The Effectiveness of Geng Asbul Media to Improve Expressive Language Skills of Early Childhood

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ABSTRACT
This study aims to determine the effectiveness of Geng Asbul media to improve expressive language skills of early childhood. The research method used is pre-experiment with one group pretest posttest design. The research subjects were class B students at Pos PAUD Pelangi, totalling 16 people, with the sampling technique using purposive sampling. The results showed that there was a significant increase in children's expressive language ability after being treated with Geng Asbul. The average value of children's expressive language ability in the pretest was 26,5, while in the posttest it increased to 37,56. Hypothesis testing shows that the significance value (2-tailed) is 0.000 <0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, it can be concluded that there is a significant difference between the pretest and posttest values of language skills of early childhood.
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INTRODUCTION

Early childhood education (ECE) is a very basic educational method that provides a basic framework for the formation and development of basic knowledge, attitudes and various skills of children. Success in the early education process will be a solid foundation for the next education process. ECD is an early stage of learning that has an important role in forming the basis of children's development. Children at this age can be categorised into the preoperational stage in their cognitive development. At this stage, children do not yet fully utilise more complex cognitive abilities as in later stages. However, with the development of language skills, children begin to improve their ability to understand their surroundings through the use of mental impressions and symbols (Suryana, 2016).

Language development is closely related to the overall development of the child from a cognitive, social and emotional point of view. In expression, children learn to express the language of their thoughts through speech. Children's language skills will be the basis

for their ability to obtain and process information and develop themselves through socialisation with the environment (Sitepu et al., 2021).

According to a survey conducted in a study in the Journal of Communication Disorders by the European Co-operation in Science and Technology Action IS1406, only 60% knew or heard the term language development disorder (DLD). This means that awareness about potential language delays in children is still minimal. Meanwhile, some surveys suggest that around 5-10 per cent of children in schools have language disorders, both spoken and written language.

This is certainly a worrying issue in the world of children's education because children's language disorders can affect other aspects of development, such as cognitive, motor, social-emotional, religious and moral development. Sadly, parents often do not realise the language disorders experienced by their children. In fact, some parents think that their child's language delay is not important and will be resolved as the child grows older. In fact, it is actually the beginning of other child development disorders (Wulandari et al., 2023).

In developing language skills, children need adults who provide stimulation, both at home, school and the surrounding environment (D. A. Saputri & Katoningsih, 2023), At school, the determining factor for the success of early childhood education is the role of educators. Highly qualified and capable educators will also produce great learners. The hope is that the stimulation, information, or messages conveyed by educators can have a positive impact on children's growth and development. Therefore, the right media is needed to stimulate children's language development.

Learning media is one of the learning components that has an important role in teaching and learning activities. The accuracy of using learning media can affect the quality of the process and the results achieved, this means that learning media is used to channel messages from a teacher to students who can stimulate thoughts, feelings, attention and interests and attention of students, so that the learning process occurs (Dr. Nurdyansyah.Pd., 2019). In addition, the media also explains something that is good, fun and fosters a sense of excitement and interest for students to learn something (Susanti, 2022).

Therefore, the right media is needed to stimulate children's language development. One way to develop children's language is by reading stories, inviting making up simple stories (Sukiman, 2017). It becomes the basis that one of the skills and abilities that an early childhood educator must have is the ability to tell stories. Storytelling is a natural and excellent cultural practice given to children since children are in the early age range. Storytelling or telling stories about "something", can be done in many ways to make the story more interesting and alive, for example with sound animation through the application of information technology or the help of traditional props (Enjang et al., 2023).

Storytelling for early childhood is an effort to train early childhood language skills through hearing and stories with the aim of teaching them to speak and convey ideas orally (Sitepu et al., 2021). Unfortunately, many early childhood educators cannot apply storytelling as effective learning. In teaching and learning activities, many educators are

usually fixated on guidebooks. If educators are only fixated on guidebooks, they cannot find innovations in delivering the learning given to their students. In other words, educators' human resources tend to be stagnant and cannot develop.

Based on observations with teachers at Pos PAUD Pelangi Majalaya, teachers tend to use digital media in the form of displays on projector screens in storytelling activities so that there is no interaction or communication between teachers and students which causes children to experience difficulties in expressing themselves verbally. This includes difficulties in pronouncing words clearly, combining words into complete sentences, difficulties in expressing emotions, lack of motivation to speak thus affecting children's communication development.

From this situation, the researcher took the initiative to develop interactive learning media for storytelling activities in the form of pop up books named Geng Asbul which means Fun Storytelling with Pop Up Books. Geng Asbul was chosen as an innovation strategy in storytelling to develop children's ability to express language because the stages are very fun for early childhood and close to their world (fairy tales, pictures and embossed books). This media has the advantage of displaying objects and visualisations that are more interesting, has a three-dimensional element that is able to reveal the visualisation of the story that seems to move when the page is opened.

Pop-up book media is in high demand because it is supported by three-dimensional visualisation and a larger visual display, which makes each page more real. Images of objects or animals that appear suddenly from behind pages or standing buildings can increase children's abstraction power and increase their knowledge and stimulate their imagination. Pop up media is an option for children's learning media that can attract children's attention. By using three-dimensional shapes and being interactive, it can provide ideas that are relevant to themes at an early age in various ways (Rosalina & Nugrahani, 2019).

Based on the background of the above problems, the researcher is interested in taking the research title "The Effectiveness of Geng Asbul Media to Improve the Expressive Language Skills of Early Childhood".

METHOD

This type of research is pre-experiment or pseudo research with the form of research design is one group pre-test post-test design. The research procedure was carried out with the following design: the experimental group received treatment using Geng Asbul. In this design there is a pretest, before being given treatment. Thus the results of the treatment can be known more accurately, because it can compare with the situation before treatment (Sugiyono, 2013).

FINDING AND DISCUSSION

Tabel 1. Paired Samples Statistic

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Kemampuan Bahasa Ekspresif	26,50	16	2,683	,671
	Posttest Kemampuan Bahasa Ekspresif	37,56	16	2,607	,652

Data Source: Output program SPSS 20

In the output above, we are shown a summary of the descriptive statistical results of the two samples studied, namely the Pretest and Posttest scores. For the Pretest score, the mean of children's expressive language ability (Mean) is 26.50, with a standard deviation (Std. Deviation) of 2.683, and a standard error of the mean (Std. Error Mean) of 0.671. As for the Posttest score, the average expressive language ability was 37.56, with a standard deviation of 2.607, and a standard error mean of 0.652. The number of respondents or students used as research samples was 16 students.

From these results, it can be seen that the average value of children's expressive language skills at Pretest (26.50) is lower than at Posttest (37.56). This shows that there is a difference in the average intelligence of expressive language skills of children aged 5-6 years at Pos PAUD Pelangi Majalaya District, Karawang Regency between Pretest and Posttest results descriptively.

Tabel 2. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Kemampuan Bahasa ekspresif - Posttest Kemampuan Bahasa ekspresif	-18,813	2,834	,708	-20,322	-17,303	-26,557	15	,000

Based on the "Paired Samples Test" output table above, it is known that the Sig. (2-tailed) is 0.000 <0.05, then H0 is rejected and Ha is accepted. So it can be concluded that there is a difference in the average expressive language skills of children aged 5-6 years at Pos PAUD Pelangi between Pretest and Posttest, which means that Geng Asbul is effective for improving the expressive language skills of early childhood in Pos PAUD Pelangi Majalaya District, Karawang Regency.

Based on the results of descriptive analysis, the mean value of students' pretest is 26.50 and in the posttest is 37.56, this means that there is an increase in children's expressive language skills after getting treatment with Geng Asbul media. Thus, it can be

concluded that the provision of Geng Asbul media has a significant effect on improving the expressive language skills of children aged 5-6 years at Pos PAUD Pelangi.

Tabel 4. N-gain Score

Descriptives

			Statistic	Std. Error
Persen_NGain_Score	Mean		75,0736	1,43290
	95% Confidence Interval for Mean	Lower Bound	72,0195	
		Upper Bound	78,1278	
	5% Trimmed Mean		75,8875	
	Median		76,0952	
	Variance		32,851	
	Std. Deviation		5,73161	
	Minimum		54,55	
	Maximum		80,95	
	Range		26,41	
	Interquartile Range		2,19	
	Skewness		-3,377	,564
	Kurtosis		12,828	1,091

Based on the results of the N-gain score test calculation above, it shows that the average N-gain score for the experimental class (Geng Asbul media) is 75.0736 or 75% including in the effective category. With a minimum N-gain score of 54.55% and a maximum of 80.95%.

Thus, it can be concluded that the use of Geng Asbul media is effective to improve the expressive language skills of early childhood in Pos PAUD Pelangi Majalaya District, Karawang Regency.

Some previous studies have shown that storytelling and pop-up books can have a positive effect on children's expressive language skills, such as research conducted by Nurul who used pop-up book media to improve children's expressive language at the age of 3-4 years, his research showed that after 2 cycles the results achieved had achieved higher results of 85.5%, meaning that the research had reached the target determined and expected (Lestari et al., 2023). Likewise, research conducted by Euis & Ririn in their research uses the story telling method in developing children's expressive language, in their research it is stated that by listening to stories, children become active in responding to information provided by the teacher and children are able to answer questions based on the knowledge and experience gained while listening to stories (Mariam & Lestari, 2021).

In contrast to Nosia, research conducted based on Augmented Reality by using the fairy tale method in improving children's expressive language (Khosyiana et al., 2023). In his research, it gives the results that the fairy tales of the mangrove world have an effect on the development of expressive language of children aged 5-6 years with significant results with the results of treatment 4 times in 1 week children are enthusiastic about using Augmented Reality-based fairy tale media with the results of children's expressive language skills increasing.

In addition, research findings conducted by Meeisya developed a pop-up book 3D magic words to stimulate the expressive language of children aged 4-5 years (M. E. Saputri et al., 2024). Based on the research conducted, children aged 4-5 years can experience significant benefits from expressive language stimulation provided through the pop-up book "Five Magic Words". The study showed that children were able to express simple words and sentences after interacting with the book. In addition, they were also able to express their feelings better. The pop-up book "Five Magic Words" also helped children to more easily understand the use of polite words such as greetings, excuse me, please, sorry, and thank you in daily communication.

Based on this research, it can be concluded that Geng Asbul (fun storytelling with pop-up books) is a comprehensive option to improve the expressive language skills of children aged 5-6 years. Besides being interesting, pop-up books with storytelling attract children's attention, make children active in asking and answering questions, expressing feelings, and communicating and interacting more fluently in everyday life.

CONCLUSION

Based on the results of the analysis, it can be concluded that the research supports the hypothesis that there is an average difference between the results of the pretest and posttest of children's expressive language skills, the average value of children's expressive language skills in the pretest is 26.5, while in the posttest is 37.56. Thus descriptively there is a significant difference between pretest and posttest scores.

The results of hypothesis testing showed that the Sig. (2-tailed) value is 0.000 <0.05. This means that the gang asbul media has an effect in improving the expressive language of early childhood, as well as the results of the N-gain score test is 75% which means the use of gang asbul media is effective to improve the expressive language of early childhood.

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