

The effectiveness of using story-based pop-up book media on the speaking skills of children aged 5-6 years in the Pembina Padang State Kindergarten

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Abstract

This research was motivated by the problem of children's lack of speaking skills which have not yet developed optimally. There are various ways that can be done to develop children's speaking skills through telling stories using media that can attract children's attention, such as using pop-up book media using test and observation data collection techniques. The aim of this research is to find out how effective the use of pop-up book media is on children's speaking skills. This research uses quasi-experiment as a quantitative method. The population of this study was all children in the Pembina Padang State Kindergarten, while the sample was 14 children in each class B1 and B2. The average pre-test score of the experimental group was 9.57 and the average post-test score was 19.07. The average pre-test score for the control group was 10.50, while the average post-test score was 15.00. The final data set from the effect size test shows a value of $d > 1.00$, with a value of $d=14.42$ which is classified as strong, which means that the use of story-based pop-up book media is effective in improving the speaking skills of young children.

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INTRODUCTION

Early childhood are those under six years of age who experience rapid development and growth (Ahmad, Susanto 2018:1). When children are in this period, they must be given good stimulus and education so that they stimulate optimal development and growth of the child. Early childhood has unique qualities that need to be considered in order to take the next level (Yulsyofriend & Anggraini, 2019). Early childhood education is an educational institution that provides a special forum to stimulate various aspects of children's growth and development (Suryana, D 2020). Aspects of child development include aspects of religious and moral values, language, cognitive, social emotional, arts and culture. Development is a pattern of change where children learn to master more complex levels of various aspects. One of the most important aspects in child development is language development.

The development of language or communication in children is one aspect of a child's developmental stages that should not escape the attention of educators (Kholilullah 2020). Language development for early childhood consists of four types, namely listening, speaking, reading and writing (Suryana, D, 2018). Language development must be carried out in a balanced manner in order to obtain optimal development.

Seeing the importance of language development in children, the government is encouraging teachers and parents to motivate children, so that children have good language skills from an early age, especially speaking skills so that children can express their interests and abilities according to the level of development at their age (Alfatihaturohmah, 2018). Through speaking, children are able to express their thoughts using language so that other people can capture what the child is thinking and create communication (Hidayati, 2019).

This research will discuss the development of children's speaking skills at the Pembina Padang State Kindergarten. Not all young children have good speaking skills. There are several obstacles experienced by children and it is feared that this could affect the child's daily life, especially in terms of communication. There are many ways or learning methods that can be used for young children to improve their speaking development, one of which is by using the storytelling method. The storytelling method can develop language and speaking skills, enrich vocabulary, introduce emotions and expressions (Jazilurrahman, 2022). Using the storytelling method will create messages and impressions that can be absorbed by children because through an interesting storytelling method, conveying the moral message contained will more easily stick in children's minds (Putri & Arifin, 2020). Storytelling activities can be used as a basis for practicing children's speaking skills.

Children's speaking skills need to be improved by creating activities that are interesting, fun and liked by children, and can stimulate children to develop their speaking skills (Fitriani, Dewi 2019). Therefore, researchers feel it is necessary to apply the pop-up book storytelling method, where a pop-up book is a picture book that is different from other books and has unique elements and characteristics. Pop-up books have images that appear, which can be felt when opening the pop-up book page, where children are able to more easily capture concrete learning (Hidayati, 2019). Usually children are more likely to learn easily if the learning process is concrete, and this pop-up book media also hopes that children will be able to further improve their speaking skills. The appearance of the pop-up book is very interesting because it has three-dimensional elements and kinetic movement. The objects formed in a pop-up book can resemble the original shape of an object that will be displayed (Alviolita & Huda 2019).

Based on the results of observations conducted by researchers at the Pembina Padang State Kindergarten. To find out children's speaking skills, namely by using the storytelling method, the teacher carries out storytelling activities using only media or picture books so that there is no motivation for the child. When the researcher observed that when the teacher told the story, there were some children who wanted to listen and there were also some children who did not listen to the story the teacher told. The children were not interested in the story being told because the media used by the teacher was less interesting for the children and the intonation in telling the story by the teacher was not creates motivation for children in listening to stories, children are not able to ask questions after listening to stories, children are not able to repeat the contents of the story and children cannot concentrate when listening to stories told by the teacher because the media used is only pictures so children feel bored and fed up.

Based on the results of observations in class B1, the researcher was interested in carrying out storytelling activities using pop-up book media which he made himself using straw paper covered with white cardboard

and made several variations with several subtopics about various animals, thus creating motivation and Children are interested in listening to stories through pop-up books to develop children's speaking skills.

Based on the explanation and problems above, the researcher is interested in researching the "Effectiveness of Using Story-Based Pop-up Book Media on the Speaking Skills of Children Aged 5-6 Years in the Pembina Padang State Kindergarten" so that it can motivate and provide the latest innovations for researchers and readers in the future. in applying pop-up book media to children's speaking abilities. Therefore, researchers feel it is necessary to implement the use of story-based pop-up book media which can help children present interesting language learning in the form of research and development at the Pembina Padang State Kindergarten.

METHOD

The type of research carried out in this research is an experiment with a quantitative approach in the form of quasi-research using experimental techniques using test and observation data collection techniques. As said by Sugiyono (2019), the experimental research method is a research method carried out by experiment, a quantitative method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. The sample for this research consisted of 14 children in classes B1 and B2, while the population was all 135 children attending the Pembina Padang State Kindergarten. Researchers prepare their research instruments before starting any research.

Before starting the research, the researcher made initial observations to collect data. In this research the stages are: 1) Planning stage, here the researcher determines the research schedule, chooses topics, subtopics and, using the same number of children for each group, chooses an experimental group and a control group; 2) Implementation stage, on the first day of the research a pre-test of children was carried out regarding children's speaking skills in the experimental class and control class, the test was initiated by the researcher while in the control class it was carried out by the class teacher, the implementation of storytelling activities was given treatment in the experimental class using pop-up book media and control classes are carried out by the class teacher with storytelling activities using the usual media, namely picture story books. This treatment was carried out 3 times in the experimental class while no treatment was given in the control class.

Final assessment (post-test) of the storytelling skills of children aged 5-6 years in accordance with the indicators or statements in the research instrument. Finally, the researcher collected the results of research on the influence of children's speaking skills in the experimental class and control class, which consisted of the results before and after being given treatment. . The t test was used in this research to analyze the data, and the effect size test was to test how effective using pop-up books was on children's speaking skills, but the homogeneity and normality tests had not been completed as a prerequisite. The following is the research design:

Table 1. Research Design

No	Class	Sample	Information
1.	Group B1	14	Experiment Class
2.	Group B2	14	Control Class

RESULTS AND DISCUSSION

Result

Early childhood is a group of individuals aged 0-6 years who are experiencing a very rapid growth and development process, which is even said to be a developmental leap. At this age is the right time to improve the various abilities that children have. These abilities can be given stimulation, tutorials, encouragement and treatment that is appropriate to the child's level of development.

Various aspects of development in early childhood will occur in learning activities, including an understanding of children's social emotional, language, cognitive, physical motoric, moral and of course

understanding of religious values that can be developed well. of course with the role of teachers, parents and the surrounding environment. Children's language skills are one of the abilities that should experience development during this period.

Language is the main medium that exists within humans as a tool in communicating with other people, so language has an important role in interacting with humans. There are two aspects of language skills, namely expressive language skills (expressed) such as writing and speaking, then the second is receptive language skills (received, understood) such as: reading and listening. A child's speaking ability is said to be good if the child is able to give meaning to words, connect new words and be able to ask questions.

An educator can use various methods to stimulate young children's speaking skills, where the storytelling method is an activity carried out by someone verbally as a tool to convey messages, stories or information to be conveyed to other people. Telling stories using pop-up media can support story visuals to make them more interesting and interactive.

Pop-up books are a medium that can attract and give a unique impression to children with the aim of ensuring that children can focus and be calm when listening to lessons. Therefore, pop-up book media is needed that can attract children's attention and can improve children's speaking skills.

This research was carried out on 5-21 August 2024. This research was conducted at the Pembina Padang State Kindergarten, with a research sample of 2 classes, namely B1 as the experimental class and B2 as the control class, with a total of 14 children from each class. This research was carried out by providing treatment through the use of story-based pop-up book media in the experimental class which was guided by the Daily Learning Implementation Plan (RPPH) which the researcher made before conducting the research.

Based on the results of the formulation of the research problem to be achieved, data was collected regarding the effectiveness of using story-based pop-up book media on the speaking abilities of children aged 5-6 years at the Pembina Padang State Kindergarten. This research was carried out in 5 meetings consisting of one initial test (pre-test), 3 times treatment, 1 time final test (post-test). The assessment in this study uses a categorization of numbers one to four with the number of items or statements used being 6 statement items.

Table 2. Reliability Calculation Results Using SPSS 26

Reliability Statistics	
Cronbach's Alpha	N of Items
.746	6

From the test results above, the Cronbach Alpha coefficient calculation is $0.746 > 0.60$. Thus it can be concluded that all statement items from both the independent and dependent variables are reliable.

Table 3. Comparison of Pre-test and Post-test Experimental and Control Classes

Experimen Class				Control Class			
Name	Pre-test	Post-test	Difference	Name	Pre-test	Post-test	Difference
AN	9	18	9	AF	12	13	1
AQ	10	20	10	AN	9	14	5
AY	10	19	9	FR	10	13	3
ME	14	22	8	SQ	11	15	4
QN	9	19	10	LF	10	17	7
SF	10	21	11	RF	11	17	6
CA	11	20	9	AL	11	18	7
NR	9	19	10	HN	13	14	1
AD	7	13	6	VN	10	14	4
KH	9	21	12	ZK	11	16	5

AK	13	22	9	HY	9	13	4
ZF	8	20	12	FZ	10	16	6
RF	7	16	9	NB	11	15	5
SY	8	17	9	SN	9	15	6
Amount	134	267	133	Amount	147	210	64
Average	9,57	19,07	9,50	Average	10,50	15,00	4,57

Table 4. Normality Post-test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Post-test Eksperimen	.203	14	.123	.907	14	.143
	Post-test Kontrol	.160	14	.200*	.928	14	.286

Based on the table, the post-test results in the experimental class were 14 children and the control class was 14 children. The Kolmogorov-Smirnov sig value for the experimental class is 0.143 and for the control class is 0.286. Then, based on the calculation above using Kolmogorov-Smirnov, it can be concluded that the average data is normally distributed because it has a value > 0.05 . So it can be concluded that the data is normally distributed.

Table 5. Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.008	1	26	.325
	Based on Median	.954	1	26	.338
	Based on Median and with adjusted df	.954	1	20.047	.340
	Based on trimmed mean	.972	1	26	.333

Based on the SPSS 26.0 test table, it can be seen that the significance value is 0.325 because the significance value is more than 0.05, namely $0.325 > 0.05$, so the data can be said to be homogeneous, so the two classes used as research are homogeneous classes, because the two classes are homogeneous then research can be carried out.

Table 6. Results of Post-test Hypothesis Testing for Experimentl Class and Control Class

		Group Statistics			
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil	Post-test Eksperimen	14	19.07	2.464	.659
	Post-test Kontrol	14	15.00	1.617	.432

Table 7. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference Lower Upper	
Hasil	Equal variances assumed	1.008	.325	5.169	26	.000	4.071	.788	2.452	5.691
	Equal variances not assumed			5.169	22.44 7	.000	4.071	.788	2.440	5.703

Based on the values obtained, it can be concluded that the sig value in the sig column (2-tailed) in the experimental post-test and control post-test t-test is $0.000 < 0.05$ so it is declared significant (there is a difference) between the class post-test data experimental and control class. So that the research variables can be concluded that H_a is accepted and H_o is rejected. The last one is the effect size test:

$$\begin{aligned}
 S_{pooled} &= \sqrt{\frac{(n_1 - 1)Sd_1^2 + (n_2 - 1)Sd_2^2}{n_1 + n_2}} \\
 &= \sqrt{\frac{(14-1)1,557^2 + (14-1)1,910^2}{14+14-2}} \\
 &= \sqrt{\frac{13,2,424249 + 13,3,6481}{26}} \\
 &= \sqrt{\frac{31,515237 + 47,4253}{26}} \\
 &= \sqrt{\frac{78,940537}{26}} \\
 &= 0,341725 \\
 d &= \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}} \times 100\% \\
 &= \frac{9,50 - 4,57}{0,342} \\
 &= \frac{4,93}{0,342} \\
 &= 14,42
 \end{aligned}$$

Based on the results of the effect size calculation, it can be concluded that the use of story-based pop-up book media is effective in improving the speaking skills of children aged 5-6 years at the Pembina Padang State Kindergarten, with a value of $d=14.42$. In accordance with the measurement criteria for the effect size test, the value of $d > 1.00$ is classified as high or strong.

Discussion

Child development includes several aspects including religious and moral values, language, cognitive, social emotional, arts and culture. One aspect that needs to be developed in early childhood is language. Language is a communication tool that is conveyed verbally and non-verbally to convey aims and objectives. Language is an expression of individual thoughts to communicate through listening, speaking, writing and reading (Anggraini & Yulsyofriend, 2019:74) therefore, it is necessary to stimulate children's language development, especially children's speaking skills.

Speaking skills are the skills to pronounce articulatory sounds or language sounds to express or convey one's ideas, thoughts and feelings so that they can be understood by others (Murniati & Anitra, 2019:67). One

form of speaking activity is telling stories. Children often have difficulty telling stories because they are not interested in the media used. Therefore, there is a need for media as a source of interesting story material. One of the media that can be used in storytelling activities is pop-up book media. Pop-up books are visual stimuli that become a source of story material for children (Alviolita & Huda, 2019:50).

The results of the research that researchers obtained from test results and observations were regarding the use of story-based pop-up book media on the speaking skills of children aged 5-6 years in Pembina Padang state kindergartens which have greatly increased, because pop-up book media has an attraction. for children so that children are more interested and focused when listening to stories, apart from that, this pop-up book media can stimulate children to acquire vocabulary by looking directly at each sheet of the pop-up book displayed (Alviolita & Huda, 2019: 50).

The results of developing children's speaking skills in the experimental class were more influential than those in the control class, overall there was an increase in the control class for pre-test 147 and post-test 210. Meanwhile, the average for the control class for pre-test was 10.50 and post-test 15.00. Apart from that, there was an increase in speaking skills using story-based pop-up book media in the experimental class, the children's pre-test scores increased to 134 and post-test 267. Meanwhile, the experimental class average for pre-test was 9.57 and post-test was 19.07. In both classes of the study the same increase but the experimental class had a higher score than the control class. Based on these results, it can be concluded that there is a significant difference between the speaking skills of children in the experimental class and the control class, thus showing that the use of story-based pop-up book media on children's speaking skills is very interesting and effective.

CONCLUSION

With an average pre-test score of 10.50 and post-test of 15.00, overall the control class increased, so the difference in the control class was 4.57. Apart from that, the experimental class also experienced an increase with an average pre-test score of 9.57 and post-test of 19.07 with a difference of 9.50. namely $0.000 < 0.05$ according to the two-sided sig value. The results of the experimental class and control class were significantly different, so it could be said that H_0 was rejected and H_a was approved, which means that the use of pop-up book media was effective in improving children's speaking skills.

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