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Application of Flashcard Media to improve Children's Speaking Ability

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Abstract. The problem in this study is that there are still some children who are not able to speak fluently. This study aims to determine whether Flashcard media can improve speaking skills of early childhood. This study uses a quantitative approach with a pre-experimental research design type one group pretest-posttest design. In this study, the population was early childhood in TK Air Putih Sitakuak Sungai Tarab, Tanah Datar Regency with 10 children. The research sample was child b, totaling 7 people. The average pretest result was 11.86, after the pretest was carried out then treatment was given in the form of using Flashcard media, during the treatment there was an increase which was seen from the posttest results where the average was 16.57. If it is seen in the table, the value of t at 5% level, the critical value is 2.44, so it can be seen that t_0 is greater than t , i.e. $3.867 > 2.44$ because t_0 is greater than t , so the proposed null hypothesis (H_0) is rejected and the proposed hypothesis is rejected. alternative is accepted (H_a) This means that the application of Flashcard media can improve children's speaking skills at a significant level of 5%. So, it can be concluded that the application of Flashcard media can improve the speaking ability of early childhood.

Keywords: Flashcard Media; Speaking ability; early childhood.

1 Introduction

Language ability is one aspect that must be developed in early childhood education, directed so that children are able to use and express their thoughts using the right words. The stages of children's language skills start from children aged 0-1 years, children acquire language from a mother which is called mother tongue. At the age of 6 years, children acquire language development through the surrounding environment, such as the home environment, school, and also the outside community. If a child does not get a language development stimulus that is appropriate for the child's age from the parents, the child will experience several disorders such as, the child has a speech delay, and it is difficult to express what a child feels and asks for. The Ministry of National Education (2007) stated that speaking ability is a child's ability to communicate verbally with other people. This ability provides an overview of the child's ability to compose various vocabulary that has been mastered into a series of structured conversations.

The language possessed by children is the language that has been owned by the processing and has developed. Children have received a lot of input and knowledge about this language from the environment, both the family environment, the community, as well as the peer environment, which develops in the family or mother tongue (Susanto, 2011: 36). Children's language can develop well if parents can stimulate children's language well and in accordance with the level of developmental achievement. According to Syaodih (in Susanto, 2011: 73) that

the language aspect develops starting with sound imitation and fingering. Subsequent developments are related to intellectual and social abilities. Language is a tool for thinking. Language is also a means of communicating with other people and then taking place in social interaction.

Based on the results of observations on March 10, 2020 that the researchers did, it was found several problems related to the child's speaking ability, namely, there were several children who had problems in the child's language development, among them in such a way as "the way", but the child called it "dalan", "eat", but the child calls it "mamam", there are some children who are not clear in pronouncing the words each child speaks. Apart from that, the teacher also said that the parents of the child did not stimulate the child's language development, and the teacher was also incompetent in the use of learning methods, therefore the researcher saw that it did not help the child in achieving the appropriate standard of developmental milestones. with the age of the child.

Based on the problems described above, the need for interesting media to improve children's speaking skills, one of the media that can improve children's speaking skills is flashcard media. Flashcard is a small card that contains images, text or symbols that remind and direct something related to the image (Arsyad, 2011: 119-120). According to Madyawati (2017: 75) suggests that the use of flashcards in daily and structured activities, will be able to increase children's vocabulary.

According to Pardede (2014: 11) states that flashcards are 2-dimensional media that are used to support the time token learning model. Flash cards are often known as education cards. Flash cards are picture cards that contain words. Flashcards are picture cards that are equipped with words in the form of cards introduced by Glenn Doman. Glenn Doman's learning method is carried out in stages using the FlashCard media tool which is a word written on white cardboard with a letter size of 10 cm x 12.5 cm, the letters are written in red capital letters (Rohmah, 2010: 19-20). Based on the advantages of using flashcard media above, the researchers are interested in conducting research with the title "Application of Flashcard Media to Improve Children's Speaking Ability in TK Air Putih Sitakuak, Sungai Tarab District, Tanah Datar Regency".

2 Method

This type of research is quantitative research using experimental methods. According to Kasiram (2008:210) experimental research intends to find out how much purity (truth) the influence of X has on Y. Experimental research is a research model that provides a stimulus, then observes the effect or consequences of changes in the stimulation of objects subjected to stimulation. The data obtained was used as a comparison after being given treatment through Flashcard media. To see the ability to speak in early childhood through Flashcard media. Then a different test analysis (t-test) will be carried out. The research design used in this study was a one group pretest-posttest design. In this design, a pretest was carried out before being given treatment. The reason the author took this study was because the researcher wanted to see accurate results through several tests carried out, namely with a pretest (before treatment) and posttest (after treatment).

The place of research is Air Putih Sitakuak Kindergarten, Tanah Datar Regency. With regard to this research, the population in this study will be all children of Air Putih Sitakuak

6ndergarten, Kab. Tanah Datar as many as 10 people and the sample is as many as 7 people. The sampling technique used is the purposive sampling technique, namely the sampling is intentional¹⁾ in accordance with the sample requirements required by the researcher.

Data collection techniques in the form of observation/observation and documentation in the form of photos. In this observation/observation, the writer saw firsthand the learning process that allowed the writer to record events in situations related to propositional knowledge and direct knowledge. In this study the authors used participant observation (participant observation). In this observation, the researcher is involved with the daily activities of the person being observed or used as a²⁾ source of research data (Sugiyono, 2016: 166).

The data analysis technique used is by conducting a normality test, homogeneity test. The form of data processing used is by using statistical processing methods. Data analysis in experimental research generally uses statistical methods, it's just that the use of statistics depends on the type of experimental research used.

3 III. Research Result And Discussion

Data obtained from early childhood in Air Putih Kindergarten with a total of 7 children after the pretest of children's speaking ability was obtained for the first sub-indicator 1 of 7 children there was 1 child developed very well in asking the teacher, 2 children developed according to expectations in asking the teacher, and 4 children began to develop in asking the teacher. The second sub-indicator 2 children developed very well in answering questions from the teacher, 4 children began to develop in answering questions from the teacher and 1 child had not yet developed in answering teacher questions. The third sub-indicator 2 children developed as expected in communicating verbally to the teacher, 5 children began to develop in communicating verbally with the teacher. The fourth sub-indicator 2 children develop as expected in communicating verbally to friends, 5 children begin to develop in communicating verbally to friends. The fifth sub-indicator 2 children develop according to expectations in expressing their feelings in the form of stories, 5 children begin to develop in expressing their feelings in storytelling. As for the pretest data, none of the children were in the very capable category and 2 children with a percentage of 28.5% were in the developing category as expected and 5 children with a percentage of 71.5% were in the starting to develop category.

The next step is to plan the treatment or treatment that will be given. The form of treatment that the researcher will give is in the form of experimental activities. Implementation of this treatment or treatment for 4 meetings. The material provided is in accordance with the child's needs obtained from the results of the pretest. The results of the pretest illustrate that the children's speaking ability is still quite low, as there are still some children who are less able to ask the teacher. Based on the description of the first treatment, it can be seen that the children's speaking ability is still low where there are some children whose speaking ability is still quite low. The results of the evaluation of the first treatment will be used as the basis for carrying out the next treatment.

Furthermore, the children were evaluated to see the child's speaking ability through flashcard media, the data was used as a comparison after being given several experimental activities, comparing the average value of children's speaking abilities before and after several activities using flashcard media with statistical analysis of different tests (t-test). This difference test was conducted to see the significance of the child's speaking ability.

In this study, it can be seen that flashcard media can improve children's speaking skills. Every child has a difference in the ability to speak. Children will be excited if the learning is interesting. Moreover, learning is carried out using media that can increase children's enthusiasm for learning. One of them is through flashcard media, it will make children more interested in doing learning activities.

The comparison between children's speaking ability data between pretest and posttest as a whole can be seen in the comparison of children's speaking ability scores between pretest and posttest. obtained a sig (significant) value of 0.080 and greater than 0.05 ($0.080 > 0.05$) then the hypothesis is accepted and thus the sample variation is the same (homogeneous).

Based on the statistical calculations above, it can be seen that the results after the treatment were carried out the child's score increased in the posttest results compared to the pretest results. Therefore, it can be understood that the hypothesis which states that the application of flashcard media is not effective in improving the ability to memorize short letters of early childhood (H_0) is rejected, and the alternative hypothesis (H_a) which states that the application of flashcard media can improve children's speaking skills is accepted. This means that flashcard media can improve children's speaking skills in Air Putih Sungai Tarab Kindergarten, Tanah Datar Regency at a significant level of 5%. Based on the results of the pretest and posttest above, it shows that the speaking ability score at Air Putih Sungai Tarab Kindergarten, Tanah Datar Regency increased after treatment using flashcard media. And the results of the posttest showed that all aspects of the child's speaking ability increased. The results of this study in general that before the treatment the average score of children's speaking skills after being given treatment the average score of children's speaking skills increased to 17.28 (posttest results). The increase that occurs proves that flashcard media can improve children's speaking skills in TK Air Putih Sungai Tarab, Tanah Datar Regency.

This is in line with Umi Istiqomah's research, Efforts to Improve Speaking Skills Through the Use of Flashcard Media in Children of Group A Kindergarten Pertiwi Dukuh Banyudono Boyolali in the 2014-2015 academic year at Muhamadiyah University Surakarta in 2015. There are differences and similarities between existing researchers.

4 ¹³ Conclusion

Based on the research and analysis that has been done about the application of flashcard media in improving children's speaking skills in Air Putih Sungai Tarab Kindergarten, Tanah Datar Regency, it can be concluded that t_0 is greater than t_t , namely $3.867 > 2.44$. From the results of statistical calculations the alternative hypothesis (H_a) is accepted which states that flashcard media can improve children's speaking skills. Based on the results of the posttest scores obtained, there was a significant increase from the results of the pretest conducted at the beginning of the study. Thus there is an increase in the speaking ability of early childhood.

From the analysis of data on the application of the traditional game of fort to the social skills of children aged 5-6 years in Jorong Cubadak, the average pretest score was 14.6. Then conducted a study with 3 treatments with an average of treatment 1 is 17.6, treatment 2 is 20 and treatment 3 is 24.1 and the last posttest was carried out where the average obtained was 27.8.

It can be concluded that from the results of statistical calculations the alternative hypothesis (H_a) is accepted, this means that traditional fort games can improve the social skills of children

aged 5-6 years in Jorong Cubadak which states that through traditional fort games can improve children's social skills.

The table for comparison of the results of the pretest and posttest of early childhood speaking skills:

No	Code	Pretest		Posttest	
		Skor	category	Skor	category
1	RS	10	MB	16	BSH
2	MR	12	MB	16	BSH
3	MRS	16	BSH	20	BSB
4	ZP	10	MB	16	BSH
5	MZ	15	BSH	16	BSH
6	AS	10	MB	16	BSH
7	KP	10	MB	16	BSH
Amount			83		116
Average			11,85		16,57

¹⁴ Based on the results of research in Jorong Cubadak, several suggestions can be made that can be useful for improving children's social skills through traditional fort games as follows:

1. For parents in Jorong Cubadak, they can create activities that can make children enthusiastic in improving social skills, in forming these activities requires energy, thinking skills, strength and groups to encourage children to social skills.

2. For further researchers, the results of this study can be used as a source of reading and reference for researchers to develop similar research and to overcome problems that occur in children's social skills by applying traditional fort games.

3. Due to Covid-19, researchers conducted research in Jorong Cubadak for further research, this research can be carried out at schools

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