

## Application of Picture Media in Improving Children's Speaking Ability at Zivana Monte Sori Makassar City

Andi Sugiati <sup>1)</sup>, Musdalifah Syahrir <sup>2)</sup>, Rismawati <sup>3)</sup>, Ujis Agustina <sup>4)</sup>

<sup>1, 2, 3, 4)</sup> Program Studi Pendidikan Pancasila dan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, Jl. Sultan Alauddin No.259, Makassar, Indonesia 90221

Corresponding Author: Andi Sugiati, Email: [andi.sugiati@unismuh.ac.id](mailto:andi.sugiati@unismuh.ac.id)

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**Abstract.** The problem in this study is whether the application of media images improves children's speaking skills at Zivana Monte Sori Makassar City. The purpose of this study is to find out whether the application of media images can improve speaking skills in children at Zivana Monte Sori, Makassar City. Research was conducted using a type of classroom action research (CAR). The research procedure consists of planning, implementing, observing, and reflecting. Based on the results of research conducted at Zivana Monte Sori, Makassar City, the results of children's speech development were obtained, as evidenced by an increase in the average child's speaking ability during pre-action cycle I. The results showed that children who developed very well (BSB) were 4 children (16%), then in the second cycle of action the results were 10 children (40%) who developed very well (BSB), and in the third cycle the results were 16 children (64%) who developed very well (BSB). This means that the average increase in children's speaking ability through the media of images during pre-action, Cycle I, Cycle II, and Cycle III is very significant in its improvement.

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**Keywords:** Media; Picture; Ability; Speak; Child

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### INTRODUCTION

According to (Saputra, 2018) In early childhood education institutions, children have been taught the basics of how to learn. Early childhood is an individual who is experiencing a very rapid growth and development process, even said to be a developmental leap. Early childhood is also a child who is still in a period of play. At this time, children are just learning to recognize a world that is still vast besides their family environment. Because early childhood has a very valuable age range compared to later ages because the development of intelligence is extraordinary. This age is often called "the golden age" which only comes once and cannot be repeated again,

which is very decisive for developing human quality (Trenggonowati & Kulsum, 2018).

The implementation of early childhood education (PAUD) is a coaching effort aimed at children from birth to eight years of age which is done through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

According to (Trisnawati & Sugito, 2021) Early childhood education is the basic order in building a child's personality. Early Childhood Education (PAUD) as the basis of education is very important in children's lives to enter the next stages. Teachers and parents must work together to optimize the

development and growth of early childhood so that later they become useful, skilled and independent individuals. At this time the process of growth and development in various aspects such as: physical, socio-emotional, and cognitive is experiencing the fastest period in the span of human life development.

The importance of education for early childhood so that the education provided for children should be able to develop all aspects of the field of development. One of the areas of development in PAUD is language development. One of the language development that must be mastered by learners is speaking. Language development often includes the development of perception, expression, adaptation, understanding, imitation, so early childhood language development (AUD) needs attention. Language ability depends on the maturity of cortex cells, environmental support, and environmental education. Education in early childhood basically includes all efforts and actions taken by educators and parents in the process of caring, nurturing and educating children by creating an aura and environment where children can explore experiences that provide opportunities for them to know and understand the learning experiences they get from the environment, through observing, imitating and experimenting which takes place repeatedly and involves all the potential and intelligence of children (Ariyanti, 2016).

Children sometimes have ideas. However, the child has not been able to express it. This happens because their speech is still very limited and the number of vocabulary they have is still limited.

According to (Noermanzah, 2019) Language is a series of sounds that are systematic, symbolic, arbitrary, meaningful, confessional, unique, universal, productive, varied, dynamic, humane, and a means of social interaction that replaces individuals in stating something or expressing to interlocutors in a social group as a tool for communication and the identity of its speakers. Various research results show that early childhood is a very important sensitive period for children's education.

According to (Jailani, 2018) The development of individual thinking appears in the development of language, namely the ability to form understanding, form opinions and draw conclusions. Children's language development can achieve optimally according to their stage of development, if given the right and appropriate stimulation. Children need to be trained in language skills, one of which is the ability to speak continuously with the aim of making children able to think and have more vocabulary, so that in conveying something the child does not experience difficulties.

Based on the results of observations that have been made in group B2 at Zivana Monte Sori Makassar City, language development, namely speaking ability, in group B2 at Zivana

Monte Sori Makassar City is not optimal and still needs improvement.

Some children have not been able to communicate what happens to themselves and in the environment, express ideas, or speak boldly. It is evident in the process of activities when children tell the pictures made by themselves, there are children who still lack the courage to speak in front of the class, causing the words spoken to be unclear and not fluent. Some children are already skilled at speaking or expressing something that is on their mind, children are able to speak fluently, but it is only done with fellow friends who are familiar and children who are a little shy can sometimes communicate something and dare to speak but rarely do.

Teachers only use storybooks, magazines, children's worksheets when drawing activities. Language activities are carried out in a sitting position and once the teacher stands up in the hope that children will listen to the teacher but children are often unconditioned or talk to friends. So that when the teacher asks, the child has difficulty in re-expressing the story told by the teacher, it happens because the learning activities are not fully child-centered.

Seeing the problems described above, the researcher, in collaboration with the teacher, tried to use picture media to train children's speech. Learning media or educational game tools need to be made as interesting as possible to help optimize

thinking abilities and speaking skills with people around them, including parents and teachers. The media that is expected to be interesting is picture media.

The application of picture media in improving children's speaking at Zivana Monte Sori Makassar City has not shown satisfactory results.

Some previous studies by applying picture media can be mentioned as follows: (1) Research (Aprinawati, 2017) with the title "The Use of Picture Series Media to Improve Early Childhood Speaking Skills". The results showed that using series picture media can develop children's speaking development.

potential and increase their vocabulary mastery. (2) Research conducted by Khotimah et al. (2021) with the title "Application of Picture Media as an Effort to Increase Early Childhood Learning Concentration". The results showed an increase in children's learning concentration after participating in the implementation of activities with image media in cycle 1, which initially only reached 70%.

The increase was quite significant, reaching 84%. This shows that picture media can be used to improve learning concentration in group B children at RA Annajmah Kebayoran Lama (3) (Sumantri et al., 2017). The results of this study indicate that the use of picture media and letter cards as learning media can improve students' beginning

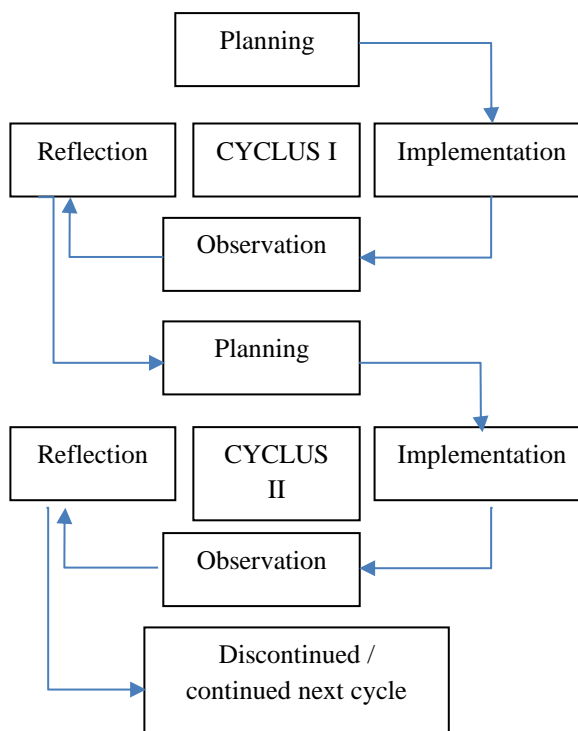
reading skills. In cycle I, students' learning completeness only reached 73.91%; this shows that students' reading skills are still classified as sufficient because 27% of the number of students have not achieved learning completeness with the specified value. In cycle II, there was an increase in learning completeness; namely, out of 23 students, 19 students, or 82.60% of the total number of students, had reached learning completeness, so that the specified target was achieved.

Based on the above background, learning activities should be fun and child-centered, so that they are expected to improve children's speaking skills at Zivana Monte Sori Makassar City.

## RESEARCH METHODS

The type of research used in this study was classroom action research. This research was conducted because of problems in the process of teaching and learning activities in Group B2 at Zivana Monte Sori Makassar City, so researchers considered that it was necessary to conduct research to overcome these problems. In addition, this research was also conducted so that teachers could improve the methods used so that children would achieve optimal development. The research was carried out using a classroom action research method consisting of cycles, each cycle consisting of three stages (Irdawati et al., 2017).

The subjects in this study were all students of group B2 at Zivana Monte Sori Makassar City. The number of students was 25, consisting of 13 male students and 12 female students. Researchers chose group B2 because group B2 is a group with an age that will enter elementary school, which is in the age range of 5–6 years, and speaking skills are not yet optimal. Broadly speaking, the classroom action research procedure has four stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The model for each stage is as follows:



Methods (Dasim, 2012) are ways that can be used to achieve goals, while research is a means of seeking the truth. Thus, the meaning of data collection methods is the method used by researchers to obtain the

required data. Data collection in this study used observation and documentation methods.

The data analysis used (Mirnawati, 2020) is quantitative data analyzed using statistical analysis. Qualitative data was analyzed to measure reading ability with picture media based on the results of research tests for each cycle using frequency distribution and percentages. While qualitative data was analyzed using observation results.

The indicators in this study are indicators of children's speaking ability in Group B2 at Zivana Monte Sori Makassar City through image media. The research can be declared successful if the percentage of the average value of children's speaking ability, which includes good criteria, has reached 70%. This can be seen from the results of the learning activities arranged in the activity observation sheet. The success of the action can be known by comparing the results of activities from each cycle carried out in learning activities.

## DISCUSSION

Based on the results of research that has been conducted at Zivana Monte Sori Kelurahan Pandang Panaikang District Makassar City from February 6 to April 6, 2023, through image media, children's speaking ability can be optimized. The results of the study consist of an overview of the research area at Zivana Monte Sori Kelurahan Pandang Panaikang District, Makassar City.

Data on the results of research on children's speaking ability are described in the form of data on the results of cycles I and II and the score of the learning process observation sheet in cycles I and II.

According to (Slameto, 2015), these steps are sequential, meaning that the first step must be done before the second.

first before the second step is implemented, and so on. Before carrying out class action research, researchers held preliminary activities to find out the initial conditions before taking action. This action is needed to find out the initial conditions before the action so that the researcher can measure the extent of the success of this class action research. Based on the results of children's speaking ability during pre-action, it is known that in the fluency of children's speech, 9 children, or 36% of the number of children, meet the MB criteria, and there are 16 children, or 64% of the number of children, who meet the BB criteria.

Based on the description above, it can be seen that there are still many children who have not met the good criteria for speaking ability. The average speaking ability of children through picture media in pre-action is 36%. Thus, it can be interpreted that children's speaking abilities have not been well trained. This situation is the reason for taking action to improve children's speaking abilities.

Observation Results of Children's Speaking Ability Cycle I

No.	Name	BB	MB	BSH	BSB
1.	AA	√			
2.	AI		√		
3.	AD		√		
4.	SA			√	
5.	AO		√		
6.	DA			√	
7.	DK	√			
8.	PA		√		
9.	FR			√	
10.	FH	√			
11.	FI	√			
12.	GA		√		
13.	JA			√	
14.	JH	√			
15.	KA		√		
16.	KL			√	
17.	KZ				√
18.	HS		√		
19.	PI		√		
20.	NL		√		
21.	NA				√
22.	MM			√	
23.	MS				√
24.	MI				√
25.	MR			√	
	(%)	20%	32%	32%	16%

Based on the table above, the results of the learning process at the first, second, and third meetings of Cycle I action obtained an overview of the results of children's speaking ability with the criteria of how many children have good criteria, how many children have poor criteria, and how many children have poor criteria. The results of children's speaking ability through picture media at the first meeting showed that in terms of fluency, 4 children, or 16% of the number of children, met the BSB criteria; 8 children, or 32% of the number of children, met the BSH criteria; 8 children, or 32% of the number of children, met

the MB criteria; and 5 children, or 20% of the number of children, met the BB criteria.

The reflection referred to in this study is the result of observations made during the learning process. The researcher obtained several findings in the first cycle. Children are able to speak correctly for all types of reflections presented (Albab & Hartono, 2014).

No.	Name	BB	MB	BSH	BSB
1.	AA				√
2.	AI				√
3.	AD			√	
4.	SA				√
5.	AO			√	
6.	DA				√
7.	DK		√		
8.	PA				√
9.	FR	√			
10.	FH		√		
11.	FI	√			
12.	GA				√
13.	JA		√		
14.	JH			√	
15.	KA			√	
16.	KL				√
17.	KZ		√		
18.	HS			√	
19.	PI			√	
20.	NL				√
21.	NA			√	
22.	MM		√		
23.	MS			√	
24.	MI				√
25.	MR				√
	(%)	8%	20%	32%	40%

Based on the table above, the results of children's speaking ability using picture media in cycle II show that in the fluency of children's speech, 10 children, or 40% of the number of children, meet the BSB criteria; 8 children, or 32% of the number of children, meet the BSH criteria; 5 children, or 20% of the number of children, meet the MB criteria; and 2 children,

or 8% of the number of children, meet the BB criteria.

Based on the results of the data analysis, It can be concluded that children's ability to speak through visual media has increased.

The activities carried out were then used as a foothold for carrying out activities in cycle II. Researchers analyzed things that became problems or obstacles in the implementation of cycle III actions.

### Observation Results of Children's Speaking Ability Cycle III

No.	Name	MB	BSH	BSB
1.	AA	√		
2.	AI			√
3.	AD			√
4.	SA		√	
5.	AO			√
6.	DA			√
7.	DK		√	
8.	PA			√
9.	FR		√	
10.	FH		√	
11.	FI	√		
12.	GA			√
13.	JA		√	
14.	JH			√
15.	KA			√
16.	KL			√
17.	KZ	√		
18.	HS			√
19.	PI			√
20.	NL			√
21.	NA			√
22.	MM		√	
23.	MS			√
24.	MI			√
25.	MR			√
	(%)	12%	24%	64%

Based on the table above, the results of children's speaking ability using picture media in cycle III show that in the fluency of children's speech, 16 children, or 64% of the

number of children, meet the BSB criteria, 6 children, or 24% of the number of children, meet the BSH criteria, and 3 children, or 12% of the number of children, meet the MB criteria. And there are no more children who meet the BB criteria.

The results of the research tests above are in accordance with research that has been conducted by previous researchers, including this is also in line with research conducted by (Suyuti and Zulianto, 2016) The results of their research showed that in cycle I there were still five students who had not reached the minimum completeness value of 67, for which cycle II action was taken. In cycle II, the material provided was the same as in cycle I, but in cycle II, the teacher focused more on learning about the difficulties or shortcomings experienced by students in cycle I. The learning again used image media, but the images were different. Learning again used picture media, but the pictures given were different from the first cycle. In cycle II, the teacher can optimize students' abilities to write description essays. Of the 35 students who attended the learning to write descriptive essays in cycle II, 67 had reached the minimum completion limit, as indicated by the students' average score of 79.5, which increased from the baseline and cycle I data. From the initial data that has been obtained, cycle II increased by 22.3%, and cycle I increased by 12.4%.

In line with research conducted by (Fika et al. 2020), results of the research shows that

there is an increase in children's Indonesian speech skills through the application of role-playing activities. In the first cycle, children's Indonesian speech skills increased from 1 child who could only understand Indonesian to 9 children. In the second cycle, children's Indonesian speech increased again, from 9 children to 14 children. Based on the agreement between the researcher and the collaborator, the research is said to be successful if it reaches 71% of the number of children, i.e., if 13 out of 18 children reach the minimum TCP determined with the collaborator, the research is stopped. The indicators used are aspects of pronunciation, vocabulary, fluency, and understanding. This study concludes that the application of role-playing activities can improve children's Indonesian speech skills.

After analyzing the data, it turns out that speaking ability through picture media in cycle III can improve children's speaking ability very significantly.

## CONCLUSION

This study aims to improve speaking ability through picture media in group B2 at Zivana Monte Sori Makassar City. The application of picture media at Zivana Monte Sori Makassar City has a positive impact on improving children's speaking abilities. Children's understanding of the learning process through image media really has meaning for children because children are better able to speak and easy to understand the lesson. This is evidenced

by the increase in the average ability of children's speech at the time of the first cycle action, which obtained the results of children who developed very well (BSB), namely 4 children (16%). In the second cycle action, results were obtained for as many as 10 children (40%) who developed very well (BSB), and in the third cycle, results were achieved for as many as 16 children (64%) who developed very well (BSB). So, the average speaking ability of children shows a very significant improvement.

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