

IMPROVING CHILDREN'S RECEPTIVE LANGUAGE THROUGH FAIRY TALE VIDEO TUTORIAL LEARNING MEDIA IMPLEMENTATION

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Abstract

The background of this study was that PAUD SPS Anggrek 21 students have mainly not shown receptive language skills which important to improve the language skills of PAUD students. Learning media requires innovation. Theories used in this research are learning media or teaching media and language proficiency theory. The method used in this study was qualitative descriptive method. Data collection techniques include observations, interviews, and documentation studies. The informants in this study were: one principal, one teacher, and 15 students aged 4-5 years who were randomly selected. The location of the study at SPS Anggrek 21 Tanimulya. The results of research on the implementation of teaching media with fairy tale video tutorials to improve receptive language skills in children show that the implementation of teaching media with fairy tale videos can improve children's receptive language skills. This can be seen based on the results of observations that have been made where students have been able to show an increase in receptive language skills. One of the implementation's accomplishments is the learning media employed.

Keywords: Receptive Language, Learning Media

Abstrak

Latar belakang penelitian ini adalah siswa PAUD SPS Anggrek 21 sebagian besar belum menunjukkan kemampuan berbahasa reseptif yang penting untuk meningkatkan kemampuan berbahasa siswa PAUD. Media pembelajaran yang digunakan perlu inovasi. Teori yang digunakan dalam penelitian yaitu media pembelajaran atau media ajar dan teori kemampuan berbahasa. Adapun metode yang digunakan dalam penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data berupa observasi, wawancara, dan studi dokumentasi. Narasumber dalam penelitian ini yaitu: satu orang kepala sekolah, satu orang guru dan peserta didik sebanyak 15 anak usia 4 -5 tahun yang dipilih secara random. Lokasi penelitian di SPS Anggrek 21 Tanimulya. Hasil penelitian mengenai implementasi media ajar tutorial video dongeng untuk meningkatkan kemampuan bahasa reseptif pada anak menunjukkan hasil bahwa implementasi media ajar dengan video dongeng dapat membantu meningkatkan kemampuan Bahasa reseptif anak. Hal ini dapat dilihat berdasarkan hasil observasi yang telah dilakukan dimana siswa sudah dapat menunjukkan peningkatan kemampuan berbahasa reseptif. Media yang digunakan menjadi salah satu penyebab keberhasilan ini

Kata kunci: Bahasa Reseptif, Media Pembelajaran

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INTRODUCTION

Education is the most significant and crucial sector in a country's development, as educated individuals are anticipated to have adequate resources. The quality of a nation's human resources determines its overall quality. Education can help the nation acquire high-quality human resources. As a result, the Indonesian people's rights and obligations are outlined in

Chapter 4 of the Sisdiknas Law of 2003, which declares that "Every person has the equal right to obtain sound, high-quality education." Early childhood education is a critical stage in the education of Indonesian individuals. Early childhood growth and development is important to note because it is during this time that a child's ability in language, creativity, social awareness, emotional intelligence, and intelligence run very quickly from the smallest environment, namely the family, to an environment where a child knows more things outside the learning process with the family, moral development, and the essential basis of personality are also formed (Engking et al., 2012; Kartinih et al., 2018; Marliana et al., 2021; Nurhayati et al., 2021; Nurhayati & Rumsari, 2020).

Learning interacts with the situation in the specific setting. According to Gagne in Setiawati (2018), in education, people will learn a variety of things, from what they don't know to how to improve their knowledge skills. People in the modern period are obliged to learn not only to enhance their knowledge, but also to learn about the technology that is currently advancing. As a result, technological advancements in the learning process in schools are required. Furthermore, Corona Virus Disease 19 (Covid-19) is currently requiring educational technology development, particularly in areas where learning and teaching activities must continue.

The learning process in the network is the learning process taken under the Covid 19 condition. According to the Minister of Education and Culture of the Republic of Indonesia in Muhdi & Nurkolis (2021), the Minister of Education and Culture of the Republic of Indonesia issued two policies through Circular Letter No. 3 of 2020 and Circular Letter No. 4 of 2020, which contain a policy related to one reducing COVID-19 transmission in the Education unit and the implementation of Education policy in the COVID-19 emergency, the policy taken is to study at home, also known as distance learning, which is done through online learning process. Online learning can connect educators or teachers with students who are physically teachers and students far apart, but even if the learning process is not carried out in the same room, online learning is expected to communicate, engage, and collaborate (Sadikin & Hamidah, 2020). A teacher must bring innovation in the learning process in order to achieve well during the network learning process. The existing application media, one of which is a YouTube, can be used to innovate the learning process. We can look for numerous instructional resources for pupils in the YouTube application.

Early Childhood Education (ECE) is one of the levels of education that conducts online learning due to COVID-19. Learning should be done by playing and learning in ECE, but due to current circumstances, learning is done through learning in the network. The process of learning activities in school according to Nahdi et al. (2021) is one way to develop a child's capacity, but because children are forced to learn at home, an organized activity process at school that can also be done at home is required. One thing that needs to be done in ECE or PAUD is to provide appropriate stimulation so that all areas of a child's development during the golden period can be maximized.

The linguistic part of early childhood development is a critical component of the stimulus. Language, according to Izza Fitri (2020), is one of the most important communication tools in our life and one of the instruments we use to communicate all of our feelings and thoughts to others in order to live together. The usage of media is essential for children's language development. According to Muhammad Fadillah (2014), the media serves as a bridge or intermediary between all parties interested in forming a relationship. Furthermore, online media that can be used for ECE level, one of which is through a video application for learning

tale stories, be it fairy tales or science learning tutorials, is one of the uses of technology and instant messaging applications such as WhatsApp and Youtube applications (Sadikin & Hamidah, 2020).

Early Childhood Learning Media

Learning media, according to Arief in Kartono et al. (2020), is anything that is used to transmit messages from the sender to the audience or from information sources to the recipient of information in order to stimulate one's thoughts, feelings, attention, and interests in order to facilitate learning. Furthermore, according to Mahnun (2012), learning media is a requirement that cannot be ignored in order to produce predicted changes in student behavior in a student learning program. Nonetheless, a teacher should be involved in selecting media that meets students' requirements. The selection is made using the proper procedures. According to the Ministry of Education and Culture in Muhson (2010), learning media has the following advantages: 1) subject matter can be equated; 2) the learning process becomes engaging, interactive, and precise; 3) time in learning becomes more efficient; 4) learning outcomes will be further improved; 5) media helps the learning process can be done anywhere; and 6) learning media can provide a positive attitude of students towards the material and learning. According to Betz in Muhson (2010), media is split into three elements: sound, visual, and motion. Furthermore, Noni Marlianingsih (2016) stated that there are three sorts of learning media based on their nature: 1) auditory media, which can only be heard; 2) visual media, which can only be seen; and 3) audiovisual media, which can be seen and heard. Because it is a blend of audio and visual media, this media is thought to be superior and more entertaining.

Language Abilities

Humans need to communicate with one another. The primary cornerstone of language development is rich experiences, including (1) Listening, (2) Speaking, (3) Reading, and (4) Writing, (Fikasari & Roesminingsih, 2012). Language abilities that are accepting or responsive to speech and writing, especially expressive ones, are included in listening and reading. This is done to suit a variety of living demands, with the ability to communicate being the most crucial. According to Izza Fitri (2020) languages are one of the most important communication tools in our life, as well as a means of communicating all of our feelings and thoughts to others in order to live together. Wahyudin and Mubiar in Alam & Lestari (2020) believe that language is important, especially in early infancy, because it allows youngsters to communicate their thoughts and feelings to others rather than speaking. According to Sofia Hartati (2005), language can affect the following characteristics of children: 1) children have a desire to know something big, 2) is a unique person, 3) likes to fantasize and imagine, 4) potential time to learn, 5) has an egocentric attitude, 6) short concentration power, 7) is a social creature. Receptive language is the ability to interpret words and languages that entail acquiring information and the meaning of an activity (Khosibah & Dimyati, 2021). Attachment I of Permendikbud No. 137 of 2014 shows the scope of receptive language development that is The development scope can comprehend many commands at the same time, repeat a hard speech, comprehend a gaming rule, and love and appreciate reading (Khosibah & Dimyati, 2021). One of the way to improve language skill in early childhood is through macro play (Kartika et al., 2020).

Researchers are interested in conducting research in SPS Anggrek 21, where ECE is one of the schools that conduct online learning, and most students have not showed receptive language abilities, thus researchers are interested in conducting research in PAUD SPS Anggrek 21. Researchers are interested in investigating "Implementation of Media Teaching Fairy Tale

Video Tutorials to Improve Children's Receptive Language Skills at SPS Anggrek 21 Tanimulya" in light of the aforementioned issues.

METHODS

This research employed a qualitative approach with a qualitative descriptive approach. The qualitative research method, according to Sugiyono (2020), is a study based on post-positivism philosophy that can be applied to explore natural things. In qualitative research, the researcher plays an important role. When the data analysis is qualitative or inductive, several data collection procedures are used, such as triangulation or combination. Qualitative research findings will place a greater emphasis on the overall meaning. Data collection strategies include interviews and observation. For specific reasons, data sources are chosen at random (Sugiyono, 2018). Because principals and teachers have scientific abilities and expertise in engagement in every activity carried out in learning, researchers chose them as informants in this study. Furthermore, students were chosen because they are one of the respondents in this study as well as the objects who will be affected by the findings. SPS Anggrek 21 Tanimulya provided the setting for this study, which included 15 pupils aged 4-5 years, one principal, and one teacher. Researchers want to discover how to use fairy tale video tutorial teaching media to improve the receptive language abilities of PAUD SPS Anggrek 21 Tanimulya children as one of the learning media that can assist teachers in the distance learning process using the above examples. PAUD SPS Anggrek 21 Tanimulya Ngamprah District, Bandung Regency was chosen as the research location.

RESULTS AND DISCUSSION

Results

The subjects of this study are informants and data providers. Code is provided for data sources (informants) to aid in the presenting of research findings. The code is as follows in the table:

Table 1. Informant Codes

No	Informants	Codes
1	Headmaster of SPS Anggrek 21 Tanimulya	A
2	ECE Teachers of SPS Anggrek 21 Tanimulya	B
3	15 students of SPS Anggrek 21 Tanimulya	C

The instrument development is carried out through observation and then given values: undeveloped (UD), began to develop (BD), developed as expected (DaE), and DW (developed very well).

Table 2. Receptive Language Development Assessment Indicators

No	Assessment Indicators	UD	Assesment Targets BD	DaE	DW
1.	Expressing their ideas and opinions	Children never expressing their ideas and opinions	Child Express his idea if requested by teacher	Child Expresses his Idea with Confident	Child help his friend who just being silent to express the ideas

No	Assessment Indicators	UD	Assesment Targets		
			BD	DaE	DW
2.	Children can tell stories	Children do not want to tell stories	Children tell stories when they are asked by the teacher first	Children tell stories without having to be asked by the teacher	Children help their friends to tell stories
3.	Children dare to ask questions	Children do not want to ask questions	Children ask questions only when they are asked by the teacher first	Children ask questions with confident	Children help their friends to ask questions

The results of research on receptive language development in children were carried out three times with different themes. The first meeting with the theme of animals, the second meeting of the plant theme and the third meeting with the theme of work, can be seen in the table below:

Table 3. Results of the Daily Assessment of Receptive Language Development

No	Child's Name	Expressing Ideas			Able to tell stories			Able to Ask Questions		
		Meeting			Meeting			Meeting		
		I	II	II I	I	II	III	I	II	III
1	C1	B D	BD	D A E	B D	BD	D A E	B D	DA E	D A E
2	C2	B D	BD	D A E	B D	DA E	D A E	B D	DA E	D A E
3	C3	U D	UD	B D	U D	BD	B D	B D	BD	B D
4	C4	U D	UD	B D	U D	UD	B D	U D	UD	B D
5	C5	U D	UD	U D	U D	UD	U D	U D	UD	U D
6	C6	D A E	DA E	D A E	D A E	DA E	D W	D A E	DA E	D W
7	C7	B D	DA E	D A E	B D	DA E	D A E	B D	DA E	D A E
8	C8	U D	BD	D A E	U D	BD	D A E	B D	BD	D A E

No	Child's Name	Expressing Ideas			Able to tell stories			Able to Ask Questions		
		Meeting			Meeting			Meeting		
		I	II	II I	I	II	III	I	II	III
9	C9	B D	BD	D A E	B D	BD	D A E	B D	DA E	D A E
10	C10	D A E	DA E	D W	D A E	DW	D W	D A E	DA E	D A E
11	C11	B D	DA E	D A E	B D	DA E	D A E	B D	UD	D A E
12	C12	U D	UD	B D	U D	BD	B D	B D	BD	D A E
13	C13	D A E	D W	D W	D A E	DA E	D W	D A E	D W	D W
14	C14	B D	DA E	B D	B D	DA E	D A E	B D	DA E	D A E
15	C15	B D	DA E	D A E	B D	DA E	D A E	B D	DA E	D A E
Sum	UD	5	4	1	5	2	1	2	3	1
	BD	7	4	4	7	5	3	10	3	2
	DAE	3	6	9	3	7	8	3	8	10
	DW	0	1	1	0	1	3	0	1	2
Total		15	15	15	15	15	15	15	15	15

The recapitulation of research results in the development of children's receptive language in SPS Anggrek 21 Tanimulya through Fairy Tale Video Tutorial Implementation is seen in the table below:

Table 4. Results of Receptive Language Development Assessment During Three Meetings

No	Category	Meeting					
		I		II		III	
		F	%	F	%	F	%
1.	Undeveloped (UD)	4	26,7	3	20	1	6,7
2.	Begin to Develop (BD)	8	53,3	4	26,6	3	20
3.	Developed as Expected (DAE)	3	20	7	46,7	9	60

No	Category	Meeting					
		I		II		III	
		F	%	F	%	F	%
4.	Developed very Well (DW)	0	0	1	6,7	2	13,3
	Total	15	100	15	100	15	100

Based on the description above, it can be concluded that stimulating children's interest in receptive language through fairy tale videos learning media can improve good language skills and be easy to get along with and adjust to their environment. Researchers continue their research by interviewing the informants, namely principals and teachers.

The interview results are as follows: The first respondent said that "In the initial condition of the child's ability is different, some are already good in language, but most are still not. We use storybooks as a medium of learning. When the implementation of the learning goes well, students are enthusiastic, so it looks like a more lively learning atmosphere. As the obstacles that exist are small laptop screens so that children want to go ahead all, it is better to use in focus. As a result, teachers are more creative. Children not only listen but can see pictures so that imagination is more explored. Then fairy tale videos are not all can be enjoyed by children of early childhood age, must be selected a maximum fairy tale duration of 5 minutes. Considering the child's concentration ability is still limited. Many are involved in the learning process with videos, such as eyes, ears, taste, and imagination.

Furthermore, the second respondent, a teacher, said that "Most of his abilities are still lacking. Using learning media in the classroom and the surrounding environment, sometimes some are unavailable. The implementation of language learning using fairy tale video tutorial begins with the initial question about the character who is liked equally disliked, then focuses on the arrogant character. Start pointing to the story in the video, watching the video. Asked questions based on the video. As a result, the child's ability increases, then learning conditions are more pleasant. As for the obstacle, namely the conditioning of children when watching videos, there is an excessive response that disturbs other children. Furthermore, the visualization of children is more pampered again, which is good for improving receptive language skills.

Discussion

Based on the findings of the study, research on the implementation of fairy tale video tutorial learning media implementation to improve children's receptive language skills in SPS Anggrek 21 Tanimulya, it can be concluded that the use of fairy tale videos tutorial as learning media can aid in the improvement of children's receptive language skills. This can be seen in the results of observations, where kids have already demonstrated an improvement in receptive language abilities. One of the implementation's accomplishments is the media employed. According to Mahnun (2012), learning media is a requirement that cannot be met in order to accomplish predicted changes in student behavior in a student learning program.

Learning Media using interesting fairy tales videos can make a teacher creative in addition to increasing language learning skills. This is in line with the Ministry of Education and Culture's statements on the benefits of learning media, which include: 1) subject matter can be equated; 2) the learning process becomes engaging, interactive, and precise; 3) time in learning becomes more efficient; 4) learning outcomes will be further improved; 5) media helps the learning process can be done anywhere; and 6) learning media can provide a positive attitude of students

toward the media because we can communicate with people through language, we need to have language abilities from a young age (Muhson, 2010). Wahyudin and Mubiar in Alam & Lestari (2020) believe that language is important, especially in early infancy, because it allows early childhood to express their thoughts and feelings to others rather than speaking. Furthermore, because language can alter the characteristics of paud children, receptive language abilities must be continually improved early on. According to Sofia Hartarti (2005), children have the following characteristics: 1) they have a strong desire to learn something new, 2) they are unique individuals, 3) they enjoy fantasizing and imagining, 4) they have potential time to learn, 5) they have an egocentric attitude, 6) they have limited concentration power, and 7) they are social beings.

Attachment I of Permendikbud No. 137 of 2014 shows the scope of receptive language development (Khosibah & Dimyati, 2021). The development scope consists of: 1) can comprehend multiple commands at once, 2) repeat a difficult sentence, 3) comprehend a game rule, and 4) enjoy and appreciate reading. SPS Anggrek 21 children' language development is stated to be improving, as evidenced by the fact that students can already carry out directions given by teachers and friends, and they can repeat stories heard in fairy tale movies that have been supplied.

CONCLUSION

Based on the findings and discussions from SPS Anggrek 21 Tanimulya's Implementation of Fairy Tale Video Tutorial Teaching Media to Improve Children's Receptive Language Skills, it can be concluded that using fairy tale videos in teaching media can help improve children's receptive language skills. This can be seen in the results of observations, where kids have already demonstrated an improvement in receptive language abilities. One of the implementation's accomplishments is the media employed.

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