

Use of Image Storybook Media in Improving Speaking Skills in Group a Children in PAUD Al-Fajar Bengle, Talang District, Tegal Regency

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Abstract

Improving the ability to speak in children is very important so that children can adapt and socialize with their peers. This study aims to improve the ability to speak through the medium of illustrated stories in group A children at PAUD Al-Fajar Bengle Talang Tegal Semester 1 of the 2022/2023 Academic Year. This research uses a descriptive-qualitative approach with a case study method. The subjects of this study were students at PAUD Al-Fajar Bengle Talang, totaling 13 children consisting of 7 boys and 6 girls. The learning action plan goes through 2 cycles, namely cycle I and cycle II. The results showed that the ability to speak through play activities with illustrated storybook media in the first cycle there were 7 children or 55% who were considered capable. Meanwhile, in cycle II there were 10 children or 65%. The essence of group children's activities at Paud A-lFajar Bengle Talang Tegal through the medium of picture storybooks is to improve speaking skills.

Keywords: speaking ability, illustrated storybook, early childhood

1. Introduction

Speak is skills purposeful language _ for express ideas, ideas, and feeling by oral as a communication process to other people. In the process of speaking somebody will experience the thought process for express ideas and idea by wide. Talking process very related relationship with factor development think, based underlying experience. Experience the could obtained through reading, listening, observing and discussion. In everyday, people need more many time for to do communication. Form dominant communication _ in life social is communication verbal. People need communication with other people in give information, get information, or even entertaining. Besides that ability communicate very important owned somebody for convey opinion to other people. Speak is activity communication verbal that includes part from member body human , thing this close relation with other activities such as read , listen and write .

Ability speak no only have connection lead come back with ability listening, but also 1 2 related with ability write and read. A good talker, generally _ need preparation write. Speaker should knowing how get interesting topic _ and how break topics this Becomes framework, so then could made guidelines in look for material. Ingredient this obtained from variety sources, including through read. Destination main speak is communicate. In order to get convey information with effective, preferably in speak truly understand contents the talk with Correct and also could evaluate effect the communication to listener. So no only what is he talking about, but how put it forward. That thing concerning problem language and pronunciation sounds language that. Ability speak child child this very important in activity learning, because with speak child child can express ideas and the idea alone and child child feel involved in the learning process that.

Activity speak in activity learning really important, especially in the process of communication between the teacher and child child or child child with child child other. In the learning process happen communication lead come back or communication two direction between the teacher and child child or among child child with child child. Expected learning is student centered _ on students) so that student truly involved in learning , thing this covers ability speak student in convey

idea or ideas he has, express that ability speak is ability say sounds articulation or say words for express, declare, convey thoughts, ideas and feeling. With thereby ability speak child child is wrong one activity student in learning.

Kindergarten is institution education that has role important in various aspect development. Aspect development age early according to regulation Minister Education and Culture Republic of Indonesia Number 137 of 2014 is Religious and moral values, physical motor, cognitive, language, social emotional, and art. Sixth development the need developed optimally in order to beneficial for life child moment this and in later day. Nurbiana Dhieni, et al (2008:120.1) stated that ability language must developed in education child age early. On time child age early, development language especially speak is aspect important in development child. Speak that is something ability speak on the developed with preceded by Skills listening and moment that also ability speak then developed. Ability speak influenced by two aspect that is musty language and Non - language. Based on experience as a teacher in group. A Early Childhood Al- Fajr bengle gutter Tegal.

2. Literature review

2.1. Speaking ability

Bell-Gredler in the book Udin S Winataputra (2008: 36), states that learning is a process carried out by humans to obtain various competencies (ability), and attitudes (attitudes).

Nurbiana Dheni et al (2014:5.2) Language skills that develop after listening skills are speaking skills. When inviting children to talk, children can absorb all the words spoken. After the speech tool is mature, then the child will be able to issue all the information in the form of what words he has heard.

Early childhood is the fastest period in language development. Many children develop the ability to speak without direct direction from adults. Usually children learn to speak from conversations that occur in the surrounding environment.

Readiness to speak, There is a good model For example, opportunity to practice Motivation to learn and practice, guidance or direction of children are children who follow, and parents are always ready to criticize or correct if children say something wrong. Opportunity to practice. If children are not trained in speaking skills, frustration and even anger will arise that are not understood by parents or the environment. Motivation to learn and practice. Motivating and training children to speak is very important for children because it fulfills their needs to reach their potential. Guidance for children is very important to develop their potential. Therefore, parents must give examples or demonstrations to their children, speaking slowly so that children can easily follow them. If children make mistakes, parents should always criticize or correct them.

2.2. The Role of Schools in Developing Speaking Skills

a. Class Management

Good classroom management can stimulate children's opportunities to speak. At the time of welcoming children in the morning, playing activities, eating, resting or small show activities, Sometimes children have the opportunity to talk with peers or adults. But there are still many teachers who think that if children talk a lot it means that they are not working. Teachers also do not understand that talking to children will cause noise and undisciplined behavior. Teachers also do not understand that with children talking and listening, children are learning. So that speaking activities only get a small portion at school. Even if there is an opportunity to talk, it is only used to chat or talk about other people.

In developing speaking skills in children, teachers must be able to manage speaking activities in class. A varied classroom management will provide many opportunities for children to speak. Children can participate in discussions, exchange ideas, ask questions, solve problems, or explain something. The more opportunities for children to speak, making them fluent in expressing ideas, thoughts or feelings.

b. Teacher as a Model

Children are greatly influenced by adult speech models that are meaningful to children's lives. The right adult to be a model for the language used by children is the teacher. Teachers must be able to encourage children to speak as the main activity in learning. Teachers must be good listeners when children speak. It is invaluable when the teacher listens to the child, makes him pay attention and points out what the child is saying. Do question and answer to the child, so that the child learns to express his opinion or thoughts.

c. Story book with picture

Images are also interpreted as visual media that can be observed by everyone, be it natural scenery, objects, commodities, or life situations, as a form of displacement from the actual situation.

Writing with illustrations as visualizations that play an important role in the plot. Judging from the meaning of a picture story book, it is a collection or a story that is packaged in the form of a story. This media is usually in the form of comics or graphic novels.

A picture or picture story book basically reveals something. The form of expression lies in the picture, not in the language. The information implied in the picture can be restated in the form of words or sentences.

Translating information from visual form into words or sentences is really up to the imagination of the students. The representation of an intelligent child will be more complete and may be close to accurate, but the picture of an intelligent

child may be incomplete, and the description of a mentally retarded child must be incomplete, perhaps even irrelevant or distorted. Picture story books also allow students to exercise and improve their imagination, which is then injected into written form. The sharper the student's imagination, the better the development of students in viewing and discussing pictures. The media used in learning can be in the form of comics, scripts, making their own fairy tales.

Story books function as a creator of a suggestive atmosphere, a stimulus and at the same time a bridge for students and as a means of expressing the experience of an event that is expressed in an image, which can attract the attention of people who read it. This medium is great for practicing compositional expression skills. By looking at the pictures arranged in class, it is hoped that students can get a certain concept based on the topic being discussed. Then in the next step, have students rewind it into part of the story. The function of picture story books is to make it easier to understand a story with pictures that are easier to see than stories with imagining, and pictures beautify the value of the story.

d. Maintenance plan

Learning outcomes and achievement Indicators of children's success in the process of learning to speak in the early stages of Early Childhood Education in Alfajar, are used by the author to develop improvement instruments and classroom action research. This is because the child's ability to speak is still low, so the teacher intends to conduct research to improve speaking skills through the media of picture story books in group A children of Early Childhood Education Alfajar

2.3. Research Subject Information

a. Subject, Place, Time of study

Each cycle of activities is adjusted to the allocation of activities in Paud Al-Fajar Bengle, Talang District, Tegal Regency and research time on daily school activities. The following is an attachment for the time allocation for the activities of group A children at Paud Alfajar, Bengle Village, Talang District, Tegal Regency.

The study began on September 26, 2022. This research was conducted within three weeks starting from 26 September 2022 to 07 October 2022 . The description of the activities is as follows:

Table 1. Time Allocation of Research Activities

No	Description of activities	Week 1	2nd week	Week 3
1	Preparation of Research Instruments	✓		
2	Compilation of data by taking action	✓		
	a. Cycle I	✓		
	b. Cycle II		✓	
3	PKP Report Preparation			✓

b. Theme

Themes are: A main idea or thought about a thing or can be interpreted as the main idea that will be used to frame all learning materials as long as children participate in activities. Themes and sub-themes are very useful in learning activities. So both are very important for learning activities, especially in Early Childhood Education so that learning is more systematic. The author follows the theme that is being implemented at the Alfajar Bengle Early Childhood Education Center, Talang District, Tegal Regency in the first semester of the 20022/2023 academic year.

Cycle 1

1. Action Planning

The author plans a learning improvement plan such as preparing daily activity plans, preparing materials or media that will be used, planning class management, corrective steps, formulating improvement goals, and preparing instruments for assessment sheets, and student activity observation sheets.

2. Action Execution

At the implementation stage of learning begins with an introduction. Usually the teacher demonstrates while playing while learning such as praying, telling stories using storybooks and other media in the activities divided into 4 groups and each group contains 1 game. each student activity was recorded by the researcher as an evaluation study.

3. Observation

Researchers observed the condition of students during the learning process from the level of activeness and seriousness of children and children's ability to speak through picture story books.

4. Reflection

Reflection is an evaluation of learning outcomes that have been carried out by the teacher. From the results of these reflections the authors found strengths and weaknesses during the learning process. With the existing weaknesses in Cycle I, the success in the learning process using picture story books cannot be said to be optimally successful in accordance with the ability limit of 85%. From the results of the reflection of cycle I, it can be used as material to improve cycle II in learning activities.

Cycle II

1. Action Planning

Guided by reflection in cycle I, planning for classroom action research in cycle II is attempted to anticipate weaknesses in the previous cycle such as preparing activity plans, preparing materials or media to be used, planning class management, corrective steps, and preparing instruments for assessment sheets. and student activity observation sheets.

2. Action Execution

In the early stages of learning, it begins with an introduction, usually the teacher demonstrates while playing while learning such as praying, telling stories using storybooks and other media. In activity1 the roles are divided into 4 groups and each group is 1 game, and each student activity is recorded by the researcher as an evaluation study.

3. Observation

Researchers observed the condition of students during the learning process from the level of activity and seriousness of children and children's ability to speak through picture story books.

4. Reflection

This activity aims to obtain an overview and evaluation of activities related to the advantages and disadvantages of actions that have been carried out by researchers. From the reflection above, the author finds advantages and disadvantages that can be used as a measure of success in using picture storybook media in cycle II can show optimal success, so that the process of improving learning in cycle II has been said to be successful, namely from the initial condition of the number of 13 children. only 4 can improve speaking skills, in the second cycle to 8 children.

3. Results and Discussion

The ability to speak with illustrated storybook media that has educative value, namely activities to get a picture in the process of developing children's speech without being a burden on the child, the teacher has the responsibility to guide the child, lead the child towards developmental activities, while the child tries to achieve the goal with the guidance of the teacher so that the interaction is a meaningful and creative relationship.

illustrated storybook media is proven to be able to improve speaking skills in group A children at Alfajar Bengle Talang Tegal in the first semester of the 2022/2023 academic year.

3.1. Repair Results Each Cycle

Description of Cycle I

In planning the implementation of class actions that the author has planned, starting from observations to reflections carried out by the teacher in the Cycle I Daily Activity Plan in terms of efforts to improve speaking skills in the children of group A of Early Childhood Education, Alfajar increased where from 13 children the number of students and students who have started to develop (MB) as many as 6 children, in the assessment of Developing According to Expectations (BSH) as many as 7 children.

Table 2. Assessment for Cycle I PAUD Al Fajar Bengle

CYCLE I	Number of Values	
	BSH	MB
RPPH 1	2	11
RPPH 2	5	8
RPPH 3	6	7
RPPH 4	7	6
RPPH 5	7	6

Description of Cycle II

Obtained in Cycle II, then it can be used as a basis for reflecting on the activities/processes of learning improvement that have been carried out in this Cycle, namely:

- 1) Can learning using picture story books improve children's speaking skills?

- 2) Is learning using picture storybook media effective to improve children's ability to speak in group A children in Early Childhood Education? Al-Fajar Bengle Talang Tegal ?

The stages after observation are actions that have been carried out normally in the form of correction of reflection. From the reflection above, the writer finds the advantages and disadvantages that the writer finds can be used as a measure of success in using the picture story book media that the author presents in Cycle II. The advantages that the authors found were that through playing using picture story books media made children happy, children's activities were said to be good, children were excited. The drawback that occurs in the learning process in Cycle II is that the teacher takes a long time. In the process of repairing Cycle II, it has been able to show optimal success, so that the process of improving learning in Cycle II has been said to be successful. Namely, from the initial conditions, only 7 children were able to improve speaking skills, in Cycle II 10 children were able to complete the task of sorting picture stories. Therefore, efforts to improve speaking skills using picture storybook media for the Butterfly Paud Al-Fajar Bengle group in Semester I of the 2022/2023 academic year were declared successful and there was no need to proceed to the next cycle. next.

Table 3. Cycle II Assessment Table

Cycle II	Number of Values	
	BSH	MB
RPPH 1	8	5
RPPH 2	8	5
RPPH 3	8	5
RPPH 4	10	3
RPPH 5	10	3

Inter-Cycle Results

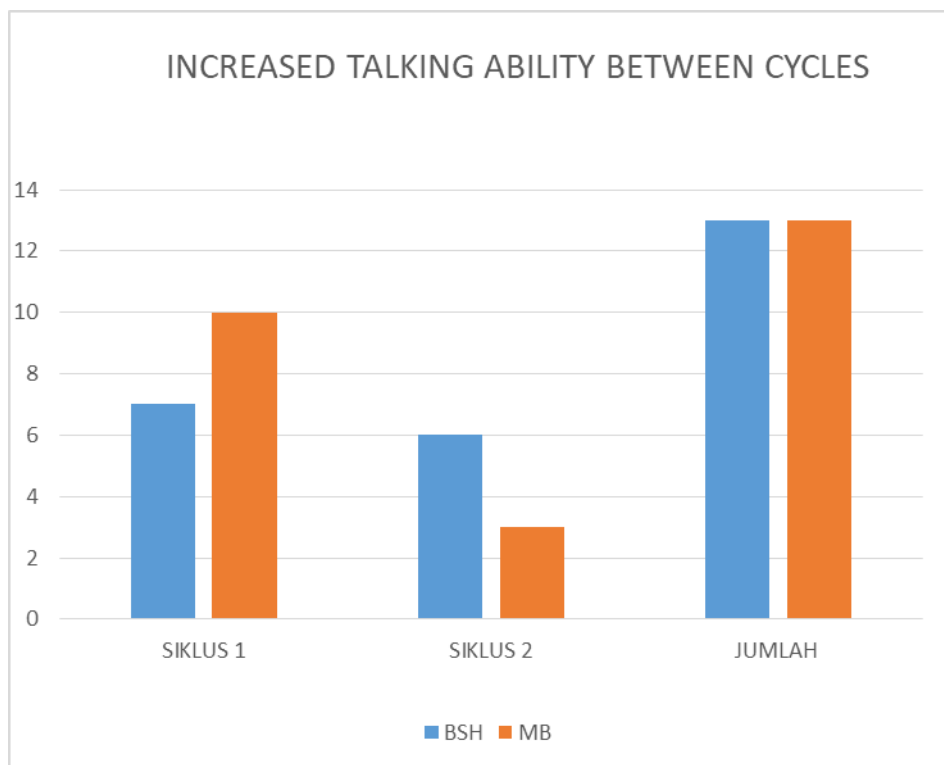
After carrying out observations in group A , efforts to improve the speaking ability of Picture Story books in the improvement of cycle I and cycle II can be seen that the improvement is quite good. Can be seen in the following table:

Table 4. Inter-Cycle Assessment Results

Research result	Cycle I	Cycle II
Developing as Expected (BSH)	7	10
Start Growing (MB)	6	3
Amount	13	13
Percentage	55%	65%

Based on the above, it can be seen that the speaking ability shows a fairly good increase. This can be seen from the results of the comparison between the cycle and Cycle II. In Cycle I, the results were 7 students (55%), while in Cycle II there was an optimal increase, namely 10 students (65%) of the total 13 students who could master learning. So there is an increase of 15% between Cycle I and Cycle II.

The following is the research data for each cycle in graph form



3.2. Discussion

The ability to speak with illustrated storybook media that has educational value, namely activities to get a picture in the process of developing children's speech without being a burden on the child, the teacher has the responsibility to guide the child, lead the child towards developmental activities, while the child tries to achieve the goal with guidance. teacher, so that the interaction is a meaningful and creative relationship.

Based on the results of the study, it can be interpreted that serial picture media is proven to improve speaking skills in group A. children Paud Al-Fajar Bengle Talang Tegal Semester I Academic Year 202 2 /202 3 It is proven that there is an increase in the number of children who are able/successful in speaking skills

In Cycle I there was an increase in the number of children who were able to complete the given task to 7 children (55%) and Cycle II to 10 children (65%). The success of this classroom action research cannot be separated from the teacher's role in the selection of serial picture media as an effort to improve speaking skills in group A children Paud Al-Fajar Semester I Academic Year 202 2/202 3.

4. Conclusion

Learning outcomes, before learning activities, teachers are required to make plans, master the material, prepare media/props and prepare evaluations. Teaching aids or methods must be in accordance with the learning materials, time and conditions of the school environment. Props or methods should be able to stimulate children's interest in learning so that children become interested and actively participate in learning activities.

Based on the results of observations and research that has been done on the learning improvement process, it can be concluded that:

1. Through playing and learning activities using serialized picture media, it is possible to improve the speaking ability of the Butterfly group children at PAUD Al-Fajar Bengle Talang Tegal Semester I for the 2022/2023 Academic Year .
2. Knowing the activity of butterfly group children in PAUD Al-Fajar Bengle Talang Tegal Semester I for the 2022/2023 academic year in improving speaking skills through picture story books is to see children's learning processes in activities.
3. An increase in learning outcomes in children in recognizing letters through playing with letter card props. The results of the study at the end of Cycle I children who were considered capable of 7 children (55%) and the results of the study at the end of Cycle II were 10 children (65%) who were able to succeed.
4. Learning by using picture story book media is more interesting for children's learning interest.

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