

DIGITAL MEDIA TO IMPROVE THE RECEPTIONAL LANGUAGE SKILLS OF CHILDREN AGED 4-5 YEARS AT NUR NABAWIY KINDERGARTEN, PASURUAN CITY

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Abstract

Receptive language skills in early childhood need to be developed before developing speaking skills (expressive language). This research aims to improve the receptive language skills of children aged 4-5 years with the research object being group A students of Nur Nabawiy Kindergarten, Pasuruan City, totaling 14 children. The research used was a type of Classroom Action Research (PTK) which was carried out over two cycles. Data collection techniques are observation and interviews. Based on the research conducted, it can be concluded that there is an increase in children's receptive language skills through activities using digital media. The results of research in group A at Nur Nabawiy Kindergarten, Pasuruan City experienced an increase in each cycle.

Keywords: early childhood, language development, receptive language, digital media.

INTRODUCTION

Receptive language skills in early childhood need to be developed because before children learn to speak (create expressive language), language understanding (create receptive language) must first be established. It is important for children to have the ability to speak as a means of communicating thoughts, feelings and ideas to other people. Receptive language abilities are closely related to children's listening abilities. Dhieni (2019) said that one of the first language skills that children must learn is listening, and receptive language skills and understanding are needed for children as listeners to actively process and understand what they hear.

In learning, there were several obstacles or problems encountered so that the researcher raised this topic as research material, namely that there were a number of students, most of whom did not understand simple stories, there were a number of students who answered simple questions incorrectly, and there were a number of students who could not understand the class rules or rules in the game.

There are several reasons that trigger children whose receptive language skills are low, namely lack of concentration, having attention that is easily diverted, a state of mind that is not yet ready, the media used is less interesting, or the teacher's delivery is unclear or too complicated for young children to understand. The choice of media is considered very important as an introduction to the message or information that the teacher wants to convey to the child. Asnawir (in Wahid, 2018) said that teachers must have the skills necessary to master learning media in order to present educational material effectively and efficiently to students.

The results of observations carried out in group A of Nur Nabawiy Kindergarten, Pasuruan City, showed that there were 7 (50%) children who fell into the underdeveloped criteria out of a total of 14 children. Lack of receptive language skills in children aged 4-5 years in group A of Nur Nabawiy Kindergarten, Pasuruan City. Based on these problems, the solution taken by researchers was to provide listening practice activities to children. The play activities given to children are designed with interesting and fun media so that children feel happy and a situation is created that supports children in receiving the content of the message they want to convey. With the role of digital media, children will listen, listen and learn to understand the meaning of what they hear. The aim of this research is to improve the receptive language skills of children aged 4-5 years in group A of Nur Nabawiy Kindergarten, Pasuruan City.

LITERARY REVIEW

Early childhood is a stage of life that covers the first eight years of a human's life, namely from birth to eight

years (Siti Aisyah, 2019). Because many fundamental changes in terms of language, physical, cognitive, social, and emotional development occur in this age range, it is considered an important phase in human development.

To develop optimally, all areas of early childhood development must be stimulated in the right way, including in the area of language development. According to Meliana Sari (2018), language is a very crucial element in construction concepts, information, and problem solving skills. Humans use language as a mode of communication to express themselves through symbols in the form of sounds, written words, or body movements and have assigned meanings. Language has a very important role for humans. Overall, language has a huge impact on how people live their lives.

Receptive language abilities in early childhood need to be developed, namely because language development in the sense of having an understanding of language (receptive language) must first be developed before developing speaking skills (expressive language) which is a medium for conveying ideas, notions and feelings to other people. Dheni (2019) states that "Receptive language abilities, such as listening and reading, are abilities where the meaning of language is learned and processed through visual and linguistic symbols".

Receptive language delays in early childhood can originate from several causal factors. Bromley (in Dhieni, 2019) explains several factors that can influence a child's listening (receptive) ability, including listener factors, situation factors, and speaker factors. Listening factors are closely related to the child's goals, level of understanding, experience and efforts in monitoring his understanding of the information presented. Situational factors relate to the surrounding environmental conditions and the visual stimulation provided. The speaker factor is related to the method of delivering messages that can trigger children to listen carefully, including movements, facial expressions, body language, paraphrasing, word pronunciation, and eye contact.

Another opinion states that speech delays are also triggered by external factors such as the family environment. Alfin (2020) said that the family environment is the figure that first contributes language context to children. Children begin to hear, recognize language and learn to speak for the first time from their families. How a family encourages their children's language skills, especially during growth and development, is an external factor that influences a child's capacity to learn language. When a family does not do their best to encourage their child's language development, the child may face delays and have difficulty communicating.

The message that the sender (teacher) wants to transmit to the recipient (child) can basically be stimulated through learning media. Because there are many types of media with various features, Wahid (2018) found that the choice of learning media

care and precision is needed to ensure that its use is appropriate to the child's developmental level. Various media, including hand puppets, finger puppets, flash cards, picture books, and even digital media, can be used to foster young children's receptive language skills through listening.

The digital media used is classified as learning media which is audio-visual media or can be called viewing-hearing media. Zaman (2020) said that presenting theme content to children will be more comprehensive and effective if teachers use audio-visual media in PAUD. Utilizing digital media is an exciting activity that is simple and fun in today's digital era.

METHOD

The research used is a type of Classroom Action Research (PTK). The research was conducted in two cycles, each cycle consisting of five meeting days. There are four stages in PTK, namely planning, implementation, data analysis and reflection which consists of two cycles. This implementation flow refers to the classroom action research flow in Wardani (2022). The subjects of this research were children in group A of the Nu Bawiy Kindergarten, Pasuruan City with an age range of 4-5 years for the 2022/2023 academic year. This research was carried out at the Nur Nabawiy Kindergarten institution, Pasuruan City. This research uses two data collection methods, namely observation and interviews. The results of observation are data collection carried out in research to collect data about children's listening abilities. An interview is data collection in the form of a question and answer session to obtain data that is used to measure the child's level of understanding of the activity material presented. These two methods are used to determine the level of achievement in using digital-based media to improve children's receptive language skills.

In implementing cycles 1 and 2, researchers used data collection using observation sheet instruments and questionnaires that had been interviewed with children. The data analysis technique is in the form of a qualitative description, with a percentage technique to determine the increase that occurs in listening activities through digital-based media. There are four categories for assessing children's abilities, namely not yet developing (BB), starting to develop (MB), developing according to expectations (BSH), developing very well (BSB). The formula used to measure the percentage of children's achievement is as follows:

Table 1. Children's Ability Criteria

Child Ability Category	Score
BB (Undeveloped)	1
MB (Starting to Grow)	2
BSH (Developing According to Expectations)	3
BSB (Very Well Developed)	4

Note:

1. Not Yet Developed (BB): children carrying out activities must be guided by the teacher
2. Starting to develop (MB): the child does this with the help of the teacher
3. Developing according to expectations (BSH): children can do things independently and without help from the teacher
4. Developing very well (BSB): children can do things independently and can help their friends

RESULT

From this assessment, it can be seen that only 2 children are in the category of developing according to expectations, 5 children are in the beginning to develop category, and 7 children are in the not yet developing category, and no children are in the very well developing category.

With a percentage of 50% of children who are not yet developing (BB), 35.7% of children are starting to develop and 14.3% of children are developing according to expectations..

Table 2. Children's Achievement in Pra Cycle 1

Category (Value)	Number of children	Percentage
Undeveloped (1)	7	50 %
Starting to Grow (2)	5	35,7 %
Developing According to Expectations (3)	2	14,3 %
Developing Very Well (4)	0	0 %
Number of children	14	100 %

The results of the first cycle of action were changes from pre-action, namely of 14 children, 4 children were not yet developing with a percentage of 28.6%, 7 children were starting to develop with a percentage of 50%, and 3 children were developing according to expectations with a presentation of 21.4%.

Table 3. Children's Achievement in Cycle 1

Category (Value)	Number of children	Percentage
Undeveloped (1)	4	28,6 %
Starting to Grow (2)	7	50 %
Developing According to Expectations (3)	3	21,4 %
Developing Very Well (4)	0	0 %
Number of children	14	100 %

Based on the results of observations in cycle 1, the percentage of undeveloped (BB) decreased from 50% to 28.6%, the percentage starting to develop (MB) increased from 35.7% to 50% and there was an increase in the developing category as expected (BSH) from 14.3% to 21.4%. There is still a lack of achievement in cycle 1 due to the many obstacles in the learning process. Such as stories that are less interesting, and activities that are carried out repeatedly cause children to become bored. Siklus 2

The results of the action in cycle 2 were changes from cycle 1, namely out of 14 children, there were no children in the underdeveloped category, 10 children began to develop with a percentage of 71.4%, and 4 children developed according to expectations with a presentation of 28.6%.

Table 3. Children's Achievement in Cycle 2

Category (Value)	Number of children	Percentage
Undeveloped (1)	0	0 %
Starting to Grow (2)	10	71,4 %
Developing According to Expectations (3)	4	28,6 %
Developing Very Well (4)	0	0 %
Number of children	14	100 %

Based on the results of observations in cycle 2, there was a reduction in the percentage not yet developed (BB) from 28.6% to 0%, an increase in the percentage starting to develop (MB) from 50% to 71.4% and there was a charge in the developing category as expected (BSH) from 21.4% to 28.6%.

DISCUSSION

The research that was carried out during these two cycles used the classroom action research method. Each cycle has four steps starting from the preparation stage, action, then observation, and ending with reflection. Data from the observation sheet or observations are used to determine the results for each cycle. This information will be used to estimate the improvement experienced by the child in the activities that have been carried out.

The causes of children whose receptive language skills are low include lack of concentration, attention that is easily diverted, an unprepared state of mind, the media used is less interesting, or the teacher's delivery is unclear or too complicated for young children to understand. The use of complex and simple language is good for improving early childhood language understanding in accordance with what Aisyah (2019) stated that using complex language can help children learn more difficult grammar and vocabulary, understand the stories they hear, and finally learned to read independently.

Nurjanah and Mukarromah (2021) argue that by utilizing digital media to improve learning, achieve learning goals, and maximize and help young children to move on to the next stage of development, an educator plays an important role in determining the foundations of effective learning. The choice of digital media is considered to suit students' needs because it is able to attract students' attention. The use of digital media is also considered something that is close to children today due to rapid technological advances.

Based on the results of observations made by researchers in two cycles in group A at Nur Nabawiy Kindergarten, Pasuruan City with a total of 14 students. The number of students studied consisted of 9 boys and 5 girls. After conducting classroom action research to improve children's receptive language skills through digital media, the data experienced changes from pre-cycle to second cycle with the following details: there was a decrease in the criteria for underdeveloped children from 50% (7 children) to 0%; children in the criteria for beginning to develop increased from 35.7% (5 children) to 71.4%

.(10 children); and children in the criteria for developing as expected experienced an increase from 14.3% (2 children) to 28.6% (4 children).

From the data obtained in cycle 1, the researcher felt the need to take action in the next cycle, because the results obtained still showed that there were students who had not developed. Then data was obtained from the actions in cycle 2 which showed an increase from the previous cycle, namely the number of children who had not yet developed reached 0% or in other words children's receptive language understanding had increased. So the research results show that using digital media can help improve the receptive language skills of children aged 4-5 years at Nur Nabawiy Bukir Kindergarten, Pasuruan City.

This research shows how digital media can improve children's receptive language skills based on data collected in the field. In other words, there is a difference between children's receptive language abilities before and after treatment. The findings of this research support previous research, such as Rahmawati's (2022) research on the Development of Interactive Digital Comics about Science Concepts to Stimulate the Language Abilities of Children Aged 5-6 Years, which found that it is important to create interactive digital comics that focus on receptive and expressive language to stimulate children's language skills. This is in accordance with the research findings of Luthfiah and Wijayanto (2020), who found that the digital media Zoom and YouTube together influence children's listening abilities..

CONCLUSION

The receptive language development of group A children at Nur Nabawiy Kindergarten, Pasuruan City was classified as low at the time of pre-action. However, after taking action in cycle 1, the children's receptive language skills improved, but there were still four students who were in the underdeveloped category, so the researchers continued the actions in cycle 2 with the hope that students would be able to achieve an increase in receptive language skills without anyone being left behind in the underdeveloped category. The increase in ability that occurred during this research was a decrease in the criteria for underdeveloped children from 7 children to 0 children; children in the criteria for starting to develop have increased from 5 children to 10 children; and children in the criteria for developing according to expectations have increased from 2 children to 4 children. It can be concluded that the research results in group A at Nur Nabawiy Kindergarten, Pasuruan City have increased with each cycle.

With the help of this research, teachers are expected to continue to innovate and utilize available media to encourage all aspects of children's development in accordance with the required demands. Teachers should improve their ability to organize classes. Apart from that, the organizing institution should provide adequate facilities and infrastructure, as well as prepare a variety of learning media so that teachers have many choices in choosing learning media, so that students do not feel bored.

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