

Improving Early Speaking Skills through The Use of Picture- Words Cards Online in Early Childhood

Media Susyanti^{1*}, Surastina², Joko Sutrisno AB³, Purna Wiratno⁴

^{1,2,3,4}STKIP PGRI Bandar Lampung

*mediasusyanti@gmail.com

Abstract: This study aims to determine the use of picture word cards online in improving the quality of early speaking skills learning and to determine the improvement of early speaking skills in early childhood group B Al Azhar 18 Bandar Lampung Kindergarten in academic year 2019/2020. This type of research is Classroom Action Research (CAR) which is carried out in collaboration with class B teachers. The research design used goes through four stages, namely planning, action, observation and reflection. The subjects of this study were 25 children consisting of 9 boys and 16 girls. The object of research is speaking skills. Data collection techniques using observation and documentation. The data analysis technique used is descriptive qualitative and quantitative. The results showed that early speaking skills could be improved using pictorial word cards for group B children at Al Azhar Kindergarten 18 Bandar Lampung in the academic year 2019/2020. The results of the increase in initial speaking skills before the action were 55.25% which were included in the poor criteria and in the first cycle as many as 73% which were included in the sufficient criteria, so that there was an increase of 17.75%. The results in Cycle II were 91% which were included in good criteria, so there was an increase of 18%.

Keyword: early speaking skills, picture word card media, online

INTRODUCTION

Language as a communication tool used to convey messages or information between one person and another. With language we can interact with other people. The language we use must be understood by others so that good communication will occur. A person's language reflects his thoughts, the more skilled a person speaks, the brighter and clearer his way of thinking will be. Thus, it is very clear that if someone has a good level of language mastery, then he will easily carry out communication activities with other people, and his communication activities can run smoothly. Without language, life would have no color, no variety, and no difference.

As a means of communication, the spoken language must be

appropriate, especially the ability to speak which must be appropriate (Supriyono, 2019). Language plays an important role in reforming and improving the quality of education. Therefore, language learning is directed so that students are skilled at communicating both orally and in writing. To be skilled in communicating, the curriculum places aspects of listening, speaking, reading, and writing in language learning.

Speaking is the ability to pronounce articulation sounds to express, state and convey thoughts, ideas, feelings that can be heard and contain complete information. Speaking is a language skill in addition to listening skills, reading skills, and writing skills. Speaking skill is also a very important language skill. It is with speaking skills that we first fulfill the need to communicate with the society we are in. In addition to the importance of speaking skills to communicate, communication can also take place effectively and efficiently by using language.

The process of pronouncing the sounds of a language is nothing but speaking. To be able to speak well, speaking skills are needed. From the description above, it is known how important speaking skills are for a person (Surastina et al, 2019). Therefore, learning speaking skills needs attention so that students have speaking skills, so they are able to communicate to convey information to others well. In addition to how important speaking skills are for a person, learning speaking skills needs attention because speaking skills cannot be obtained automatically, but must be learned and practiced.

Speaking skills are taught to children from an early age, starting from pre-school, Elementary school to high school level. However, in general, learning to speak correctly begins in the official situation of students at the level of education at school. Good and correct speaking skills can be pursued from an early age. For this reason, at the stage of early childhood education and kindergarten education speaking skills have begun to be taught to provide better speaking skills for higher education levels. Al Azhar 18 Kindergarten Bandar Lampung as an educational institution is required to be able to provide and instill basic skills, especially language skills such as listening, speaking, writing and reading good for each student to be able to equip students' language skills in order to continue the education level that is higher.

Kindergarten education level is one form of Early Childhood Education in the formal education path. Early Childhood Education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help growth and development so that children have readiness to enter further education.

In Kindergarten, children master the language skills that stand out, namely the submission of interrogative sentences. At the age of six years, children begin to actively use language or gestures. Kindergarten children can

move their limbs to help clarify the meaning of their words. Children are given the opportunity to learn and the learning curriculum is age-appropriate at each level. Students are taught the skills of counting, reading, speaking, singing, socializing within their family and friends, as well as other skills.

The role of language for early childhood includes as a means to think, a means to listen, a means to carry out speaking activities, and as a means for children to be able to read and write. The role of language as a means to carry out speaking activities. Therefore, language needs to be introduced to children every day in their interactions properly and correctly. Basically, early childhood begins to carry out language activities by listening and speaking. In addition, early childhood has not been able to read and write. So early childhood in language, need to be fostered and developed especially listening and speaking skills. Early speaking skills need to be trained from an early age so that they are able to speak regularly and skillfully in the future, because speaking is one of the most important communication tools.

Based on the explanation above, that early childhood group B Al Azhar 18 Kindergarten Bandar Lampung has problems in language, especially early speaking skills are considered to be lacking. This can be seen when children are asked to pronounce the letter "k-u-d-a", the children mispronounce the letter "d" into the letter "p". This happens because children still do not understand in remembering the differences in the letters of the alphabet whose letters are almost the same. Another problem is that when children say the word chicken, the pronunciation is not quite right, there are those who answer "Aiam", "Jago", and "Pitik". This can happen because children are accustomed to hearing and imitating the sentences "good" and "pitik" from those closest to them in their home environment.

In addition, in language learning activities, especially early speaking skills, teachers always use LKA (Child Work Sheet), when children work on LKA (Children's Activity Sheet) about free drawing and tell the results of the picture, they look less interested and less agile, as a result. The LKA that was done by the children was not completed. Therefore, the teacher develops learning media through picture word cards with the intention that students can interpret the contents of the vocabulary according to their imaginations so that students can finally express the contents of the word cards in coherent language, so that it is meaningful and fun (Rozali et al, 2018).

According to Nurhadi (1995: 342) speaking means actively expressing ideas or verbal messages. Oral communication skills are the focus of language skills, especially foreign students. In teaching speaking, the most important thing is to teach verbal communication skills with other people.

According to Suhartono (2005: 167) that "to develop children's speech can be started by recognizing the sounds of language. The introduction of the

sounds of this language should be done starting with the sounds of the language that are easy to pronounce and then proceed to the difficult ones.

Learning by using picture word cards is a tool (media) so that learning does not seem monotonous. With this, it is hoped that the child will be stimulated to use the maximum sense of sight and hearing to listen. After the child learns with picture word cards, the child's imagination will appear in harmony, and finally the child is expected to have the ability to tell what has been conveyed. The ability of children to retell is the basic capital of children in practicing aspects of speaking skills.

Cards with pictures can be used to practice spelling or enrich vocabulary. These cards become instructions and stimuli for students to provide the desired response through learning media. So, the use of picture word card media is able to provide a new learning process for children. The reasons for choosing picture word cards as early speaking skills are as follows: (1) the learning situation is more conducive, because children are fully involved in learning, (2) child-centered learning and children are actively involved in learning (3) children will be motivated in learning by using picture word card media.

In addition, in learning activities the old or conventional educational methods are felt to be less effective because of the problems of space and time, because the world of education has progressed rapidly along with the advancement of Information Technology. So that Information Technology offers a new educational method called the online method. Electronic or online learning systems are a new way of teaching and learning. By going online, students do not need to sit comfortably in the classroom to listen to every word from a teacher directly. Online can also shorten the target learning time schedule, and of course save costs that must be incurred by a study program or educational program. Online is a form of learning method that is perceived to be student-centred. The use of online is also expected to motivate the improvement of the quality of learning and teaching materials, the quality of activities and student independence, as well as communication between teachers and students as well as between other students.

Online provides effective learning methods, such as practicing with related feedback, combining collaborative activities with independent learning, personalizing learning based on student needs using simulations and games. Technological developments allow learning in the classroom to be accessed at home and in the surrounding environment. Two-way communication in online learning programs between teachers and students or between students and students, and teachers and teachers will be better because there are more choices of communication media available. Many communication media allow teachers to provide direct learning through

learning videos or recordings. And also in the next process students can play back the video or recording repeatedly as learning material if there is material that is difficult to understand.

Online learning has the benefit of being able to build very efficient communication and discussion between teachers and students, students interact and discuss with each other without going through the teacher, facilitate interaction between students, teachers, and parents, the right means for exams and quizzes, teachers can easily provide material to students in the form of pictures and videos, besides that students can also download these teaching materials, making it easier for teachers to make questions anywhere and anytime.

Learning to improve early speaking skills through picture word cards online is carried out in early childhood group B Al Azhar 18 Bandar Lampung Kindergarten by using the WhatsApp application. Through whatsapp groups students, teachers, and guardians can communicate easily regardless of time and place and to make it easier to send picture word cards, homework, and school assignments. Every student and early childhood teacher of group B TK Al Azhar 18 Bandar Lampung uses the WhatsApp application and has a class WhatsApp group as a learning medium.

Based on the above background, the researcher intends to conduct a study with the title: "Improving Early Speaking Skills Through the Use of Picture Word Cards Online in Early Childhood Group B Al Azhar Kindergarten 18 Bandar Lampung Academic Year 2019/2020".

METHOD

The type of research used in this research is Classroom Action Research (CAR). According to Suharsimi Arikunto (2012: 96), classroom action research is research conducted by teachers to classes or in schools where teachers teach with an emphasis on improving or improving learning processes and praxis.

This research is a collaboration between the researcher and the Kindergarten class teacher in Group B Kindergarten Al Azhar 18 Bandar Lampung. Researchers as observers, while those who carry out are class teachers. This research is intended to improve speaking in Kindergarten Group B TK Al Azhar 18 Bandar Lampung.

This classroom action research was carried out online through a WhatsApp group for early childhood Group B Al Azhar 18 Kindergarten Bandar Lampung, which is located at Labuhan Ratu, Kedaton District, Bandar Lampung City, Lampung Province, postal code 35132.

This research is basically a controlled investigative process to find and solve learning problems in the classroom, the problem solving process is carried out cyclically with the aim of improving the quality of learning and

learning outcomes in certain classes.

One of the hallmarks of CAR is the collaboration between practitioners and researchers in understanding, agreeing on problems and making decisions that ultimately give birth to common actions (Suharsimi Arikunto, 2012: 63). Researchers and class teachers together make plans for further implementation in classroom learning. The researcher made observations and then reflected with the class teacher so that the weaknesses and strengths of the activities carried out were known.

RESULTS AND DISCUSSION

This classroom action research (CAR) was conducted in Early Childhood Group B Al Azhar 18 Bandar Lampung Kindergarten in the 2019/2020 academic year online through the WhatsApp group. This school is located in Labuhan Ratu, Kedaton District, Bandar Lampung City, Lampung Province. The class that was used as the research was Group B TK Al Azhar 18 Bandar Lampung with a total of 25 students, consisting of 9 male students and 16 female students.

Results

1. Pra Research

Initial observations before the classroom action research was carried out were carried out for a day, namely on April 16, 2020 to determine the initial state of early speaking skills. Observations were made using an observation sheet instrument in the form of a checklist to reveal initial skills in pronouncing letters that have simple words, pronouncing words, imitating simple sentences, and telling pictures orally without using picture word cards. The results obtained indicate that early speaking skills are still not well developed. The average initial speaking skill before the action was only 56.67%. This situation becomes a basis for researchers to take an action in order to improve initial speaking skills.

Based on observational data, the teacher must take action to improve initial speaking skills. The effort taken is using picture word card media in learning. The picture word card media in this study is a card made of thick paper (15cmx10cm buffalo) which contains pictures and words. The images used in this study are pictures of objects that children often encounter in everyday life. In Cycle I and Cycle II there are ten pictures of animals such as: chickens, ducks, cows, goats, fish, shrimp, turtles, birds, dragonflies, and others. The use of picture word cards is used when learning early speaking skills by pronouncing letters, saying words, imitating simple sentences, and telling pictures orally.

The results of the recapitulation of the speaking skill assessment before the action were 55.25%, so it had not yet reached the specified indicator of success. This is because children are not used to using picture word cards in

learning, so most children do not understand how to pronounce letters, pronounce words, imitate simple sentences, and tell pictures orally. From the results of the recapitulation before the action, it is necessary to make improvements in Cycle I.

2. Cycle 1

Based on the observation sheet on the process of learning speaking skills using word cards online through the WhatsApp group, it can be seen that all aspects experienced a significant increase in cycle I. The aspect that needs to be improved in learning speaking skills using picture word cards is the aspect of student interest during online learning which reaches a percentage of 28% which is included in the less category. Aspects of student activity in the whatsapp group in the lesson reached a percentage of 68% which was included in the sufficient category. Although these aspects have improved compared to before the action was taken. In this first cycle, students were quite active in asking and responding to questions asked by the teacher in the class WhatsApp group.

The results of the research with collaborators showed that the actions in the first cycle were in accordance with what was planned. In addition, these observations indicate that there is a change or improvement in the subject's behavior. The role of students in this cycle is also better than pre-action. The activeness of students learning online through whatsapp groups increased, namely actively asking questions, actively answering questions and actively doing assignments from the teacher. Overall, students pay attention and concentrate in learning to speak. After the use of pictorial word cards in learning speaking skills, the students' courage to speak in the WhatsApp group also increased. This starts from the self-confidence that arises from each student because many students like picture word cards. Furthermore, interest appears and is followed by the attention and concentration of students in receiving lessons. With the picture word cards, students have a lot of vocabulary and speak better. Thus, students are more daring to speak in the class whatsapp group.

In the indicator of pronouncing letters, the child has a little difficulty. This is because children are still adjusting to the use of pictorial word card media, which is the first time they are being taught in this kindergarten. At the first meeting the ability to pronounce letters in children only reached 60%. Children still do not understand to answer questions from the teacher and are afraid to mention the pictures on the picture word card media. At the time of learning using picture word cards, some children did not want to pay attention to the teacher's explanation. This causes learning to be not conducive.

At the second meeting the ability to pronounce letters increased to 64%. Children have begun to be interested in learning using picture word cards as media. Some of the children enthusiastically answered questions from the teacher. An increase also occurred at the third meeting, which reached 80%. In general, children's difficulty lies in distinguishing letters, for example "m" with "n", "u". Children also still do not know the letters "g", "t", and "j". On the indicator of saying the word, the child has difficulty. At the first meeting only reached 60%. This is because the child still does not understand the standard language of nouns, for example goat the answer is "wedhus", "dumb". The teacher explained clearly several times that the picture was in accordance with the reading and the standard language, namely goat, chicken, and others. At the second meeting the ability to pronounce words increased to 64%. Children have begun to understand and understand what is meant by standard language. The teacher stimulates children by giving examples and provokes children with questions. An increase also occurred at the third meeting, which reached 76%. In general, children are able to pronounce nouns on picture word cards.

On the indicator of the ability to imitate simple sentences. At the first meeting the new child reached 60%. This is because the child is still stammering in imitating the spoken sentence, some of the 3 syllables spoken by the teacher are correct and still not correct, and still stammering to pronounce it. At the second meeting the ability to imitate simple sentences increased to 64%. Some children are already able to imitate the sentences spoken by the teacher. An increase also occurred at the third meeting to 68%. In general, children still have difficulty imitating simple sentences. In the indicator of telling pictures verbally, there are still many difficulties. At the first meeting the child's ability reached 52%. This is because children are still shy about telling stories in class groups, some are not shy about telling stories in class groups but the child does not tell the picture shown by the teacher, and some are just silent in the class group without a single word. The second meeting increased to 60%. Some children are able to tell stories according to the teacher's orders. At the third meeting, it increased to 68%. In general, children still find it difficult to tell stories orally in class groups.

Based on the results of the observation of the action of Cycle I, it can be seen the achievement of speaking skills. The child's ability to pronounce letters reaches 80% or includes sufficient criteria. In general, children are correct in pronouncing letters. This is because the teacher always provides guidance to the child until the child really understands. Although there are still some children who are not right in pronouncing the letters. The ability to pronounce words reached 76%, most of the children were able to say 5 words correctly and without misspellings, although there were still some students who still

needed to be assisted and guided by the teacher in pronouncing words. The ability to imitate simple sentences reaches 68%. In general, the ability to imitate simple sentences has increased compared to the pre-cycle meeting, although there are still some students who are not precise in imitating simple sentences. This is because there are some students who have not been careful in listening to the sentences spoken by the teacher. While the ability to tell pictures orally reached 68%.

In general, some students still have difficulty in telling pictures orally. This is because the child is confused in telling the story which must match the picture shown. Although there are those who dare to tell stories, the story does not match the theme of the picture shown. Based on these results, it can be concluded that the average initial speaking skill in Cycle I reached 73%. These results have increased when compared to the initial speaking skills before the action which only reached 55.25%.

3. Cycle II

Based on the observation sheet of the speaking skill learning process, it can be seen that all aspects have increased significantly. Improved aspects of observing the learning process of students' speaking skills using illustrated word cards online through whatsapp groups that have been carried out starting from pre-action by 10% and after being given action, the first cycle increased to 47% and the second cycle increased to 96%. The average percentage increase from pre-action to cycle II was 51%. In the post-action cycle II, the highest or best increase occurred in the aspect of students' courage in speaking in the WhatsApp group, while the aspect that experienced the smallest increase was the aspect of students' attention and concentration in the lessons in the WhatsApp group. In the second cycle, it was better and according to plan compared to the previous cycle. Students are more active in learning and students do their assignments well. Students pay attention and concentrate in participating in learning speaking skills. In addition, students are also interested and enthusiastic in pronouncing letters, words, and telling pictures orally.

The results of research observations with collaborators showed that the actions in cycle II were in accordance with what was planned. In addition, these observations indicate that there is a change or improvement in the subject's behavior.

The role of students in this cycle is also better than the previous cycle. The activeness of students learning online through whatsapp groups increased, namely actively asking questions, actively answering questions and actively doing assignments from the teacher. Overall, students pay attention and concentrate in learning to speak. After the use of pictorial word cards in

learning speaking skills, the students' courage to speak in the WhatsApp group also increased. This starts from the self-confidence that arises from each student because many students like picture word cards. Furthermore, interest appears and is followed by the attention and concentration of students in receiving lessons. With picture word cards, students are able to pronounce letters, words and tell pictures verbally for the better. Thus, students are more daring to speak in the class whatsapp group.

Observations made by researchers in Cycle II on early speaking skills can be described as follows. In the indicator of the child's ability to pronounce letters, there is no difficulty. The first meeting of children's abilities reached 84%, and increased at the second meeting so that it became 88%. An increase also occurred at the third meeting, which was 92%. At the third meeting, there were still two students who had not achieved the maximum score because they were lazy, when ordered to say the letters. Just want to mention a few vowels or consonants that are ordered. In the indicator of the ability to pronounce words, the child has no difficulty. At the first meeting the child's ability reached 80%, then at the second meeting it increased to 88%. The increase also occurred at the third meeting, increasing to 96%. At the third meeting there were still four students who could not pronounce five words correctly because they were still spelled wrong.

In the indicator of the ability to imitate simple sentences, most of the students did not experience difficulties anymore. At the first meeting it reached 72%, the second meeting increased to 80%. An increase also occurred at the third meeting to 88%. At the third meeting there were still three students who were not right in imitating simple sentences. This happens because the child does not concentrate in imitating the sentences spoken by the teacher via audio, so the child feels hesitant and stammers, when ordered to imitate the sentence.

The indicator of telling pictures verbally at the first meeting reached 80%. The first meeting still had difficulties, because some children were still shy when telling stories in class groups, but had the courage to speak a little even though they were still silent when ordered to tell stories. In addition, there were some students who correctly told the picture pointed to by the teacher, but the longer the story was told, the storyline did not match the theme of the picture shown by the teacher. At the second meeting it increased to 84%, while at the third meeting it increased to 88%. At the third meeting there were still 3 students who were not fluent in telling pictures and the children were still shy to tell stories in class groups.

Based on the results of observations and Cycle II, the achievement of children's abilities on the indicators of pronouncing letters reached 92%. In general, the child can pronounce the letters correctly according to the

teacher's instructions. This proves that children are used to using picture word cards as media. So that the child can name the designated letter correctly and can distinguish letters that are almost the same in shape, such as "b", "d". The ability to pronounce words reaches 96%. In general, the ability to pronounce words has increased compared to the meeting in Cycle I.

Most of the children were able to pronounce five words correctly according to the teacher's instructions, although there were still some students who did not understand so that they were still guided by the teacher in pronouncing words. The ability to imitate simple sentences reaches 88%. In general, the ability to imitate simple sentences increased compared to Cycle I, although there were still some students who still stammered in their pronunciation so that the teacher had to repeat the sentences they had spoken. The ability to tell pictures orally reaches 88%. In general, children no longer have difficulty telling stories in class groups. As for children who are still shy about telling stories in class groups, the teacher provides guidance for the child to tell stories with the help of the guidance of the teacher and his parents at home.

Based on these results, it can be concluded that the average achievement of early speaking skills in Cycle II reached 91%. These results have increased when compared to the achievement before the action which was only 55.25% and the achievement in Cycle I was 73%. The comparison of the percentage of speaking skill achievement before, after Cycle I, and after Cycle II can be presented in the following diagram.

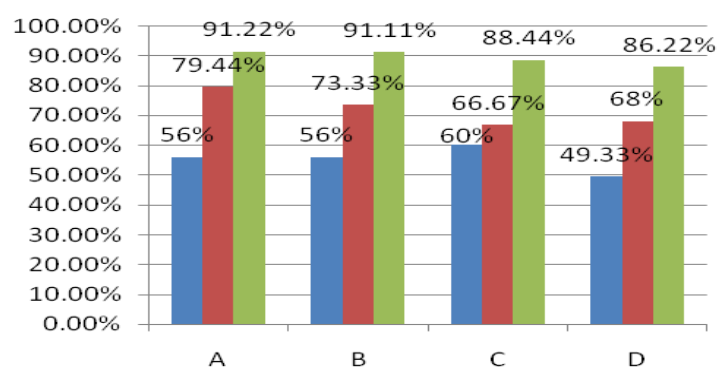


Figure 1.

Early Speech Skill Achievement Diagram Before Action, Cycle I, and Cycle II

Early Speech Skill Achievement Diagram Before Action, Cycle I, and Cycle II

Information :

A : Ability to Pronounce Letters.

B : Ability to Pronounce Words.

C : Ability to imitate simple sentences.

D : Ability to Tell Pictures Orally.

The results of observations before the action, Cycle I, and Cycle II showed that the picture word card media improved early speaking skills in the children of Group B1 TK Al Azhar 18 Bandar Lampung. This is in accordance with the data obtained in Cycle I and Cycle II. Therefore, the researcher considers the results of Cycle I and Cycle II to be in accordance with the proposed hypothesis.

Discussion

Picture word card media can be used as an alternative to the use of appropriate media in early speaking skills learning so that learning takes place actively, students pay more attention and concentrate on lessons, students are more interested and enthusiastic in learning writing skills, students are more skilled in speaking, and speaking skills more students can be improved. One of the media to support the creation of a conducive atmosphere, and can be applied not only in Kindergarten B but can also be used in other classes. The discussion is intended to interpret the results in accordance with the theories applied and does not merely describe the results. It should be enriched by referring to the results of previous studies published in scientific journals. The discussion can be presented in sub-sections.

CONCLUSIONS

Conclusions regarding the results of the increase contained in this study can be seen from the following description. Pictorial word card media can improve the quality of the early childhood speaking skill learning process in group B Al Azhar 18 Kindergarten Bandar Lampung in the 2019/2020 academic year. Students experience behavioral changes (improvements) in online learning. The improvement of students' initial speaking skills is shown by the activeness of students during the online learning process, the attention and concentration of students in listening to the subject matter delivered by the teacher through the group, the interest and enthusiasm of students during learning, in the lesson of the courage of students to write in whatsapp groups in class so that they can create fun, active and creative learning. Picture word card media can improve early childhood speaking skills in group B TK Al Azhar 18 Bandar Lampung Academic Year 2019/2020. The results of the increase in initial speaking skills before the action were 55.25% which were included in the poor criteria, meaning that the child did not understand the difference in letters and was less precise in pronouncing words, imitating simple sentences, and telling pictures orally. However, in Cycle I it increased to 73% which was included in the sufficient criteria, meaning that the child was able to

pronounce letters, pronounce words, imitate simple sentences and tell pictures orally. The difference between the increase before the action and Cycle I was 17.75%. While the results of the increase in Cycle II were 91% which were included in good criteria, namely, the child was able to pronounce letters and words correctly, as well as imitate simple sentences and tell pictures orally fluently. The result of the difference in Cycle I and Cycle II is 18%.

REFERENCES

- Arikunto, Suharsimi. (2012). *Prosedur Penelitian Suatu Pendekatan Praktis*. Edisi Revisi VI. Jakarta: PT. Rineka Cipta.
- Nurhadi. (1995). *Tata Bahasa Pendidikan : Landasan Penyusunan Buku Pelajaran*. Semarang : KIP Semarang Press.
- Rozali, R., Fahrurrozi, F., Wahono, W., Angraini, N. ., & Windriani, D. . (2018). The Effort to Increase Vocabulary Mastery through The Use of Word Cards. *IJLHE: International Journal of Language, Humanities, and Education*, 1(1), 61–66.
- Suhartono. (2005). *Pengembangan Keterampilan Berbicara Anak Usia Dini*. Jakarta: Depdiknas.
- Supriyono. (2019). *Prinsip-prinsip dasar kesantunan berbahasa dalam ujian skripsi*. Tangerang: Lembaga Literasi Dayak (LLD).
- Surastina [et al.]. (2019). *Pengantar Bahasa Indonesia*. Yogyakarta: Elmaterra Publishing.