Busy Book: Educational Tool to Enhance Language Skills in Early Childhood Education

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ABSTRAK

Anak-anak sering menghadapi kendala dalam mempelajari materi baru, sehingga guru perlu mengembangkan media pembelajaran yang sesuai untuk mendukung proses pembelajaran. Penelitian ini bertujuan untuk mengembangkan busy book sebagai media pembelajaran untuk menstimulasi perkembangan bahasa anak. Penelitian ini menggunakan pendekatan pengembangan ADDIE (Analyze, Design, Development, Implementation, Evaluation). Produk diuji oleh satu ahli konten pembelajaran, satu ahli desain instruksional, dan satu ahli media pembelajaran, serta melibatkan tiga anak dalam uji coba perorangan, lima anak dalam uji coba kelompok kecil, dan 19 anak untuk uji efektivitas. Pengumpulan data dilakukan melalui kuesioner dan observasi non-tes, dengan analisis data menggunakan statistik inferensial dan analisis deskriptif kuantitatif. Hasil uji ahli menunjukkan bahwa desain pembelajaran memperoleh skor 88,88% (kualifikasi baik), media pembelajaran 95,83% (sangat baik), uji coba perorangan 94,16% (sangat baik), dan uji coba kelompok kecil 92,5% (sangat baik). Desain produk memperoleh skor 90,90% (sangat baik). Uji efektivitas menunjukkan $t_{hitung} > t_{tabel}$ (12,325 > 1,734), yang mengindikasikan pengaruh signifikan setelah penggunaan busy book. Simpulan penelitian ini adalah bahwa busy book merupakan media pembelajaran yang layak dan efektif untuk menstimulasi kemampuan bahasa anak kelompok B.

ABSTRACT

Children often face challenges in learning new material, requiring teachers to develop appropriate instructional media to support the learning process. This study aims to develop a busy book as an educational medium to stimulate children's language development. The research employed the ADDIE development model (Analyze, Design, Development, Implementation, Evaluation). The product was evaluated by one content expert, one instructional design expert, and one media expert, involving three children in individual trials, five children in small group trials, and 19 children in effectiveness testing. Data were collected through questionnaires and non-test observations, with data analysis conducted using inferential statistics and quantitative descriptive analysis. Expert evaluations revealed that the instructional design scored 88.88% (classified as good), instructional media 95.83% (very good), individual trials 94.16% (very good), and small group trials 92.5% (very good). The product design scored 90.90% (very good). Effectiveness testing indicated a significant impact, with $t_{statistics} > t_{table}$ (12.325 > 1.734). These findings suggest that the busy book is a feasible and effective educational medium for stimulating language skills in Group B children.

1. INTRODUCTION

Early Childhood Education (PAUD) is a conscious effort to encourage physical and mental growth and development from birth to the age of six. This is done by providing integrative and comprehensive experiences and stimulation so that children can grow and develop healthily and optimally in accordance with community values, norms, and expectations (Fitriani et al., 2021; Umardiyah & Nabila, 2022). Early childhood education generally describes early childhood education in the following environments: for example, what is called an early childhood orphanage or integrated Posyandu-PAUD or similar PAUD units (SPS) (Erik & Carniyati, 2022; Yulianto, 2018). Although language skills are important for children to master, not all children can acquire them. Because of their inability to understand or react to the language of other children, children struggle to communicate effectively. In addition, language development

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problems are also related to vocabulary limitations and dysarthria in children, such as difficulty pronouncing the letters r, sy, l, f, z, s, and c (Hidayat, 2022; Susantini & Kristiantari, 2021). Language is a means of conveying meaning to others by symbolizing ideas and feelings through speech, writing, or movement. Speaking is one of the most efficient ways to communicate, because it is the most common and significant way. The goal of language development in early childhood education environments, whether in kindergartens, playgroups, daycare centers, early childhood education environments, or related early childhood education units (SPS), is to ensure that children can use language appropriately for the situation.

Learning resources that are appropriate to the child's language development are very important during the early stages of language development. A tool (facilitator) to provide content to students during the learning process is learning media (Ngadha et al., 2022; Wea et al., 2024). Printed materials (magazines, story books), educational games (APE), audiovisual resources, posters, and flannel boards are the types of learning media most commonly used in PAUD (Hasibuan, 2020; Wahyuni et al., 2020). However, to improve certain aspects of child development, educators have not fully utilized media in the classroom. Language development is a challenge for children because during the teaching and learning process, children focus more on the teacher, and some children find it difficult to focus during the teaching and learning process, which makes teachers less enthusiastic. Teachers only use Student Worksheets (LKPD) and children's books as media during the teaching and learning process; traditional learning methods (lectures or homework) are also used. Because most children are expected to listen, they become passive. To increase student engagement and make learning more dynamic, teachers must have a strong understanding of classroom management (Arifudin, 2016; Handayaningsih et al., 2024). Furthermore, children's understanding is still very poor, learning comprehension is still lacking, children's vocabulary development is still within a reasonable range, and media use is still very low. The results of the interview activities that took place at Bumi Sari Kindergarten, Denpasar found the problem that the learning media at Bumi Sari Kindergarten were less varied, less interesting and less effective. Teachers only used learning resources during the learning process. This affects children's language skills. If no changes are made, children's learning outcomes will be poor and not in accordance with expectations. In addition, children will face challenges when entering elementary school. Teachers in group B still base the use of media in class on the lecture format and textbooks provided by the school. The results of observations conducted indicate that the learning process is not optimal because the teacher's method in the learning process does not generate a learning atmosphere.

Through the observation activities carried out on children in group B, it is seen that there needs to be an effort to arouse children's interest in learning language. An analysis stage is carried out which involves finding solutions to problems found during observation. In other words, this is the media development design stage. Anything that can be used to teach in a way that can attract children's interest in learning activities and help them achieve learning goals is considered a medium (Hmaida & Abidin, 2021; Ulfa et al., 2024). The media in question is busy book. The development of this busy book is interesting because it offers great advantages in visualization. Busy book provides colors and images that increase memory, so that children remember what they learn longer compared to traditional teaching methods (lectures and assignments). Previous research that shows that busy books can be used as a learning medium for early childhood to facilitate teaching and learning facilities and can attract interest in early childhood learning (Aisyah et al., 2024; Kurniawati & Zahro, 2022). Other similar research shows that developing busy book media can improve the vocabulary of children aged 4-5 years using the storytelling method (Setianingsih & Rocmah, 2024; Widayanti & Amanda, 2023). This study aims to develop busy book media to stimulate language development in children in group B. The difference between this study and previous studies is that this study develops busy book media to stimulate children's language development with the sub-theme of family, while there has been no previous research that uses the sub-theme of family.

2. METHOD

This study uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model to develop learning media in the form of books to stimulate the language development of group B children. The ADDIE model was chosen because its flow is suitable for developing busy books. The selection of the ADDIE model as a stage in developing learning products is based on the consideration that this model has systematic and simple steps and is easy to implement. The ADDIE development model consists of five steps: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. In the analysis stage, problems are identified through observation and interviews, children's needs are identified, and the media to be developed is determined. During the design phase, the process of designing product concepts and developing solutions based on the analysis carried out in the previous phase is carried out. The development stage includes making media according to the design made, components and other

supporting ideas that are poured or packaged into the product. In the implementation stage, expert validation and subject testing are carried out to determine the reactions and opinions of users of learning media. Furthermore, it is decided whether the product made can help the learning process in an efficient manner. The purpose of the evaluation stage is to determine whether the planned media development is successful and in accordance with expectations.

The subjects involved in this study were one design expert, one content/material expert, one instructional design expert, and one media expert. The individual trial subjects in this study were three children in group B at Bumi Sari Kindergarten, Denpasar. The small group trial subjects were 9 children in group B at Bumi Sari Kindergarten, Denpasar. The product effectiveness subjects were 19 children in group B at Bumi Sari Kindergarten, Denpasar. The data collection method was carried out using the questionnaire and observation methods. The questionnaire was used to collect data on the feasibility of the media design and the validity of the media product from experts. This observation method was used to collect data on the development of children's learning competencies after using busy book media in learning. The questionnaire data collection instrument contained various statements or could be in the form of questions made based on the aspects to be assessed. The observation method data collection instrument in the form of an observation form was used during the effectiveness test. The research instrument grid is presented in Table 1, Table 2, Table 3, Table 4, Table 5 dan Table 6.
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Table 1. The Design Expert Instrument Grille

No.	Aspect		Indicator	No. Item	Many Grains
1.	Development Model Used	a.	Suitability of the development model used with the characteristics of the product produced	1	2
		b.	The accuracy of the reasons for selecting the development model	2	
2.	Stages of Development	a.	The suitability of the development stages carried out with the development model used	3	2
		b.	Accuracy of depiction of development stages	4	
3.	Clarity, Practicality, and Coherence	a.	Clarity of development stages based on the development model used	5	3
		b.	The level of practicality of the development process carried out	6	
		c.	Sequence of development steps	7	
4.	Evaluation	a.	The accuracy of the evaluation design according to the model used	8	4
		b.	Clarity of the evaluation instruments developed	9	
		c.	Validity and reliability of the evaluation instruments used	10	
		d.	The accuracy of the test subjects involved	11	
Lots					**11**

Table 2. The Material Expert Instrument Grid

No	Aspect		Indicator	Item No.	Many Grains
1.	Curriculum	a.	Suitability of material with basic competencies	1	3
		b.	Suitability of material with learning indicators	2	
		c.	Suitability of materials to learning objectives	3	
2.	Material	a.	Accuracy of material	4	8
		b.	Depth of material	5	
		c.	Completeness of materials	6	
		d.	Interesting material	7	
		e.	Suitability of materials to children's characteristics	8	
		f.	The material is supported by appropriate media	9	
		g.	Easy to understand material	10	

No	Aspect		Indicator	Item No.	Many Grains
		h.	The concepts presented can be clearly explained logically.	11	
3.	Linguistics	a.	The language used is easy to understand	12	2
		b.	Correct and consistent use of language	13	
		a.	Clarity of learning outcome targets	14	
4.	Evaluation	b.	The material presented helps to remember previous skills and knowledge.	15	2
			Lots		**15**

Table 3. The Media Expert Instrument Grid

No	Aspect		Indicator	Item No.	Many Grains
1.	Message Design	a.	Good display quality	1	
		b.	The screen display is harmonious and balanced	2	
		c.	Accurate use of typeface	3	
		d.	Accurate use of font size	4	
		e.	Correct use of spacing	5	8
		f.	Accuracy in the use of sound effects	6	
		g.	Use of images to support learning	7	
		h.	Use of audio to support understanding of the material	8	
2.	Operation	a.	Ease of using media	9	
		b.	Media can motivate children	10	3
		c.	Media can be used repeatedly	11	
3.	Accuracy, Technique, Clarity	a.	Consistency with the theme	12	
		b.	Accuracy of material	13	
		c.	Media can help children in the learning process	14	4
		d.	Media can help children understand the material	15	
			Lots		**15**

Table 4. The Instructional Design Expert Instrument Grid

No	Aspect		Indicator	Item No.	Many Grains
1.	Objective	a.	Clear learning objectives	1	
		b.	Consistency between objectives, materials and evaluation	2	2
2.	Strategy	a.	Learning activities that can motivate	3	
		b.	Give children the opportunity to learn independently	4	4
		c.	Interesting presentation of material	5	
		d.	Systematic delivery of material	6	
3.	Evaluation	a.	Understanding learning objectives	7	2
		b.	Evaluation of activities that have been implemented	8	
			Lots		**8**

Table 5. The Individual and Small Group Test Instrument Grid

No	Aspect		Indicator	Item No.	Many Grains
1.	Message Design	a.	Product design	1	4
		b.	Text readability	2	
		c.	Clarity in the image	3	
		d.	Clarity in sound	4	
2.	Material	a.	Accuracy of content	5	3
		b.	Ease of understanding the material	6	
		c.	Benefits of learning media	7	
3.	Operation	a.	Ease of operation	8	2
		b.	Instructions for use are provided	9	

No	Aspect		Indicator	Item No.	Many Grains
4	Motivation	a.	Media can help children in the learning process	10	1
			Lots		**10**

Table 6. The Grid of Observation Form Instrument for AUD Language Development Pre-nontest and Post-nontest

Component	Rated aspect	Criteria	Score
	1. Understand and carry out other people's orders	1. The child does not understand and cannot carry out the teacher's orders.	1
		2. Children understand 1-2 commands from the teacher but do not carry them out	2
		3. Children understand 1-2 orders from the teacher to do something and carry them out	3
		4. Children understand more than 3 teacher commands and carry them out well	4
	2. Answer with complete sentences	1. The child does not know the meaning of the question and is unable to provide an answer.	1
		2. The child knows the meaning of the teacher's question, but cannot give the correct answer.	2
		3. Children know the meaning of the teacher's questions and try to answer them even if they are wrong	3
Language Ability		4. Children understand the meaning of the teacher's questions and are able to answer them correctly.	4
	3. Mentioning the names of family members	1. Child cannot name family members	1
		2. Children are able to mention 1-2 names of family members.	2
		3. Children are able to mention 3-5 names of family members.	3
		4. Children are able to mention more than 5 names of family members.	4
	4. Getting to know early literacy and spelling words	1. The child does not know letters and cannot spell words	1
		2. The child knows the letters but does not want to spell them in a word.	2
		3. Children know letters and can spell a word even if wrong	3
		4. Children know letters and can spell words correctly	4

Development research uses two data analysis techniques, namely quantitative descriptive analysis, and inferential statistical data analysis techniques. The method of processing or analyzing data about an object being studied that involves organizing data methodically into numbers and percentages to draw broad conclusions is known as quantitative descriptive analysis. This inferential statistical analysis is used to assess the efficacy of the product being produced.

3. RESULT AND DISCUSSION

Result

The ADDIE development process, consisting of five stages: analysis, design, development, implementation, and evaluation, was used in the creation of busy book media featuring the sub-theme material "My Family". In the first stage, the analysis, needs and educational resources at Bumi Sari Kindergarten Denpasar were examined. It was found that the teacher's function received less attention when children's learning was carried out. Teachers still use textbooks that are already available at school

and a lecture approach when using media in class. In addition, the teacher's approach in fostering a learning environment is still lacking, so the learning process is not optimal. The children are very noisy and the teachers look overwhelmed because they only use books to teach the material. However, the teacher tries to attract the children's attention by using the available learning resources, but this only works temporarily because the children get bored easily. Usually, this happens because the learning material is not interesting. Analysis of learning facilities found that the classrooms are comfortable and have complete and adequate learning facilities. In addition, the school already has a TV, projector, computer, speaker and each teacher already has a laptop. competencies and learning indicators. Competency analysis and learning indicators show that the material on my family was chosen because this material is an important lesson to teach to children.

Second, the second design. This stage is carried out before entering the development stage, the busy book media already has a clear design. The materials in making this busy book media include cloth, thread, needles, glue, and other supporting materials. The flowchart or flow diagram of the busy book media is made to find out the picture of the product manufacturing flow in order to facilitate the process of compiling the contents of the busy book media. Storyboard from this busy book media contains visual designs and descriptions on slides sequentially in text form. making a Daily Learning Implementation Plan (RPPH), which aims to organize learning activities methodically by using busy book media to encourage language development. The media assessment instrument is designed to assess the busy book media product produced from the aspects of learning material content, instructional design and learning media that have been created.

Third, the third stage of development. This development stage is the activity of making and testing the product. The first stage of product development begins with designing images or elements that will be used in the busy book such as backgrounds, family pictures, and adding text according to the family name. At this stage, the process of making a busy book is carried out by knitting the book so that it is in accordance with the design in the previous stage. After the busy book media that has been developed has been produced, the busy book media is then assessed or reviewed by experts using a questionnaire that has been created. The results of the review from the experts, either in the form of suggestions or comments, are used as a reference to improve or revise the educational game media that has been developed to determine the feasibility of the product that has been developed so that it can be tested on children at the product trial stage.

Fourth, implementation. At the implementation stage, the product trial stage is carried out. The results of the development are applied to children with a product trial on 8 children consisting of 3 people in individual trials and 5 people in small group trials. Then the game education media is applied in a learning process involving all children in group B of Bumi Sari Kindergarten, Denpasar to determine the effectiveness of the busy book media. The effectiveness of the busy book media on learning outcomes is seen by providing pre-nontest and post-nontest observation questionnaires.

Fifth, evaluation. This stage involves processing data that has been collected in the previous stage. In this study, the evaluation conducted was a formative evaluation, which was used to assess the product through validation by learning experts, instructional design experts, and learning media experts. This evaluation also aims to determine the effectiveness of animated video media by analyzing the results of the pre-nontest and post-nontest. The level of achievement given by the design expert was 90.90%, which is in the very good qualification. The learning content expert gave an achievement level of 93.75%, also in the very good qualification. The instructional design expert gave an achievement level of 88.88%, which is in the good qualification. Meanwhile, the learning media expert gave an achievement level of 95.83%, which is in the very good qualification. The percentage of achievement level of individual test results is 94.16% which is in the range of 90-100% with very good qualifications and no suggestions of a revision nature. The percentage of achievement level of small group test results is 94.24% which is in the range of 90-100% with very good qualifications and no suggestions of a revision nature. The evaluation results are presented in the table Table 7.

Table 7. The Percentage of Game Education Media Development Assessment Results

No	Test Subject	Percentage of Results (%)	Qualification
1	Design Expert Test	90.90%	Very good
2	Learning Content Expert Test	93.75%	Very good
3	Instructional Design Expert Test	88.88%	Good
4	Learning Media Expert Test	95.83%	Very good
5	Individual Trial	94.16%	Very good
6	Small Group Trial	94.24%	Very good

Effectiveness of media development busy book which was carried out using the observation questionnaire method from the results of the pre-nontest and post-nontest given to 19 children in group B of Bumi Sari Kindergarten, Denpasar. The effectiveness of the busy book developed was analyzed using inferential statistical tests with the dependent sample t-test technique. The average value of children's abilities before the pre-nontest was 49.947, while after the post-nontest was 82.5. The t-test for dependent samples produced a t_{count} value of 12.325. This t_{count} value was then compared with the t_{table} at db = n-1 = 19-1 = 18. At a significance level of 5% (α = 0.05), the t_{table} value for db 18 was 1.734. The results of the analysis showed that the t_{count} was greater than the t_{table}, so H_0 was rejected and H_1 was accepted. This means that there is a significant difference in children's language abilities before and after using busy books in group B children at Bumi Sari Kindergarten, Denpasar.

Discussion

After being revised, the evaluation of busy book media by learning material experts for the learning material components resulted in a very good qualification level of 93.75%. Learning materials were assessed using four assessment criteria, namely curriculum, content, language, and assessment. An expert provided a statement on the questionnaire about learning objectives, basic competencies, and suitability of indicators with a score of 4, which indicates a high level of agreement. Choosing media that will help students achieve the learning objectives that have been set is very important (Fitri & Ardipal, 2021; Sihombing, 2021). Because the family is the child's closest environment, the family sub-theme is raised in the busy book media that is created. The interactive PowerPoint-based busy book media that has been created based on learning content is suitable for use by children in learning activities, especially in the family sub-theme, based on the assessment carried out by learning content experts.

The results of the busy book media review from instructional design experts obtained a percentage of 88.88% with good qualifications. The objectives, techniques, and evaluation components of the subject matter assessment criteria were evaluated. The provision of attractive educational resources is one of the questionnaire items that received a score of 4, which indicates strong agreement from experts on the statement. The purpose of instructional design is to support the individual learning process. In order to foster a communicative and interactive learning environment between teachers and students, learning design is a comprehensive methodical approach that helps educators create efficient, effective, and appropriate learning in accordance with learning objectives..It can be concluded that the busy book media that has been created based on learning materials is suitable for use by children in learning activities, especially in the family sub-theme, based on the evaluation that has been carried out by instructional design experts.

The results of the review by learning media experts obtained a percentage of 95.83% with good qualifications and the score was given after the revision. The assessment criteria include message design, operation, and accuracy, technique, clarity. Media that has interesting variations and visuals in it will foster children's interest and attraction to learn (Purwianto & Fahyuni, 2021; Susilo & Yuliane, 2020). Interesting learning media is one of the good stimuli that is useful in child development (Hapsari & Widjayatri, 2024; Pebriani et al., 2024). Through the right learning media, children can be helped to understand the material presented by the teacher. Based on the assessment that has been carried out by learning media experts, it can be said that the busy book media that has been developed based on learning content is suitable for use by children in learning activities, especially in the family sub-theme.

The results of the busy book media review from individual and small group trials each obtained a percentage score of 95% with very good qualifications and 94.16% with very good qualifications and the scores were given after revision. The assessment criteria for the product trial include: (a) message design, (b) material, (c) operation, and (d) motivation. Judging from the comments given by respondents/students, the media busy book get a positive response. This busy book media product can be used independently by children. With the busy book media developed in this study, it makes it easier for students/children to stimulate children's language skills in the family sub-theme, so that children become motivated to learn and can improve children's learning outcomes.

The average value of children after the pre-nontest was 49.947 and the average value of children after the post-nontest was 82.579. Judging from the average value of children in the pre-nontest and post-nontest, there was an increase where this was seen from the score on the observation questionnaire which was still low in the pre-nontest implementation, then after the application of the developed media, namely busy book, there was an increase in the results of the observation questionnaire score during the post-nontest implementation which was better than the pre-nontest score. This is certainly influenced by the application of busy book media. After manual calculations, the t count result was obtained at -8.878. Then t count was compared with t table with db = n-1 = 19-1 = 18. The t_{table} value for db 18 with a significance level of 5% (α = 0.05) was 1.734. So from the results of the analysis it can be compared that t count is greater

than t$_{table}$ so that H$_0$ is rejected and H$_1$ is accepted. This means that there is a significant difference in children's language skills before and after using the busy book with the family theme in group B of Bumi Sari Kindergarten, Denpasar. This is evidenced by an increase in children's vocabulary skills and children are more interested in participating in learning after using busy book media in learning, compared to before using the media which initially did not know much vocabulary and quickly got bored in learning in class. The busy book media has been designed in such a way that it aims to increase children's focus in participating in learning activities and the media is made based on how to stimulate children's language skills. Thus, it can be concluded that the busy book media is effectively applied to the animal theme, insect sub-theme for children in group B of Bumi Sari Kindergarten, Denpasar.

Learning for early childhood is designed with a play while learning method, because games are a fun and effective way to apply in early childhood learning to increase their motivation and enthusiasm in learning (Aprinawati, 2017; Ratnasari & Zubaidah, 2019). The play-while-learning method provides intrinsic motivation for children to learn and helps teachers in creating a creative learning process (Karmeliya Firdaus & Ayu Puteri Hadayani, 2021). The learning process is a complex process and much more complicated than one might think (Sudaryono et al., 2018). Teachers have a responsibility as professional educators to not only be well prepared but also to have the necessary teaching skills. Learning media is very important in the learning process because it functions to provide information to media consumers. Thus, educators can make maximum use of learning media to help students understand what they want to convey and learn in new and creative ways. With today's technological advances, educators can create and choose from a wide variety of inventive and creative learning materials that are tailored to meet their specific needs. Teachers can create any learning material they want, such as this interactive multimedia flashcard set, with the help of technology.

In terms of appearance, busy books are made to suit the characteristics of children and are certainly very easy to use. By choosing the right educational resources, it will be possible to improve the standards of teaching and learning, making them more efficient and fostering a fresh environment for children. Children can use busy books in groups or alone. To make the media display attractive to children, this media is made as attractive as possible by using a combination of colors and images that reflect the quality of early childhood. The results of the study showed that using busy book media with children will be beneficial for them and help them achieve their goals. Busy book media can help teachers in channeling teaching materials, and children will be more facilitated in understanding the teaching materials delivered by the teacher. There are advantages to busy books, namely (1) they can be used independently by children, (2) they help increase children's focus on the meditation section, (3) they can help teachers in delivering materials. However, there are weaknesses in busy book media, namely that this book can only be studied at school because this book is only available in small quantities. This is in line with research which states that busy books get very good qualifications so that they are worthy of being applied in the learning process, because they can improve the learning atmosphere and the development of children's language (Alfaregi & Wirman, 2022; Elparesi & Zulminiati, 2019).

Empirically, the use of busy book media has a positive impact and effective results in children's learning. The main advantage lies in its ability to help teachers deliver teaching materials more interactively, using images and writing that make explanations easier for children to understand. In addition, this media can increase children's focus on the material through meditation aspects, as well as provide support to teachers in the teaching process. Thus, the use of busy book media can create a more enjoyable and efficient learning experience for children.

4. CONCLUSION

Busy book media has very good qualifications through testing by experts and children. So it can be concluded that busy book media is worthy of being applied in the learning process. Busy book media is able to help teachers in distributing teaching materials, and children will be more facilitated in understanding the teaching materials delivered by the teacher.

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