	A₂ X₁	0,993		**Normal**
	A₂ X₂	0,606		**Normal**

Based on the statistical analysis of the normality test that has been carried out using the Kolmogorov Smirnov test, all pretest and posttest data's learning outcomes of the bincer game are obtained from the results of the data normality test. The significance value is p> 0.05, which means that the data is normally distributed.

Homogenity Test

F	df1	df2	Sig.
1.183	3	28	0.334

The Anava Test

Source	Type III Sum of Squares	df	Mean Square.	F	Sig
Letter card game versus bincer game	248.366	1	248.366	5.623	0.025

Hypothesis Testing

ANAVA test results between giving letter card games versus binary games on language skills in Bintang Sembilan Kindergarten and Kemala Bhayangkari 75 Kindergarteten Lamongan

Source	Type III Sum of Squares	df	Mean Square.	F	Sig

| | 248.366 | 1 | 248.366 | 5.623 | 0.025 |
| Letter card game versus bincer game | | | | | |

ANAVA Test Results Differences in Students who Have Motivation
High and Low Learning on Language Ability Learning Outcomes

Source	Type III Sum of Squares	df	Mean Square.	F	Sig
Motivasi Belajar	2153.484	1	2153.484	48.753	0.000

Conclusion

Based on the results of research and results of data analysis that has been done, the following conclusions are obtained:

1. There is a significant different effect of giving letter cards game versus bincer games on the language skills of early childhood at Bintang Sembilan Kindergarten and Kemala Bhayangkari 75 Kindergarten Lamongan in 2022

2. There is a significant different effect between the learning outcomes of students who have high learning motivation and low learning motivation on the language skills of early childhood at Bintang Sembikan Kindergarten and Kemala Bhayangkari 75 Kindergarten Lamongan in 2022.

3. There is a relationship between letter card games versus bincer games and learning motivation on language skills of early childhood at Bintang Sembilan Kindergarten and Kemala Bhayangkari 75 Kindergarten Lamongan in 2022.

Suggestion

Based on the results of the research, the trainers and other researchers were given the following suggestions.

1. For teachers of early childhood/kindergarten education, it is recommended to use letter card games versus bincer games in improving language skills. The game will give effect to improve learning outcomes of language skills. In language learning, it does not emphasize only reading and writing mastery, but also can use fun games, which will ultimately allow interactions between the students to occur which will lead to student involvement in learning.

2. For physical education teachers, nowadays it should be realized that the using of various learning models is very important to be given. The learning activities run in a playful

conducive manner for students. The students does not relize that tey are in a learning process, so that physical education learning can be achieved optimally

3. For further research, especially in examining other variables, this learning model can be developed specifically and in more depth.

4. In this study, writing realized that there were still many shortcomings, especially due to limitations in the study. The learning outcomes can be improved through the application a more enjoyable learning models. For development related to the research that the author has done, it can be done using tools, methods, and samples at different levels.

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