

## Development of learning Media Aquarium Storytelling to Improve Speaking Ability

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### Abstract

*This research aims to develop aquarium media to tell stories to improve the speaking ability of children aged 5-6 years kindergarten group B. This research uses the concept of development of Research and Development by using the development of Borg and Gall model. The research was conducted in three schools, RA Miftahul Jannah for small group test with the number of respondents 8 children, Kind One TK Satu Atap Pulau Kelapa 02 Pagi for large group test with respondents 15 children and TK Satu Atap Untung Jawa for field test with 20 children. The study found that the use of aquarium media storytelling can improve children's speaking ability, The results of field trials obtained t count 35.708 and t table 2.09302 or t count > t table then there is a significant difference or HO rejected. In other words the use of aquarium media tells storytelling can have an effect in improving children's speaking ability and give positive contribution in learning in group of kindergarten B in Kepulauan Seribu, especially TK Satu Atap Untung Jawa.*

**Keywords:** Speaking ability, Aquarium Storytelling, Children.

### 1. Introduction

Early childhood is an individual figure who is experiencing the process of growth and development. Early childhood is a golden age, where children have a lot of potential that must be facilitated thoroughly in order to develop optimally. These developments represent all aspects of development that are owned by the child, among others, include physical aspects, social emotions, intellectual, language, moral and religious.

Language as one of the aspects that should be developed in kindergarten is a means of communication that symbolizes the thoughts and feelings to convey meaning to others (Hurlock, 1978). Language encompasses a wide variety of communication forms such as writing, speaking, symbol language, facial expressions, gestures, pantomimes, and art.

Educators including teachers and parents should pay attention to language development in children. Optimal language stimulation will have a positive effect on the ability to speak to children. The ability to speak is part of the language's ability to convey messages and ideas. According to (Diyer 2009) the ability to speak consists of various sounds that people make with their mouths to convey a message, which is a means used to communicate.

According to (Santrock 2008), the ability to speak is an ability to communicate with others. Where individual thoughts and feelings are expressed in symbols or symbols such as oral, written, gestures, numbers, paintings, or mimics used to express something to others. The primary purpose of talking to a person is to communicate. By talking someone will convey information, ideas, thoughts, or feelings to the other person or listener (Khundaru 2014). According to (Maufur 2017) the main purpose of speaking is to communicate, the purpose can be formulated as follows: (1) to convey messages to others, that is able to communicate about something in the form of spoken language, (2) conveying a message to others socially acceptable, non-offensive, condescending, and so on.

Children's speaking skills especially in expressive language need to be facilitated in order to develop optimally. Related to this, educators need to facilitate by setting pleasant atmosphere and learning environment. Some ways that can be done, among others, by creating variations of learning media that interest children, and adjust the learning media to the context of the environment around the child. It apat can attract the attention of the child to more spirit in learning.

Based on preliminary observation (preliminary study) during conducting social activities in Pulau Untung Jawa, researchers observed and conducted interviews with teachers in group B, TK Satu Atap Pulau Untung Jawa Kepulauan Seribu. The number of subjects as many as 44 children obtained information that the ability to speak

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children is still low. It is proven that: 1) there are 27 children or 61.4% who are still not brave and embarrassed to speak forward 2) there are 21 or 47.7% of children who are still unable to express and use what words, why, how and who, while telling the story, 3) there are 29 children or 65, 9% percent who have not been able to express their ideas and ideas while telling stories ahead.

TK Satu Atap Untung Jawa, Kepulauan Seribu is in a coastal area that is part of the area of DKI Jakarta has tremendous marine potential. Associated with language development constraints, especially the ability to speak to children in this school, researchers argue that the potential surrounding environment can be interesting as a means of developing the language skills of children. Learning media that can explore the potential of the sea in accordance with the context of the surrounding environment is expected to attract interest, increase the spirit and add insight or ideas and vocabulary of children in speaking. Based on this, researchers are encouraged to develop a form of early childhood learning media that is packaged attractively in accordance with the context of the environment of children who are in the coastal area of Island Untung Java. Researchers named the media as "Aquarium Storytelling". Aquarium Media Storying is expected to be one of the alternative solutions of learning media problems in school areas that are still limited in number, less varied or monotonous, so less interest in children.

Storytelling Aquarium Media is designed to be as fascinating as possible for the context of coastal children's environments to facilitate children's speaking skills. The storytelling Aquarium is modified to resemble aquariums in general, but does not use water and has a storyboard in it. Acoustic Media Storytelling offers the following advantages: 1) the aquarium size tells the story with the height of 50 cm and the length of 45 cm can be the center of story telling activities in front of 10-20 children, 2) using bright colors, 3) Aquarium materials Storytelling durable and sturdy, 3) pictures used in the storytelling aquarium attracted and liked children, 4) stories and themes are marine biota close to the environment around the child.

In general, according to Riyana (2010), based on the quotation from the opinion of media experts have a usefulness: (1) clarify the message to not too verbalitas, (2) overcome the limitations of space, time, energy and sense power, (3) (4) enabling children to learn independently according to their talents and visual, auditory, and kinesthetic abilities, (5) providing the same stimuli, likening experiences and generating the same perception.

Here are the steps of using Aquarium Story telling media: (1) Determining the theme of the story, (2) Digging the children's early knowledge about the theme, (3) Introduce the aquarium media to tell the children, (4) Storytelling using aquarium media by using the storyboard inserted into in the aquarium, when the story

is replaced will be inserted a new board so on until the story is over, (5) After the teacher finished telling each child alternately telling stories ahead, (6) Teachers and children evaluate together stories that have been delivered.

Aquarium Media Story has advantages compared to other storytelling media as follows:

- 1) The size of aquarium media story telling with a height of 50 cm and length of 45 cm can be a center of story activities in front of 10-20 children.
- 2) Use bright colors and appeals to younger children.
- 3) Aquarium Material Storytelling is durable and sturdy.
- 4) The images used in the storytelling aquarium attract and love the child.
- 5) Stories and themes are marine biota close to the environment around the child.

The aquarium media tells the story provides an exciting experience for improving children's speaking skills. Child language does not start from word to letter and then experience, but from deed or experience to new letters then to the word (Ganeshi and Eliason 2011). Through experience, it will be easy for children to learn the language including the ability to speak. In the development of the ability to speak children, expressive language is important to note, because through the expression of the recipient of the message will be more clearly know the message delivered, then with berkespresi will provoke high confidence of the child, so that other talents appear buried through talking with expression.

## 2. Research Methods

This study uses the concept of development of Research and Development (Richey and Klein 2007) provides a definition that R & D is a systematic study of a development and evaluation design process with the aim of establishing empirical foundations that create new products, tools and strategies or strategies that already exist to be developed. Then Understanding research development by Borg & Gall in (Sugiyono 2010) is a process used to develop and validate educational products. The research was conducted in three schools, RA Miftahul Jannah for small group test with the number of respondents 8 children, TK Satu Atap Pulau Kelapa 02 Pagi for large group test with respondents 15 children and TK Satu Atap Pulau Untung Jawa for field test with 20 children.

Aquarium Media Storytelling uses the development of Borg and Gall models. In the model (Borg & Gall 1963) there are 10 cycles: (1) Research and information, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, (10) Dissemination and implementation.

The development research cycle according to Borg and Gall in (Setyosari 2011) as follows:

#### 1) *Preliminary Research and Information Collection*

Research and collection of information, including literature review, classroom observation or observation, and preparation of preliminary reports. Initial research or needs analysis is very important to obtain initial information for development. This can be done, for example through classroom observation to see the real condition of the field. Literature review and including related supporting literature are indispensable as a foundation for development.

#### 2) *Planning*

Planning that includes formulating skills, formulating specific objectives to determine the order of materials and small-scale trials. The most urgent thing in this stage is to formulate the specific objectives to be achieved by the developed product. This objective is intended to provide robust information to develop a program or product, so that the program or product is piloted in accordance with the specific objectives to be achieved.

#### 3) *Development of Product Format*

Development of initial product format, or initial draft, which includes preparation of learning materials, handbooks, and evaluation tools. The program development format in question is in the form of printed materials, such as modules and teaching materials in the form of text, sequence of processes or procedures in the design of learning systems, equipped with video or compact disks.

#### 4) *Initial Test*

Initial tests, conducted at 1-3 schools, involving 6-12 subjects and interview data, observations and questionnaires were collected and analyzed. These trials are conducted on the format of the program being developed whether it suits the specific purpose. The results of the analysis of this initial test became the input material to revise the initial product.

#### 5) *Product Revision*

Product revisions, which are based on initial test results. The results of field trials obtained qualitative information about the program or product developed. Based on the data is it still necessary to perform the same evaluation by taking the same site as well. The revised product is then tested.

#### 6) *Field Trial*

Products that have been revised based on small-scale test results, then tested again to a larger unit or trial subject.

Field trials were conducted on 5-15 schools involving 30-100 subjects. These trials are categorized as medium scale. Quantitative data on learning outcomes are collected and analyzed in accordance with the specific objectives to be achieved, or if possible compared to the control group; so that data is obtained to make further product revisions.

#### 7) *Product Revision*

Product revisions are done based on field trial results with larger subject groups involved. It is intended to determine the success of the product in achieving the objectives and gathering information that can be used to improve the program or the need for product improvement at a later stage.

#### 8) *Field Test*

After the product is revised, if the developer wants a more feasible and adequate product then field testing is required. This field test involves a larger unit or subject. This field test may involve 10-30 schools or 4-200 subjects and accompanied by interviews, observations, and submission of questionnaires and then analyzed. The results of this analysis then become material for the purposes of the next product revision, or revision of the final product.

#### 9) *Final Product Revision*

The final product revision is, revisions are done based on a broader field test (field testing). The final product revision becomes a measure that the product is actually said to be valid because it has passed a series of trials in stages.

#### 10) *Dissemination and Implementation*

Dissemination and implementation, which conveys the results of development (processes, procedures, programs, or products) to users and professionals through forum meetings or journals, or in the form of books or handbooks.

### 3. Results

Based on the results of trials on media users conducted on three RA schools Miftahul Jannah, TK Satu Atap Pulau Kelapa 02 Pagi, and TK Satu Atap Pulau Untung Jawa. To obtain the result that is first effectivity test in small group test in RA Miftahul Jannah which is calculated by paired t test,  $t$  count equal to 44.951 and  $t$  table 2.36462  $t$  count > from  $t$  table so there is significant difference or  $H_0$  rejected or  $H_0$  is outside receiver area, because  $H_0$  is rejected then  $H_1$  is accepted. Furthermore, the results of the second effectiveness test in a large group trial at TK Satu Atap Pulau Kelapa 02 Pagi obtained results  $t$

arithmetic 17.635 and t table 2.14479 or t count> of t table, so there are significant differences or  $H_0$  is rejected. The last effectivity test result on field test conducted at TK Satu Atap Pulau Untung Jawa obtained t count 35,708 and t table 2.09302 or t count> t table then there is significant difference or  $H_0$  rejected. From the results of the effectiveness test on the three kindergartens of group B it can be concluded that there is a difference between the results of the ability to speak children before and after given the aquarium story telling media. In other words the use of aquarium media tells storytelling can have an effect in improving children's speaking ability and give positive contribution in learning in group of kindergarten B in Kepulauan Seribu, especially TK Satu Atap Pulau Untung Jawa.

#### 4. Discussion

The ability to speak occurs when the listener receives information through a series of tones, pressures, and joints. If the communication takes place face-to-face coupled with hand gestures and face (mimic) of the speaker (Tarigan 2008). The use of communication occurs between listeners and messengers who actively interact with each other, so that messages delivered with motion, mimic, tone and pressure will produce good and clear communication. Lerner, Lowerthal, and Egan in (Jalongo 2007) say that the ability to speak can be interpreted as an ability to convey someone's intentions (thoughts, thoughts, content) to others by using spoken language so that the meaning can be understood by others. This explains that oral communication plays an important role in the ability to speak so that the intentions of ideas, thoughts, content is well conveyed. The ability to speak according to (Brown 2004) is a productive skill that can be directly observed empirically in the field through observation and oral tests. Doing research and direct observation is very important to observe one's ability to speak.

The ability to speak children will develop optimally, if in teacher learning always provides a fun learning experience for children, invite children directly involved, provide strengthening, foster self-confidence of children. This is in line with opinion (Suyanto 2005) states that "In early childhood the learning process is effective, fun and giving children a sense of security and freedom, a fun learning process can develop logical thinking ability, imagination and creativity". For that in developing children's speaking skills required an interesting learning activities and fun for children.

Learning using Aquarium Storytelling will have a positive impact on improving children's speaking skills. Provide benefits and is an alternative solution to the problems faced by teachers to improve the abilities of children aged 5-6 years or children kindergarten B.

#### Conclusions and Suggestions

The results of research development of aquarium media tells the story has been proven to have an important role

as an alternative media solution in improving the ability to speak children in TK Satu Atap Pulau Untung Jawa, Kepulauan Seribu, DKI Jakarta. Therefore, this aquarium media can be applied and utilized in learning activities to improve children's speaking ability. The use of aquarium media to tell stories will also help teachers in giving understanding of the sea animals to children, so children love their surroundings.

Other results of this research and developers can also be implicated by academics as a study that later can be developed for education in creating other media with the same purpose. In addition, the findings of this study can serve as a foundation for future research, so that more and more media to improve the ability to speak children, especially those associated with marine.

For educators or teachers who are key to the success of students are expected to provide creative and innovative media to improve children's speaking skills. With the aquarium story telling media, researchers hope to stimulate teachers to come to create other creative media and can utilize aquarium media to tell the story well.

Research and learning media aquarium tell this story besides aiming to improve the ability of talking children, have a close relationship with maritime education coastal children especially in Island Untung Java, Kepulauan Seribu DKI Jakarta. The researcher hopes that academics who become partners for educators can develop or conduct similar research related to this topic with the theme of marine to improve the ability to speak early childhood or other aspects of development.

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