

Picture story: Methods for developing children's language skills at Bustanul Athfal Pagerkidul Sudimoro Pacitan

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Article Info

Article history:

Received March 24, 2025

Revised April 8, 2025

Accepted April 26, 2025

Keywords:

Picture Stories

Language

Abstract

Early childhood is a golden age, therefore learning must be interesting and fun. One of the media to improve children's language skills is by getting children used to reading picture stories. Picture stories not only attract children's attention, but can also develop their imagination and creativity. the research method used is the Classroom Action research method, the research subjects were 10 children. Data collection techniques used interviews, observations and data analysis used were percentage analysis. The results of the study showed that the picture story method was able to improve the language skills of early childhood. the completeness of language skills using the picture story method reached 80%. cycle I 64.9 with a success percentage of 30%, and data from cycle II 83.2. the results of the study by using picture stories, children can more easily understand the context and meaning of each story. The sense of pleasure that arises when reading picture stories will make it easier for children to recognize letters, understand, and retell stories that have been read.

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INTRODUCTION

Child growth and development are influenced by several factors including external and internal factors. Child growth is the increase in weight and height of the child. While child development includes physical, motoric, language, cognitive and artistic development. Child growth and development will change with age. Elementary school is influenced by the stimulation they receive before entering school (Neuman & Powers, 2022; Ryan & Bowman, 2022) Language is a very important aspect to be developed in children from an early age. Language development is one aspect of development milestones that should not be ignored. The dependent variable in this study is the language skills of early childhood. Language skills include children's abilities in listening, speaking, understanding messages, retelling, and using language for social interaction. (Apriliyana, 2020). Optimal language development will support children's literacy skills in the future and be an indicator of readiness to learn at the next level of education..

Based on initial observations conducted at Bustanul Athfal Pagerkidul, Sudimoro District, Pacitan Regency, it was found that some children still have difficulty in expressing their ideas and feelings through words, are less enthusiastic in storytelling activities, and are limited in their vocabulary. Learning activities are still conventional, predominantly one-way, and have not utilized much interesting visual media to stimulate children's language skills. Several factors that cause these problems include learning methods that are not yet varied and not contextual, Lack of supporting media that can stimulate children's interests and verbal abilities, Teacher training is not yet optimal in developing learning strategies that focus on active and enjoyable language development, Learning environments that do not support natural language exploration, such as through discussion, storytelling, or role-playing(Cavalari et al., 2017).

One solution that can be applied is the use of picture stories as a learning method. Picture stories have visual and narrative power that can stimulate children's imagination, enrich vocabulary, and improve children's ability to listen, understand, and convey the contents of the story.(Noviany et al., 2024). Through this method, children can practice developing language skills actively in a fun and interactive atmosphere. The picture story method is one approach that can be used to overcome this problem. By combining text and images, this method can attract children's attention and make the learning process more enjoyable. (Noviany et al., 2024). Picture stories not only help children learn letters and vocabulary, but also stimulate their imagination and creativity. Picture stories combine text with attractive illustrations, creating a fun and interactive reading experience. Research shows that children who engage in picture story reading activities not only improve their vocabulary but also their reading comprehension and imagination skills.(Su & Ng, 2023; Sosu & Pimenta, 2023).

The picture story method offers several benefits. First, interesting pictures can capture children's attention and make them more interested in reading. Second, stories presented in the form of pictures help children understand the context and meaning of the text, making it easier for them to interact with the reading material. Third, picture story reading activities can be done collaboratively, where adults can discuss the story with children. (Wiguna et al., 2023), provide opportunities for children to express their opinions and feelings. However, although the picture story method is promising, there are still many challenges faced in its implementation.

Some educators may be less familiar with this technique or feel less confident in implementing it in learning activities. In addition, not all picture story books have good quality, so choosing the right material is very important. Therefore, this study aims to analyze the application of the picture story method in developing children's language skills at Bustanul Athfal Pagerkidul Sudimoro Pacitan. The use of picture stories in early childhood education has been widely studied in previous studies. Research by (Dini, 2018) shows that actively listening and discussing stories can improve children's receptive and expressive language skills. Another study by (Tri Ashari, 2024) in the PAUD journal shows that picture stories can significantly improve children's narrative abilities. However, the application of this method in local contexts, such as in rural areas such as Sudimoro, Pacitan, is still very limited and has not been widely documented in the form of research.

The novelty of this study lies in the Contextualization of the application of the picture story method in the PAUD environment in rural areas with distinctive socio-cultural characteristics, Integration of local culture in the content of the picture story, which is expected to increase children's involvement in the learning process. Participatory approach, where teachers and children are involved together in reading, discussing, and creating

picture stories collaboratively. By understanding the effectiveness of the picture story method, it is hoped that new ways can be found to improve children's language skills at an early age. This study also aims to provide useful insights for educators and parents in supporting their children's language development. The results of this study are expected to contribute to the development of more effective and interesting educational programs for children.

The formulation of the problem for the research journal entitled "Analysis of the Picture Story Method in Developing Children's Language Skills at Bustanul Athfal Pagerkidul is How is the application of the picture story method to children's language skills at Bustanul Athfal Pagerkidul? The purpose of making this journal is to improve language skills in Early Childhood through picture stories. Children will feel happy when reading picture stories and will find it easy to understand the contents of the story and retell it to others around them. It is hoped that the results of this study can contribute to educators and parents in choosing effective learning strategies.

METHOD

This research is Classroom Action Research (CAR) is a planning of practicing actions in planned activities, and applied in a set of categories. This action is carried out directly by the teacher. (Mantei & Kervin, 2015). This model divides the research cycle into four stages: planning, acting, observing, and reacting. This research was conducted at Bustanul Athfal Pagerkidul with a total of 10 people. 5 men and 5 women. Interviews, observations, and documentation studies were used to collect data. Interviews were conducted with the principal and group B teachers to obtain accurate research results, observations were conducted in the field to obtain real results. And documentation studies were conducted by collecting several pictures/photos of the results of activities.

The assessment instrument is carried out through observation and then given BB, MB, BSH, and BSB assessments, and the teacher uses the final value formula as follows:

$$\text{Nilai Akhir} = \frac{\text{jumlah skor} \times 100}{\text{skor maksimal}}$$

The data analysis technique uses percentages with a success rate of 80%. where the results of the analysis are seen from the percentage increase in intrapersonal intelligence from cycle I to cycle II

RESULTS AND DISCUSSION

Result

Every child is different, influenced by factors such as parental education, the child's age, the tutoring received, the level of family concern, and genetic factors. (Saputri, Fauzi, & Nurhaidah, 2017). One of the most influential factors is the literacy instruction given to children. Tutoring can be given by parents or teachers at school.

The functions of picture stories include Helping children develop and emotional development, Helping children learn about the world, Helping children learn about others, Helping children to have fun, Cultivating children's reading habits, increasing children's interest in reading, understanding stories more easily and being able to retell stories that have been read

The learning steps in Bustanul Athfal pagerkidul in implementing the picture story method to improve children's language skills are as follows: 1) Choosing a picture story book that suits the child's interests 2) Reading the story slowly and pausing to provide comments 3) Showing the pictures in the book 4) Positioning the child's seat in the middle 5) Involving the child in telling the story. After one week the children are given their own picture story book, then the children read and understand the contents of the picture story independently.

The use of picture story books is very beneficial for children at Bustanul Athfal Pagerkidul because reading picture stories will make it easier to train several children's abilities, including the following:

- a. Practicing reading skills, with picture story books, it will attract children's interest in looking at pictures and then children will definitely have an interest in reading. Indirectly, it provides a stimulus for reading a story.
- b. Practicing understanding, reading picture stories will train children to understand a story through pictures
- c. Train speaking skills, after reading a picture story, children can retell it using their own language. Children enjoy expressing a story in their own way and according to their own abilities.
- d. Listening Skills, they are able to listen well and understand what others are saying. This ability is important in social interaction and communication.
- e. Argumentation Ability, children with linguistic intelligence are ultimately able to build logical and convincing arguments. They can defend their opinions well and ask relevant questions.

Below we present data on children's language skills before and after using picture story books for 2 cycles.

Table 1. Child achievement indicators

Achievement indicators	
1	Listening to stories
2	Reading fluently
3	Understanding stories
4	Retelling stories

Table 2. Criteria for child achievement indicators

No	Criteria	Skor
1	Not Yet Developing	1-25
2	Starting to Develop	26-50
3	Developing as Expected	51-75
4	Developing Very Well	76-100

This research began with observations of initial conditions or pre-cycle, then cycle 1 and cycle 2. With a success indicator of 80% or an average child score of 80, this research was said to be successful.

Table 3. Pre-Cycle Data

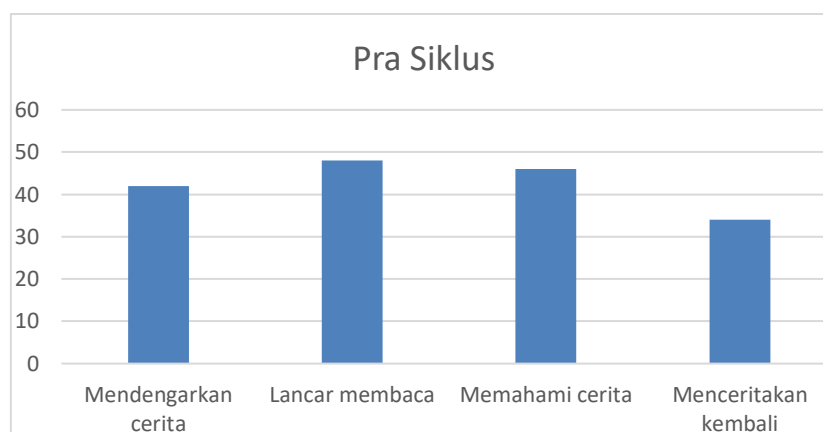
Analysis of the Picture Story Method in Developing Children's Language Skills at Bustanul Athfal Pagerkidul Sudimoro Pacitan

No	Student Name	Score	Description
1	AG	46	Not yet successful
2	AL	37	Not yet successful
3	ALZ	48	Not yet successful
4	AN	39	Not yet successful
5	AR	49	Not yet successful
6	FA	43	Not yet successful
7	FR	35	Not yet successful

8	GR	40	Not yet successful
9	ME	36	Not yet successful
10	MF	32	Not yet successful

Total score is 405.

Success percentage 0%



Graph 1. Pre-cycle assessment of language skills of Bustanul Athfal Pagerkidul children before using the picture story method.

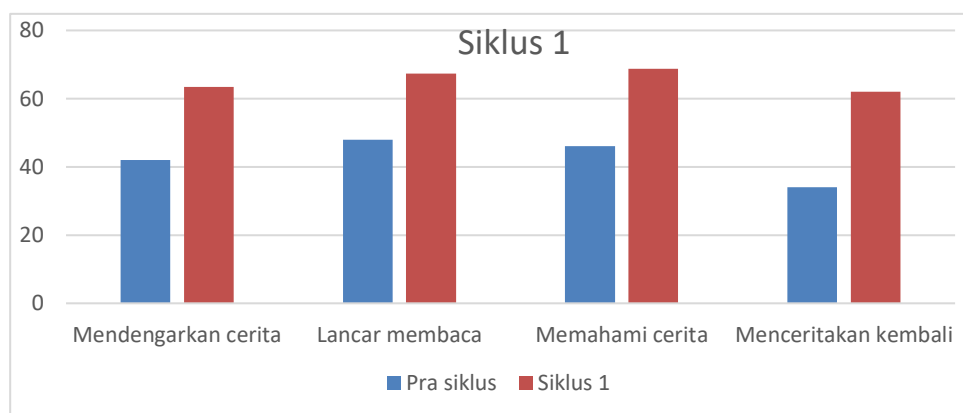
Based on the graph results above, the results of the pre-cycle observation of children's language skills have not yet reached the minimum success limit of 40.5. Therefore, the pre-cycle data can be said that before using the picture story method, children had difficulty in developing their language skills. So it is necessary to take action with researchers conducting cycle 1 in order to find out the next stage of development. Hasil siklus 1 Kemampuan berbahasa anak di Bustanul Athfal Pagerkidul setelah menggunakan metode cerita bergambar

Table 4. Cycle 1 Data

Analysis of Picture Story Method in Developing Children's Language Skills at Bustanul Athfal Pagerkidul

No	Name	Indicator				Average value	Description
		1	2	3	4		
1	AG	52	43	57	63	53,75	Not yet successful
2	AL	48	54	65	55	55,5	Not yet successful
3	ALZ	55	59	58	70	60,5	Not yet successful
4	AN	46	75	68	53	60,5	Not yet successful
5	AR	75	89	88	72	81	Successful
6	FA	83	88	86	69	81,5	Successful
7	FR	58	69	59	62	62	Not yet successful
8	GR	64	56	61	48	57,25	Successful
9	ME	88	79	81	83	82,75	Not yet successful
10	MF	65	62	65	45	59,25	Successful
Rata-rata		63,4	67,4	68,8	62	65,4	

Success rate 30%



Graph 2. Cycle 1 assessment of language skills of Bustanul Athfal Pagerkidul children after using the picture story meth

Based on the results of the graph above, the results of the observation of cycle I of the development of children's intrapersonal intelligence have increased as seen from the results in table 4 in the data of cycle 1 above, it can be seen that the percentage of success is 30%. Therefore, cycle 2 is still needed to reach a percentage of 80%.

The obstacles found in cycle 1 are:

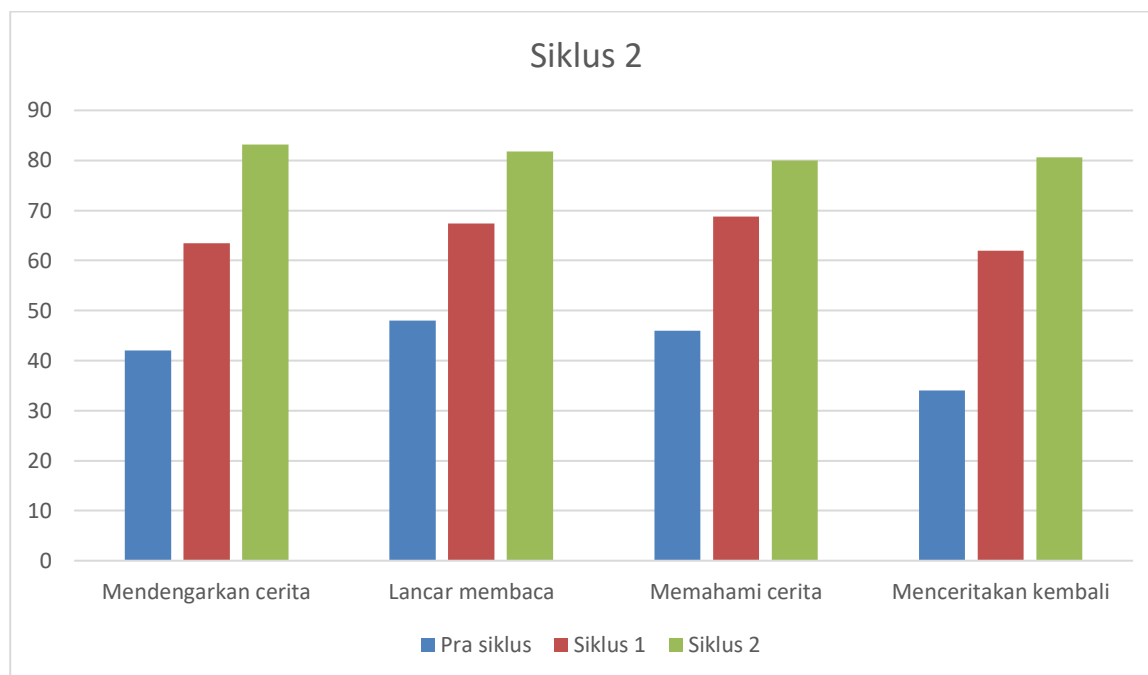
1) the story books distributed to children are not interesting enough. 2) Not being able to focus on the story so that children have difficulty understanding and retelling it. 3) children are not yet fluent in reading letters

The reflections that must be done in cycle 2 are: 1) the teacher provides interesting story books with cute pictures 2) The duration of storytelling is increased.

Table 5. Cycle 2 Data

Analysis of the Picture Story Method in Developing Children's Language Skills at Bustanul Athfal Pagerkidul

No	Name	1	2	Indicator	4	Nilai rata-rata	Description
1	AG	78	81	Success	87	81,5	Berhasil
2	AL	80	79	Success	88	80,5	Berhasil
3	ALZ	86	85	Success	85	82,5	Berhasil
4	AN	79	85	Success	79	80,75	Berhasil
5	AR	89	92	Success	75	86,5	Berhasil
6	FA	89	90	Success	78	87,5	Berhasil
7	FR	77	64	Success	74	71,75	Belum berhasil
8	GR	76	78	Not yet successful	73	74	Belum berhasil
9	ME	92	86	Not yet successful	89	88,75	Berhasil
10	MF	86	78	Success	78	80,5	Berhasil
Rata-rata		83,2	81,8	80	80,6	81,4	
Success rate 80%							



Graph 3. Assessment of the language ability cycle of Bustanul Athfal Pagerkidul children after using the picture story method

In cycle 2 which began with feedback from the results of the evaluation of cycle I. The results of observations from cycle 2 showed an increase in the development of children's language skills. Because almost all children achieved a passing grade of 80%. And there are still 2 children who are still below the passing grade. Therefore, researchers and class teachers plan and work together to continue to stimulate children's language development through collaboration with families and ongoing learning at school. Based on the data obtained above, the application of the picture story method in Bustanul Athfal Pagerkidul has a significant positive impact on children's language skills. This method not only improves language skills, but also fosters children's interest in reading and creativity, which are very important in their development.

Discussion

The implementation of the picture story method is carried out through joint reading activities, discussion of the story content, and re-arranging the story with pictures. Children began to show enthusiasm and began to dare to answer simple questions. The evaluation results showed an increase: 53% of children were in the BSH category. However, some children were still inconsistent in reading activities. This is in accordance with what was expressed by (Fadilah et al., 2019) Teachers and learning methods greatly influence children's learning outcomes. In the second cycle, activities were increased by adding activities to create simple stories based on pictures in groups. Children were encouraged to play an active role through dialogue and role-playing based on the story..(Măță et al., 2013) As a result, children's language skills have increased significantly, with 80% of children achieving the BSH category and even 20% of them achieving "very well developed" (BSB). Children are more confident in telling stories, their vocabulary increases, and they are able to express their opinions more (Saputra, 2020; Asih et al., 2022) argues that the storytelling method has a big influence on the six aspects of early childhood development.

CONCLUSION

This study shows that the picture story method is effective in improving the language skills of early childhood. Through the use of picture story books, children at Bustanul Athfal Pagerkidul experienced significant improvements in their ability to listen, read, understand, and retell stories. The results showed that before the application of this method, the percentage of children's language skills success was at 0%. After the first cycle, this percentage increased to 30%, and reached 80% in the second cycle, indicating that the majority of children had achieved the criteria for language proficiency. This method not only helps improve language skills, but also fosters children's interest in reading and creativity. It was found that the quality of interesting books and a collaborative approach to reading stories had a positive impact on the development of children's language skills. Although there were challenges in its implementation, such as children's low interest in some books, the proposed solution for the second cycle succeeded in encouraging children's involvement in the learning process. Overall, this study emphasizes the importance of fun and efficient learning strategies in developing children's literacy at an early age, and provides recommendations for educators and parents to be more active in selecting and using interesting learning materials, such as picture stories, to support children's language development.

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