

THE EFFECTIVENESS OF USING POP UP BOOK MEDIA ON LANGUAGE ABILITY IN EARLY CHILDREN

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Abstract: This research was conducted at RA Al-Is Syah Hakim Medan. This type of research is qualitative research. This research method uses qualitative research. The population is 29 children with total sampling technique, so that the entire population is used as a sample. This study aims to determine: (1) linguistic verbal intelligence of children; (2) Linguistic verbal intelligence of children using pop up book media; (3) The significant influence of pop up book media on the linguistic verbal intelligence of children at RA Al-Isyah Hakim Medan. The results of the study show that the use of pop up book media affects the linguistic intelligence of children aged 5-6 years. This is illustrated by the visible results of the research so that it can be stated that there is a significant effect of the use of pop-up book media on the verbal-linguistic intelligence of children aged 5-6 years at RA Al-Isyah Hakim Medan. Media Pop Up Book, Linguistic Intelligence.

Keywords: *Media Pop Up Book, Language ability*

Introduction

Every early childhood basically has the potential for intelligence that is innate from birth, because all intelligence has existed in the human brain since birth. The theory of Multiple Intelligences from Howard Gardner states that there are nine kinds of intelligence possessed by humans, including: verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence; and existential intelligence. Based on the nine types of intelligence described by Gardner, one of the aspects that must be developed in early childhood is verbal-linguistic intelligence which relates to a person's ability in language, namely listening, writing, speaking and generally very fond of reading.

Stimulation of verbal-linguistic intelligence is important for early childhood, especially children aged 4-5 years, because this intelligence is needed in almost all areas of life. Musfiroh (2005: 82) states that in the verbal-linguistic intelligence of children aged 4-5 years, they generally have a lot of vocabulary, are able to develop speaking skills by properly using simple sentences or conversations, are able to express their wishes and provide some information and use various forms of simple questions.

One of the media that teachers can use in developing verbal-linguistic intelligence in early childhood is through the use of pop-up book media. Pop-up book media is a three-dimensional teaching aid that can stimulate children's imagination and increase knowledge so that it can make it easier for children to know the description of the shape of an object, enrich vocabulary and increase children's understanding.

In essence, all intelligence has existed in the human brain from birth, including in early childhood. Intelligence is an important capital for children to navigate life. The theory of Multiple Intelligences states that there are nine kinds of intelligence possessed by humans, including: verbal-linguistic intelligence, mathematical-logical intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligence.

Verbal-linguistic intelligence or language intelligence is one type of intelligence possessed by children. According to Gardner (1989:6) verbal-linguistic intelligence is the ability to use words effectively, both orally and in writing. This intelligence includes sensitivity to the meaning of words, word order, sound, rhythm and intonation of the words spoken. This includes the ability to understand the power of words to change states of mind and convey information. A child who is good at linguistics may have mastered the ability to read and write.

Literature Review

In conducting this research, the researcher has conducted a literature review on previous research that is relevant to the problem being studied by the researcher, namely the effect of using pop up book media on the linguistic verbal intelligence of children aged 5-6 years, so that it can be used as reference material. The studies are as follows:

STATE OF THE ART			
o	Judul Penelitian	Nama Penulis	Hasil
	Pemanfaatan Media <i>Pop-Up Book</i> Berbasis Tematik Untuk Meningkatkan Kecerdasan Verbal-Linguistik Anak Usia 4-5 Tahun (Studi Eksperimen Di TK Negeri Pembina Bulu Temanggung) Tahun 2014	Tisna Umi Hanifah	dikatakan bahwa setelah diberikan perlakuan pada kelompok eksperimen terdapat peningkatan pada kecerdasan verbal-linguistik anak, terlihat dari mean (rata-rata) pada kelompok eksperimen sebesar 67,52 dan kelompok kontrol sebesar 50,72. Hasil rata-rata tersebut menunjukkan bahwa skor yang didapat kelompok eksperimen lebih baik dari kelompok kontrol dengan selisih sebesar 16,8 serta nilai thitung pada posttest sebesar 8,112 dengan Sig. (2 tailed) $0,00 < 0,05$ yang menandakan H_a diterima sehingga terdapat pengaruh yang signifikan dalam penerapan media pop-up book berbasis tematik terhadap kecerdasan verbal-linguistik anak.
	Pengaruh Metode Bercakap-Cakap Berbasis Media <i>Pop Up Book</i> Terhadap Kemampuan Berbicara Anak	Novita Kurniawan dan Endang Pudjiastuti	hasil penelitian menunjukkan bahwa kemampuan berbicara mengalami peningkatan. Hal tersebut

	Kelompok A. Tahun 2016	Sartinah	diketahui dari perbandingan rata-rata skor pre-test sebesar 4,65 dan post-test sebesar 6,3. Hal tersebut menunjukkan bahwa ada peningkatan kemampuan anak dalam menjawab pertanyaan (apa, mengapa, bagaimana, dan dimana) dan mengutarakan pendapatnya
	Optimalisasi Kecerdasan Linguistik Anak Usia 5-6 Tahun Di TK LKIA II Pontianak Selatan	Restiana, Muhamad Ali, Dian Miranda	hasil penelitian dan pembahasan penelitian kecerdasan linguistik aspek menyimak sudah optimal, menulis belum optimal, membaca belum optimal dan berbicara sudah optimal.

Method

This study uses a qualitative method. Qualitative research is research intended to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by way of description in the form of words and language, in a particular context naturally and by utilizing various natural methods. This study uses a descriptive qualitative approach with placing the object as it is, according to its original form, so that it is a fact that can actually be obtained. This qualitative research produces data descriptive in the form of words both in writing and orally from the respondent and observed behavior. Thus, the research report will contain data excerpts to give an overview of the report. The data comes from observation, interviews and documentation with using a descriptive descriptive approach, researchers seek to find out deeper about the use of pop up book media

Result and Discussion

The design in this study was a Quasi Experimental Design with the Post-Test Type Control Group Design (Non Equivalent Control Group Design) and the data in this study would be collected by observation techniques, the observation sheets that had been compiled were used to observe data on children's linguistic verbal intelligence abilities. The following are the results of observations of linguistic verbal intelligence abilities of children aged 5-6 years at RA Al-Isyah Hakim Medan.

In the process of collecting data results, before giving treatment, the researcher made observations first of the two sample classes. Then after making the first observation, the next process is to treat the experimental class as many as 15 children and the control class which was not given treatment as many as 14 children. After studying the two sample classes, namely the experimental class and the control class, the final results were different, with a score of 52.08 in the experimental class and 44.83 in the control class. From the data obtained, there was a significant difference between the impact of pop-up book media on linguistic verbal intelligence, in the experimental class that was treated using pop-up books and in the control class that did not receive treatment. Therefore, based on the results of the research, the following conclusions can be drawn:

1) By using pop up book media, children feel more happy in the learning process, especially in language learning. This is because in using pop-up book media children are required to retell the contents of the stories they have heard, express opinions according to their experience, and children can experience direct practice using pop-up book media, so that children's linguistic verbal abilities easily develop properly.

2) Linguistic verbal intelligence of children using pop up book media experienced a rapid increase from the total pre-test score of 73.33% then increased to 86.67%.

Based on the frequency table and histogram above, it is known that students in the experimental class (pre-test) who have the lowest category (20-22, 23-25) are 6 children, the middle category scores (26-28) are 3 children and the score the highest category (29-31, 32-34) as many as 6 children.

Based on the frequency table and histogram above, it is known that students in the experimental class (post-test) who have the lowest category (42-45, 46-49) are 4 children, the middle category scores (50-53) are 4 children and the score the highest category (54-57, 58-61) as many as 7 children.

Based on the frequency table and histogram above, it is known that students in the control class (pre-test) who have the lowest category (18-20, 21-23) are 7 children, the middle category scores (24-26) are 2 children and the score the highest category (27-29, 30-32) as many as 4 children.

Based on the frequency table and histogram above, it is known that there are 5 students in the control class who have the lowest category scores (35-38, 39-42). The middle category scores (43-46) were 3 children and the highest category scores (47-50, 51-54) were 6 children.

Based on the data from the observations of the experimental class and the control class above, it is explained that the experimental class children have the lowest scores, the middle scores, and the highest average scores compared to the control class. This shows that the verbal linguistic intelligence of children using pop up book media is better than children in the control class.

Conclusion

Based on the results of the research that has been done, it can be concluded as follows:

1. The linguistic verbal intelligence of children on the pre-test and post-test in the experimental class using pop-up book media has increased, this can be seen from the pre-test score, which is 73.33% and the post-test score, which is 86.67%. So, the percentage increase in the experimental class was 13.34%.

2. The verbal-linguistic intelligence of children in the control class using visual media also experienced an increase in the pre-test and post-test, with a pre-test score of 71.43% and a post-test score of 78.57%. So, the percentage increase in the control class was 7.14%.

3. In the pre test and post test each class, namely the experimental class and the control class, experienced an increase. This shows that the two learning media, namely pop up book media and visual media, both have an influence on children's linguistic verbal intelligence. However, in the experimental class, namely using pop up book media, children's linguistic verbal intelligence experienced a greater increase. This is also evidenced from the results of the percentage in the experimental class of 13.34%, while in the control class of 7.14%. And to find out that there is a significant influence from the use of pop up book media on children's linguistic intelligence through the calculation of the t-test that $t_{count} > t_{table}$, namely $3.226 > 2.131$. So it was concluded that the hypothesis H_0 was rejected and H_a was accepted, that is, there was a significant influence from the use of pop up book media on the linguistic intelligence of children aged 5-6 years at RA Al-Is Syah Hakim Medan.

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