



Presentation Methods of Children's Work as an Effort to Develop Speaking Skills of 5-6 Years in Aba Kindergarten 03 Boja

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Abstract

Presentation method of the work is a method of presentation by using the work of the child as a medium in the delivery of material to his friends. Speaking skills are very important for the individual to the task of further development in the life of the community and in the world of work, thus honing the ability of speaking skills is very important. The aim of this research is to develop children's speaking skill, including linguistic aspects (pronunciation, vocabulary, and sentence formation) and non-linguistic aspects (courage, fluency, and body expression), and also to find out the great improvement of speech skills of 5-6 years in Kindergarten ABA 03 BOJA. The type of this research is experimental research with one group pretest and post-test design. The research was done by giving 12 treatments / treatment consisting of 37 children in group B. The data analysis technique used was descriptive analysis with SPSS 16 application. The result of the research using the method of presentation of the work before being given the action showed the ability of speaking skills of children with category Not Developed (BB) 12 children with percentage of 32.43%, category Started Developing (MB) is 13 children with percentage of 35.13%, Developed As Expected (BSH) Of 10 children with a percentage of 27.02%, and Very Good Developing (BSB) are 2 children with 5.4% percentage, and after being given Action category Developing (MB) 12 children with percentage of 32.43%, Expanding As Expected (BSH) 18 children with a percentage of 48.64%, and the category Very Good Developing (BSB) is 7 children with percentage 18.91%. Based on the result of the research shows that the method of presentation of the work improves the speaking ability of children aged 5-6 years in kindergarten ABA 03 Boja which before given the action that is 32.42% and after given the action that is 67.55%.

INTRODUCTION

Early Childhood Education is the most fundamental education because the development of children in the future will be largely determined by a variety of meaningful stimulation given from an early age. Suyadi (2014) argues that early childhood is the most appropriate time in providing encouragement or development efforts so that children can develop optimally. Early childhood is a unique and extraordinary individual, because they are able to absorb the various information provided by the environment.

According to Maria Montessori (Suntrock, 2007) children like a sponge that is able to absorb water that is around it. The point is that children who are in the age range 0-6 years have a great ability to absorb information and stimulation from the environment. Both good and bad stimulation can all be absorbed by the child. The environment in which children live is very influential for the growth and development of children, because children learn many things from the environment. It takes the role of an adult to create a good environment for children.

Educational institutions in charge of educating children with grasp, love, foster and provide appropriate stimulation in accordance with the stage of growth and development. Early childhood education aims to help lay the groundwork for the development of attitudes, knowledge, skills and creativity that students need to adapt to their environment and to further growth and development (Suyadi, 2014)

According to Ki Hajar Dewantara (Diana, 2013) said that education is not only put forward the intellectual intelligence alone, because if only rely on the intellectual aspect alone will keep children from the social environment of the community where the child is located. The educational system that is suitable to be applied in Indonesia according to him is the system among which is the method of learning based on *asah*, *asih*, and *foster*, that is honing the existing abilities in children and provide appropriate guidance for children with affection.

According to Ki Hajar Dewantara (Diana, 2013) the basic virtue of the main duties of educators are: 1) develop the creation, the development of power of thought / cognition. 2) to develop a sense of attitude / behavior development. 3) to develop initiative, namely skill development. The third thing is the task of teachers in schools to develop children from the thinking, attitude, and skills of children. This is useful for children and a provision in entering the next stage

of development.

The concept of learning according to Hamalik (2002) is a continuous and continuous learning, learning while playing, learning by setting a good example of a child, introducing and practicing the principles of religious norms by providing religious practices aimed at shaping attitudes and awareness of the importance of religious activities. In the learning process required methods and strategies in order to condition the conducive learning atmosphere.

TK ABA 03 Boja is a school that was established since 2000. At the beginning of the learning model that is used is classical, angle, and rolling. Learning methods used in the learning process also varied, as for them the methods of question and answer, demonstration, assignment, and tell stories. The four methods are often used by teachers in daily teaching activities.

Learning activities begin at 07.30 WIB followed by opening activities such as reading shahada, prayer before studying, reading letters, hadith, and memorizing Pancasila, then in proceeding with the presence of students, and then *apersepsi*. In the core activities of the teacher provides three kinds of activities that will be completed by the children with the model of learning rolling (ie moving / alternating from one group to another group). Activities provided in the form of giving tasks that must be done children in the activity sheet of children (LKA) respectively. When completing the child activity sheet (LKA) for about 15-20 minutes, when the child finishes the work sheet / magazine is collected forward at the teacher's desk, then the child moves the group to work on the next sheet.

After the core activities are completed with resting activities and when closing activities the teacher asks the child about the activities that have been implemented earlier. The method of assigning the task limits the child to explore and explore the potential that exists in him, because the child is limited in conveying his or her own aspirations. Interaction skills of one student and other students in friendship fairly good, because the child is able to play together and the child can respond to his friend. However, when a child speaks in front of a class, not a few children are silent and embarrassed to express themselves in front of their friends and teachers. This is partly because the opportunity to express the idea of a child is lacking, so there is a need for appropriate methods to stimulate children's speaking skills (Azizah, 2013).

Based on the above, it can be formulated the problem as follows "how to improve the abi-

lity of speaking skills of children aged 5-6 tahun in kindergarten ABA 03 Boja with presentation method of the work?”. With the aim to know whether there is an increase in the ability of speaking skills of children aged 5-6 tahun in kindergarten ABA 03 Boja with presentation method of the work.

There are various learning methods that can be applied in school, each method of learning has characteristics and characteristics of each. According Permendikbud number 146 year 2014 Learning method is a way used by educators in doing learning activities to children to achieve certain competencies. Learning methods are designed in a meaningful and fun play activity for children with a goal of providing knowledge and experience to children in a real way.

Provision of varied teaching methods encourages children to be more stimulated in various aspects of development. In fact, based on observations made in Kindergarten ABA 03 Boja shows that the use of teaching methods is less varied to stimulate child development. The teaching methods used in the school are assignment, demonstration, and question and answer. Thus, the development of children's speaking skills is lacking. This is evident from the ability of the child when the forward to the class to introduce themselves tend to be silent and difficulty in expressing in the form of a sentence, there are even children who do not dare to come forward to introduce themselves.

Presentation is one of the teaching methods derived from the English word “presentation” which means giving (of an award), presentation (of a speech), introduction (of s.o to s.o), presentation / performance (of a play). According Djamarah and Zain (2006) presentation included in the learning system expository learning method with the presentation of materials that are prepared in a neat, coherent, and systematic. The use of presentation methods can increase learning interest and student learning outcomes to achieve the specified success indicators (Lumuan, 2013). In order to be used in children aged 5-6 years, researchers utilize the work of students as material presentation to convey information about the ideas / ideas to listeners (friends and teachers).

Structure greatly affects presentation quality. A material presenter can deliver the presentation coherently from beginning to end. According to Binham (2015) in general, the presentation structure consists of three parts: opening, this section is the initial stage of presentation, where a presenter builds a good relationship with the listener to attract attention and motivate to listen to

the presentation, both discussions, effectively and efficiently. At this stage, the presenter needs to involve the audience in the presentation to make it more fun and not boring, the third cover, this stage requires the presenter to leave something memorable to the listener. How to close a presentation can be done by summarizing the main message, using statements, using quotes, etc.

According to Aisyah Siti (2014) The work of children can basically be a pure work, used to express something, the work of applied and practical work modification works to replace the original object. While the work according to Ayuningtyas (2014) is the work of students after doing an activity can be a work of hands, artwork or display of children. For example: drawing, painting, folding, collage, clipping, writing / streaking, roncean results, building blocks, dance, etc. So the presentation method of the work is a way to convey ideas / ideas to the listener (friends, teachers, others) by using the media of students' work as material. It is hoped that using the work created by the students can be used as material to convey information to the listener and children's speaking skills can be improved.

Talk is a means of communication with others, so to be able to convey the intent to be understood by others then the individual must have the ability to communicate. Communication can be done in the form of written language, oral, hand gestures, and so forth. The first task in communication is the understanding of the words of other people, and the second task is learning to speak (Hurlock, 1991). Tarigan (Sha'diah, 2015) argues that speech is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas, and feelings. According Djwandono (Mulyana, 2007) speaking is expressing the mind verbally.

Hurlock (1978) says that the main task in learning to speak includes three separate but interconnected processes: learning to say words, to build vocabulary, and to form sentences. In line with Hurlock's opinion, according to Djwandono (Sha'diah, 2015) aspects of speech skill include linguistic and non-linguistic aspects. Linguistic elements include clear pronunciation, fair application of intonation, choice of words, and the application of clear sentence arrangements. While the non-linguistic elements include courage, fluency, and expression / gestures of the body.

Relevant research is a study of Daroah (2013) in his thesis entitled “Improving Language Ability Through Storytelling Methods With Audio Visual Media In RA Perwanida 02 Slati”. With the results of his research is learning

through storytelling with audio visual media can improve the language skills of children with 85% success rate which is the target of research.

According Sugiyono (2014) hypothesis is a temporary answer to the formulation of the problem, said temporarily because the answer given new based on the relevant theory not yet on empirical facts. Hypothesis in this research is, H_a : there is improvement of speech skill by using presentation method of work in learning of children aged 5-6 years, and H_o : no improvement of speaking skill by using method of presentation of work in learning of children aged 5-6 years.

METHOD

The approach in this study is quantitative. According Sugiyono (2014) quantitative methods can be interpreted as a research method based on the philosophy of positivism, used to examine the population or a particular sample, sampling techniques are generally done by random. Data collection using research instruments, data analysis is statistical with the aim to test the hypothesis that has been set.

This type of research design includes one group pretest-posttest design, in this design there is a pretest before being treated and posttest after being treated. Thus the treatment results can be known more accurately, because it can compare with the situation before and after treatment.

In doing research, researchers need to understand the variables and types in constructing the theory. Variables refer to the characteristics or attributes of an individual or an organization that can be measured or observed (Creswell, 2010). The independent variable in this research is the presentation method of the work that is a way to present something, such as ideas, thoughts, or suggestions to a group of people orally using the work as a medium of information delivery. The dependent variable in this research is speech skill that is proficiency in expressing oral language covering linguistic aspect, like pronunciation, building vocabulary, and constructing sentence, as well as non linguistic aspect such as courage, fluency, and expression.

Population, according to Sugiyono (2014) population is a generalization region consisting of objects and subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The population in this study were students at Aisyiyah Bustanul Athfal 03 Boja Kindergarten. The sample, according to Sugiyono (2014) sample is partial or representative of the number of population studied.

The sample in this research is the students of class B with the number of 37 students. Data collection techniques used in this study is to use a research instrument questionnaire that has been measured the validity and reliability. The instrument used in this research is a checklist. Instrument using Likert scale model is made to know the ability of speaking skill is before and after given action method of presentation of the work.

Researchers use SPSS 16 application in analyzing data. SPSS is a statistical computer program that serves to assist in the processing of statistical data accurately and quickly, and generate the various outputs desired by decision makers.

RESULTS AND DISCUSSION

The results to be discussed in this research is the improvement of the ability of speaking skills of children aged 5-6 years. The research was conducted to know the level of the development of the 5-6 years old speaking skill of children at ABA 03 Boja kindergarten by applying the method of presentation of the work in learning. Measurement of children's speech skills is measured by using assessment instruments that have been measured by their validity and reliability. Measurements are made to determine the improvement of ability to obtain results that are comprehensive, accurate, and intact.

Research begins by observing students to determine the initial ability of speaking skills. Assessment of value is assisted by classroom teachers so that the data taken is more accurate, considering that the class teacher is the better understanding of the students. Researchers then provide action in the form of presentation method of the work done as many as 12 times of meetings. Then performed data processing with SPSS 16 applications. Data analysis in this study using descriptive method by describing data that has been processed for data more readable and meaningful, so the influence of the use of methods of presentation of the work on the ability of early childhood speaking skills 5-6 years before and after the treatment can be known easily. To simplify the calculation of the final results of both pretest and posttest,

Data from descriptive analysis of 37 respondents showed that the mean (pretest) was 138.08 and the value for posttesters was 153.51. The median value of the pretest respondents was 135 and the median value in the posttest respondents was 154. The smallest (minimum) value of the pretest respondents was 110 and the smallest (mi-

nimum) of the posttest respondents was 132. The maximum value of the pretest respondents was 172 and the largest of the respondents posttest is 183. From these data can be seen there is an increase of average score from 138,08 to 153,51, this means there is improvement of ability of speech skill of children aged 5-6 years by using presentation method of work.

Result of calculation of normality test of research data conducted to measure whether respondent data have normal distribution or not. Data is normal if the sig level in Shapiro-Wilk table is more than 0.05, then the data is said to be normal distribution. The result of normality test of data obtained significant level of ability speaking skill of children aged 5-6 years when pretest equal to 0396 and at posttest equal to 0348. From these results can be said that the significant level is greater than α . Thus the data ability of speech skills of children aged 5-6 years is from a population that is normally distributed.

Homogeneity testing is used to provide confidence that the set of data in a series of analyzes is indeed from a population that is not much different. Homogeneity test obtained sig value of 0.359. Criteria testing homogeneity data that is if significant value > 0.05 then the variants are the same or homogeneous. Based on homogeneity test results can be concluded that the ability of speaking skills of children aged 5-6 years have the same or homogeneous variants because $0.359 > 0.05$.

Next is data analysis with hypothesis test using t-Test to know the difference between effect of before and after given treatment by using data of pretest and posttest result. Hypothesis test results obtained that the probability value (sig 2 tailed) is $0.00 < 0.05$, then H_a accepted and H_0 rejected, meaning there is a significant difference in the level of speaking skills of children aged 5-6 years after applied method of presentation of the work.

To develop speech skills in early childhood needs proper stimulation and allows children to explore themselves. Giving children a chance to talk can improve children's speech skills (Djamarah and Zain, 2006). Providing treatment with the application of presentation method of the work helps the child to achieve both aspects of speaking skill are the language aspect and non linguistic. Giving children the opportunity to tell stories before their friends can develop children's speaking skills.

Learning activities in kindergarten certainly can not be separated with the work. Various materials either from nature or artificial can dik-

reasikan into a work that can develop the potential that is in the child. Researchers make use of the work so that children can share stories with their friends about what they have made, so that children's speaking skills can be honed through the activity. In line with research conducted by Umaroh (2013) that with storytelling can improve students' language skills.

Implementation of treatment (treatment) presentation method of the work done on core learning. The learning model in the school uses a rotating model consisting of three study groups, so that the implementation of presentation method of the work is done in one study group and in turn. When the child has finished making the work at a predetermined time of 20 minutes, then the child in one group goes to the next group for presentation with the work he has made before a friend in one group, the same time is 20 minutes, so every children have 1-1.5 minutes for presentation. Presentation method is implemented 3-4 times a week and done 12 times.

In the presentation of the method of presentation of the work, the ability of children's speaking skills can be seen from linguistic aspects that include pronunciation, vocabulary development, and the formation of sentences, as well as non-linguistic aspects that include courage, fluency, and expression / gestures. When the child tells his or her work in front of the audience the child can be trained to speak with articulation and structured sentences. When telling a child must have enough vocabulary to mention the objects that exist in the results of his work. Children are trained to use structured sentences (S-P-O) when conveying their intent and purpose to the audience. Child's courage comes when the child must come forward to tell the story of his work with the expression / gestures of the body according to the story line he brought.

The use of language in the presentation needs to be optimized ie verbal and non verbal language. Verbal language is the primary means to express our thoughts, feelings, and intentions. Verbal language uses words that present different aspects of our individual reality, whereas non-verbal language is a gesture that includes behaviors that are part of communication (Mulyana, 2007).

The ability of children's speaking skills began to increase from before being given action / treatment. From the beginning his child shy to move forward is now bold to move forward. The use of sentences began to look intact and complex, the child began to use adverbs, such as "this me, Abi, and Umi are playing in the garden near

my house during the day". The child starts fluently in speaking in 3-5 sentences to tell something to his friend. Ability in the expression / gestures of the body began to be seen when the child is able to make eye contact with the other person and use tanggannya to point or demonstrate something.

According to Zubair (Faizah, 2013) gives the opportunity for children to talk stimulate the development of children's speaking skills. The existence of opportunities for children raises motivation in the child, so that the development of speech will be more optimal. In this case the child is given the opportunity to tell stories in front of his friends using the work that has been made as a medium of information delivery.

Although this research has been carried out as well as possible, this research has its limitations. The limitation of the researcher is the collection of data using the scale of the ability of speaking skills of children aged 5-6 years conducted by the researchers themselves have the possibility to bias so that the resulting data is far from perfection. In addition, the time of execution of research given 1 hour in core activity for 37 children presentation felt narrow with ratio 1 researcher.

CONCLUSION

Based on the results of the analysis and discussion can be concluded that the method of presentation of the work improves the ability of students' speaking skills on aspects of language that include pronunciation, vocabulary, and the formation of sentences, and non-linguistic aspects that include aspects of fluency, courage, and expression / body movements, which before given the action that is 32.42% and after given action that is 67.55%. It is expected that teachers can use the presentation method of the work in the learning of children aged 5-6 years with packaging that appeals to the child and provides an opportunity for the child to express his / her ideas for more stimulating children's speaking skills.

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