
GENDER DIFFERENCES IN EMERGENT WRITING USING SALT TRAY: WHO IS SUPERIOR?

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***Abstract.** This study aims to determine gender differences in writing ability initially using salt tray learning media in group A. Type of research used is pre-experimental research with the design design of one pre-test post-test group, which is an experiment carried out in one group without a comparison group. The results of the study there were significant differences, obtained a value of $0.000 < 0.05$. So it can be concluded that there is a gender difference between women who are more dominant than men in the ability to write initially using salt tray learning media in early childhood.*

***Keywords:** salt tray; writing competence; gender perspective; early childhood*

Abstrak. Penelitian ini bertujuan untuk mengetahui perbedaan gender pada kemampuan menulis awalnya menggunakan media pembelajaran baki garam pada anak usia dini. Jenis penelitian yang digunakan adalah penelitian pra-eksperimen dengan desain satu kelompok post-test pre-test, yaitu eksperimen yang dilakukan dalam satu kelompok saja tanpa adanya kelompok pembanding. Hasil penelitian terdapat perbedaan yang signifikan, diperoleh nilai $0,000 < 0,05$. Sehingga dapat disimpulkan bahwa terdapat perbedaan gender antara perempuan yang lebih dominan dibandingkan laki-laki dalam kemampuan menulis pada awalnya menggunakan media pembelajaran baki garam pada anak usia dini.

Kata Kunci: kompetensi menulis; jenis kelamin; salt-tray

Pendahuluan

The preschool period is very important in building a child's developmental ability, (Perlman et al. , 2009) because that time is a basic point in helping children to build children's skills, knowledge, attitudes and creative power to adjust to their environment (Fauziddin, 2017). Likewise, in children's writing ability, the ability to write in children plays a very important role (Sezgin & Ulus, 2019), this is because writing is one of the tools to communicate with others. Writing is also an activity of expressing ideas, ideas, self-creativity in a series of words and sentences so as to form a structured writing (Andika et al. , 2022).

Before the child does fluent writing, the child first acquires preliminary writing skills (Queroda, 2018). Early writing is the basis for children's writing development (Zuhrita & Mufidati, 2017). Writing a beginning is something that children can try with a beginning cross out, undirected, making lines perpendicular or horizontal (Seefelt & Wasik, 2008). The child's initial writing ability is influenced by several things such as letter recognition attention, the ability to coordinate movements between the eyes and hands, the ability to re-recognize what is written, and the ability to place stationery on the body (Riskayanti & Suwardi, 2021). Practicing early writing skills will make it easier for the child to develop emerging language skills. (Munandar, 2009). The ability to write will also develop with brainstorming which will help children to develop writing ideas. Furthermore, there is also relevance between writing ability and phonological awareness (Sezgin & Ulus, 2019). The ability to write beginnings can also strengthen the muscles. and provide various activities that can stimulate children's writing skills. The provision of proper fine motor stimulation will have a positive impact on the child's readiness to write holding stationery such as pencils (Andika et al. , 2022).

Dhieni, also stated that a child's initial writing ability is influenced by several things such as fine motor ability, attention and letter recognition, the ability to coordinate movements between the eyes and hands, the ability to re-recognize what is written, and the ability to place stationery against the body (Erlianda et al., 2019). Writing or speech is also closely related to reading, listening and speaking. By practicing early writing skills, it will make it easier for children to develop emerging language skills. Mundar, said that early childhood education is the provision of efforts to stimulate, nurture, guide, and provide learning activities that will produce children's abilities and skills. The ability to write in children plays a very important role, this is because writing is one of the tools to communicate with others. (Riskayanti & Suwardi, 2021). The developmental process of writing does not stop when the child starts school or the child begins to grow up but develops over time. Then some fine motor activities are very important given before the initial writing activity. So that the smooth muscles of the child become flexible, and the child does not feel bored when writing activities (Munandar, 2009).

Based on data researched by the directorate of education in 2016, there were 3,146,693 people or 2.07% of illiterate people aged 15 years and over. Of these, most of the people are groups in rural areas and also urban groups with a lower middle class. (Organizing & Literacy, 2018). The public's concern about responding to the results of the data collection then has an impact on early childhood education. So that society has a growing paradigm about the importance of writing activities to be mastered, as well as encouraging parents to teach children writing as early as possible (Fatayati & Ningsih, 2020). The results of a previous study by Queroda, also stated that early writing needs to be developed in children. Queroda, 2018).

Similar to what Serpa-Andrade revealed, that the acquisition of early writing also developed in childhood (Serpa-andrade et al., 2021).

Developing writing skills is increasingly considered important when some studies have also reported that there is a gender gap in writing ability. As reported by (Camarata & Woodcock, 2006) presents data from a representative sample that women aged 5 years and over scored higher in the level of writing ability than men. It's the same with the results of the study (Scheiber et al., 2015) conducted a reading test and wrote that women score higher than men. Other studies say that there is a gender gap in boys' writing ability to be smaller than girls' (Reilly et al., 2019). According to data from the Central Statistics Agency of DKI Jakarta Province. The percentage of population (male) 15 years and over is based on the Regency or City on the ability to Read and Write in Jakarta Province in 2021. Percentage data on the city of West Jakarta in 2021 received a percentage of 10.06%. (Central Statistics Agency of DKI Jakarta Province, n.d.).

Early writing learning activities can be carried out in various effective ways, one of which is with learning media. Alsamadani, mentioned that there is a role for media devices in pursuing children's writing. Andika et al., (2022). Media functions in two ways, namely: 1). Media can be interpreted in a broad sense as a form of object used in a person for a change in the hope that the change can last a long time or attach to a person who is passed through a direct or indirect experience. 2) Learning media is used by educators as a tool to achieve learning goals and solve a problem that exists in the learning process. (Satrianawati, 2018). Heinich, stated that learning media is a tool related to conveying messages and information that has the aim of facilitating the process of learning activities (Rudi, 2009). Malik, has the same opinion as Heinich, that learning media is used as an intermediary for conveying messages in learning materials, so that it can stimulate attention, thoughts or feelings during the learning process and students' interest in achieving a good learning process (*Learning Media*, 2017).

According to Brawer, there are four stages of writing. 1) *Scribble Stage* (stage of crossing out or making strokes), 2) *Linear repetitive stage* (stage of linear repetition), 3). *Random letter stage* and 4). *Letter name writing or Phonetic writing stage*. This is so that the child's initial writing skills can be mastered optimally. (Widyastuti, 2017) Learning media that is felt to be influential enough to stimulate the writing ability of children aged 4-5 years, one of which is *salt tray* media. *Salt tray* learning media is one of the learning media in lieu of boxed writing books or lka (children's worksheets). *Salt tray learning media* can be used to improve fine motor aspects to train children's initial writing skills. *Salt tray learning media* is used by writing letters on a container with a fine salt type that is safe for children to use so that children can practice writing with their fingers. This *salt tray* media is an illustration of the method Montessori i.e. uses the cooperation between the senses of sight, hearing and touch. (Beaty, 2013) According to Davis, *rainbow salt tray* media is a form of application of the Montessori method, which uses cooperation between the senses of sight, hearing and touch. (David, 2012)

The results of research conducted by Chindia Viona, Ria Novianti, and Febri Alismanto, stated that there is an influence on the ability to write the beginning of children aged 4-5 years with the use of *Salt Tray* learning media. This can be seen from the results of the study, namely the *post-test* results are greater, which is 56.07% of the *pre-test* results, meaning that there is a significant influence with *salt tray* learning media on the writing ability of children aged 4-5 years. (Viona et al., n.d.). By looking at relevant research data and data from the Central

Statistics Agency of DKI Jakarta Province, especially West Jakarta, researchers chose research in the West Jakarta regional kindergarten, namely Tk Nurussalatih Kembangan Utara West Jakarta to see if there are gender differences in the ability to write initially with the use of *salt tray* learning media in group.

Method

This study was conducted at Tk Nurussalatih Kembangan Utara West Jakarta, which became the population in this study were early childhood children aged 4-5 years in group A totaling 13 children. namely 6 boys and 7 girls. The purpose of this study is to make a systematic, factual description of the facts and the relationship between the phenomena investigated, namely gender differences and initial writing ability using salt tray learning media in the group a tk nurussalatih kembangan utara west jakarta. The research method used in this study is pre-experiment research with a design design of *one pre-test post test group*, namely an experiment that is carried out in one group only without a comparison group. The research design can be seen in the table 1 (Sugiyono, 2017)

Table 1. Pretest and Posttes Research Design Table

Pra-Tes	Treatment	Post-Test
The _{1st}	X	Wed-2

O₁: *pre-test* before being given treatment (*treatment*) salt tray learning media to determine the child's initial writing ability before being given treatment by conducting an initial test in the form of question item instruments.

X: treatment (*treatment*) applying *salt tray* learning media for children's writing ability.

O₂: *post-test* after being given treatment (*treatment*) salt tray learning media to determine the child's initial writing ability.

This research was conducted in October 2021. The sampling method uses saturated samples, namely the entire population of group A children in Tk Nurussalatih Kembangan Utara, West Jakarta. The type of instrument used is an observation sheet to see children's activities. The data analysis process calculates the effectiveness of the treatment (treatment) the average difference with the t test.

Results and Discussion

The decision-making criteria in hypothesis testing are obtained based on the degree of significance if the probability (sig.f change) > 0.05 (α) then h₀ is accepted. If probability (sig. F change) < 0.05 (α) then h₀ is rejected and h_a is accepted.

Based on table 2, it can be seen that the pretest results of the ability to write letters in children only reached an average of 15.69, while in the posttest after being given treatment using salt tray learning media increased to 20.92, this indicates that the use of salt tray learning media has a positive effect on the ability of the writing beginnings in children aged 4-5 years in Tk Nurussalatih kembangan Utara West Jakarta. Based on the results of the calculation of the table

above , this is in line with the results of a study conducted by Theresia Dina P.I.S, in the journal "The Effect of Playing Word Card Boxes on Early Writing Ability in Children Aged 5-6 Years". Belia 3, Volume 2, October 2014. It shows that there are differences in the writing ability of children in the experiment class with the control class shown in the acquisition of nilat t count > t table (8.213 > 1.666) with a significance level of 30,000. The magnitude of the significant influence by playing word card boxes on the initial writing ability of children in the experiment class obtained a mean score of 56.63 and for the writing ability of the child in the control class obtained a score of 51.83.(P.I.S, 2014).

Table 2 .Description of Research Results

Variable	Score x is possible (Hypothetical)				Obtained x score (Empirical)			
	Xmin	Xmax	Mean	Sd	Xmin	Xmax	Mean	Sd
See also	6	24	15	3	13	18	15,69	1.377
Post-test	6	24	15	3	19	23	20,92	1.656

Table 3. Sex Distribution

Gender	Sum	Percentage
Man	6	40%
Woman	7	60%
Entire	13	100%

By gender of 13 children aged 4-5 years. The results of the frequency distribution can be seen that the number of respondents was 13 children. boys with 6 (40%) and women with 7 children (60%). The data showed that the respondents in this study were more women than men.

Table 4. Post-test Table of Initial Writing Ability Using Salt-Tray Learning Media for Male

Do not	Indicator	Do not	Name	Shoe	Shoe	%	Criterion
			Child Man Year	Factual	ideal		
1	Capable children grasping stationery	1	Year	19	24	79,17	BSH
2	The child is able to make signs using stationery	2	From	20	24	83,33	BSB
3	The child is able to make horizontal writing	3	DO	21	24	87,50	BSB
4	Children are able to write letters at random	4	By	19	24	79,17	BSH
5	Children are able to write letters become words	5	DEEP	20	24	83,33	BSB
6	The child is able to compose between writing and sound	6	WPR	19	24	79,17	BSH
Sum		118			144	491,67	-
Average		19,67			24	81,94	BSH

Based on tables 4, the highest scores are found in indicators 2 and 5. Indicator 2 is that children are able to make signs using stationery with a factual score of 20, a percentage of 83.33% which is on the BSB criteria (Very Well Developed). Furthermore, in indicator 5, the child is able to write letters into words with a factual score of 20, a percentage of 83.33% and is on the BSB kriteria (Very Well Developed). The lowest final score is found in indicators 1.4 and 6. In indicator 1, children are able to grasp stationery with a factual score of 19 with a presentation of 79.17% is on the BSH criterion (developing according to expectations). In indicator 4, children are able to write letters randomly with a factual score of 19 with a presentation of 79.17% is on the BSH criteria (developing according to expectations). And in indicator 6, the child is able to arrange between writing and sound with a factual score of 19 with a presentation of 79.17% entering the BSH kriteria (developing as expected). So it can be inferred based on table above, it can be seen that the ability to write letters in children of the male sex after being given treatment using *salt tray* learning media is in the BSH (Developing As Expected) category with an average of 19.67.

Table 5. Initial Writing Ability Using Salt-Tray Learning Media Male Gender

Do not	Categories	Score Range	F	%
1	BSB	≥ 83%	3	50%
2	BSH	63%-83%	3	50%
3	Mb	42%-63%	0	-
4	Bb	≤ 42%	0	-
Sum			6	100%

Based on table 5, it is known that the initial writing ability of male children after being given treatment using salt tray learning media, namely in the BSB category criteria as many as 3 boys or 50%, boys are in the BSH category as many as 3 children or 50%, boys who are in the MB category as much as 0 or 0%, and boys who are in the BB category as many as 0 children or 0%.

Based on tables 6, the highest score in girls is found in indicators 1.5 and 6, namely regarding indicator 1 anak being able to grasp stationery with a factual score of 23 with a percentage of 95.8%, in indicator 5, namely children are able to write letters randomly with factual 23 with a percentage of 95.8% and in indicator 6, namely children are able to compile between writing and sound with factual 23 with percentage 95.8%. The lowest final score in indicators 2 and 4 is that children are able to make signs using stationery with a factual 20 with a percentage of 83.3% and children are able to write letters randomly with factual 20 with a percentage of 83.3%. Based on the table above, it can be concluded that the ability to write letters in children of the male sex after being given treatment using *salt tray* learning media is in the BSB (Very Well Developed) category with an average of 22%. This is in line with the results of the study Nasional Departement Pendidikan AS 200 in (John. W. Santrock, 2009) says that boys are better than girls in math or science.

Table 6. *Post-test* Table of Initial Writing Ability Using Salt-Tray Learning Media Female Gender

Do not	Indicator	Do not	Name Daughters	Factual Score	Ideal score	%	Criterion
1.	The child is able to grasping stationery	1	Brother	23	24	95.8	BSB
2.	The child is able to make signs of using stationery	2	MGA	20	24	83.3	BSB
3	The child is able to make horizontal writing	3	Of	22	24	91.7	BSB
4	Children are able to write letters at random	4	Arab	20	24	83.3	BSB
5	Children are able to write letters become words	5	Mfs	23	24	95.8	BSB
6	The child is able to compose between writing and sound	6	Mj	23	24	95.5	BSB
		7	FFM	23	24	95.8	BSB
Sum				154	168	641,5	
Average				22	24	91.67	BSB

Table 7. Initial Writing Ability Using Salt-Tray Learning Media Female Gender

Do not	Categories	Score Range	F	%
1	BSB	≥ 83%	7	100%
2	BSH	63%-83%	0	-
3	MB	42%-63%	0	-
4	BB	≤ 42%	0	-
Sum			7	100%

Based on table 7, it is known that the initial writing ability of female sex children after being given treatment using salt tray learning media , all group A girls are included in the BSB category, so that it can be known to produce a percentage of 100%. The analysis of the study was carried out using parametric statistical tests. Before conducting a parametric statistical test, first test the prerequisites. Prerequisite test analysis is carried out to find out whether data analysis for hypothesis testing can be used or not. Some data analysis techniques according to the analysis prerequisite test are:

Data Normality Test

The normality test is a test that aims to find out the value of data or research variables that are normally distributed or not. To carry out the t-test, a normality test is needed by implementing the Kolmogorov smirnov normality test (K-S test) utilizing the SPSS 25 program with a signification of 0.05 or 5%. As for the assumption of the level, if it is sig>0.05, the data

can be said to be normally distributed. Meanwhile, if the value of $\text{sig} < 0.05$, then the data can be said to be not normally distributed. Researchers have calculated by utilizing *SPSS 25* can be summarized as follows table 8.

Table 8. Normality Test Results

Kolmogorov-Smirnov Test One Sample			
		MALE	FEMALE
N		6	7
Parameter Normal ^{a,b}	Mean	19.67	22.00
	Std. Deviation	.816	1.414
The Most Extreme Differences	Absolute	.293	.332
	Positive	.293	.240
	Negative	-.207	-.332
Test Statistics		.293	.332
Asymp. Sig. (2-tail)		.117 ^c	.019 ^c
a. The distribution of tests is normal .			
b. Calculated from the data.			
c. Lilliefors Significance Correction.			

Based on the *Kolmogorov-smirnov* test table above, it can be seen that the significance value of the initial writing ability after using salt tray media for the male sex is $0.117 > 0.05$. And for the female sex, it is $0.019 > 0.05$. So it can be concluded that the data in this research test has been distributed normally and H_0 was received.

Hypothesis Test

If the normality test has been normally distributed. The next step is to test the hypothesis using the *T-test* by utilizing the output results of the *SPSS 25* program. The hypothesis test in this study is:

H_0 = There is no influence of gender differences on the ability to write initially using salt tray learning media in the group a tk nurussalatilah kembangan utara jakarta barat.

H_a = There is an influence of gender differences on the ability to write initially using salt tray learning media in the group a tk nurussalatilah kembangan utara west jakarta.

The significance provision of the *T-Test* test is 0.05. The purpose of hypothesis testing is to look at the child's initial writing ability before and after using *salt tray* learning media based on gender whether there is an influence or not. The following is a table of the hypothesis of the *T-Test* test.

Tabel 9. Hypothesis Test

Independent Sample Test		Levene Exam for Equality Variance		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailless)	Mean Difference	Std. Different Error	95% Confidence Interval Difference	
									Lower	Upper
actual Skor_f	The same variance is assumed	2.287	.159	-3.552	11	.005	-2.333	.657	-3.779	-.888
	The same variance is not assumed			-3.704	9.796	.004	-2.333	.630	-3.741	-.926

The results of the *Independent Sample T-test* are known to have a thitung value of 3,552 > ttable 2,201 with the value of P Value (0.000) < a(0.05) . Zero Hypothesis (H0) in this study was rejected and hypothesis (Ha) was accepted. So it can be concluded that there are gender differences in the ability to write initially using salt tray learning media in the group a tk nurussalatih kembangan utara jakarta barat. As for the corresponding research researched by (Sinaga, n.d.) with the title "The Influence of Children's Gender and Parents' Habits of Reading Books on Early Childhood Literacy Ability". The results showed that there were differences in reading literacy skills and early writing, the literacy ability of girls is higher than that of boys. This difference can be seen from the observation of the influence of differences and growth of girls and boys. And also research in line with what was done by (Uswatun, 2017) with the title of differences in the reading ability of group B children based on gender in kindergarten as well as pundong bantul. The results of the study there are differences in reading ability, girls' reading ability is higher than that of boys. The differences in the study were seen from the mean rank values of girls greater than 102.91 and boys by 82.33. So it can be concluded that there are differences in the initial reading ability of boys with girls in Tk-Munawarah, Merbau district, Meranti Islands Regency.

Conclusion

The ability to write initially using salt tray media in group A Tk Nurussalatih Kembangan Utara West Jakarta is classified as a BSB (Very Good Development) category. There is a significant difference in the ability to write early between boys and girls in group A in Tk Nurussalatih Kembangan Utara, West Jakarta. the writing ability of the beginning of a girl is better than the writing ability of the beginning of a boy.

Based on the results of the research and the conclusions that have been presented, it is necessary to give some advice to the parties concerned with this study, namely: based on the results of the research on gender differences in the ability to write initially using salt tray learning media in tk nurussalatilah kembangan utara jakarta west in boys is in the category BSH (Developing According to Expectations) and for the category of women enters the category BSB (Very Well Developed). Therefore, the school has suggestions to improve and maintain children's initial writing ability and teachers pay special attention to the difference in early writing ability between men and women, girls' early writing ability is higher than that of boys. Teachers also need to develop creativity in determining learning media and determining the right method so that the child is able to understand. The acquisition of this study was not perfect due to the limitations of the researcher as well as conditions, time and other limitations. The results of this study can be used as a reference in conducting further research, especially other researchers who are interested in overcoming early childhood writing skills.

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