



## DEVELOPING LANGUAGE ASPECTS IN MENTIONING LETTER SYMBOLS IN GROUP B OF NURUTTAQWA KINDERGARTEN BANJARMASIN

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### Abstract

This research was motivated by the lack of development of children's ability to mention letter symbols caused by the media used by teachers in the learning process to recognize letters that did not attract children's hearts, thus making children less enthusiastic and not eager to participate in learning activities. The purpose of this study is to improve and improve the quality of the learning process of group B in Nuruttaqwa Kindergarten Banjarmasin. This research approach uses qualitative and quantitative approaches with the type of classroom action research (CAR) held in 4 meetings. Techniques for collecting observations of teacher activities, observation of children's activities, children's learning outcomes, language skills. The results showed that teacher activity increased with a score of 25 criteria "Very Good" at meeting 4. Children's activity at each meeting increased with a percentage of 84.62% of the criteria being very active at meeting 4. Children's language development with a percentage of 92.31% or 30 children successfully developed at meeting 4.

**Keywords:** Language Aspect, Direct Instruction Model, Storytelling Method, Talking Stick, Image Arrangement Media

### INTRODUCTION

Early childhood education is education that is held to optimize both growth and development of children which emphasizes aspects of children's personality such as aspects of religious values, morals, cognitive, language, art, and physical motor that are carried out repeatedly. To support this, learning activities are carried out through the five sensory devices in the body including: vision (*visual*); seeing an event or an event, hearing (*auditory*); listening to sounds or sounds, Smeller (*olfactory*); smell, taste buds (*taste*); The tongue can be used to taste tastes such as salty, spicy, bitter, *tactile*; the skin can feel touch (Ar-Rahmanna, 2016) Each child has intelligence in different levels and indicators. Early childhood education aims to develop children's ability to socialize, recognize themselves and the surrounding environment and hone their intelligence (Rakhmawati, 2015).

Intelligence is one of the main factors that determine the success and failure of students in school. Character education for children is carried out in away or consistently because children are imbued with internalization and the value of character education. To explore and improve the

potential or talents possessed by kindergarten children, kindergarten can play its function because in kindergarten exploring potential becomes orientation (Widaningsih, 2016). Growth is the process of maturation of physical functions as well as increasing in length, while development is a qualitative change such as the maturation of organ functions such as maturation of brain tissue and work maturation (Saripudin, 2019).

In understanding the expressive language of children aged 5-6 years there are indicators of achievement such as children are able to express their desires, feelings, and opinions in simple sentences, can communicate with friends or adults, can express his feelings and ideas that want to be poured with correct communication, can retell the content of a simple story. The purpose of these indicators is that students can convey to others, be it their peers or adults (Nurgiyantoro, 2012). The importance of children being able to mention number symbols for language development (Fauziah & Rahman, 2021; Fitriana & Novitawati, 2021, 2021; Saputri, N. M., & Agusta, 2022)

Based on the observations of researchers by interviewing homeroom teachers of group B of Nuruttaqwa Banjarmasin Kindergarten, there are several



factors that can cause the lack of development of children's ability to mention letter symbols, one of which is learning media, recognizing letters, not attracting children's hearts, thus making children less enthusiastic and not eager to participate in learning activities. In the implementation of learning to develop aspects of language children should be trained to answer more complex questions, but in the classroom children are still limited in answering questions because they do not understand the information that has been conveyed by the teacher. In addition, children at an early age are less able to express feelings or ideas when answering questions from teachers. Teachers must understand that language development is inseparable from children's thinking development (Rosmiyati, 2017)

Various ways can be done such as telling stories and singing as well as getting used to behavior in accordance with values and norms. With character education can provide learning to children so that children are able to solve simple problems that they are facing or that they will face later such as play activities can teach children how The trick is that they can solve this game correctly, if they are able to complete a game correctly they are able to solve the problems they face even though it is small or simple scale. In accordance with Permendikbud number 146 states that at the age of 5-6 years children must be able to solve simple problems that occur (Putri et al., 2020).

In achieving seven indicators of development in understanding language, a combination of direct interaction models, storytelling methods assisted by image arrangement media and Talking Sticks can be used. By using the direct instruction learning model and storytelling method, it can improve developmental indicators such as: students can listen or listen when someone is talking or delivering something, this is in line with research (Samiyah & Anggraeni, 2021).

The storytelling method is very appropriate for early childhood development because with the storytelling method children are able to listen or listen and see directly so that it is able to provide a very meaningful learning experience for students. The storytelling method is able to increase the child's ability to listen or listen, the average

value of children's ability before using the storytelling method is 24% while the average value after using the storytelling method in cycle I is 25.3% while the average value in cycle II is 36.7% so it can be concluded there is an increase in students' listening ability (Denny et al., 2020).

The use of media as a learning tool can increase effectiveness and efficiency in teaching and learning activities. Varied learning media such as games can be used according to the characteristics of the students. While the media used to develop the learning process on children's language skills and letter symbol recognition can use Talking Stick, Direct Instruction and Picture Stacking Method. Learning media is a tool in the learning process both in the classroom and outside the classroom. Learning media is also a component of learning resources or physical vehicles where there is instructional material so as to stimulate students to learn. Learning media becomes a tool used to convey messages or information when the teaching and learning process is carried out. The benefits of learning media were stated by Sudjana and Rivai where they said that the existence of learning media would make the teaching and learning process very interesting. Interestingly, the learning process is able to provide motivation so that it is expected to get increased results (Taibah, naphatut and Shalahudin, and Azim, 2021). The use of media in the learning process can motivate and stimulate the desire to learn and even be able to have an influence on the psychology of students. The purpose of this study is: Developing language aspects in mentioning letter symbols using *Direct Instruction* models, *Talking Sticks* and storytelling methods in group B of Nuruttaqwa Banjarmasin Kindergarten.

## **METHOD**

This research uses the type of CAR (Classroom Action Research). The purpose of classroom action research is to improve the quality of content, input, processes, and outcomes of education and learning in schools (Hendikawati et al., 2016). This class action research has Action Stages among them: Planning, Implementation of Action, Observation, Reflection.



The subjects of this study were children and teachers of group B for the 2022-2023 school year at Nuruttaqwa Kindergarten and the number of research subjects was 29 children consisting of 15 boys and 14 girls. The reason for choosing this place is because most of the children in group B have not developed optimally in recognizing the hurf symbol, researchers also aim to improve and improve the quality of the learning process of group B at Nuruttaqwa Kindergarten Banjarmasin. This Class Action Research consists of 4 meetings. Types of qualitative and quantitative research data with observation of teacher activity, observation of child activity, child learning outcomes, language skills.

Success Classroom action if: Teacher activity in cognitive aspects recognizes the concept of numbers with very good criteria score  $\geq 21$ , Independent child success activity with very active criteria score 21-24 whileclassically very active activity reaches  $\geq 80\%$  of the number of children, individually child language development if achieve BSH or BSB scores and classically the language development of children Very Good reaches  $\geq 80\%$  of the number of children.

**RESULTS AND DISCUSSION**

The teacher's activities in learning activities develop the ability of children's language aspects at meetings 1, 2, 3 and 4 as follows:

Table 1 Teacher Activities Meetings 1, 2, 3 and 4

Meeting	Score	Criterion
1	20	Good
2	22	Good
3	25	Good
4	29	Excellent

From these data, it shows that in every meeting conducted, there was an increase in teacher activity scores, starting from meeting 1 with a score of 20 included in the good category, meeting 2 with a score 22 were in the good category, meeting 3 with a score of 25 was in the good category and in meeting 4 with a score of 29 was in the very good category. This improvement can occur because teachers are always very upset during the learning process so that teachers

can reach the very good category with a score of 29 in 4th meeting.

Table 2: Results of Children's Activity Meetings 1, 2, 3 and 4

Meeting	Score	Criterion
1	25,64	Less active
2	33,33	Less active
3	69,23	Active
4	84,62	Very active

From these data it can be seen that meetings 1, 2, 3 and 4 have increased. Meeting 1 (25.6%) with less active criteria, meeting 2 (33.33%) with less active criteria, meeting 3 (69.23%) with active criteria and meeting 4 (84.62%) with very active criteria . The observation results have increased at each meeting so that indicators of success can be achieved.

The development of children's language skills when mentioning letter symbols at meetings 1, 2, 3 and 4 can be compared as follows.

Table 3 Language Development at Meetings 1, 2, 3 and 4

Meeting	BSH <	BSH $\geq$	
1	33	6	15,38 %
2	21	18	46,15%
3	9	30	79,92%
4	3	39	92,31%

From these data it can be seen that the results of the development of the child's language aspects at each meeting have increased. Developmental Results Children's language skills classically from meeting 1 increased by 30.77%, where initially only 6 children were in the successful category of developing, there was an increase of 12 children so that there were 18 children in the successful category of developing. At meeting 2 there was an increase of 33.77% where initially 12 children were in the successful category of developing, there was an increase of 18 children so that there were 30 children in the successful category of developing. At meeting 3 there was an increase of 12.39% or as many as 6 children who experienced an increase so that at the final meeting or meeting 4 there were 30 children who were in the successful developing category.

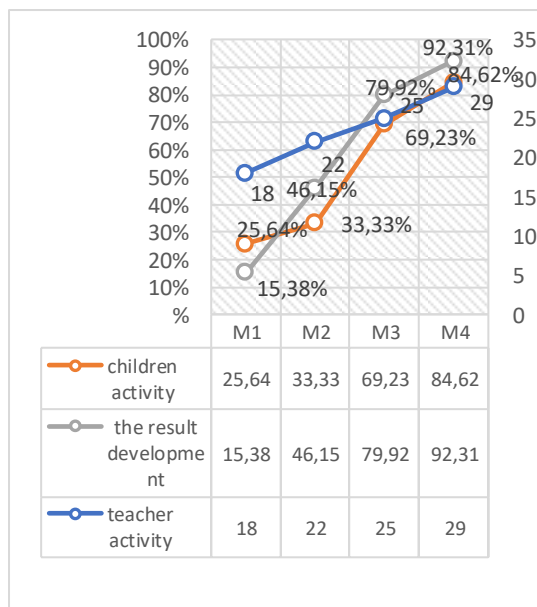


Figure 1 Trends in Increasing Teacher Activities, Children's Activities and Developmental Achievements from Meetings 1, 2, 3 and 4

Based on the graph above, there is an increase in each activity starting from teacher activities, children's activities and the results of children's language development achievements. This can prove that there is a relationship between these three aspects. where if the teacher's activity during the learning process increases, the child becomes active in the teaching and learning process so that the child's development also increases. So that the results of classroom action research conducted in this study were declared successful.

**DISCUSSION**

Based on the results of observations of teacher activities on the Development of Language Aspects in children, shows an increase in each meeting. Meeting 1 learning achieved a score of 18 (Good Enough), meeting 2 learning got a score of 22 (Good), meeting 3 got a score of 25 (Good) and meeting 4 got a score of 29 (Very Good).

Teacher activity in learning is getting better and increasing, the increase cannot be separated from the efforts of teachers who always make improvements every meeting. This is in line with Suriansyah (2014), quality education must be supported by professional teachers in learning. And professional teachers are one of the determining factors for the quality of the

learning process and professional teachers are teachers who have competencies that are required in carrying out learning tasks (Astuti, 2022). Teachers not only act as models or role models for their students but can act as managers of learning. Teachers are required to know learning methods and models so that teachers can determine and choose the right learning model in carrying out learning activities carried out in this study, this success is also inseparable from the teacher's efforts in implementing the development of children's language aspects.

By applying Image Stacking Media a combination of the Direct Instruction Model, Talking Stick with Storytelling Method and mentioning letter symbols, teachers are required to be more creative in determining and choosing media, models or learning methods, therefore the Direct Instruction and Talking Stick models become a direct teaching model that Specifically designed to support the student learning process and can be taught with a gradual pattern of activities such as, conveying goals, preparing students, demonstrating skills and knowledge, guiding and training students, checking to understand and also providing feedback.

In the Talking Stick model, students are allowed to learn learning material after the teacher presents the learning material so that students can answer questions given by the teacher during the Talking Stick. When learning with the Talking Stick model, punishments can be applied, such as students must sing, poem or other punishments that are positive that can increase children's learning motivation so that learning with the Talking Stick model focuses on children's activities in the form of games. The application of the Talking Stick learning model will provide optimal results in improving children's language development (Sugiantiningsih & Antara, 2019). While the storytelling method is a direct game where in early childhood who cannot be separated from playing, playing can make children pay more attention. There are so many educational games such as learning to recognize letters. In the learning method with image stacking media, researchers have prepared image media either in the form of cards or large charts. Pictures are used to clarify students' understanding wherethrough pictures students can know things they have



never seen. Images can also help teachers achieve instructional goals because images are a fairly inexpensive medium and very easy to obtain. Pictures are also able to increase students' activeness, knowledge and understanding which is not easy to forget. Whatever model is used in the learning process always emphasizes student activeness so that teachers are required to be innovative and creative.

Based on the results of observations of children's activities in the Development of Language Aspects. Shows an increase in each meeting. Meeting 1 (25.6%) with less active criteria, meeting 2 (33.33%) with less active criteria, meeting 3 (69.23%) with active criteria and meeting 4 (84.62%) with very active criteria. The increase in each meeting is because children pay attention to the material provided during learning and demonstrations conducted by the teacher. Children can name letter symbols through picture stacking games and children can complete the assignments given by the teacher correctly. This is supported by the selection and application of picture stacking media with a combination of the Direct Instruction Model and Talking Stick with the Storytelling Method.

In general, children will enjoy games and they like to do games wherever they have the opportunity so play becomes a way for children to learn about what they want to know so that children can recognize all the events around them (Sujiono, 2012).

The research result (Samsudin, 2020) found that the percentage of student activity continues to increase. From the first meeting to the next meeting. It is evident from the results of classical calculations where in cycle I student acquisition was 50% (less active), in cycle II it increased to 62.50% (active) and in cycle III it also increased to 81.25% with (very active).

The results of children's language skills showed an improvement in each meeting. Development Results Classical children's language skills from meeting 1 increased by 30.77%, where initially only 6 children with the category managed to develop, there was an increase of 12 children so that it became 18 children with the category of successfully developing. At meeting 2 there was an increase of 33.77%, where initially 12

children in the category managed to develop, there was an increase of 1.8 children so that it became 30 children with the category of successfully developing. At meeting 3 there was an increase of 12.39% or as many as 6 children who experienced an increase so that at the final meeting or meeting 4 there were 30 children who were in the category of successfully developing.

Language development in children must be stimulated from an early age because the role of language in human life is very important to interact with others (Ngura, 2018). According to Suhartono, the role of early childhood language is to listen, think, speak, read and also write so that children are able to express their opinions to others (Ita et al., 2020). So there needs to be continuous stimulation in improving children's language skills. There are several factors that influence development including: intelligence, gender, social level, interaction with family and motor children (Dhieni et al., 2005).

Children with middle to upper social status are faster in language development compared to children with middle to lower social status. This is related to the diversity of languages they receive in everyday life. Children are able to understand two commands given simultaneously can improve children's language development. There are six aspects of development that can be done in improving early childhood development (Samsudin, 2020).

Based on the description above, researchers are interested in conducting research on the development of language aspects in mentioning letter symbols using a combination of direct instruction models, *Talking Sticks*, storytelling methods and image stacking media can improve children's language skills.

## **CONCLUSION**

Based on the results of classroom action research and discussion, learning activities to develop language aspect skills can be concluded that teacher activities in developing the ability of language aspects in pronouncing letter symbols using a combination of Direct Instruction models, storytelling methods assisted by image stacking media and Talking Sticks in Group B Children of Nuruttaqwa Kindergarten



Banjarmasin from meetings 1, 2, 3 and 4 are improving by achieving excellent criteria. Children's activities in developing language aspect skills in pronouncing letter symbols using a combination of Direct Instruction models, storytelling methods assisted by picture stacking media and Talking Sticks in Group B Children of Nuruttaqwa Kindergarten Banjarmasin from meetings 1, 2, 3 and 4 are increasing by achieving very active criteria. Then, increasing the development of language aspect skills in pronouncing letter symbols using a combination of Direct Instruction models, storytelling methods assisted by image stacking media and Talking Sticks in Group B Children of Nuruttaqwa Banjarmasin Kindergarten from meetings 1, 2, 3 and 4 is experiencing an increase in achieving success indicators with Very Good Development criteria.

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