

## THE EFFECT OF LETTER CARD MEDIA ON EARLY LITERACY ABILITIES OF 5-6 YEAR OLD CHILDREN

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**Abstract:** This study aims to determine the effect of letter card media on the early literacy skills of children aged 5-6 years at RA Perwanida 4 Palembang. This type of research is quantitative with the Pre-Experimental Design experiment research method. This research design uses One Group Pretest - Posttest Design. The population of this study were group B children totaling 10 children and sampling using purposive sampling to obtain samples that represented the objectives of the research conducted and had sample selection criteria at RA Perwanida 4 Palembang. Data collection techniques used observation, tests, and documentation. The data analysis technique in this study used validity test, reliability test, normality test, homogeneity test, and t hypothesis test. Based on the results of the research that has been carried out, there is a significant influence on the early literacy skills of children aged 5-6 years on early literacy indicators in mentioning known letter symbols, recognizing the initial letter sounds of the names of objects around, understanding between the sound and shape of letters, mentioning groups of images that have the same sound or initial letter, writing their own names, and reading their own names. In addition, it is shown by 0.000, according to the results of hypothesis testing conducted using the SPSS program with a sequential sample test. Therefore, the significant value is not greater than 0.05. The data above shows that  $H_a$  is accepted and  $H_0$  is rejected. which means that there is a significant effect of letter card media on the early literacy skills of children aged 5-6 years at RA Perwanida 4 Palembang.

**Keywords:** Early Childhood, Letter cards, Early literacy skills

## **INTRODUCTION**

Child development is developed early, where the child's brain and physical body often experience rapid development towards stimulation in giving significance to future development. In (Peraturan Menteri Pendidikan Dan Kebudayaan, Nomor 146, Tahun 2014, Tentang Kurikulum 2013 Pendidikan Anak Usia Dini, 2014) PAUD consists of six aspects of development including religious moral values, physical motor, cognitive, language, social emotional and art. aspects that are known from an early age are aspects of language development in which there is language development, one of which is literacy.

In the aspect of language development, especially the ability to recognize letters in early childhood. The ability to recognize letters is part of the literacy aspect of children's language development, by recognizing letters children will find it easy to understand other things such as mentioning the same letter at the beginning of a word, being able to distinguish letter symbols and so on related to literacy indicators. Musfiroh revealed that letter recognition stimulation is to stimulate children to recognize, understand, and use written symbols to communicate. (Musfiroh, 2009).

The initial ability and basic foundation needed for children to be able to learn to write, read and count is literacy skills in children. The process undertaken when reading is in the form of retelling and describing an activity that starts with introducing letters. Children are required to be able to understand the concept of letter cards for their ability to read, write and speak (Nurbiana, 2012). Good literacy skills are strongly related to children's reading and writing skills. Children's ability to recognize letters, especially the concept of letter recognition, must be implemented from an early age and the literacy introduction program in PAUD institutions can be used as a learning activity that greatly encourages children's literacy development (Firdaus, 2019).

Literacy skills are very important to build as early as possible in accordance with the age stages of the child so that the child's language skills develop which then affects the child's personality in society (Matin et al., 2019). In developing early literacy, it is developed in the surrounding environment because the delivery must be in accordance with the stages of development and the principles of learning where children are still called playing while learning. In developing early literacy, it is developed in the surrounding environment because the delivery must be in accordance with the stages of development and the principles of learning where children are still called play while learning activities. Early literacy skills are defined as the ability to vocalize letters, syllables and sentences in the form of writing to be spoken (Yuli Pudji Lestari, n.d.). The ability in early literacy is a fundamental ability so that children can master it as a basis for learning lessons. the need for learning to recognize literacy is the reason that is done to children, especially children from an

early age. The importance of early literacy is done as an effort to improve the ability of children, children have done early literacy as a basis for learning to read and write before entering elementary school. In a process of introducing early literacy, media is needed to support children's learning because learning media has a very important meaning. Media is a place as a sourced message addressed to the target to achieve instructional messages and to achieve the learning process (Ani Daniyati et al., 2023). So the media is a set that supports the learning process so that the learning is right on target as expected, this is in the process of learning children with the help of the media will produce good learning than not using the media.

In early literacy using learning media is letter card media. Letter card media is a very interesting thing for children, where in the learning process in the form of a form of cards that have illustrated letters and words equipped as cards that can be grouped including animals, fruits etc (Azza, n.d.). This letter card media affects children's early literacy which can help early reading to develop optimally.

These letter cards are the media used in the learning process where children are introduced to a variety of different cards that have text and images. In using these letter cards, it varies which can help children in reading words that have not been understood. So that the development of children in their ability to develop optimally as expected.

Based on observations made at RA Perwanida 4 Palembang there were several problems related to literacy skills in group B1. There are 10 children out of 21 who have not shown the ability to recognize letters, children have not been able to follow the letter patterns that have been given by the teacher, children still mistakenly recognize the letters b and d, m and n p and q f and t. Furthermore, children have not been able to read and write their own names, children have not been able to mention the symbols of vowels and finally children have not been able to group the same letter prefixes. according to information from researchers, there are several children who are not familiar with letter card media, this is because educators in RA still use common methods or still use the blackboard in the process of introducing letters at RA Perwanida 4. The weakness of early literacy in children is shown by the behavior of children who do not understand how the concept of letters. This is shown during the learning process. These events show that the use of learning media is not optimal, so that learning is carried out not to make children able to understand language and support the process of learning activities, the use of media in RA Perwanida 4 Palembang has also not been fully implemented or used, and children who are 5-6 years old should be able to recognize literacy skills. According to (Peraturan Menteri Pendidikan Dan Kebudayaan, Nomor 137, Tahun 2014, Tentang Standar Nasional Pendidikan Anak Usia Dini., 2014) 5-6 years old about literacy including: 1) Able to mention known letter symbols, 2) Able to recognize the initial letter sounds of the names of objects around him, 3) Able to

mention groups of images that have the same initial sound or letter, 4) Able to understand the relationship between sound and letter shape, 5) Able to read his own name, 6) Able to write his own name, 7) Able to understand the meaning of words in the story. The fact is that this is an activity based on permendikbud regulations at the age of 5-6 years where children have been trained in their early literacy.

How to overcome the above problems for the early literacy skills of children aged 5-6 years requires a learning media to help the learning process to be carried out properly, including requiring action in improving children's literacy skills with a variety of activities that are quite interesting and make children happy, one example is learning activities while playing, with the use of media that has a variety of variations that make children interested and become active during the learning process by using learning media, then with that the learning process will be useful so that it becomes active to produce optimal learning again in order to help achieve learning objectives as expected by children.

An example of media that can develop early literacy skills based on research by Ayu Widi Astuti, et al is letter card media. where letter card media makes it easier for children to remember letter shapes. Letter cards are interesting media for children that can be a starting point for children to make it easier to recognize letters in the learning process, especially beginning reading (Astuti et al., 2021). So the researcher chose letter card media on the grounds that the media is easy to develop and learn for early childhood to make learning materials for children's early literacy skills because this letter card has a variety of knowledge through images such as images of animals, fruits objects and so on. So that it can create a fun learning atmosphere. Then the child will become more enthusiastic in recognizing the letter card media during the learning process. From various types of problems that exist at school, the researcher conducts a study on the effect with the title "The Effect of Letter Card Media on Early Literacy Skills of Children 5-6 Years of Age".

## RESEARCH METHODS

This study uses a type of Quantitative research with experimental research methods using the "One-Group Pretest-Posttest Design" design. Quantitative research is research that focuses only on measuring and analyzing causal relationships in threat variables, not on the process (Kusumatuti, n.d.). The sample is the source of data in the study, the number of characteristics being part of the population (Sugiyono, 2018). So this study took a sample of 10 children and returned the sample using purposive sampling.

Table 1.

Desain "One group pre test post test design"

<b>O1</b>	<b>X</b>	<b>O2</b>
<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>

Description:

O1 : Initial literacy skills before treatment (Pretest)

X : Treatment or treatment with letter cards on early literacy skills

O2 : The effect of early literacy skills after treatment  
(Posttest)

Table 2

Lattice of Early Literacy Instrument Items

Aspects Observed	Indicators	Observation Items
Ability to recognize letters	List familiar letter symbols	The child is able to name vowels
		The child is able to mention consonant letters
	Recognize the initial letter sounds of the names of objects around them	The child is able to mention the initial letter in the word spoken by the teacher
		The child is able to recognize animal sounds mentioned by the teacher
Ability to understand sounds	Understanding between letter sounds and shapes	The child is able to mention the letters in his/her own name
		The child is able to mention the sound of combining two letters, for example b with a so ba, and b with a so ba.
		Children are able to arrange letters into simple words for example (month/b_l_n)
	List groups of pictures that have	The child is able to name the objects around him/her

	the same initial sound/letter	The child is able to group objects with the same letter prefix.
Ability to understand words	Writing your own name	The child is able to write his/her own name
		The child is able to write simple words
	Read own name	The child is able to read his/her own name
		The child is able to read simple words

In this study, using data collection techniques Observation, Test and Documentation with data analysis techniques Validity Test, Reliability Test, Normality Test, Homogeneity Test, and Hypothesis Test.

## RESULTS AND DISCUSSION

In this study, researchers conducted 12 meetings, and the sample that researchers used was 10 children in group B at RA Perwanida 4 Palembang. Before conducting the research, the researcher first asked permission from the principal at RA Perwanida 4 Palembang. to conduct research at the school. Researchers conducted observations of children with the guidance of indicators that had been made previously. The first, second and third meetings researchers conducted pretests with 2 indicators and 4 observation items each meeting, the fourth meeting to the ninth meeting researchers conducted treatment with 2 indicators and 2 or observation items each meeting, the tenth meeting to the twelfth meeting researchers conducted posttests with 2 indicators and 4 or 5 observation items each meeting.

**Table 3. Pretest and Posttest Differences**

No	Nama	Pretest	Posttest
1	AL	30	45
2	KS	47,5	47,5
3	MA	40	48
4	AS	40	45
5	RYK	41,5	47
6	SLD	41	48,5
7	AF	42,5	47
8	ST	35	49
9	FS	35	47
10	ALF	47,5	48,5

After the data is arranged based on the assessment then the results are the number of children's scores in the early literacy skills of children aged 5-6 years before treatment with the highest score of 95 and the lowest score of 70, then the results are the number of children's scores in the early literacy skills of children aged 5-6 years before treatment with the highest score of 98 and the lowest score of 90. Furthermore, the validity test, reliability test, normality test, homogeneity test, and hypothesis testing. Validity Test Before the initial item is used to obtain data on the initial and final scores of students after the application of Letter Card Media. First the items were tested on 10 children by giving 13 items which were used as sheets with four alternative assessments. The validity test is carried out to determine the extent to which the measuring instrument can measure what will be measured. Validity and reliability testing using the IBM SPSS Statistics 23 program.

**Tabel 4 Hasil Uji Validasi**

Observation Item	rhitung	rtabel	Description
1	0,753	0,316	Valid
2	0,520	0,316	Valid
N 3	0,583	0,316	Valid
4	0,590	0,316	Valid
5	0,565	0,316	Valid
6	0,541	0,316	Valid
7	0,753	0,316	Valid
8	0,520	0,316	Valid
9	0,583	0,316	Valid
10	0,590	0,316	Valid
11	0,565	0,316	Valid
12	0,541	0,316	Valid
13	0,652	0,316	Valid

The value of rcount from the table. The R-table value obtained from the statistical R-table is  $df = 10$  ( $df = N-2$ , where N means up to 8 respondents). It can be concluded that all of these sentences can have a calculated R value greater than the R table value and are declared valid.

The reliability test is used to determine the consistency of the measurement results when carried out two or more times. Reliability is used to determine the instrument that is made reliable and can be used as a data measuring tool. The formula used is the Alpha formula. The reliability results of this study after the calculation obtained  $r_{\text{count}} = 0.781$  and  $r_{\text{table}} = 0.316$  thus it can be concluded that the instrument seen by researchers has very

strong reliability. From the validity test and reliability test measurements, the instrument is ready to be tested in the field.

**Table 5 Reliability Results**

Cronbach's Alpha	N of Items
,781	13

Based on these results, reliability processing uses the formula alpha Cronbach ( $\alpha$ ). Data calculation with SPSS 23.0 for Windows shows that the value of koefisien reliabilitas (r) obtained is 0,781. Based on criteria interpretasi reliabilitas Guilford, , number 0,781 included in the criteria  $0,60 < r_{xy} \leq 0,80$  which means the level of instrument reliability is included in the "high" reliability category.

The normality test aims to determine whether the sample comes from a normally distributed population or not. The normality test in this researcher uses the curve slope formula.

**Table 6**  
**Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		10
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	.27564525
Most Extreme Differences	Absolute	.077
	Positive	.077
	Negative	-.060
Test Statistic		.165
Asymp. Sig. (2-tailed)		.150 <sup>c,d</sup>

a. Test distribution is Normal. c. Lilliefors Significance Correction.

b. Calculated from data.

From the results of the Normality test in table 4.6, it is known that the significance value is 0.150 where the significance value is smaller than 0.05, which is 0.150, which indicates that the test requirements are met and the data is normally distributed.

The variance homogeneity test aims to determine whether there is equality or similarity of data. If a group has the same variance then the group is said to be homogeneous. This test is to determine the similarity of data about children's pre-test and post-test data.

**Table7 Homogeneity Test Results**

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
HA	Based on Mean	.101	1	26	.753
	Based on Median	.021	1	26	.886
	Based on Median and with adjusted df	.021	1	25.983	.886
	Based on trimmed mean	.092	1	26	.764

In the homogeneity test using spss, the decision-making data is fcount greater than the significant value ( $\alpha = 0.05$ ), so the significant value of the initial literacy data is 0.753 and the result of the levene statistic is 0.101. The result is 0.753 greater than 0.05. Thus,  $H_0$  is rejected and  $H_a$  is accepted, so the final data of early literacy is homogeneous.

Hypothesis testing that has been formulated and to answer the formulation of existing problems is analyzed using the t-test to see if there is an effect of letter card media on children's early literacy skills.

**Table 4.13 Hypothesis Test Results Paired Samples Test**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest	10	70	70	70.34	4.866
posttest	10	98	98	97.85	4.758
Valid N (listwise)	10				

It is proven that 'the effect of letter card media on early literacy skills of children aged 5-6 years'. There is a tcount value of early literacy skills at the age of 5-6 years at RA Perwanida 4 Palembang is 0.000, according to the results of hypothesis testing conducted using the SPSS program with a sequential sample test. Therefore, the significant value is not greater than 0.05. The data above shows that  $H_a$  is accepted and  $H_0$  is rejected.

Therefore, based on the results of the explanation above, it is concluded that the letter card media in this learning can have an influence on children's early literacy skills. So that children will easily understand the learning delivered to develop early literacy skills.

## CONCLUSIONS

Based on the results of research from the results of data analysis conducted by researchers at RA Perwanida 4 Palembang with a research subject of 10 children, it can be concluded that there is a significant influence

between letter card media on the early literacy skills of children aged 5-6 years on indicators of children's ability to mention symbols. Recognize the sound of the initial letter of the name of objects around them, Understand between the sound and shape of letters, List groups of pictures that have the same initial sound / letter, Write their own name, Read their own name obtained 0.000, according to the results of hypothesis testing conducted using the SPSS program with sequential sample test. Therefore, the significant value is not greater than 0.05. The data above shows that  $H_a$  is accepted and  $H_0$  is rejected. which means that there is a significant effect of letter card media on the early literacy skills of children aged 5-6 years at RA Perwanida 4 Palembang.

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