

The Effect of Educational Game Tools Rotating Series Story Cards on TheSpeaking Ability of Children 5-6 Years Old at TKIT Shalih Child Character Padang

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ABSTRACT

The purpose of this study was to analyze the extent of the influence of the use of Rotating Series Story Cards on the speaking ability of children aged 5-6 years at TKIT Karakter Anak Shalih Padang. The type of research used is quantitative experimental research (*Quasi Experimental Design*), with a *Nonequivalent Posttest-Only Control Group Deign* approach), The research population is 5-6 year old children in Group B1 as the experimental class and B2 as the control class with a total of 30 students. Data collection was carried out by observation and checklists. Data analysis was carried out using SPSS 24.0, using tests and hypotheses. Based on the results of the study, it shows that there is a significant effect of using educational game tools for rotating series story cards on the speaking ability of children aged 5-6 years at TKIT Karakter Anak Shalih Padang, it can be seen from the statistical test results Based on the results of the *Independent Sample T-test test*, it can be seen that the significance value is 0.171 indicating that $0.171 \geq 0.01$ then H_0 is accepted. So it can be concluded that there is an effect of using educational game tools Rotating Series Story Cards on the speaking ability of children aged 5-6 years in TKIT Karakter Anak Shalih Padang.

Keywords : *National Game Tools, Rotating Series, Story Cards, Speaking Ability.*

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INTRODUCTION

Early childhood education is education that aims to encourage optimal growth and development of children and emphasizes the development of all aspects of the child's personality. According to Johann Heinrich's view, the purpose of education is to lead children to become good people by developing all the potential possessed by children. All efforts made by adults must be adapted to the development of children according to their nature, because education is essentially an effort to provide help so that children can help themselves in the future.

According to NAEYC (National Association for Young Children) states that, "Early childhood is a group of individuals who are in the age range between 0-8 years".(Watini 2019)In optimizing children's growth and development and shaping their personality to be superior, there are 6 aspects of development in children that need to be given a stimulus as Wiyani's opinion states that early childhood development includes aspectsof religion

and morals, physical-motor, cognitive, social and emotional and language. (Nurkholifah & Wiyani, 2020).

Among the 6 aspects of child development above, researchers focus on language skills, which are one of the basic abilities that every child must have. Children's language development is influenced by the development of children's thoughts expressed through words that mark the increasing ability and creativity of children according to the stage of child development. Language is a communication tool that can be used to express, convey the feelings and intentions of the speaker, through language we can also accept the thoughts and feelings of others.

There are 4 aspects of language development, namely listening, speaking, reading and writing. These four aspects of language ability must be developed, and speaking ability is a fundamental ability that must receive special attention for optimal stimulation.

The ability to speak must be possessed by every individual, Owens' theory states that children aged 5-6 years enrich their speaking skills through repetition. Children often repeat new and unique vocabulary even though they do not understand its meaning. Children use fast wrapping in developing their speaking skills, which is a process in which children absorb the meaning of new words after hearing them once or twice in dialog. (Lastutiasih 2017).

According to Suhartono, speaking ability is the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas and feelings. (Sunaryanto 2021). According to Semi (2001), the ability to speak is essentially the ability to produce a stream of articulated sound systems to convey will, ideas, feelings, and experiences to others. (Dhieni 2010)

Based on several opinions that have been presented above, it can be concluded that speaking ability is the ability to respond to speech where children are able to respond to messages, various utterances or simple instructions in various ways and are able to participate in social interactions.

In speaking ability, children begin several stages or phases of speaking development. There are several stages of development of speaking skills in early childhood according to Zein & Puspita (Suryana and Nurhayani 2021) namely: first, children say words as imitation, second speech, children speak normally as a result of their language development which is influenced by the surrounding environment, third, children learn to speak with the right choice of words, fourth, children learn for the purpose of being understood by others, fifth, children speak to be accepted and participate in the community environment.

In line with the above thoughts, Dhieni (2013) states that, there are several characteristics of the development of speaking ability of children aged 5-6 years. (Alfatihaturrohmah, Mayangsari, and Karim 2018) among others:

1. 5 years old: participates in conversations without monopolizing, uses words related to the sequence of events, uses the words tomorrow and yesterday, uses sentences consisting of 5 words, answers the phone, conveys simple messages, can repeat sentences consisting of 9-10 syllables, answers questions routinely during group

activities (10-15 minutes).

2. Age 6; uses sentences of 6 words, relates repeating or sharing objects with the class group, answers "when" questions, repeats sentences of 10 and 11 syllables .

In early childhood education, every learning activity is carried out with the principle of learning while playing meaningfully. Learning while playing meaningfully will be realized if it is supported by the provision of good tools and teaching materials, one of which is the use of educational game tools, according to Negara & Darmawati (Widayati, Safrina, and Supriyati 2020) states that educational game tools (APE) are game tools that can provide optimal game functions in child development, through this game children will always be able to develop their physical, language, cognitive and social adaptation abilities. Early childhood play activities are carried out using educational game tools.

The use of educational game tools in children's learning activities can develop aspects of their development. meaning that educational game tools are all game tools that have educational value for early childhood education. Meanwhile, according to Andang Ismail in Hijriati, states that educational games are an activity that is very fun and can be a way or educational tool that is educational.

There are several benefits of APE to the stimulation of child development, among others:

1. Improve children's intelligence and provide a fun learning experience for children with a variety of interesting play tools;
2. Helps develop sensory and gross motor skills;
3. Improve children's critical thinking and problem-solving skills
4. Stimulate children's creativity. Children can explore and use their imagination when playing with educational games;
5. Improve children's concentration. APE can create fun activities for children. When children feel happy, they will tend to be more active in doing the activity and usually the child's concentration will be well trained.
6. Stimulate aspects of physical development and play with other friends. APE can also be a medium that can reduce stress in children(Wahyuni et al. 2021)

Educational games are useful for improving language skills, thinking, and getting along with the environment, Spinning Story Cards are one example of an educational game tool.

Arsyad (2016) states that serialized story picture cards are media that contain serialized images, where each image has a connection between one another. Furthermore, serialized images are a series of activities or stories that are presented sequentially.(Oktavia 2018). The rotating series story card educational game tool referred to here is the use of serialized story cards as a play tool. This APE is easy to make yourself and is used as a tool or media in developing aspects of early childhood speaking skills, besides that through educational game tools Rotating Series Story Cards aim to develop early childhood speaking skills, introduce various vocabularies through story pictures, practice the pronunciation of words and sentences properly and correctly, explore the ability to distinguish the sound of words or sentences and train children's ability to increase

children's vocabulary, and help children recognize and understand the storyline which then motivates children to be able to compose and say words or sentences with proper articulation and be able to say them with words or sentences that contain meaning or meaning.

METHODS

The research method used is quantitative method. According to Sugiyono (2010) Quantitative research is research that emphasizes the analysis of numerical data (numbers) processed by statistical methods. This type of research uses a quasi- experiment research design or also called a pseudo-experiment that tests the independent variable with the dependent variable carried out on the experimental group and control group samples. Then both groups were given a posttest. The design form used is *Nonequivalent pretest-posttest control group design*. The research was conducted on students aged 5-6 years in class B at TKIT Karakter Anak Shalih Padang. Group B1 amounted to 15 students as the experimental class and class B2 amounted to 15 students as the control class. This study aims to observe whether there is an effect of educational game tools Rotating Series Story Cards on the Speaking Ability of Children aged 5-6 years at TKIT Karakter Anak Shalih Padang.

From the data, the average speaking ability can also be calculated to determine the category (minimum, maximum and mean). The averages that have been calculated by calculating using the help of SPSS 24.0 for windows, are as follows:

Table 1: Experimental and Control class score results

NO	Code	Score Value	No.	Code	Score Value
		ExperimentClass			Control Class
1	Subject 01	54	1	Subject 01	46
2	Subject 02	55	2	Subject 02	47
3	Subject 03	53	3	Subject 03	45
4	Subject 04	54	4	Subject 04	46
5	Subject 05	53	5	Subject 05	47
6	Subject 06	52	6	Subject 06	50
7	Subject 07	50	7	Subject 07	50
8	Subject 08	50	8	Subject 08	51
9	Subject 09	56	9	Subject 09	51
10	Subject 10	53	10	Subject 10	52
11	Subject 11	59	11	Subject 11	56
12	Subject 12	56	12	Subject 12	58
13	Subject 13	49	13	Subject 13	55
14	Subject 14	48	14	Subject 14	45
15	Subject 15	48	15	Subject 15	57

RESULTS AND DISCUSSION

After conducting research, the results of observations made by researchers about the effect of educational game tools Rotating Series Story Cards on the speaking ability of children aged 5-6 years are among others:

Speaking ability	N	
	Normality Test	0.200
	Homogeneity Test	0.181
	Independent Sample T-test	0.171

From the results of the normality test calculations that have been carried out for the experimental class and control class, the normal distribution is 0.200 so that the significance level is 0.05, meaning that the distribution is normal.

The significant value of the speaking ability variable in students is $0.181 > 0.05$, so it can be concluded that the variant of the speaking ability data is homogeneous. ≥ 0.01 then H_0 is accepted meaning that the population variants are identical / equal.

Furthermore, the analysis is carried out on basic equal variances assumed, it can be seen that the T-test results are 1.601 with $df = 28$, mean difference = 2.266, standard error difference = 1.1415, lowest value difference = - 6.3344 and highest 5.1667. This is also indicated by the average mean in the experimental class which is 52.55 greater

when compared to the average value (mean) in the control class which is 50.40. Then it can be concluded that "There is a significant effect of using educational game tools Rotating Series Story Cards on the speaking ability of children aged 5-6 years at TKIT Karakter Anak Shalih Padang.

Independent Sample T-Test Table Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	5% Confidence Interval of the Difference	
Speaking Ability	Equal variances assumed	1.971	.171	1.601	28	.121	2.26667	1.41578	-.63344	5.16677
	Equal variances not assumed			1.601	25.414	.122	2.26667	1.41578	-.64679	5.18012

CONCLUSIONS

Based on the results of data analysis in this study in accordance with the objectives and problems that have been formulated, it can be concluded that the average value of children's speaking ability using educational game tools Rotating Series story cards shows a significant increase in speaking compared to groups using conventional methods.

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