MIKAILALSYS
Journal of Multidisciplinary Sciences

e-ISSN : 2987-2286
p-ISSN : 2987-3924

Index : Dimensions, Scilit, Crossref, Garuda, Semantic, Lens,Google Scholar,Base, etc

https://doi.org/10.58578/mikailalsys.v1i2.1349

THE INFLUENCE OF LEARNING MEDIA FLASH CARD AND PICTURE IN THE DEVELOPMENT OF ENGLISH TO IMPROVE CHILDHOOD SPEAKING SKILLS

Anis Syafa Wani[1], Yani Lubis[2], Septiana Rizky[3]
UIN Sumatera Utara Medan, Indonesia
anissyafaw@gmail.com ; yanilubis@uinsu.ac.id

Abstract

Early childhood has a strong curiosity, that's one of its characteristics. This curiosity can be overcome by using the media as a media application. Because learning English as a language that is widely used in the world today is quite a difficult task, especially for young children. However, there are many ways to make learning English easier, especially speaking skills, by using learning media, such as listening to children's songs, watching animated videos, and using application features on mobile phones. Learning media is anything that is used to increase the effectiveness of learning for each student. Through the development of technology, education and mass media, they can create a more attractive and efficient way of teaching for everyone, especially children. In early childhood, the media used certainly attracts more attention, such as the use of flash cards and pictures. This learning media causes the emergence of creativity for every child which is useful for improving their abilities, especially speaking skills, so that children are even more courageous to express their opinions using English.

Keywords: Language Development, Speaking Skills, Early Childhood, Media

INTRODUCTION

Programs for Early Childhood Development are coaching initiatives aimed at children from birth through children are prepared to join higher school at the age of six through educational stimulation that promotes growth and promotes both physical and spiritual development (Law No. 20 2003). Early childhood education seeks to fully develop a child's potential.

Mikailalsys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

Early linguistic abilities were established, one of which was speaking. Talking is a method of effective verbal communication that enables one to express ideas clearly and fluently. Children between the ages of three and five have good language development. According to (Carool, Seefelt & Barbara A, 2008) at the age of 4 years the child's vocabulary development reaches 4000-6000 words and deep talk sentences of 5-6 words. A child's vocabulary at age 5 can increase to 5,000–8,000 words. even more complicated sentences being used. Due to the approach being employed being out of date with how children's language develops, internal constraints in children's spoken language expression in the classroom exist. Because children need to be able to express themselves in words and to urge others to do the same, language can give an enjoyable activity that helps spur language development. Activities must then be done through games that are descriptive.

Language development in children is greatly influenced by learning media. By watching and listening to media, kids develop their speaking skills. This is due to the fact that many educational apps and websites base their material on video games, educational toys, and textbooks. This facilitated the development of fluent speech considerably earlier than biological development would have permitted. Children learn to speak English in large part because to the media. We should keep in mind that during the past century, instructional mediums have undergone substantial development. The majority of people in the early 20th century acquired English at school through reading and writing instruction. But now, everyone uses their mobile devices to access instructional apps and games. It provides a simple means for people to pick up new skills.

METHODS

This study uses a research strategy that combines written analysis with various literature studies, references to theories relevant to the research problem, and begins with searching, analyzing, and then concluding to strengthen the analysis carried out, and also uses a qualitative method. According to Sari (2020: 920), literature review is research that collects data and information from various sources, including reference books, journal articles or research findings, notes, and various journals related to the topics discussed, arranged from data collection to processing to drawing conclusions using certain methods.

According to Hasanah & Sugito (2020: 915–916), this type of research is known as a literature review or literature review, aiming to answer problems through relevant literature and research data that has been carried out on research topics so that they can

conduct research indirectly down to the field . Research from literature and libraries about many hypotheses so that research can provide the anticipated results, it is necessary to know the extent of the development of related science. The literature review research project gathered information from several sources about how early media exposure affects children's speech development.

According to Ibnu (in Ainin 2010: 12), qualitative research is research in which the data are discussed orally and examined without statistical methodology. This research is qualitative in nature because it emphasizes exploring, discovering, interpreting, explaining, and presenting meanings or symbols from data, both stated and suggested by the data collected.

RESULTS AND DISCUSSION

A. Media

The Latin term for middle, medius, literally means the middle of the introduction or lineage. Regarding the phrase, the medium utilized to support the teaching and learning process, some experts refer to it as learning media, while others use the term educational media. On the whole, all of the terms have the same meaning; the only difference is how they are used. The media serves as a bridge between different things. Usually used to simplify and speed up educational processes in schools and other settings. Utilizing media is one of the teacher's strategies for overcoming a pupil's lack of excitement and interest in learning because of how well it works to get around location, time, and sensory limits. (Aprinawati, 2017:74)

According to Djamarah, Syaiful Bahri, and Zain (2002), the media can be used to spread knowledge or transmit messages. When media is a source of learning, it can be broadly construed by people, things, or events that help students learn new information and develop new abilities. In education, emergence media (in this case, media learning) is one of which is indicated so that students are more motivated to the learning that is being delivered. Emergence media permits unification of two separate things, being an introduction of something, and making something into easier to use. The media can take the shape of straightforward objects like posters, brochures, posters, and other readily available, affordable tools and high-tech equipment.

The conclusion that can be drawn from some of the thoughts expressed above is that the media can be used as instruments, means, intermediates, and connectors to transmit, carry, or convey some messages and ideas to recipients. Therefore, educational media is everything that can be used to channel the message so that it can pique students' interests and help them learn by stimulating their thoughts, feelings, and actions.

B. Early Childhood Education Programs

Early childhood, also known as the "golden age," refers to a child who is between the ages of 0 and 6 years. Early childhood is an individual who is in a fundamental process, experiencing very quick development, and having a significant impact on the development of children in the future, claims Yulsyofriend (2013:1). The next point of contention made by Widiasari, Suarni, and Antara (2018:159) is that humans have traits that demand attention from their surroundings in order to develop into decent people and receive continuous complete service for all of their abilities. Each child's early development is unique, and because of this, it necessitates stimulation in all areas of development, including education. This stimulation should be appropriate for the child's developmental stage. Children who fall under the early age group are those who are under the age of six and are between the ages of birth and six. These children need the proper services to get them ready for the developmental stage that comes after this.

Early childhood education aims to support children from birth to age six in developing maturity in accordance with its rhythm. The aim of early childhood education, according to Latif, Zukhairina, Zubaidah, and Afandi (2016:23), is to develop the many potentials that children have from birth in order to thrive and adapt to their environment. Then Early childhood education, according to Susanto (2018:23), attempts to foster knowledge and understanding among parents, teachers, and other parties as a means of preparing children to adjust to their circumstances and begin primary school. Early childhood education helps children grow and become prepared to meet problems and advance the country in the future by focusing on their overall development and giving parents knowledge and understanding in the process.

C. Flash Card and Picture Learning Media

Learning media serves as a vehicle for delivering messages and knowledge to pupils. Learning media is a technology used to communicate messages and information learning, claims Arsyad (2015:3). Then Ardiyanti, Usman, and Bandu (2018:178) make it clear that media learning is a tool utilized by teachers in the teaching and learning process that also makes it simpler to absorb the offered material.

Flash cards are included in the visual media category of learning media, which also includes audio and audio-visual media. Flash cards are described as learning materials by Susilana and Riyana (2009:94) in the form of picture cards that measure 25x30 cm. The images on these picture cards can be created by hand, by photo, or by hand using the final image and pasting it on a flash card sheet. According to the study Alam & Lestari (2020:278), the use of flash card media regularly participated in building vocalbulary can assist teachers offer varied information simply. Along with the aforementioned viewpoints, Madyawati (2016:75) also provided an explanation of how utilizing a flash card can encourage language development, expand children's vocabulary, and convert reading activities on flash cards into regular activities. Flash cards are media that are both practical and easily customized to the information being presented. Children's abilities are also stimulated by it.

Speaking abilities must also be developed, and flash card media that can assist parents and teachers in stimulating many aspects of language development has been researched in Developing language. Flash card media in the form of picture cards helps children remember information more easily and stimulates their imagination by allowing them to focus on the images on one side of the card while providing a word made up of several raised letters on the other. This helps children learn to recognize letters, write, and expand their vocabulary at the same time, flash cards that are simple to make and use encourage teachers and parents to be creative when creating flash cards that can catch children's attention, as well as making children happier to receive information. Not only do words made from some of the letters that are made embossed also help to develop children's motor skills.

D. Early Childhood Speaking Skills

Speech development is a component of language development. Language development, which has four basic components including reading, writing, listening, and speaking, influences other elements of development such as cognitive and social-emotional. Language is a means of communicating with others through conveying thoughts, ideas, and opinions, according to Putra, Jampel, and Sudatha (2018:31). Children's acquired speaking abilities should be given more attention, starting with clear word pronunciation, words spoken, intonation, and tone of voice because speaking abilities that aim to convey feelings and thoughts must be able to be conveyed in a clear way that makes other people understand what intended.

Teachers and parents must be able to differentiate between children according to their developmental stage in order to identify the acceptable speaking abilities for the child's age. At the age of 5 to 6 years, children's language development connected to speaking ability has advanced in the areas of new vocabulary, pronunciation, sentence building, growth in understanding the content of speech, and talking a lot, according to Suhada (2016: 120). In accordance with that, Lishartani, Fahruddin, and Nurhasanah (2020:79) found that children between the ages of 5 and 6 have characteristics of speech development that are influenced by their reading and listening skills. These characteristics are visible in the way that children interact with their environment, which is evident when they give information, ask questions, solicit assistance, and respond to questions. Children between the ages of 5 and 6 typically go through a period of adjustment from their home setting to their school environment, so it is important that school activities enhance children's social skills, particularly the growth of their ability to communicate with classmates. Additionally, according to Dhieni et al. (2013: 523), children between the ages of 5 and 6 have the following characteristics of speech development: they can participate in conversation, use words related to the order of events, use sentences of 5 to 11 words, respond to questions in a timely manner during group activities, convey simple messages, connect sentences that are repeated, use the words tomorrow and yesterday, and respond to "when" questions, and sing songs with brief sentences.

E. The Relationship Between the Use of Flash Cards and Pictures and Improve Speaking Skills Early Childhood

When properly and appropriately stimulated, children's language development can progress to its full potential. Children need to be taught language skills, one of which is continuous speaking ability with the goal of encouraging children to reflect and have a larger vocabulary resource so that the child does not encounter issues in communicating.

By switching up the exercises, teachers can make learning more engaging for the students, thereby enabling them to achieve their speaking-skills improvement objectives. Using serial image media, or media learning in the form of images contains stories with several sequences so between one story and the other images form a single unit which describes the event in the form arranged story, is one of the activities that can develop and stimulate children's speaking ability.

The following are things to watch out for while using Flash card media and picture series in storytelling activities: 1) The focus is primarily on the connection between each picture and the story, 2) While reading aloud, stories are read slowly (not in a rush), with proper volume, and with clear pronunciation. 3) The narrative featuring the child is replayed, and the significance of each image is discussed. 4) The image was made rather large so that all of the kids could view it. The image has to be somewhat enlarged and colored in an intriguing way. 5) the image's alignment parallel to the child's line of sight. (Tadkiroatun, 2019)

CONCLUSION

Based on the discussion that has been described, it can be concluded that the early years are the best time to provide a diversity of stimuli in order to maximize all areas of development. This is due to the fact that childhood is a time when all components of growth are at their peak. Development of children's language, including speaking skills, is one area of development that can be optimized at a young age.

Speaking proficiency and ability students' vocabulary is stronger when they use flash cards and images than when they don't. With media flash cards, kids are more motivated to learn and are more imaginative when telling stories based on the images they see.

REFERENCES

Alam, S. K., & Lestari, R. H. (2020). Pengembangan Kemampuan Bahasa Reseptif Anak Usia Dini dalam Memperkenalkan Bahasa Inggris melalui Flash Card. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 4(1), 274–279.

Arsyad, A. (2015). Media Pembelajaran. Jakarta: Rajawali pres.

Dhieni, N., Fridana, L., Muis, A., Yarmi, G., & Wulan, S. (2013). Metode Pengembangan Bahasa. Journal of Chemical Information and Modeling, 53(9).

Hasanah, N., & Sugito. (2020). Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Analisis Pola Asuh Orang Tua terhadap Keterlambatan Bicara pada Anak Usia Dini Abstrak. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 4(2), 913–922.

Latif, M., Zukhairina, Zubaidah, R., & Afandi, M. (2016). Orientasi Baru Pendidikan Anak Usia Dini (Teori dan Aplikasi) (ke enam). Jakarta: Prenadamedia Group.

Lishartani, Fahruddin, & Nurhasanah. (2020). Penerapan Metode Bermain Peran Mikro untuk Meningkatkan Kemampuan Berbicara Anak Usia 5-6 Tahun di TK Negeri Pembina Mataram Tahun Ajaran 2019/2020. Indonesian Journal of Elementary and Childhood Education, 1(2), 77–82.

Madyawati, L. (2016). Strategi Pengembangan Bahasa pada Anak. Jakarta: Prenadamedia Group.

Putra, I. N. A., Jampel, I. N., & Sudatha, I. G. W. (2018). Pengembangan Multimedia Flashcard untuk Meningkatkan Kemampuan Menyimak di TK Negeri Pembina Singaraja. Jurnal EDUTECH Universitas Pendidikan Ganesha, 6(1), 30–39.

Sari, M. (2020). Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA , ISSN : 2715-470X (Online), 2477 – 6181 (Cetak). Jurnal Penelitian Bidang IPA Dan Pendidikan IPA, 6(1), 917–929.

Suhada, I. (2016). Psikologi Perkembangan Anak Usia Dini (Raudhatul Athfal). Bandung: Remaja Rosdakarya.

Susanto, A. (2018). Pendidikan Anak Usia Dini (Praktik dan Teori). Jakarta: Bumi Aksara.

Widiasari, R. ayu, Suarni, N. ketut, & Antara, P. aditya. (2018). Pengaruh Pendekatan Fonik terhadap Kemampuan Membaca Awal pada Anak Kelompok B. E-Jurnal Pendidikan Anak Usia Dini, 6(2), 158–168.

Yulsyofriend., Febiola, Silvia., 2020. "Penggunaan Media Flash Card Terhadap Kemampun Berbica Anak Usia Dini". Jurnal Pendidikan Tambusai. 4 (2), 1028-1030.

Yulsyofriend. (2013). Permainan Membaca dan Menulis. Padang: Sukabina Pres.