

The Use of The Traditional Game of Hopscotch for The Early Reading Abilities of Children Aged 5 – 6 Years

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Abstract: The traditional game of hopscotch has become a part of early childhood play experiences in various regions. This game is typically played individually by children, hopping through each hopscotch square using one foot. A child who successfully completes all the hopscotch squares by hopping on one foot is the winner of the game. In today's era, the traditional game of hopscotch has become an alternative medium used to stimulate aspects of development in children aged 5 - 6 years, particularly in the beginning stages of reading ability. The objective of this research is to determine the effectiveness of the traditional game of hopscotch on the early reading abilities of children aged 5 - 6 years. The research method used is a literature review, gathering various information from relevant studies regarding hopscotch and the early stages of reading in children aged 5 - 6 years. The results of this literature review indicate the effectiveness of using the traditional game of hopscotch to enhance the early reading abilities of children aged 5 - 6 years. Through hopscotch, children are able to become familiar with letters or phonemes (the sounds of letters), both vowels and consonants. Then, the children read words as a cohesive whole unit, with their attention shifting more towards the pictures in their surrounding environment, and the children are able to comprehend the meaning of a word.

Keywords: Traditional games, Hopscotch, Early reading abilities

INTRODUCTION

Language skills are a critical foundation in the intellectual development of every individual, and the process of formation begins at an early age. Language is the basic form of perception, communication and daily interaction carried out by humans (Mailani, Nuraeni, Syakila, & Lazuardi, 2022). Language has an important social role in communicating with the wider community (Nabila et al., 2023). Improving children's language skills from an early age is an important part because the better the child's language development, the higher the child's IQ (Ritonga & Fathiyah, 2023). Language for children is an important part of growth and development because it is useful for conveying their wishes, thoughts, hopes, and requests (Kartika & Putri, 2023). It is important for teachers and parents to understand the important role of language in early childhood development.

Language in humans can be understood as a complex symbol system that functions as a means of communication with fellow individuals (Mubarok, Sudana, & Nurhuda, 2023). The ability to read is included in the aspect of children's language development, this ability is expected to facilitate their lives, for example reading instructions, directions, letters, stories, and gaining knowledge (Jeti & Manan, 2022). Early reading skills play a role in a person's life for academic success (Sukma, Indrawati, & Suriani, 2020). Referring to the results of research conducted by the International Reading Association and the National Association for the Education of Young Children (NAEYC), it is stated that learning to read and write is very important for children's success in school and later in life (Suharti, Hapidin, & Supena, 2018). Early pre-reading abilities (e.g.

oral language, listening comprehension, phonological awareness, printing skills, and alphabet knowledge) provide a foundation for learning to read and thus future academic success (Cooper, Moore, Cleveland, & Greenberg, 2014). Early reading skills for children are the basic abilities that children must have as a provision for literacy in the future.

Beginning reading is the ability to do something by recognizing the signs / characteristics of the script marks in the writing system which is a member of the alphabet that symbolizes the sound of the language (Seefeldt & Wasik, 2006). Beginning reading is the ability of children to start by recognizing letters or phonemes (letter sounds) both vowels and consonants (Ritonga & Fathiyah, 2023). Beginning reading (pre-reading) refers to reading activities that are applied at the preschool level and carried out programmatically (Kartika & Putri, 2023). Some studies state that reading activities can develop imagination and creative thinking (Wahyuni, 2021), develop intellectual (Patiung, 2016) and can optimize receptive and expressive language in children's language development (Kartika & Putri, 2023). Reading at an early age is not only limited to recognizing letters and words, but also involves the recognition of letter sounds, vocabulary development, and understanding of language structure.

The problem of children's language development in Indonesia should receive more attention, because there is data that states that Indonesian children have low reading skills. Some of the factors that cause the low reading ability of our nation include: first, the tradition of slang, Second, due to the school system that does not provide sufficient opportunities for the presence of the tradition of compulsion or the tradition of reading to students (Nabila et al., 2023). In addition, according to the results of a survey conducted by PISA in 2018, Indonesia ranks 74 out of 79 countries. (Hewi & Shaleh, 2020). Supporting these results, there are several studies that state that children still have problems reading alphabets and words (Chandra, Rahman, Damaianti, & Syaodih, 2021) and many children still stammer in reading (Altani, Protopapas, Katopodi, & Georgiou, 2020).

With the problems in beginning reading, the teacher can create a fun learning process for children so that children are not bored and burdened (Mariani & Rizawati, 2021). In the learning process, it is more focused on optimizing children's growth and development (Darmawati & Widyasari, 2022). In childhood, every child will spend more time playing, where play activities include activities that can be used as an effective learning tool. And reading activities can be provided through various kinds of games, of course, reading activities become more interesting and effective because play is a vehicle for learning and working for children (Nurjaman & Yuniwanti, 2022). Games in the learning process of children are an interesting tool or media so that children are not bored and children are also active in participating in learning (Mubarok et al., 2023). Learning media refers to a series of tools, strategies, or approaches used to effectively communicate information and improve understanding of educational content.

Play is a window to the world for children to explore various things in themselves including bringing up great motivation in themselves (Gustira, Nurani, & Wulan, 2023). One of the ways that can be used is through traditional game media (Hapidin, Utami, & Wulan, 2023). Traditional games are a form of expression and appreciation of community traditions in creating situations and activities that are happy and fun (Hapidin & Yenina, 2016). There are many kinds of traditional games, one of which can use traditional hopscotch games, hopscotch games are traditional games that are most often played by children. Traditional hopscotch games can be modified to improve child development, other studies also say that hopscotch games can provide a positive response to be applied in learning activities (Hapidin et al., 2023). To improve reading skills by recognizing letters, it can be done through the traditional hopscotch game media that has been modified to make

it more interesting (Nurjaman & Yuniwanti, 2022). Traditional games are an alternative that can be used to develop early reading skills in early childhood.

Research on reading skills and the use of hopscotch media has been conducted by several researchers, including by Nurjaman & Yuniwanti (2022), Hapidin et al (2023), (Ratna Dewi, Nurasiah, & Nurmeta (2023), and (Rohayati & Budiarti, 2022). The research is dominated by development-based research, while in this study a literature review will be conducted by analyzing the topic of using hopscotch games in stimulating early childhood reading skills. The purpose of this study is to analyze and examine the use of hopscotch games in stimulating the ability to read the beginnings of children aged 5-6 years.

METHOD

Research Design

This research is scientific research in the form of a qualitative literature review. Literature review combines secondary data from various sources, including books, articles, periodicals, archives, journals that are relevant to the problem to be studied. This research uses various references that highlight the use of hopscotch games in improving early reading skills for early childhood because the literature review can be a basis or benchmark to support this research. The data analysis matrix on the articles used in the literature review is presented in table 1 (appendix).

Population and Sample

The population of this study is all types of research journals on the topic of using traditional hopscotch games and early reading skills, and the sample of this study is the results of research on the topic of using traditional hopscotch games and early reading skills. This research is a descriptive analysis, which parses the data in an organized manner and is followed by an explanation. This research uses correlation analysis and qualitative research methods. The use of the traditional game of hopscotch is the main topic analyzed in the literature review, and the effect on children's beginning reading ability is a result assessed in scientific writing. The keywords chosen were traditional hopscotch game and early reading skills in early childhood. The author used sources from Google Scholar, Google Search, Garuda Portal, and Research Gate which can help find publications using sources from these databases. Articles that met the requirements were selected and then analyzed.

This literature assessment used 20 publications from 2014 to 2024 that were fully accessible in pdf format and academic journals (peer reviewed journals). The topics of the use of hopscotch and early reading skills in early childhood were reviewed in both English and Indonesian, then synthesized the data using narrative techniques by classifying the extracted data according to the results assessed to achieve the objectives and synopsis of the results or conclusions. The journal summary was then completed by scrutinizing the information found in the research objectives and research results. Once the journal content has been analyzed and coded according to the thesis or main idea of the research, conclusions can be drawn by comparing the findings from each study. If data has been collected, these findings can then be discussed to draw conclusions. The following is the research procedure in chart form.



Figure 1. Research procedure

RESULTS AND DISCUSSION

From the results of several literature reviews conducted, the use of hopscotch media has been shown to have an impact on children's early reading skills. The data analysis matrix in the articles used is presented in table 1. Data analysis matrix on the articles used in the literature review.

According to the findings of the literature review of the 20 journals mentioned in table 1, hopscotch media and early childhood reading skills are two things that are related. By using hopscotch media, children can learn to read while playing. Play is a need, enjoyment, and satisfaction for children, and they do it joyfully without feeling pressured (Dewi et al., 2023). Hopscotch games are carried out with excitement and fun, so that children feel relaxed and cheerful. This makes students not easily bored in the reading learning process.

Through the use of hopscotch media in learning beginning reading, it was seen that there was an increase in children's reading ability at curug hilir school from the first cycle of 64% to 94% in cycle 2 (Dewi et al., 2023). This shows the effectiveness of hopscotch media in improving students' beginning reading skills. With this media, students can directly try and apply what they learn. In addition, this media also connects learning materials with students' daily experiences, thus motivating students intrinsically because children feel happy and involved in these activities.

Early reading literacy can be done while counting and also giving numbers to each hopscotch pattern arrangement. Then it is done by reading a story before playing hopscotch. Children try to write their names and repeat simple sentences. Children are asked to express their opinions and recognize symbols and imitate (write and pronounce) the letters A-Z. The hopscotch game at Nurul Aulia Depok Kindergarten is a method of stimulating reading recognition in a very fun way for children (Rohayati & Budiarti, 2022). In addition, the involvement of the people around them in the hopscotch game directly can foster children's motivation so that it makes it easier for children to understand the literacy message conveyed in the hopscotch game.

The use of hopscotch is also carried out at Mutiara Kasih Pre-School (Nurjaman & Yuniwanti, 2022) in his research conducted in 2021 in group B. In his research, children complete obstacles in each hopscotch box by reading and completing missing letters. The hopscotch game can improve children's beginning reading, this can be seen from the increase in percentage from pre-cycle 41%, 54% in cycle 1 to 93% in cycle 3.

The modified hopscotch game can be used as a means of stimulating early childhood development and the hopscotch game is an effective learning model to use (Munawaroh, 2017). Hopscotch media that is developed and an attractive design so that it does not cause boredom in children. Teachers can use the hopscotch game in games or can be used in the learning process so that it is more interesting and learning is more fun, therefore learning material also becomes easily absorbed by children.

CONCLUSION

One of the child's developments is language, where in language there is a child's ability to recognize letters, words and reading beginnings. Hopscotch games are effective in stimulating and improving early reading skills in early childhood. The learning process carried out through games will make children not bored and children are actively involved in the learning process. Hopscotch, which was developed in an attractive design, can be utilized by teachers and facilitate the learning process, especially in early reading. So that the hopscotch game is very feasible to use to improve children's early reading skills.

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APPENDIX

Table 1. Literature Review Article Analysis Matrix

No	Judul	Penulis	Conclusion
1	Analisi Kemampuan Membaca Permulaan Di Taman Kanak Kanak	(Kartika & Putri, 2023)	There are various methods applied in stimulating the ability to read the beginning of children in group B TK RA ICP Nurul Ulum.
2	Upaya Meningkatkan Kemampuan Mengenal Huruf Melalui Media Permainan Engklek Modifikasi Pada Anak Kelompok B Di PAUD Mutiara Kasih Tangerang	(Nurjaman & Yuniwanti, 2022)	the use of modified cricket games can improve the learning process of recognizing letters in group B of Mutiara Kasih PAUD.
3	Efektivitas Permainan Engklek Untuk Mengenalkan Konsep Huruf Vokal Bagi Anak Berkesulitan Belajar	(Febriani, Tarmansyah, & Damri, 2012)	cricket game is effective in recognizing the concept of vowel letters for children with learning difficulties in class II SD N 01 Alang Laweh Padang
4	Efektivitas Permainan Engklek Al Basha'ir Terhadap Kemampuan Awal Mengenal Huruf Hijaiyyah Pada Anak Usia 4-5 Tahun Di TK Islam Al Madina, Kota Semarang	(Mardiati, Eka, Suminar, & Nuzulia, 2022)	There is an effect of using hopscotch Al Basha'ir on the initial ability to recognize hijaiyyah letters.
5	Pengaruh Permainan Tradisional Engklek Modifikasi Terhadap Kemampuan Calistung Anak Kelompok A (Usia 4-5 Tahun) Di TK Negeri Pembina 1 Medan	(Hamidah, 2018)	This modified traditional game is a game model that can stimulate the ability to recognize calistung and help teachers in developing calistung skills in children.
6	Pengaruh Permainan Engklek Modifikasi Terhadap Kemampuan Membaca Permulaan Anak Kelompok B	(Mardiati et al., 2022)	The modified cricket game has a significant effect on the early reading skills of group B children at YWKA Surabaya Kindergarten.
7	Pengaruh Permainan Tradisional Engklek Terhadap Kemampuan Anak Dalam Mengenal Angka Pada Kelompok B Di Tk Bayu Kumdhala Bubunan	(Yasari, Tageh, & Ujianti, 2017)	There is an effect of traditional cricket game on children's ability to recognize numbers in group B children at Bayu Kumdhala Bubunan Singaraja Kindergarten in 2016/2017 academic year.
8	Media Engklek Untuk Meningkatkan Keterampilan Membaca Permulaan Siswa Kelas 1 Sekolah Dasar	(Dewi, Nurasiah, & Nurmeta, 2023)	students' reading ability can improve through the use of cricket media
9	Menumbuhkan Literasi Membaca Awal Melalui Permainan Tradisional Engklek Di Tk Nurul Aulia Depok	(Rohayati & Budiarti, 2022)	The traditional hopscotch game carried out in group A at Nurul Aulia Depok Kindergarten can be a method of stimulating reading recognition in a very fun way for children.
10	Several Methods To Teach Reading To Early Childhood	(Wahyuni, 2021)	Teaching reading in early childhood can be done using: songs and children's books, card

No	Judul	Penulis	Conclusion
			games, through guessing games, using various learning applications.
11	The Importance Of Pre-Reading Ability In Early Childhood: Between Theory And Reality	(Suharti, Hapidin, & Supena, 2018)	So it can be concluded that the process of teaching reading in early childhood should be done with a variety of fun activities in accordance with the child's developmental stage. Children should also be introduced to the purpose of learning to read and the benefits that can be obtained if they can read early.
12	Penggunaan Media Literasi Kelas Awal Di Sekolah Dasar	(Sukma, Indrawati, & Suriani, 2020)	The solution to overcoming low literacy skills is to conduct a literacy movement in schools.
13	Mengajarkan Anak Membaca Dengan Permainan	(Tyas, Susanti, Fitrianingrum, & Astuti, 2023)	Reading training activities for students In Sintang, it gets a positive response if it is done with games
14	Analisis Kemampuan Membaca Permulaan Anak Di Kelompok B Tk Tut Wuri Handayani Samahani Aceh Besar	(Maulinawati, 2020)	Beginning reading is very important for early childhood which will be the initial foundation in reading.
15	Pengenalan Keterampilan Membaca Permulaan Pada Anak Usia Dini Di Tk It Quantum Mulia Kroya	(Purwasih, Anjarwati, & Nurbaiti, 2021)	Some of the methods used were drilling, storytelling, and play. The existence of fun learning and playing activities, successfully developed reading skills.
16	Jurnal Ilmiah Mahasiswa Analisis Kemampuan Membaca Permulaan Anak Kelompok B	(Zahra et al., 2023)	Beginning reading is very important for early childhood where it will be the initial foundation in reading. Teachers must understand children's reading development.
17	Teaching Speaking Through Hopscotch Game	(Sekarini, 2018)	Implementation of an effective cricket game to develop speaking skills in early childhood
18	Pengaruh Permainan Engklek Modifikasi Terhadap Kemampuan Berbicara Anak	(Ratnasari, 2008)	giving treatment in the form of games hopscotch modification can affect the speaking ability of group B children at Diponegoro Samberan Kindergarten, Kanor District, Bojonegoro Regency has been proven.
19	The Role Of Pre-Reading Skills In The Development Of Task Orientation And Interest In Reading And Play From Preschool To Kindergarten	(Laitinen, Lepola, & Kajamies, 2022)	The results of this study highlight the need to pay greater attention to ways that the social environment in daycare centers and at home can provide a pleasant medium to increase children's motivation to learn.
20	Alternative Learning Media Pre Reading Ability	(Siregar, 2020)	Early reading ability is an ability that must be possessed given to the child so that the child can continue the next stage of reading. Therefore, teachers or parents must pay attention to stimuli that can improve children's early reading skills, one of which is through learning media.