

IMPROVING LANGUAGE SKILLS THROUGH PICTORIAL STORY MEDIA

Uswatun Hasanah

STITNU AL-HIKMAH MOJOKERTO

Email : Uswahalfardani@gmail.com

Abstract : *Research formulation whether through the medium of illustrated stories can improve language skills in group B children in RA Miftahul Ulum Oyoran Village Genengwaru Kec.Rembang Kab.Pasuruan School year 2021/2022 Aim to improve language skills through pictorial story media in learning. This type of research is a class action research commonly abbreviated as PTK, in order to solve problems. The subjects in this study were teachers and all children of group B RA Miftahul Ulum Oyoran Genengwaru Kec.Rembang Kab.Pasuruan School year 2021/2022. The number of group B children is 18 children. The researcher acts as a classroom teacher. This study takes research into learning children's language skills through the medium of pictorial stories in kindergarten. Research results of learning activities using storytelling methods with pictorial media can improve children's language skills. This is evidenced by an increase in the child's ability seen in the observation guidelines from before the action to cycle III, namely before the action / pre silus got a result of 37.81 %, cycle I reached a result of 49.69%. In cycle II it reached a result of 59.38%, and cycle III achieved a result of 74.69%. These results exceeded the research targets that targeted 70% success of actions I (cycle I), action (cycle II), and action III (cycle III), with different storytelling activities.*

Keywords: *Ability. Language, Pictorial Stories.*

INTRODUCTION

Language plays an important role in human life because language is a tool of human communication in everyday life. With language, a person can convey ideas, thoughts, feelings to others, both verbally and in writing.

Speaking includes language development which is one of the areas that early childhood needs to master. At this time early childhood requires various stimuli that can improve children's language development, so that with the provision of the right stimuli, the child's language can be achieved optimally.

This story media is a way of delivering or presenting learning materials orally in the form of stories from teachers to children. In RA storytelling is one of the media to improve language that can develop several physical and psychological aspects of kindergarten children in accordance with the stage of development. Storytelling serves to help the child's language and thinking development and can motivate children to love reading.

Responding to this, kindergarten should be one form of early childhood education that is on the formal path for children aged 4-6 years, it is necessary to prepare and make improvements in order to face and enter the era of globalization, one way is to improve language skills in children through the medium of pictorial

stories. Based on the description above, regarding the importance of developing children's abilities from an early age, the researchers took the title: "Efforts to Improve Language Skills Through Illustrated Story Media in Group B Children at RA Miftahul Ulum Oyoran Genengwaru Kec.Rembang Kab.Pasuruan For the 2021/2022 School Year.

RESEARCH METHODS

a. Research Time

This class action research was conducted in August 2021 until September 2021 Tempat Penelitian

b. This research location was conducted at RA Miftahul Ulum Oyoran Genengwaru Kec.Rembang Kab.Pasuruan For the 2021/2022 School Year

c. Research Subjects

The subjects in this study were teachers and all children of group B RA Miftahul Ulum Oyoran Genengwaru Kec.Rembang Kab.Pasuruan For the 2021/2022 School Year The number of group B children was 18 children. The researcher acts as the class teacher. This study took research on learning children's language skills through the medium of pictorial stories in kindergarten.Sumber Data

The data in this study collected in the form of information about children's ability to speak and the ability of teachers to draw up learning plans and carry out learning in the classroom. Research data is collected from a variety of sources which include the following:

a. Information or resource persons, namely teachers and students

b. Event

Research must be in accordance with the context, therefore events are a source of data from research. The events in this study are the learning process of improving language skills through the medium of pictorial stories in group B children at RA Miftahul Ulum Oyoran Genengwaru Kec.Rembang Kab.Pasuruan For the 2021/2022 School Year

a. Research Procedures

Classroom action research can be carried out through four stages, namely planning, action, observation, and reflection.

The explanation of the research procedure is as follows:

1. Action Planning
2. Prepare the image that we will use in the story and open the image, paste it on the blackboard or storyboard.

3. Preparing for Storytelling Time.
4. The overall time required in storytelling is planned for \pm 30 minutes

5. Create a Learning Plan

The learning plan used in kindergarten education is in the form of a Development Field Plan. This research uses the Development Field Plan as a reference in the learning process.

b. Implementation of Actions

1. Prepare props or media that we will use in storytelling
2. Focus the child's attention by inviting them to sing or play applause as an introduction before entering the beginning of the story; Then we have an initial conversation that invites children to lead them to pay attention to the media or props that we will use.
3. Direct the child to guess the media or props we mean. Only then do we show the media or props.
4. Provide additional explanations about the media or props if needed
5. After that, give the child the opportunity to title the story that we will tell by looking at the media or tools we use.
6. Start telling the child the truth. Children can touch or hold these objects. We can also put it somewhere.
7. When the story is finished, we can ask questions about the story.
8. Furthermore, we can together with the child conclude the content of the story, including finding lessons from the content of the story as well as finding the best solution to the problem in the story.
9. End the content of the storytelling activity or close with a song that describes the story

c. Observation

The observation stage takes place simultaneously with the implementation, so observations are made at the time when the action is in progress. This stage the researcher makes observations and records all the necessary things and occurs during the implementation. This data collection is carried out using the observation / assessment format that has been compiled, including observation in the implementation of action scenarios from time to time and their impact on children's learning processes and outcomes. Efforts to find out the development of abilities include: respond, be able to listen and hear, imaginative, confident in pictorial stories.

a. Reflection

This stage is to thoroughly review the actions that have been carried out based on the data that has been collected, then an evaluation is carried out to improve the next action. Reflection is a study of the success or failure of achieving temporary goals. Reflection in PTK includes analysis, synthesis and assessment of the results of observations of the actions performed. If the problem of the

reflection process is carried out through the next cycle which includes activities: re-planning, re-enactment and re-observation so that the problem is resolved.

1. Types of Research

This type of research is class action research commonly abbreviated as PTK, in order to solve problems.

Classroom Action Research is a practical study, how a group of teachers can organize the conditions of their learning practice, and learn, and see the real influence and effort. Broadly, class action research is defined as research oriented towards the application of actions with the aim of improving quality or problem solving in a subject that is studied and observed the success rate or consequences of its actions, to then be given follow-up that is a refinement of actions. Class action research is a research activity by observing a learning activity given action, which is deliberately raised in a class, which aims to solve problems or improve the quality of learning in the classroom (Hamdani, 2008: 43).

This Class Action Research aims to improve the learning outcomes of children's activities in learning. This implementation process is collaborative and participatory between teachers, children and other individuals related to the learning process.

a. Data Collection Techniques

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. In this class action research data collection technique in the form of observation of improved language skills

b. Research Instruments

Research instruments are developed by researchers in the form of indicators that are derived based on research variables, namely language skills. The instrument used in this study is an observation sheet. The observation sheet used is in the form of an observation format of the child's activity and the performance of the teacher.

c. Performance Indicators

This research is expected to achieve success and effectiveness, so formulated performance indicators that are used as a reference for success.

RESULT

a. Pre-Cycle

The results of the study before the action obtained the average percentage of children's ability is 37.81% of 18 children.

b. Cycle II

Based on the value obtained by the child in cycle I, it can generally be concluded that the child, already quite good at listening and hearing stories but has not reached the indicator value that has been targeted by researchers. But when compared with the results in the pre-cycle children's ability to speak has increased. Then based on the results of

tabulation in cycle II obtained an average percentage of the child's ability in 1 class of 59.38%. The percentage has been approached to achieve the results of the ability from the maximum score targeted by the researcher.

c. cycle III

Then based on the results of tabulation in cycle III obtained an average percentage of children's ability in 1 class of 74.06%. The percentage has achieved the result that the child's language skills from the maximum score targeted by researchers in the implementation of cycle III is $\geq 70\%$. Based on the results of data tabulation, when compared to the first cycle, it reached an increase of 24.37%.

Table 1. Research Success

Research Success	Cycle I	Cycle II	Cycle III
Improved Language Skills Through Pictorial Story Media	50%	60%	70%

DISCUSSION

The action of cycle I is completed by researchers doing reflection and observation. This is done as a reference in cycle II. Aspects of children's indicators can increase, after reflection and evaluation, action II is held on the implementation. Cycle II is quite an increase when compared to before the action and in action I

Through learning activities using storytelling methods with image media in this activity can be seen how the improvement of children's achievements starting from before the research, until the research ends after the action is done by listening to illustrated stories given by the teacher. Aspects of child indicators in cycle I researchers targeted the achievement rate of a percentage of $\geq 50\%$. This has not been said to increase because the average percentage is less than the targeted amount of 49.69%. Reflection and evaluation of these results are less than optimal, then designed to perform action II which will be expected to further improve the aspects of children's indicators and to convince the results obtained. The action of cycle II completed by the researcher to reflect and evaluate this second cycle, the researcher targeted the achievement rate of the percentage of $\geq 60\%$, while the average percentage in the class reached 59.38%, this cannot be said to increase. This is done as a reference in cycle III. Aspects of children's indicators can increase, after reflection and evaluation, action III is held on the implementation. Cycle III has increased when compared to before the action and in actions I and II. The process of activity takes place the quality of activities in

each cycle increases gradually and can ultimately improve aspects of children's indicators in cycles I and II, results that are still less than optimal. This is because children still pay less attention than teachers and children cannot listen or listen to stories less than optimally. Classroom action learning on the 3rd sklus runs better, when compared to the actions of cycle I and cycle II. The results achieved increased because it was felt that enough results obtained from cycle III, which was 74.06% exceeding the target of 70% improving the indicator aspects in improving children's abilities through the medium of pictorial stories.

CONCLUSION

Based on the results of the above research, researchers can be concluded as follows: Learning activities using storytelling methods with pictorial media can improve children's language skills, this is proven by the improvement in children's abilities seen in observation guidelines from before the action to cycle III. that is, before the action / pre silus got a result of 37.81%, cycle I reached a result of 49.69 %, in cycle II reached a result of 59.38%, and cycle III reached a result of 74.06%. These results exceed the research target of 70% of the success of action I (cycle I), action (cycle II), and action III (cycle III), with different storytelling activities.



Figure 1. Becerita while drawing with group B children



Figure 2. Teaching children how to speak well hammering out pictorial stories



Figure 3. Children are more eager to learn by using the media of illustrated stories

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