

APPLICATION OF PICTURE STORY BOOKS TO THE EXPRESSIVE LANGUAGE ABILITY OF EARLY CHILDREN

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Abstract

Expressive language is a style of language shown by someone orally where body movements, expressions, and intonation can blend when someone communicates. Even though thought and language are two different aspects, language is an expression of thought that is in line with one's cognitive development. This study aims to obtain information about the expressive language skills of early childhood before and after the application of picture story books to early childhood at Ummu Salimah Kindergarten, Nanggela Village, Kuningan Regency. Preliminary observations at Ummu Salimah Kindergarten show that the stimulation given by the teacher in developing aspects of language, especially expressive language, still needs to be given the right method, namely with the media of picture story books. The method used in this study is a quantitative approach to quasi experimental research. Data analysis techniques in this study include normality tests, homogeneity tests, and hypothesis testing. The results showed that there was a significant difference in expressive language skills between the control class and the experimental class after being treated through picture story books. It is proven that the expressive language skills of children who receive learning using picture story books are better than children who receive conventional learning using the lecture method

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INTRODUCTION

Children's language skills grow and develop rapidly during the preschool period. The amount of vocabulary that children know continues to grow. As well as the length of the sentence is also increasing and the child continues to master the syntax and grammar. The development of various children's languages shows a very impressive range of learning. The language rules that apply to the words and phrases they use. Morrison (2012:223) language is the most important preparatory skill. Children need language skills to be successful in school and in life. Language is generally divided into several parts, namely expressive language, receptive language, and symbolic language. Expressive language is demonstrated in the ability to speak fluently, the language to express oneself in language, and the ability to convey needs and ideas. Receptive language has the characteristics of listening to someone, be it teachers, family, friends, and so on. And symbolic language is indicated by the ability to know the names of people, places, objects, concept words, adjectives, and prepositions.

Astuti (2013: 52) states that through language a person can convey his wishes and opinions to others. Children's language skills are important because with these language skills children can communicate with friends or people around them. Language has a very important role in everyday life which is very important for early childhood including as a means for thinking, a means for listening, a means for speaking and a means for children to be able to read and write. Through language a person can convey his desires and opinions to others. Kurnia (Evlm, Wisono, & Devi, 2009: 7) states that learning methods through storytelling, especially using picture story books, can help develop children's speech in communicating and training children's concentration effectively. Children aged 5 years have been able to collect 8000 vocabulary words. They can make

interrogative sentences, negative sentences, single sentences, compound sentences, and other forms of arrangement. They have learned to use language in different situations. Language ability is closely related to children's cognitive abilities, although initially language and thought are two different aspects. But in line with the cognitive development of children, language becomes an expression of thought. Fizal (2015: 23) reveals that expressive language is spoken language in which expressions, intonation, and body movements can mix together to support communication. Expressive language skills must be sought from an early age, because with good expressive language skills children can maintain the condition of relating to other people both in the school, family and community environment. Thus, kindergarten teachers are required to strive so that their students have good expressive language skills through the selection and use of appropriate and appropriate learning strategies. One of the techniques that teachers can choose and use to develop children's expressive language skills is the story technique with picture story books.

Based on the results of the initial survey at Ummu Salimah Kindergarten, Nanggela Village, Kuningan Regency, it shows that the stimulation provided by the teacher in developing aspects of language, especially expressive language, still needs to be given the right method in the learning process. One of the media that can stimulate children's expressive development is with the media of picture story books either told by the teacher or told by the children themselves following the storyline of the pictures.

A picture story book is a book in which there are illustrations, where the text and pictures complement each other to be able to tell a story. The main elements of story books are stories and pictures. Pictures make children understand content at one glance, in contrast to writing which needs to be understood bit by bit. Through pictures, children will be invited to connect what they read with the illustrations in the book. Through the medium of story books it is hoped that it can develop and improve children's ability to master expressive language in accordance with the

stages of early childhood language development.

Language has a very important role in everyday life. Through language a person can convey his desires and opinions to others. Astuti (2013: 52) states that children's language skills are important because with these language skills children can communicate with friends or people around them. Language is the most prominent feature of the symbolic way of thinking. Language is the use of words to express objects or actions. The child's ability to use language is an indication of the child's ability to process the information received by him.

Hariyadi and Zamzani (Suhartono, 2005:20) state that Expressive Language ability is a communication process, because in it messages occur from one source to another. Expressive language according to Morrison (2012: 223) is shown in the ability to speak fluently, language to express oneself in language, and ability to convey needs and ideas.

Based on the Regulation of the Minister of Education and Culture Number 137 of 2014 concerning Early Childhood Education Standards, it is explained that the expressive language abilities of children aged 5-6 years are:

- a. ability to ask,
- b. Answer the question,
- c. communicate verbally,
- d. Retelling the known,
- e. learn pragmatic language,
- f. express feelings,
- g. Ideas, and desires in the form of scribbles

Picture story books are books that can be used for children. This book can be used as a medium for developing children's language skills. Reed et al. (2015: 367) explained that telling stories through picture story books in peer groups can stimulate reasoning for

children aged 5 to 6 years. Pictures in story books will be more effective for children in understanding stories compared to stories that only contain text. Lukens (2003: 40) argues that pictures make children understand content at one glance, in contrast to writing which needs to be understood bit by bit. Through pictures, children will be invited or guided to connect what they read with the illustrations in the book. Pictures can create a mood through the background of the picture or make the child learn more about the character by looking at the color of his face and clothes.

Storybooks provide an opportunity for children to add vocabulary so that children can develop their language skills. Machado (2013: 252) explains that teachers understand that discussion time through books can help teachers build vocabulary, phonological awareness, and develop letter recognition. Pictures make children understand content at one glance, in contrast to writing which needs to be understood bit by bit. Through pictures, children will be invited to connect what they read with the illustrations in the book.

Mitchell (Nurgiantoro, 2005:159) reveals the function and importance of picture story books as follows:

- a. Helping children's emotional development.
- b. Helping children learn about the world and its existence.
- c. Learn about other people, the relationships that occur and the development of feelings.
- d. Get pleasure.
- e. To appreciate beauty, and
- f. To stimulate the imagination.

RESEARCH METHOD

The method in this study uses a quantitative approach to the type of experimental research. The researcher uses a quantitative approach because it aims to obtain a detailed description of children's expressive language abilities using picture story books as media.

The research location was carried out at Ummu Salimah Kindergarten, Nanggerang Village, Kuningan Regency. The subjects in this study were group B children of Ummu Salimah Kindergarten, Nanggerang Village, Kuningan Regency, totaling 20 children.

Data collection techniques using observation and documentation techniques. The researcher's data analysis technique used prerequisite tests, namely normality and homogeneity tests, then continued with hypothesis testing using the application SPSS 22.0 for windows .

FINDINGS AND DISCUSSION

The research data in this study were obtained using the pretest-posttest to the control class and the experimental class before and after being given treatment. But before the research instrument was used for the pretest, the instrument was tested first on 10 children whose level was higher than the experimental and control children. Data from the test results of the instrument were analyzed first to determine the validity and reliability of each item. Improving children's expressive language skills through the media of picture books at Ummu Salimah Kindergarten, Nanggerang Village, Kuningan Regency aims to stimulate children who still need to develop their language skills, especially expressive language and provide appropriate learning methods according to children's needs. Aspects of expressive language skills adopted from Regulation of the Minister of Culture and Education Number 137 of 2014 concerning Early Childhood Education Standards. The expressive ability indicators are: To test the hypothesis whether there is a difference in final expressive language abilities between the control class and the experimental class of early childhood at Ummu Salimah Kindergarten, Nanggela Village, Cidahu District, Kuningan Regency, two means difference test was used. The test used is the Independent Sample T-Test. However, before that, a pre-requisite test was carried out,

namely the normality test and homogeneity test.

Normality test

Table 1. Control Class Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.217	10	.200	.896	10	.198
Posttest	.272	10	.035	.872	10	.106
a. Lilliefors Significance Correction						

From the table above it can be seen that the value of Sig. on Shapiro-Wilk of 0.198 for pretest and 0.106 for posttest control class. Because the value of Sig. > 0.05, the pretest and posttest data for the control class are normally distributed.

Table 2. Results of Experimental Class Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.240	10	.108	.858	10	.073
Posttest	.224	10	.168	.909	10	.272
a. Lilliefors Significance Correction						

From the table above it can be seen that the value of Sig. on Shapiro-Wilk of 0.073 for pretest and 0.272 for posttest experimental class. Because the value of Sig. > 0.05, the pretest and posttest data for the experimental class are normally distributed.

Homogeneity Test

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significant difference in the final ability of expressive language between the control class and the experimental class after being given treatment. The experimental class uses picture story books, while the control class uses conventional learning as usual. Based on the results of the research that the researchers conducted regarding the application of picture story books to early childhood expressive language skills, there was a significant difference in final expressive language abilities between the control class and the early childhood experimental class at Ummu Salimah Kindergarten, Nanggela Village, Kec.Cidahu, Kuningan Regency, based on the results test the difference between the two mean Independent Sample Test SPSS T-Test. The expressive language skills of students who learn using picture story books are better than students who receive conventional learning using the lecture method. This can be proven by the results of the analysis of the difference between the two averages at a significance level of 0.05 obtained t_{count} of 0.000. Because the value of Sig. < 0.05, it can be concluded that there is a significant difference in the final ability of expressive language between the control class and the experimental class after being given treatment. The learning method through the media of picture books is in line with what was stated by Mol (Eka & Enny, 2019: 273) that the use of story books can develop and improve children's speech skills, besides that the quality of books in the use of books is more very important. The use of picture story books can affect children's speaking ability. The research results in this study are also in line with Carolyn Meggitt (2013: 89) that language knowledge and skills are obtained from experience in the learning process. Children who can speak well and expressively must often practice to express their feelings, ideas and ideas. Children learn to express themselves, express wishes, and share experiences with others. Expressive language skills are a communication process, because in them messages occur from sources to other places. Through language one can express wishes and opinions to others. Children's language skills are important because through this language children

can communicate with friends and people in their environment.

CONCLUSION

The application of picture story books can improve the expressive language skills of early childhood. This is evidenced by the significance of $p < 0.05$. This means that there is a significant difference in final expressive language skills between the control class and the experimental class for early childhood at Ummu Salimah Kindergarten, Nanggela Village, Cidahu District, Kuningan Regency. Useful picture story books are very important for helping children develop their emotions, helping children to learn about the world, children can get to know other people, children have fun, can appreciate beauty, and help stimulate children's imagination.

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