

# The Series Pictures as Media Story to Developing Language Children Ability Group a Kindergarten in Merauke

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**Abstract.** This research was conducted on 7 Kindergartens in Merauke District, with a total of 200 children as research subjects. A small-scale trial was conducted on 50 children from 2 kindergartens in Merauke, namely Gotong Royong Kindergarten and Tunas Melati Kindergarten. The research method used in this study is research and development, which is a research method to develop or produce a learning product with the following steps: (1) determining potential and problems, (2) gathering information, (3) designing products, (4) design validation, (5) design improvement, (6) small-scale product trials, (7) product revisions, (8) large-scale product trials, (9) product revisions, (10) mass production. The researcher found that the implementation of the serial picture media as a storytelling medium could develop the language skills of the children of group A Kindergarten in Merauke. Maria Goreti Kindergarten, Motherland XI Kindergarten, Pembina State Kindergarten and Kartika VI9 Kindergarten. The researcher found that the implementation of the serial picture media as a storytelling medium could develop the language skills of the children of group A Kindergarten in Merauke.

**Keywords:** Picture Series, Storytelling, and Language Skills

## 1 Introduction

Language skills are a very important aspect where language is used to communicate with others and can develop development in other aspects such as cognitive, physical, social, emotional and ethical. Rochmat Wahab [1] stated that children must be able to read and write, this may be a misunderstanding and this requirement should not be enforced. The form of a child's willingness to learn can be seen from the abilities he has, such as drawing or speaking, not necessarily from the ability to read and write. For example, a school-ready child can distinguish day or night only from pictures that describe the two conditions, not from the arrangement of letters that make up the words "day" or "night." In early childhood education, development should focus on motor, speech and communication skills, including means of expression to stimulate creativity.

The similar above to what was observed when observations in Merauke Kindergarten Group A (ages 4-6) found problems in the development of children's language skills. These problems include the lack of teacher stimulation for children, in addition to the use of less attractive media in learning and learning activities to develop children's language skills according to their developmental stages and needs as well as learning activities to develop children's language skills such as learning activities that are suitable for elementary school

children. in grades 1 or 2 As a rule, language skills are a very important aspect of development in terms of socializing with other people and language can be used to communicate or interact to develop development in other aspects. physical, social, emotional and moral. One method that can be used to develop language skills in childhood is storytelling. The presence of the media will also greatly assist teachers and children in the storytelling process. The use of media also affects children's understanding of the information to be conveyed to children through storytelling. As [2] points out about the role of media in children who do not yet have full knowledge of the world, the existence of tools is very important in re-creating the scenarios they hear. The presence of a helper becomes a second source for children to analyze the details of the story. The assistant serves as a link between the form and meaning of the story, between words and the meanings they contain.

As a solution to the problems described in the previous paragraph, media is needed, the media developed is a series of visual media that will function to convey effective stories. as a liaison between the form and meaning of the story, making it easier to understand the information conveyed by the story. Serial visual media are visual learning media that contain stories in several series so that one image and another form a single unit that describes events as a structured story. [3].

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Using massage by media, it can develop children's language development potential, especially allowing children to convey messages consisting of two or three words and the problems raised can have an impact. Display more complex sentences.

Based on the context, this research presents the problem formulation: how can the development of serial images as a narrative medium to the development language skills of preschool children in Group A in Merauke?

## 2 Research Methods

The method used in this research is research and development or research and development (R/D). According to [4] research and development can simply be interpreted as a method of research that is deliberate, systematic, aims to research, discover, build, improve, develop, develop, create, test the effectiveness of products, with a number of superior processes and efficient, efficient, productive and meaningful.

Based on the above, the study of serial visual development as a means of storytelling for preschool children in Merauke is research to research, search, construct, improve, develop, produce, test the effectiveness of products, with certain processes that are superior, effective, efficient, and meaningful and find ways to improve the language skills of preschool children in Merauke.

### 2.1 Research Subject

In this study, the research subjects were all preschool children from Merauke, totaling 200 children. The research subjects were then sampled using a random sampling technique, with the aim of dividing the research subjects into two research subjects, namely small-scale experimental research subjects and large-scale experimental research subjects. A small-scale trial was conducted on 50 children from 2 kindergartens in Merauke Regency, namely 20 children from Gotong Royong Kindergarten and 30 children from Tunas Melati Kindergarten. The results of the identification of the two kindergartens were obtained from a random sampling process. A large-scale trial was conducted on 150 children from 5 kindergartens in Merauke, namely 25 children from ST. Bernadetha, 30 from Maria Goreti Kindergarten, 35 from Pertiwi XI Kindergarten, 30 from Pembina State Kindergarten and 30 from Kartika VI Kindergarten.

### 2.2 Data Analysis Technique

The data obtained by researchers through product testing activities will be analyzed and classified into two data, namely qualitative data and quantitative data. Qualitative data in the form of assessments, criticisms and recommendations made by experts in the Early Childhood Education field, based on some suggestions obtained, will then be used for the purpose of improving the model to be used.

The quantitative analysis technique in this study uses excellent statistical analysis which is transformed into a

question-based descriptive format. Question evaluation is a statement of less, less, sufficient, even quantitative data with a 5-point scale, namely with a score ranging from 1 to 5 digits, then converted into qualitative data.

## 3 Findings and Discussion

The main products produced in this research are serial image carrier and serial image carrier manual.

The original design of the product mentioned above is the result of an analysis of various potential problems that occur and various data that have been collected during field investigations. The next step is to carry out product design, design validation, design review, product testing, product evaluation, and production/implementation product.

### 3.1 Descriptions Of Media Image Series

'A serial image carrier is a carrier that contains related images. This is reinforced by (Arsyad, 2002) that the visual sequence is a sequence of activities or stories that are presented one after another. Picture sequence is a sequence of pictures that follow the dialogue to introduce or present the meaning contained in the picture. This is called a serial image, because the images with one another have a relationship or correlation with each other. Intents are visual carriers that can help present an event or events in chronological order in the representation of objects, people, and backgrounds.

Series design often referred to as continuous design. A serial image carrier is an image carrier used to interpret a series of progressions, because each sequence of image carriers is continuous and always consists of a certain number of images. Pictures form a story when the pictures are combined and arranged systematically so that they become a series of meaningful and meaningful stories. A sequence image is a collection of images showing the complete event. Images can be in the form of separate cards or whole sheets. Their use can be shown individually or all at once to students, depending on the documents assigned. Based on the opinion above, it is clear that the media has a very broad and important function, especially in the field of education, which is used by teachers in the learning process. Although in terms of provision and use, various obstacles remain, both due to the lack of preparation made by the school and the limited ability of teachers to create and use teaching materials, such as photo series. The products developed in this development are serial image carriers and instruction media. Sequential pictures have storytelling steps using sequential picture media to improve the language skills of group A preschoolers.

### 3.2 Description of Language Skills.

#### 3.2.1 Understanding Language.

Language is one of the fundamental factors that distinguish humans from animals. Language as a gift

from the creator allows individuals to live together with others, help solve problems, and position themselves as cultural beings. Language as a means of communication with other people. In this sense, it includes all ways to communicate, where thoughts and feelings are expressed in the form of spoken, written, sign, or motion by using words, symbols, symbols, pictures or paintings. Language is a means of communication with other people. Language can also be used to convey information about different places or different times. Language is a series of sounds that symbolize human thoughts, feelings, and attitudes. So, language can be said as a symbol. Children's language is the language used by children to convey their wishes, thoughts, hopes, requests and others for their personal interests. Language as an ordered symbol to transfer various ideas and information which consists of visual and verbal symbols. Visual symbols can be seen, written, and read, while verbal symbols can be spoken and heard. From some of these opinions it can be concluded that language is a symbol or symbol used to convey desires/thoughts and communicate with others in verbal and visual forms. communicate with others both verbally and visually.

### **3.2.2 Language Skill Development.**

From birth to about 2 years of age, babies perceive their world through their senses. Their knowledge is based on physical actions, and their understanding is limited to current or not-so-distant past events. Only when children make the transition from the sensorimotor stage to the preoperational stage and begin to speak and use mental symbols can they use thoughts or concepts to make sense of their world. But during the preoperational stage, their thinking is still pre-logical, related to physical actions and how things look to them.

Language development involves oral and written communication. Verbal skills develop very early and from the age of 3 children are already skilled speakers. There are four forms of language, namely listening, speaking, reading, and writing. The ability to speak is part of language skills. Language skills include the ability to understand a relatively complex and semantic grammatical system, while speaking skills are an expression in the form of words. Related to research, the ability to be developed is speaking ability. Speaking is the ability to pronounce articulation sounds or words to express, state or convey thoughts, ideas, and feelings. In speaking, sometimes individuals can adjust to their own desires. There are two speech developments in children, namely egocentric speech and socialized speech. Egocentric speech occurs when the child is 2-3 years old, where the child talks to himself (monologue). The development of children's speech in this case is very instrumental in developing their thinking skills. Meanwhile, socialized speech occurs when children interact with their friends or their environment. In this regard, there are 5 forms of socialized speech, namely: (a) exchanging information for a common goal; (b) an assessment of the speech or behavior of others; (c) orders, requests, threats; (d) questions; and (e) answers. [5].

Three stages of speech development in children are closely related to the development of children's thinking, namely the external, egocentric, and internal stages. The external stage occurs when the child speaks externally where the source of thinking comes from outside the child. The egocentric stage where the child speaks according to his way of thinking and adult speech is no longer a requirement. The stage of internal speaking where in the thought process the child has had full appreciation.[6]

### **3.2.3 Characteristics of Language Skills for Children aged 5-6 Years.**

According to [7] the characteristics of language skills of children aged 5-6 years are as follows: (a). Can already say more than 2,500 words (b). The scope of vocabulary that can be spoken by children includes color, size, shape, taste, smell, beauty, speed, temperature, difference, comparison, distance, and surface (rough-smooth).(c). Can perform the role of a good listener. (d). Can participate in conversations. The child already has listened to other people talk and respond to those conversations. (e). Conversations carried out by children aged 5-6 years involve various comments about what they and others are doing, and what they are seeing.

In line with the growth and development of children's language, their language products increase in quantity, breadth and complexity. Children gradually develop from doing expressions to doing expressions by communicating. They are usually able to develop thoughts through conversations that can captivate the hearts of others. They can use language in various ways such as asking questions, dialogue, and singing. Since the age of two, children show an interest in naming objects, and continue to develop according to their age so that they can communicate with a wider environment, and can use language with richer expressions [8].

Montessori [9] sees that children's language development when children enter the age of four, is when children will learn to read and write with great enthusiasm. This is because they are still in a period of general sensitivity to language. Montessori observes that children often "spill everything out in writing, and because of the sensory experiences of their early years, writing usually occurs before the child can actually read.

## **3.3 Validations Of Design**

In design validation, the validator validates two product development items and tools or instruments to measure product performance, namely the design of the serial image holder, the instruction set that supports serial imaging and the shelf quality questionnaire. Broadly speaking, validators are divided into two, namely Early Learning Material Expert Validators and Early Learning Practitioners Expert Validators. Validation is done by giving the first draft of serial drawing tools along with a thesis review sheet to the experts. The questionnaire in the form of a questionnaire includes aspects that will measure whether the vehicle design is appropriate. Serial drawings and expert input on vehicle design are

divided into two elements, namely design elements and teaching materials elements with each element consisting of five metrics. The design elements are divided into six indicators, namely: performance, information, economy, safety and efficiency. Elements related to teaching materials are also divided into six indicators, namely curriculum, science and technology, integration, activity design, and duration/time.

According to [10], states that with the help of language, children grow from biological organisms to become individuals in groups. The person thinks, feels, behaves, acts and views the world and life like the people around him.

Based on the opinion above, the researcher can conclude that language is an intermediary tool to communicate with other people using a symbol system in expressing the expected thoughts, feelings, and desires.

### **3.4 Expert Validation of Early Childhood Learning Material**

Review of Early Childhood Education Materials by Early Childhood Education Professionals Data was collected by presenting drafts from media productions. The pictures in this series are accompanied by an assessment in the form of a questionnaire.

The results of the validation of the quality aspect of the serial image carrier by each from Early Childhood Education learning material expert indicate that the quality of the serial image carrier product developed in phase I is in the "Very Good" category.

### **3.5 Expert Validation of Early Childhood Learning Practitioners in Schools**

Experimental data to validate the expertise of early childhood students on serial image media is obtained by displaying a product draft of serial image media along with a price assessment data sheet in the form of a questionnaire. The results of the validation of the qualitative aspects of the Picture Series media by each from Early Childhood Education learning method expert indicate that the quality of the Picture Series media products developed in phase I is classified as "Very Good".

### **3.6 Revision Of Media Products Series Drawings Before Small-Scale Product Trials**

Based on expert advice, the next step is to conduct a product review before being tested on a small scale.

#### **3.6.1 Small-Scale Product Trial**

After the product that carries the series image is validated and reviewed by experts, the product is then tested as a small-scale trial product, which is a form of further research to see how well the support for the series image has developed. can apply. Small-scale trials were conducted on 50 children from Tunas Melati Yamra Kindergarten and 20 children from Gotong Royong Kindergarten. The identification of the two

kindergartens was obtained from a random sampling process, namely random selection of 6 classes in Tunas Melati Yamra Kindergarten, 3 classes in Gotong Royong Kindergarten. Small-scale product testing is conducted on Tuesday. To determine the quality of the developed serial visual media, it is necessary to test the children's speaking ability after listening to the stories of the developed serial visual media. In this study, a tool in the form of an observation sheet provides the contents of the story that is heard, specifically 5 questions including: scenario, characters in the story, story context, ease and courage. The following is a representation of the data from the observations of children after listening to stories using the media. A series of drawings has been developed, the results of small-scale product testing.

**Table 1.** Media Quality Score Series pictures by Kindergarten children in Small-Scale Product Trials.

Based on the table above, it can be explained that in the small-scale product trial, it was known that the quality of the Tunas Melati Picture Book Media and the Media Manual for Preschoolers Tunas Melati Picture Book Series was known. " This is indicated by the

Indicator	Total Rating Score from children	Percentase
YPK Gotong Royong Kindergarten	Tunas Melati Yamra Kindergarten	
Storyline	25	25
Story Characters	30	30
Backstory	30	30
Smoothness	20	25
Courage	25	30
Average	30.5	32

achievement of a percentage score for the Media Product Quality Assessment Image Series and the Small-scale Media Standard Product Inspection Image Series with an average of 80.65%.

The next step, after all small-scale product test data has been collected, is to report the results to reviewers or perform Phase II validation.

Validation of the quality aspects of serial image carriers by each from Early Childhood Education learning material expert shows that the quality of serial image carrier products developed in phase II is always classified as "Very Good".

Validation of the quality aspects of serial image carriers by individual preschool learning experts in schools, shows that the quality of serial image carrier products developed during period II is always classified in the "Very Good" category. In addition to the evaluation of experts who practice early childhood learning in schools, contributions in the form of suggestions, comments and improvements to the production of multimedia visual series developed are also needed.

Based on the results of the second stage of validation, recommendations were obtained from all

validators, both specialist validators for from Early Childhood Education learning materials, and specialis validators. proceed to large-scale product trials.

### 3.7 Revision Of Media Products Series Image After Small-Scale Product Trials

Based on the small-scale product testing performance data and the expert recommendations described above, the next step is to tweak the product before mass imaging-enabled products are widely tested.

#### 3.7.1 Large-Scale Product Trial

After the Picture series multimedia product was tested on a small scale and edited based on contributions,

**Table 2.** Media Quality Score Series Drawings by Kindergarten Children in Large-Scale Product Trials.

Based on the table above, it can be explained that in

suggestions, comments and improvements from Reviewers and Experts of Early Childhood Learning Materials Validation of Student Learning from Early Childhood Education to schools, the product was then tested on a large scale. scale pilot product. In this study, large-scale product trials are a form of follow-up to examine how a well-developed serial image carrier can be applied to learning on a larger scale. Large-scale product trials were conducted on 150 children from 5 kindergartens in Merauke, namely 30 children from Pembina State Kindergarten, 35 children from Pertiwi XI Kindergarten, 30 children from Maria Goreti Kindergarten, 30 children from Kartika Kindergarten and 25 children. from kindergarten St. Bernadeta.

products develops from time to time III is always in the

Indicator	Total Rating Score from children								percentase	
	Pembina Kindergarten	State Kindergarten	Pertiwi Kindergarten	XI	Kartika Kindergarten	Maria Kindergarten	Goreti Kindergarten	kindergarten Bernadeta		
Storyline	30		32		30		25		35	82.50%
Story Characters	35		35		35		35		35	100.00%
Backstory	40		40		40		40		40	100.00%
Smoothness	30		35		40		35		30	86.00%
Courage	35		40		35		40		30	84.50%
Average	35		35.8		38.2		35.4		35	96.25%

large-scale product testing, it is known that the quality of the serial image of the Pembina State children and the instructions for supporting serial images are known to be Kindergarten, Pertiwi XI Kindergarten, Maria Goreti Kindergarten, Kartika Kindergarten, and Kindergarten Bernadeta are classified as "Very Good". It is expressed as a percentage of the Vehicle Product Quality Rating. A series of photos and media manuals. The large-scale product test set increased from an average of 80.65% to 96.25%.

The next step, after all large-scale product test data has been collected, is to report the results to the validator or carry out Phase III validation.

The results of the validation of the quality aspect of serial image carriers by individual experts on from Early Childhood Education learning materials, show that the quality of serial image carrier products developed in stage III is always classified as "Very Good". In addition to expert reviews of from Early Childhood Education learning materials, contributions in the form of suggestions, comments and improvements to the development of multimedia visual series products are also needed.

Contribute as suggestions, comments and improvements to the quality aspects of serial image support, improvements are made to serial image support in development. In addition to confirming with experts on early childhood learning materials, the next step that must be taken after all large-scale product trial data has been collected is to confirm with from Early Childhood Education practitioners at schools.

The quality aspect of serial image carrier quality validation by preschool individual learning method experts, shows that the quality of serial image carrier

"Very Good" category. In addition to the evaluation of experts who practice early childhood learning in schools, contributions in the form of suggestions, comments and improvements to the production of multimedia visual series developed are also needed.

Contributions in the form of suggestions, comments, and improvements to the quality aspect of the serial image support will provide improvements to the serial image support being developed. Based on the results of Phase II validation, recommendations were obtained from all validators, both expert validators of early childhood learning materials and expert validators who carry out from Early Childhood Education learning in schools where in general the serial image carrier testing can be continued in the next stage, namely the image carrier production stage. series to improve language skills, series.

### 3.8 Revision Of Media Products Series Image After Large-Scale Product Trials

Based on the large-scale product testing data and expert recommendations described above, the next step is to edit the product before the product that supports mass imagery is produced. Product evaluation is carried out based on data from large-scale product testing results and input or recommendations from early learning materials experts and Lifetime learning experts for preschoolers in schools, along with a review of the Picture Media product range after scaling the trial product (1) Teachers must always motivate with various forms of appreciation so that the learning atmosphere is more fun (2) The background of the story must be clear. Picture series media are made with variations, if

possible, different versions or series of stories and wayang characters are made to add information to children and adapt to different themes of topics in kindergarten.

### 3.9 Research Findings

Based on the explanation above, this research gives the following results:

Children need media, the role of media in children does not yet have complete knowledge about the world, the existence of a tool in the form of serial images of carriers is very important in re-creating the scenarios they see. This supporting tool in the form of a series of supporting visuals acts as a liaison between the form and meaning of the story, between words and the meanings they contain.

## 4 Conclusion

The final result of this research is the Picture Media serial product and the Picture Media serial guide. Serial Picture Media, is a form of development of Serial Picture Media, namely media that can develop the language skills of preschool age children. The Picture Series Media Guide is a companion book for the Serial Picture Media which explains the use and learning process to develop preschool children's language skills, so that teachers can use serial visual media that have been developed for storytelling to develop language skills in preschools. children.

At the end of the research period, it can be concluded that the Picture Media series and the Picture Media series guide have very good quality. In more detail, it can also be explained that the level of product quality evaluation of Picture Series Media and Picture Series Media developed by preschool learning material experts is: 90%. The percentage of Picture Media product quality scores, a collection of Picture Media Series media manuals conducted by early childhood education experts in schools, is: 90%. The percentage score of the Media Picture Series product quality assessment, the Picture Media Series learning media media series for preschoolers in Merauke Regency who underwent a large-scale test was: 96.25%. Based on the results of the research above, this study makes the following recommendations: (1) For kindergarten children in Merauke Regency, continue to improve curriculum language skills at the Early Childhood Education Unit level. It is also suggested that children can enjoy serialized illustrated materials to improve the language skills of preschoolers, (2) For kindergarten teachers, adopt or use picture series media to improve the language skills of the children being taught, (3) For other researchers, it is necessary to continue to develop serial Picture Media products to improve quality, efficiency and support the learning process from Early Childhood Education to Kindergarten.

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