

THE EFFECT OF BIG BOOK MEDIA ON INCREASING SPEAKING ABILITY AND SELF-CONFIDENCE IN EARLY CHILDREN

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Abstract

The aim of this research is to find out how much influence Big Book media has on improving speaking skills and self-confidence in young children. Research method design The research uses the Pre Experimental Design research type with the One Group Pre test and Post Test Design model. Where this research only uses one experimental group to measure the dependent variable (pre-test), then give a stimulus, and measure the dependent variable again (post-test), without any comparison group. The sample that will be used for research on the use of the Big Book is a total of 15 students out of 30 students in group A Kindergarten Al Hikmah Ketapang Banyuwangi. The research results are expected to show that there is a significant influence between the use of the Big Book on improving speaking skills and self-confidence in young children who are registered as group A students at Al Hikmah Kindergarten Ketapang Banyuwangi. Based on the findings of this research, it is recommended that early childhood teachers use Big Book media as an alternative in the learning process, in order to develop speaking skills and self-confidence in young children.

Keywords: Speaking Ability and Confidence, Big Book

INTRODUCTION

Early Childhood is a child who is in the early age range between 0 and 6 years old (golden age). According to Dr. Damanhuri Rosadi (in Jamal., 2009:39) Complete human development begins when the child is in the womb and enters the golden age. This golden age is marked by the development of the number and function of the child's brain nerve cells, and every child has Optimal potential if the functionalization of nerve cells and brain stimulation is balanced, early childhood is dominated by the right brain rather than the left brain. The right brain can learn language easily, a small child is considered linguistically talented.

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Developing language skills in early childhood is a process of developing intellect, which involves the mechanisms of listening to sounds and speaking. Ernawati (2009:2), language development of children aged 5-6 years depends on the maturity of self-context, environmental support, and environmental education. Educators or teachers play a role in training children's ability to express language verbally effectively, and are able to arouse children's interest in being able to pronounce words or sentences in the correct language. Through this language ability, children are able to create various symbolic interactions, in expressing children's feelings, experiences, and even knowledge (Ambar, et al., 2014: 208).

Furthermore, Bromley's opinion (in Dhieni, 2008: 1.19), is of the opinion that, there are 4 (four) types of development of language skills that must be developed in early childhood, namely: listening, speaking, reading and writing abilities. However, one of the most important things that must be developed is the ability to speak, this is because, by speaking, children are able to express their thoughts and feelings intelligently according to the context and situation when the child is talking. Speaking ability is a child's ability to communicate verbally with other people. Apart from that, speaking ability can provide a clear picture of the child's ability to organize several vocabulary words that the child has mastered and create a structured series of conversations.

The above statement is in line with the opinion of Dhieni (2008: 3.5), who states that speaking ability depends on understanding ability, just as reading depends on listening and speaking ability. The sequence of language arts according to children's development in general is listening, speaking, reading and writing. Children's speaking abilities will also improve through pronouncing different syllables and pronouncing them clearly. Pronunciation is an important factor in speaking and understanding. Speaking skills will be stronger if children give meaning to new words, combine new words and make statements and questions. All of this is a combination of the child's creative speaking and thinking processes and also develops speaking if the child learns vocabulary, namely mastering the names of objects and using standard rules of grammar.

The aim of learning to speak in early childhood is to develop children's speaking skills to be able to speak fluently, using correct and appropriate sentences and vocabulary according to grammatical rules, places and situations. Therefore, in order to achieve the goal of developing speaking skills, the implementation of Teaching and Learning Activities (KBM) must be adjusted to the indicators of the level of achievement of the development of speaking skills, as stated in National Education Minister Regulation 58 (in Imam 2010: 163), as follows: 1) children able to carry out 2-3 commands at once, 2) tell stories about experiences simply, 3) answer

questions about information or information, 4) listen to stories and retell the contents of the story simply.

The ideal development of speaking skills in early childhood according to Nuryoto (in Jamal 2009: 53), believes that, by the age of 6 years the neural network for hearing in the mother tongue has really been formed and what the child is not used to hearing, the child will not hear. can pronounce it, therefore, as an adult who is close to a child of early age, you must stimulate the child's hearing so that they are good at learning to speak (language), recognize words and read. This opinion is in line with the opinion of Suyanto (in Susanto, 2011: 75), saying that training children to learn language can be done by communicating through stories, hearing/listening to stories or asking children to tell stories supported by learning media.

The use of learning media to stimulate children in speaking must also be considered, especially when it must be adapted to the material that will be taught to children. Apart from being adapted to the material, the choice of learning media must also pay attention to the child's growth and development stage, as Piaget's opinion (in Yuliani, 2013:3.7), based on Piaget's opinion, for early childhood who are at the operational stage, children begin to be able to present the child's world with words. words, images and images. At this stage, language is the foundation that can help children digest learning, and not only that, language skills are also the foundation for children's literacy development.

Learning media, in the opinion of Gagne and Briggs (Arsyad, 2009:4), learning media are tools that are physically used to convey the content of teaching material. In other words, media is a component of learning resources or learning tools that contain learning material in a child's environment that can stimulate children to learn. This can be interpreted as meaning that media is anything that can be used to stimulate children's thinking, feelings, attention and abilities, so that children are able to encourage the learning process in children to achieve learning goals.

Maintaining the existence of the use of learning media to continue to be used in Teaching and Learning Activities (KBM) in Kindergarten educational institutions is a very difficult and challenging task for teachers or educators. Moreover, in this era, the reality is that there are quite a few educational practitioners in Kindergarten institutions, indicating that there are quite a few educational practitioners in Kindergarten (TK) institutions, who still use rote learning using the method of giving assignments and lectures. as well as the use of teaching material books which are the main learning source for children which are less interesting, in terms of the form of illustrations which are less varied or the presence of writing which fills the learning resources, thus giving children less opportunity to ask questions, have opinions or state reasons. Learning conditions like this, where children's activities in class only

complete theoretical assignments from the teacher, will then give rise to problems for children, including children often feeling bored and children's motivation to learn also decreasing, making children often feel afraid to appear to speak in class. in public caused by a lack of self-confidence in children.

Self-confidence is, in the opinion of Baharudin and Wahyuni (2015:216), a form of belief about oneself and one's own child's abilities, and with the belief and ability a person will do something with full responsibility, as well as responsibility in making a decision. . The same opinion is from Nurul (2014), who says that self-confidence is an attitude that exists within a person towards his own abilities and is able to accept what is true, both positive and negative, which will be formed in the learning process which aims to obtain happiness for himself. Meanwhile, another opinion is from Aristiani (2016), who believes that self-confidence is a very important part for individuals to be able to develop their own abilities. With this self-confidence, individuals are able to communicate well with other people without any fear or doubt.

In relation to the development of speaking skills and self-confidence in children, any media can be used in the learning process to learn while playing. According to Nurani (2013: 8.5), several functions and objectives in developing speaking skills in early childhood are as follows: 1) stimulate children to carry out activities, thoughts, feelings, attention and interests, 2) encourage children to experiment, 3) increase children's ability to investigate or research, 4) function as a tool to speed up the learning process, 5) achieve educational goals maximum, 6) can increase motivation, clarify and simplify the concept of counting, and increase children's absorption capacity, 7) develop imagination, 8) train thinking sensitivity.

By referring to several functions of learning media, in order to develop speaking skills and self-confidence in young children, this can be done by utilizing various interesting learning media. One of them is the use of Big Book media in Teaching and Learning Activities (KBM). This is based on the theoretical explanation regarding the Big Book, expressed by Solehudi, et al (2008:42), namely, the Big Book has several advantages, such as being able to develop children's basic abilities in all aspects of language, which include the ability to listen, speak, reading and writing, the Big Book media has very varied words or sentences, even the Big Book learning media is more diverse and contains more complex stories.

In connection with the explanation above, and to avoid many deviations during the learning process and to develop speaking skills and foster self-confidence in young children, there are several relevant studies that have been carried out in previous research regarding Big Book media, namely as follows : firstly, research carried out by Nisfhi Syelviana and Sri Hariani (2019, PGSD Journal vol. 07), from the

results of this research, concluded that the use of Big Book media as a learning medium has proven to be quite effective, this was demonstrated by all children or students are able to concentrate when talking with other people. Second, research conducted by Sundari Septiani and Nina Kurniah (2017), which states that there is a very significant influence of Big Book media on the speaking abilities of young children. The second orientation of this research, which reveals that, Big book is a learning media that can help develop children's imagination in order to understand the content of the story, and can develop children's speaking skills, this is because the Big Book media has larger text and images, and full of colors that suit the thinking of children at the pre-operational stage (2-4 years) Madyawati (2016:177).

Based on several advantages of the Big Book learning media, this research will be prepared using Big Book media to find out how much the use of Big Book media can influence the level of achievement of the development of speaking skills in early childhood to the maximum. Furthermore, this research was presented in the form of a scientific work with the title "The Influence of Story-Based Big Book Media on Improving Speaking Ability and Self-Confidence in Early Age Children at Al Hikmah Kindergarten Ketapang Banyuwangi." Furthermore, regarding the purpose of writing this scientific work, namely wanting to find out how much influence Big Book media has on improving speaking skills and self-confidence in early childhood, the presentation of this action research analysis focuses more on the benefits of using Big Books in terms of the development aspect. language, especially speaking ability and self-confidence in young children in group A.

The use of Big Book media in the learning process can be combined with using the storytelling method, this is because a story that is supported by interesting learning media can provide a learning experience for children, apart from that, through the storytelling method supported by Big Book media, the story presented by the teacher or educators will be more interesting and attract children's attention, because Big Book media has a large size compared to other story books, so children will be more active in talking, and teachers will more easily direct children's attention in telling stories. The importance of stories for early childhood education, as stated by Musfiroh (2006: 21), states that storytelling cannot be separated from the teacher's ability to transmit the noble values of life in the form of stories or fairy tales. The teacher's ability is actually the benchmark for the meaningfulness of implementing the storytelling method. Without it, fairy tales and stories will not provide any meaning for children.

Reading good stories to kindergarten age children, apart from being entertaining but also educational, also stimulates the development of the most important component of linguistic intelligence, namely speaking ability. According to

Musfiroh (2008: 86). Through the activity of listening to a story, at the same time children learn how to dialogue and narrate and are stimulated to imitate it. Pragmatic abilities are stimulated because in the story there is negotiation, as well as good speech act patterns. Because the nature of this research is to enable children to quickly comprehend or understand by means of teachers demonstrating, communicating and also children practicing directly, according to the researchers, one of the methods that supports this research action is the storytelling method which is supported by the use of the Big Book learning media.

RESEARCH METHODS

The research uses the Pre Experimental Design research type with the One Group Pre test and Post Test Design model. Where this research only uses one experimental group to measure the dependent variable (pre-test), then give a stimulus, and measure the dependent variable again (post-test), without any comparison group. This design can be described as follows (in Sugiyono, 2009: 74). In this case, the researcher took measurements twice, namely before and after treatment.

O₁XO₂

O₁ = Initial measurement results (*pre-test*)

O₂ = Final measurement results (*post-test*)

With the completion of this measurement treatment. Researchers conducted an analysis of the collected data, namely in the form of pretest and posttest scores. With the aim of comparing two values, is there a significant difference between the two values? Testing the difference between the two values is only carried out on the average of the two values. Thus, the technique for analysis and experimental steps using the pre-test post-test design model is as follows:

O₁ = *Looking for the average initial or pre-test score (measuring the level of development achievement children's speaking ability and self-confidence before using Big Book media)*

X = *Use of Big Book media*

O₂ = *Looking for the average initial or post-test score (measuring the level of development achievement children's speaking ability and self-confidence after using Big Book media)*

Research Population: According to Arikunto (2010:130), the population is the entire research subject. Population can also be called a generalization area which consists of objects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2010: 117). In other

words, population focuses on the range or generalization area of research. The population in this study were young children aged 4-5 years who were registered as group A students at Al Hikmah Kindergarten The sampling technique in this research is stratified random sampling, where sample members are taken at random. The sample used for research on the use of the Big Book was a total of 15 students out of 30 students in group A TK Al Hikmah. Of the various existing formulas, there is a formula that can be used to determine the sample size, namely by using the Slovin technique, namely with the formula: $n = N/(1 + N(e)^2)$.

The data collection technique that will be needed as material for discussion and analysis in this research uses research procedures, using the Observation method. Hadi (in Sugiyono, 2008) suggests that observation is a complex process, a process that is composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. Observation data collection techniques are used if the research concerns human behavior, work processes, natural phenomena and if the number of respondents being observed is not too large. According to Maskum (2006: 52) observation is the systematic observation and recording of the symptoms of character formation that appear in the research object. Observations can be participatory and non-participatory. In this case the researcher uses participatory, that is, the researcher is involved with the daily activities of the person being observed or used as a source of research data. Observations in this research are used as support for the instrumentation that will be tested. The observations used are systematic observations, namely observations carried out by observers using guidelines as observation instruments.

The data analysis technique in research is based on the opinion of Arikunto (2010: 275), if you want to compare the two results by comparing the mean as in a one shot case study, as well as to analyze the results of an experiment using a pre-test and post-test one group design, then The formula used to calculate the effectiveness of treatment in this research is:

$$t = \frac{Md}{\frac{\sqrt{\sum x^2 d}}{N(N-1)}}$$

Information :

- Md : mean of deviation (d) between post test and pre test
- xd : difference between deviation and mean deviation
- N : many subjects
- df : or db is N-1 (Arikunto, 2010:28)

In this research there are two types of hypotheses used in the research, as follows:

Ha: Through the use of Big Book media there are significant differences towards improving the speaking skills and self-confidence of group A children at the Al Hikmah Banyuwangi Kindergarten.

Ho: Through the use of Big Book media, there is no difference Significant impact on increasing the speaking skills and self-confidence of group A children at Al Hikmah Banyuwangi Kindergarten.

In practice, to test the validity of the results of this research, researchers used Statistical Product And Service Solution (SPSS). To make an interpretation regarding the magnitude of the correlation, it can be depicted in the following table:

Table 3.4 Instrumentation for the Magnitude of Correlation

Correlation Coefficient	Interpretation
0,800 – 1,000	Very High Validity
0,600 – 0,790	High Validity
0,400 – 0,590	Sufficient Validity
0,200 – 0,390	Low Validity
<0,200	Very Low Validity

RESULTS AND DISCUSSION

Based on the review above, it can be interpreted that the use of Big Book media in the learning process can make children talk more actively, children express themselves more actively, children also express more ideas related to stories or pictures contained in the media. Big Book, besides that, by using Big Book media, children learn more about communicating with their peers and are able to understand the plot of the story. This is because children can interact directly with the Big Book media, so that children can gain new learning experiences, thus giving rise to courage and enthusiasm when children speak in public, at the same time when children see each picture in the Big Book that the teacher shows in the process. learning, makes children more enthusiastic about telling stories about pictures they have just seen.

CONCLUSION

1. The lack of development of all aspects of speaking ability and confidence in young children, which will be used as an analytical study for this research, can be caused

- by several factors. One of them is the lack of stimulus from teachers or educators through the use of varied learning media during the teaching and learning process.
2. The relationship between the achievement of the development of speaking skills and a child's self-confidence is that if the child has high self-confidence, this will greatly influence the child's speaking ability.

Suggestion

Based on the results of the review discussion above, it is recommended:

1. To the teacher

In this scientific paper, children's speaking abilities and self-confidence can be influenced by the use of Big Book media in the learning process, so it is recommended that teachers use alternative Big Book media that are carefully prepared, to help develop speaking skills and self-confidence. in children.

2. To Other Researchers

It is hoped that better and more interesting alternative media should be used to develop speaking skills and self-confidence in young children, so that all indicators of the level of achievement of early childhood speech development develop optimally.

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