



THE IMPROVEMENT OF SPEAKING ABILITY OF CHILDREN AGED 3-4 YEARS THROUGH MORNING MEETING ACTIVITIES

(Action Research In Playgroup 1 Sakinah Komplek Al-Azhar Jakarta Timur, 2017)

Fitri Ramadhini¹, Yufiarti², & Hapidin³

University of Jakarta

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Abstrak

Tujuan dari penelitian ini adalah untuk menjelaskan proses dan hasil dengan menggunakan kegiatan *morning meeting* dalam meningkatkan kemampuan berbicara anak usia 3-4 tahun di Kelompok Bermain 1 *Playgroup* Sakinah Komplek Al-Azhar, Jakarta Timur pada tahun 2017. Metode penelitian yang digunakan adalah model penelitian tindakan Kemmis & Taggart yang terdiri dari: (a) perencanaan, (b) tindakan dan observasi, dan (c) refleksi. Instrumen yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Skor data dari kemampuan berbicara dianalisis dengan menggunakan pendekatan kuantitatif dan kualitatif. Hasilnya menunjukkan bahwa kemampuan berbicara anak telah meningkat. Bila pre test kemampuan berbicara anak secara signifikan 63,50% dan pada siklus I menjadi 71,45%. Skor pada siklus II meningkat sekitar 12,19% dan mendapat skor 83,64%. Kesimpulan dari penelitian ini adalah (1) proses penggunaan kegiatan *morning meeting* dapat meningkatkan kemampuan berbicara anak pada Kelompok Bermain 1 *Playgroup* Sakinah Komplek Al-Azhar Jakarta Timur pada tahun 2017, (2) kemampuan berbicara anak Kelompok Bermain 1 *Playgroup* Sakinah Komplek Al-Azhar, Jakarta Timur pada tahun 2017 meningkat dari pra siklus ke siklus pertama dan siklus kedua.

Abstract

This research aimed to explain the process and the result of using the "morning meeting" activities to improve the speaking ability of children aged 3-4 years in Kelompok Bermain 1 Sakinah Playgroup Al-Azhar Complex, East Jakarta in 2017. The research method used was a model of Kemmis & Taggart spiral action research consisting of : (a) planning, (b) action and observation, and (c) reflection. The instruments used in this research were observation, interview, and documentation. The data scores of speech were analyzed using quantitative and qualitative approaches. The results showed that children's speaking skills have improved. If the pretest of children speaking ability significantly was 63.50%, in the first cycle, it became 71.45%. Scores in the second cycle increased by about 12.19% and scored 83.64%. The conclusion of this study is (1) the process of using the morning meeting activity could improve the speaking ability of children in Sakinah Playgroup Al-Azhar Complex in East Jakarta in 2017, (2) children's speaking ability in Sakinah Playgroup Complex Al-Azhar, East Jakarta in 2017 indicated an increase from pre-cycle to first cycle, and second cycle

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✉ Correspondence Address:

E-mail: : f.ramadhini@gmail.com

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INTRODUCTION

Early childhood education is a vehicle for education that is very fundamental in providing a basic framework for forming towards growth and development. For the sake of optimizing the growth and development of children, an appropriate education program is needed to stimulate various aspects of this development. The education program for children is one component in the implementation of early childhood education. The existence of this program is very important because through this program, all plans, implementation, development, and assessment can be controlled. Early childhood education has a very decisive role. This development will be the basis for laying the next child's development. Therefore, this development in the early days will be the determinant of further developments.

Children have various aspects of development that must be developed, including language development. Language is a communication tool for everyone, including children. Children can develop their social skills through language. Social skills

in social environments begin with mastery of language skills. Through language, children can express thoughts, so that other people understand them and create a social relationship. Therefore, it is not surprising that language is considered as an indicator of a child's success. Before children learn other knowledge, children need to understand the language in order to use it well as a means to communicate.

Starting the day with a morning meeting is an important step towards a pleasant, safe, and stimulating classroom climate for every child to be fully involved in the learning process. In line with this, Susan Bruce et al. (2006: 8) states in the results of her research that when morning activities begin with everyone gathering together, meeting face to face, welcoming everyone presents, sharing news and stories, listening to everyone's opinions, and communicating as a caring group, we create several strong statements. When we hold morning meetings consistently from time to time, friendliness, mutual respect can be seen in the activity. A pleasant

morning meeting can build positive interactions between teachers and students, this can encourage children to be able to communicate freely, respect each other and respect each other's opinions.

Regarding the morning meeting, the results of a study conducted by Lily Allen-Hughes (2013: 6) reveal that morning meetings help create a safe space where students can learn and practice social skills such as empathy, listen actively, positively contribute to conversation and discussion, problem solving, use critical thinking skills, interact with peers, make new friends, treat people with respect, and build communities together. Morning meetings have an important role in learning activities, through which a lot of children's developmental areas are involved. This will certainly be the key to the success of the teacher in stimulating various areas of children's development, including the development and speaking ability of children.

Observations carried out in Sakinah Playgroup, based on records of children's development in KB1 class, 20 students (8 boys and 12

girls), 75% of children which includes 15 children were unable to speak clearly and coherently, and 25% which includes 5 children are able to speak clearly and coherently. Children have not found the right way to produce sound and combine words into a sentence as a means to express their ideas, thoughts, and needs. Some are hesitant, ashamed to express themselves either through oral or written or picture, still like to imitate or follow what is done by the teacher. It is still difficult even just following what the teacher exemplifies.

The more specific problem found in the development of children's speech in Sakinah Playgroup is pronunciation. There were seven children who often omit one syllable such as the word "*makan*"(eat) for the word "*makanan*"(food), and there were 4 children who still often changed letters in words such as the word "*atu*" for the word "*aku*" (I), the word "*aya*" for the word " saya" (I) and the word "*tutup*" (close) for the word "*cukup*" (enough). This is influenced by environmental and family factors. The parents of these children still used the same vocabulary as spoken by children or

imitated it again without correcting. Like when a child said the word "atan" (eat) for the words "*makan*" (eat) and "*inum*" (drink) for the word "*minum*" (drink), the parents actually recited the word with the same sound.

Based on the problems described above, it is necessary to have a programmed and planned effort to improve the speaking ability of children aged 3-4 years. Speech ability improvement was done by using methods and activities interesting to children in a fun way, one of which is in the morning meeting activities. Morning meeting activities are carried out in four components, namely, greeting, sharing, group activity, and morning messages; where children together accompanied by teachers create comfort, increase trust, and freedom to speak, listen, share thoughts, explore ideas, and interact with each other. Morning meeting is a place for children to dare to express their opinions in front of many people and is a place to share ideas and thoughts that they think in order to sharpen their children's speaking skills.

LITERATURE REVIEW

Morning Meetings

One of the activities that can be carried out before starting main activities is by conducting morning meetings. A pleasant morning meeting can be a benchmark for learning success. In line with this, Kriete and Davis state that "Beginning the day with morning meeting is an important step toward making school a safe and productive place for learners of all ages." Based on this statement, it can be interpreted that starting the day with a morning meeting is an important step towards the school climate as a safe and productive place for learners of all ages.

The beginning of the morning meeting concept has been developed for a long time by Children Observer Institute in United Kingdom, as clarified by Kriete and Davis (2016) who explain that "The morning meeting format described in this book was developed by Northeast Foundation for Children (now Center for Responsive Schools) as part of the Responsive Approach to teaching and learning." Based on this opinion, it can be interpreted that morning meetings had previously been

developed by the Northeast Foundation for Children which has now been renamed as the Center for Responsive Schools as part of Responsive Classroom approach to teaching and learning.

Basically, in an activity or approach, there is a key component that is used as a reference that can be used in each process. This is reinforced by Cannoly (2004) who states that “Morning meeting, a key component of the Responsive Classroom approach to teaching, is powerful tool for building community and integrating the teaching of social and academic skills.” Based on these descriptions, it can be interpreted that morning meetings are a key component of the Responsive Classroom approach that is used as a place to teach. Morning meetings are a powerful tool for building communities and integrating social and academic skills teaching.

In line with this opinion, Kriete and Davis (2016) assert that “Morning meeting together with the Responsive Classroom practices, gives teachers concrete ways to make academics engaging, manage classrooms effectively, and create a

positive climate in which children feel safe to take the risks necessary for learning.” This opinion can be interpreted that morning meetings together with the practice of the Responsive Classroom approach, give teachers concrete ways to get every academic involved, manage classes effectively, and create a positive climate in which children feel safe to take risks in meeting their needs for learning.

Many early childhood education teachers start their morning activities with several types of class meetings. The activities that are usually used are circle time. Bornstein and Bredly (2007) reveal the difference in morning meetings with circle time in their opinions: “Although similar to circle time, morning meeting is structured with for essential components: the greeting (children greet each other); sharing (several children share important information about themselves); a group activity (the group engages in a lively, community building activity); and news and announcements (the teachers discusses a message written to the class).”

Based on the above opinion, it can be interpreted that although it is similar to circle time, morning meetings are more structured with four important components contained in it, namely: **greeting**, where children greet each other; **sharing**, some children share important information about themselves to friends and teachers; **group activity**, where children carry out activities in groups with enthusiasm; and **news and announcements**), teachers and students discuss announcements and messages about activities to be carried out today.

Morning meeting activities begin with meetings conducted in a circle together between the teacher and students. In line with this, the Northeast Foundation for Children explain that “During morning meeting the classroom community – adults and children – gathers in a circle at the beginning of each day to greet each other, share information for their daily lives, engage in an activity together, and read daily message from the teacher.” Based on this opinion, it can be interpreted that during morning meeting activities, all class communities where adults and

children gather in a circle to greet each other, share information and stories from their daily lives, engage in an activity together, and read messages every day from the teacher.

Speaking ability

Speaking is a tool for communicating ideas that are compiled and developed in accordance with the needs of the hearer or listener. Speaking is the ability to produce sound. As revealed by Nilsen (2010) who states, “Speech is the sound produced to make the words”. It can be interpreted that speaking is the sound produced to make words. In this case, the sound is important in speaking. Everyone who speaks will definitely make a sound. The voice in question is a voice that can produce a word and certainly has a meaning to understand.

Speaking is not just the pronunciation of words or sounds but it is a tool to express, convey or communicate ideas, and desires orally. This is as expressed by Lerner et al. in Jalongo (2007) that “Speech is expressive form of oral language, speech is a tool form conveying oral language”. If interpreted simply, speaking is a form of expression of

spoken language and speaking is a tool or means for someone to convey something verbally. In other words, speaking is a form, tool, or means that can be used by someone to convey ideas, desires, and imagination verbally.

A child is expected to be able to recite word for word when speaking. The pronunciation (articulation) of each spoken word should be understood by the interlocutor. This is in line with the opinion of Hurlock which defines speech as a form of language that uses articulation or words that are used to convey intentions. Speaking is one form of language that uses words to convey the intentions to be conveyed in order to be understood by others. Speaking is not only the pronunciation of words or sounds but it is a tool to express, state, convey or communicate thoughts, ideas and feelings.

When talking, the child tries to associate the meaning and sound that he wants to say. This is in line with the opinion of Hurlock who defines speech as a mental-motoric skill that not only involves coordinating a different set of sound mechanism muscles, but also mental aspects,

namely the ability to associate meaning with the sound produced. This can be interpreted that speaking is a sound that can be heard and use a number of muscles and muscle tissue of the human body for the purpose and goal of the ideas or ideas in question.

The ability to speak is one aspect of learning that must be mastered by children. When a child is able to talk to other people, it means that the child is able to convey his intent to that person. Semi argues that speaking ability is essentially a skill to produce a sound system of articulation to convey the will, ideas, feelings and experiences to others. The opinions that have been described can be interpreted that through speaking someone can communicate with other people to express their desired needs.

A person's ability to speak can be said to be good if it can arrange words to be conveyed to others. In line with this, Soemiarti states that speaking ability consists of expressions in the form of words. From this opinion it can be explained that someone is said to be able to speak if he is able to express words as a form of delivery.

The ability to speak cannot involve just one person. This is in line with Hurlock's opinion that speaking ability is the process of communication that involves the speaker and listener. The ability to speak does not only involve one person, because in speaking naturally there are people who talk and listen as the other person speaks.

When someone talks with other people, he will say the words that match the ideas or opinions. According to Arsyad, speaking ability is the ability to say sounds of articulation or say words to express, state, convey thoughts, ideas, and feelings. This can be interpreted that speaking ability is used to convey a person's message or idea in accordance with the articulation so that the intent of the words conveyed is clear.

A child must be able to express opinions and understand other people's words. Children need to develop speaking skills so that they can easily convey messages verbally to others. In this case Hildebrand in Moeslichatoen argues that the development of children's speech is to produce verbal sounds. This opinion

can be interpreted that speaking ability is a way to convey various ideas and feelings that are possessed through sounds in the form of words in the form of various expressions or opinions.

Based on several theories described above, it can be described that speaking ability is a way of delivering messages or the delivery of ideas through sounds that are produced in the form of clear words of articulation verbally using simple sentences that can be understood by others. The ability to speak is a way to express feelings or ideas and ideas and the ability of children to listen and understand simple words and sentences to convey a message.

RESEARCH METHODS

The research method used in this study was the method of action research or action research with a research model developed by Kemmis and Taggart, and carried out through two cycles which include planning, action and observation, and reflection.

Data collection techniques carried out in this study were observation, interviews, and documentation. Data analysis was

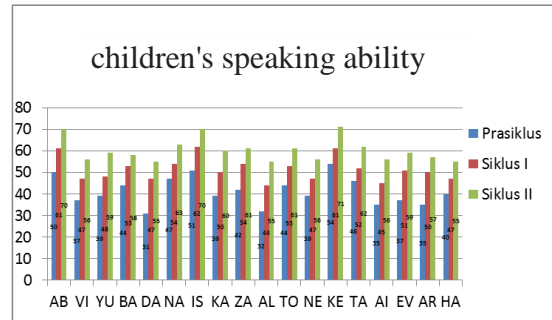
carried out by qualitative and quantitative approaches. Data in the form of observations contained in field notes will be analyzed using the method, Miles and Huberman in Arikunto (2006) with data reduction components, data presentation, and conclusion. Quantitative data analysis used descriptive statistical analysis, namely data analysis with observations describing the understanding of the concept of the number of children in the form of data tables and graphs or diagrams.

DISCUSSION

The results of research conducted at Sakinah Playgroup I Al-Azhar Complex Rawamangun, East Jakarta in 2017, from 18 children respondents showed a significant increase. Quantitative data have increased in improving children's speaking skills in the pre-cycle, cycle I, and cycle II. In the pre-cycle, children's speaking ability was 63.50% in the first cycle with a percentage of 71.45% and the second cycle with a percentage of 83.64%.

Based on the above graph, it can be seen that the percentage of the speaking ability of the Sakinah

Rawamangun Playgroup I in 2017 was 83.64%. Based on the standard of success of the action, the results are in the Very Good Developing category.



In the second cycle meeting, it was found that the child was able to speak words with intonation, articulation, and clear voice even though there were still several children when speaking the articulation did not sound clearly. All children were able to speak fluently and could interact well with friends and teachers. In addition, children were also able to express simple words and sentences that can be seen from the ability of children who have been able to share their experiences or events simply. Children were able to answer the questions asked and provide information or information in a simple way to communicate.

Communication is the most important key in building a good relationship between each individual. Submission of a message verbally has

an expectation that someone will be able to capture the meaning of what is said well and correctly. Kriete and Davis also express this, “When we start the day with everyone together, face to face, welcoming each person, sharing news, listening to individual voices, and communicating as a caring group, we make several powerful statements.” It can be said that morning meeting activities begin with everyone gathering together, meeting face to face, welcoming everyone present, sharing news and stories, listening to everyone's opinions, and communicating as a caring group.

Morning meetings activities are activities to build bridges and facilitate conversations between children and adults. Morning meetings activities provide opportunities for children to develop a sense of togetherness in groups and train children to learn to express ideas and listen to the opinions of others. This is in line with the opinion of Kriete and Davis who state that “Morning meeting provides a daily arena for “rich, structured conversations” in which social, emotional, and academic learning is

an integrated experience, full of chance to develop foundational thinking and language skills such as listening attentively, speaking clearly, asking purposeful questions, answering thoughtfully, giving reasons for assertions, and agreeing and disagreeing respectfully.

Based on these opinions, it can be interpreted that morning meetings provide a rich arena of structured conversation, in social, emotional, and academic learning providing a fully integrated experience to develop basic language thinking and skills such as listening attentively, speaking clearly, asking questions, answer seriously, give reasons for a statement, and submit agree and disagree respectfully.

Language is a tool for thinking, expressing oneself, and communicating with others in their social environment. Morning meetings are one of the activities that can develop children's speaking skills. Luongo, Riordan, and Umstatter underline that “morning meetings offers excellent opportunities to enhance children’s language arts learnings in pleasureable ways.” Based on these opinions, it can be

interpreted that morning meetings offer an excellent opportunity to improve children's language in learning in a fun way.

The components of the morning meeting have been made to enable children to achieve linguistic and social maturity. Kriete and Davis emphasize that "The four component of morning meeting allows students to connect with their peers in a safe, positive, and inclusive ways." Based on these opinions, it can be interpreted that four components of morning meetings allow students to relate to their peers in a safe, positive and open manner.

Interacting with students in morning meetings gives the teacher the opportunity to gather important information that can help the teacher to distinguish between the treatment and the needs and strengths of each child. In the activities of the morning meetings, children are invited to communicate actively, this can encourage children's ability to speak and obtain new vocabularies. Morning meeting activities are rich in strengthening academic content and practice in relation to listening and speaking skills. Students are invited

to use vocabulary content; follow the order; take turn in each activity; practice of being patient, respect to listen to others; use complete sentences; and happy to see the success of others.

Morning meeting activities provide communication support for students who have difficulty in speaking and other language difficulties. Children with speech and language problems can communicate effectively with their classmates. An accommodation is required to help them do it. Give students extra time to formulate their thoughts. This can also teach classmates how to practice waiting patiently.

CONCLUSION

Every child, especially at school, is different from one another. The difference can be related to intellectual capacity, skills, motivation, perceptions, attitudes, abilities of interest, background of life in the family, and others. This difference tends to result in differences in learning for each child, both in the speed of learning and the success achieved by the child himself.

Based on the results of data analysis in the first cycle, a percentage of 71.45% was obtained. As stated in the interpretation of the results of the analysis that this study is said to be successful if there is an increase in minimum achievement of 71%. Then, in this first cycle, the research can not be said to be successful because the percentage results are not yet significant. To achieve an increase of 71% and to prove that the percentage increase is significant, the researcher and collaborators have agreed to design a follow-up cycle. Based on the results of the second cycle data, it was obtained a percentage of 83.64%. From these data, it can be said that the percentage of cycle I to cycle II experienced a significant increase. Thus, it can be stated that the Morning meetings activities could improve the ability to Speak of Sakinah Playgroup I Rawamangun, East Jakarta. After obtaining a percentage with a significant increase, the study was stopped. Based on the results of the data analysis, the researcher concluded that morning meeting activity could be used to improve the ability of speak of

students of Sakinah Playgroup I Rawamangun, East Jakarta.

IMPLICATIONS

Based on the conclusion that have been stated, the implications of this study are:

1. For teachers

This research is expected to be useful as a contribution to the development of the repertoire of knowledge, specifically related to the ability of speech in children aged 3-4 years and can be an additional reference for scientific studies related to speaking ability.

2. For children

For children, the results of this study are expected to improve children's speaking skills in accordance with the stages of development in order to achieve optimal development.

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