



THE EFFECTS OF CLOCITY MEDIA ON SPEAKING SKILLS OF
CHILDREN AGED 5-6 YEARS

Mallevi Agustin Ningrum¹, Septieniansyah Catur Yogiehastuti²
Universitas Negeri Surabaya

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Abstrak

Penelitian ini dilatarbelakangi oleh kurangnya keterampilan berbicara pada anak usia 5-6 tahun. Dalam rangka mengatasi permasalahan tersebut, maka dalam penelitian ini dipilih media *clocity* untuk menambah perbendaharaan kata ketika anak bercerita yang dikaitkan dengan waktu. Penelitian ini menggunakan desain penelitian eksperimen. Teknik analisis data yang digunakan adalah *t-test*. Berdasarkan hasil *pre-test* menunjukkan rata-rata sebesar 0,160, sedangkan hasil *posttest* menunjukkan rata-rata sebesar 0,263. Hasil *pretest* dan *posttest* tersebut menunjukkan bahwa lebih besar dari 0,05 sehingga data berdistribusi normal. Hasil penelitian menunjukkan taraf signifikan sebesar 0,000 artinya kurang dari 0,05, sehingga dapat disimpulkan bahwa ada pengaruh yang signifikan penggunaan media *clocity* terhadap keterampilan berbicara anak usia 5-6 tahun.

Abstract

This study was motivated by the lack of speaking skills in children aged 5-6 years. In order to overcome these problems, in this study, *clocity* media was chosen to increase vocabularies when children tell stories related to time. This study used an experimental research design. The data analysis technique used was *t-test*. The pre-test results showed an average of 0.160, while the posttest results showed an average of 0.263. The results of the pretest and posttest show that it was greater than 0.05 so the data was normally distributed. The results showed a significant level of 0.000, meaning less than 0.05, so it can be concluded that there was a significant influence of the use of *clocity* media on the speaking skills of children aged 5-6 years.

INTRODUCTION

Early childhood is an individual who is undergoing a process of development with a rapid and fundamental to the next life. This is in line with the thought of Hasan (2009: 271) that the first 5 years of age is called the golden age, where this age will be very decisive for a child. This golden period of children experiences development and growth in various aspects, both cognitive, motor, language, social emotional, moral and religion, art.

Aspects of one child's development with other children's development has different levels. One aspect of child development is the aspect of language development. There are two kinds of language development namely receptive language and expressive language. Receptive language is in the form of listening and reading while expressive is in the form of expressing verbal and non-verbal language.

One example of expressive language that children do is to tell stories. One way to develop children's language development can be done by telling stories according to the

child's imagination and experience. Storytelling involves children in speaking skills to express what will be conveyed to others or the listeners. Speaking skills play an important role in everyday life because speaking is a tool for communication. Speaking skills also require vocabulary or vocabulary addition in children. This is in accordance with the opinion of Iwlock (in Baharudin, 2009: 123) which states that speaking is a form of language that uses articulation or words used to convey intent.

Regarding the results of observations made in October 2016 in TK Baitul Muttaqien in Academic Year 2016/2017 in group B children, it was known that most children have not demonstrated speaking skills. The children's speaking skills were not seen including 10 out of 15 children still have difficulty in speaking. This could be seen when the teacher gave activities to tell about activities or daily activities, it showed that only 5 children were able to tell stories smoothly. This is do to some factors including when the child was told by the teacher to talk about activities, the child could tell stories but he was still assisted by the teacher so the child

said what the teacher said. In addition, the child only knew a few activities that are carried out at home, sometimes even silence only nodded when the teacher mentioned the activities carried out by the child.

Therefore, the researchers used instructional media as an alternative problem solving that occurred, namely using clocity media. According to Criticos (in Daryanto (2011: 4), media is one component of communication, namely as a messenger from communicator to communicant. Clocity media chosen is in the form of a clock that has pictures of various daily activities, the media can add to the vocabulary of the verb when telling stories, so that when a child tells about something, he can already say a variety of words. Based on these descriptions, it is necessary to do in-depth research on "The Effect of Media Clocity on Speaking Skills in Children Aged 5-6 Years."

Based on the above background, the problem statement in this study was whether clocity media affects the speaking skills of children aged 5-6 years. Based on the above problem statements, this study aimed to find

out whether there was the effects of clocity media on speaking skills in children aged 5-6 years or not.

LITERATURE REVIEW

Speaking skills are skills to convey the intentions, thoughts, ideas, or contents of spoken language so that it can be understood by others easily. This is in accordance with the opinion of Baharuddin (2009: 123) that speaking is a form of language that uses articulation or words used for specific purposes. Meanwhile, as mentioned in Indonesian Dictionary KBBI, speaking means "talking, speaking, using language, expressing the contents of the mind, speaking something intended".

Speaking is the most effective form of communication, its use is the most extensive and most important. This is in accordance with Solchan's opinion (2013: 1.32) that speaking skills are the ability to convey messages verbally to others. The message in question can be in the form of storytelling, speeches, and so forth. Similarly, Dhieni (2008: 3.9) states that speaking can be done by children with the help of

adults or teachers through conversation. Based on the opinion above, it can be concluded that speaking is a process to convey messages verbally and express the contents of the mind to others.

According to the Minister of Education and Culture number 137, the Standards for Achieving Language Development in Children aged 5-6 years are as follows: 1. Answering more complex questions, 2. Mentioning groups of images that have the same sound, 3. Communicating verbally, having vocabulary, and recognizing symbols symbols for preparation of reading, writing and arithmetic, 4. Arranging simple sentences in complete structure (main sentence-predicate adverb), 5. Having more vocabularies to express ideas to others, 6. Continuing some stories/fables that have been played, 7. Demonstrating the understanding of concepts in story books.

The ability to speak of early childhood, especially kindergarten children has its own characteristics. Jamaris (2006: 32) divides into two that is age 4-5 years and 5-6 years. Early childhood, especially those

aged 5-6 years have the characteristics of speaking skills, namely: 1. It has been able to express more than 2,500 vocabularies, 2. The scope of vocabulary that children can express concerning: color, size, shape, taste, smell, beauty, speed, temperature, difference, distance comparison, and surface (rough-smooth), 3. Children aged 5-6 years can perform the role of a good listener.

The media comes from Latin *medius* which literally means middle, intermediary or introduction. In Arabic, the media is an intermediary or introduction to the message from the sender to the recipient of the message (Arsyad, 2011: 3).

The steps to play with clocity media are the child pairs the pieces of the image in accordance with activities that are usually carried out daily, after the child has finished installing the picture then the child is invited to tell it.

Clocity media is a clock-shaped visual media. The media has several pieces of daily activities that can be stucked in accordance with the activities that are usually done, for

example, at 07.00 the activity to be carried out is to go to school, at 12.00 is the time to play and so forth. Besides knowing time, the media can stimulate children's speaking skills. When children tell stories, automatically children can enrich their vocabulary in speaking and are able to express whatever is in their minds in accordance with the experiences that have been experienced by children. Therefore, clocity media is expected to affect speaking skills in children, especially at the age of 5-6 years.

METHOD

This research used a quantitative approach using an experimental research design. Experimental research design is used to look for the effects of certain treatments on others under controlled conditions (Sugiyono, 2013: 17). This type of research is a pre-experimental research because this study used treatment to influence the research object with the assumption that there will be a change.

This experimental study used a Pre-Experimental research design with the type of One Group Pretest-

Posttest Design. According to Sugiyono (2013: 111), the design of this study can be described as follows:

$$O_1 X O_2$$

Caption:

O₁: Pretest Result (before treatment)

X : Treatment given

O₂: Posttest results (after treatment)

This research was conducted in children aged 5-6 years in group B TK Baitul Muttaqien Jalan Lidah Wetan Tengah No. 66 Surabaya because the ability to recognize the concept of time and speaking skills of group B children showed less than maximum results including 15 children.

The sampling technique used in this study was a saturated sampling technique, because the population was no more than 30 children. This research was conducted in the odd semester in Academic Year 2016-2017. This research was conducted in October.

This study used data collection techniques in the form of participant observation because researchers were directly involved with the object of

observation. This study used non-parametric statistics because the data used were ordinal. The data analysis technique used was t-test because the

results of the data from the normality test were normally distributed.

RESULTS

Pretest results data were obtained on October 6, 2016. The data taken before the treatment was applied by researchers. The results of the pretest score indicated an average value of 4.8. Meanwhile, the posttest data results namely after the research subjects received treatment in the form of the use of clocity media on October 15, 2016 which showed an average value of 7.

Based on the results of the pretest and posttest above, the recapitulation was carried out to determine the speaking skills of children aged 5-6 years before and after being treated using clocity media, so it can be known whether there was an effect of the influence of clocity media on the ability to speak children aged 5-6 years or not.

Normality test in this study used the help of SPSS version 2.0. The normality test results are as follows:

Table 1. Results of Normality test

One-Sample Kolmogorov-Smirnov Test		PRETEST	POSTTEST
N		15	15
Normal Parameters ^{a,b}	Mean	4,80	7,00
	Std. Deviation	,862	,926
Most Extreme Differences	Absolute	,290	,260
	Positive	,290	,260
	Negative	-,185	-,260
Kolmogorov-Smirnov Z		1,123	1,007
Asymp. Sig. (2-tailed)		,160	,263

a. Test distribution is Normal.
b. Calculated from data.

Caption:

- If Sig > 0.05 then the data are normally distributed
- If Sig < 0.05 then the data are not normally distributed

In this study, Sig data for pretest were 0.160, it is greater than 0.05

so

that the data were normally distributed, posttest data were 0.263, it is greater than 0.05 so that the pretest and posttest data were normally distributed.

Meanwhile the results of the t-test are as follows:

Tabel 2. T-test results

Frequencies		N
Negative Differences ^a		0
Positive Differences ^b		14
Ties ^c		1
Total		15

a. POSTTEST < PRETEST

b. POSTTEST > PRETEST

c. POSTTEST = PRETEST

Tabel 3. Test Statistics^a

		POSTTEST - PRETEST
Exact Sig. (2-tailed)	(2-	,000 ^b

a. Sign Test

b. Binomial distribution used.

Caption:

- If Sig > 0.05, Ho is accepted
- If Sig < 0.05 then Ho is rejected
- Ha: there is the effect of media clocity on the speaking skills of children aged 5-6 years.
- Ho: There is no effect of media clocity on the speaking skills of children aged 5-6 years.
- Sig in this study was 0.000, so it is smaller than 0.05, Ho was rejected,. Therefore, there was the effect of clocity media on the speaking skills of children aged 5-6 years.

DISCUSSION

This study aimed to determine the effects of clocity media on children's speaking skills in group B TK Baitul Muttaqien Surabaya. Therefore, the treatment given was in the form of clocity media. Clocity media is a tool that is used as a learning method to develop speaking skills in early childhood. Clocity media includes tools used to recognize the concept of time and daily activities. The implementation of learning using media clocity was given in 3 meetings. Before being given treatment, researchers conducted an assessment before treatment (pretest). After getting the results of the pretest, the treatment was given in the process of learning in class and took data using the same instrument as the pretest instrument in TK Baitul Muttaqien Surabaya.

The results of this study indicated that children's speaking skills have increased because they were influenced by clocity media. After analyzing the data through t-test, it can be concluded that there was an influence of clocity media on

the speaking skills of children aged 5-6 years.

The results of this study support the opinion of Dhieni (2008: 3.9) that speaking can be done by children with the help of adults or teachers through conversation. The same thing also expressed by Daryanto (2011: 4) that the media is one component of communication, namely as a messenger from the communicator to the communicant. Thus, it can be interpreted that kindergarten age children are starting to be able to convey messages to others.

The results of this study are similar to Solchan (2013: 1.32) which states that speaking skills are the ability to convey messages verbally to others. The message in question can be in the form of storytelling, speeches, and so forth.

CONCLUSION

Based on the results of research and discussion, it can be concluded that there was an effect between the clocity media on children's speaking skills. This was evidenced by the difference in the score of the results before treatment (pre-test) of 72 with

an average of 4.8 while the results of the score after treatment (post- test) that is 105 with an average of 7. The results of the score and the average were obtained from observations of the speaking ability of children aged 5-6 years.

SUGGESTIONS

From the results of research conducted, some suggestions can be given including: 1) Teachers are expected to provide learning activities that also emphasize aspects of language in a way that is fun (with games), interesting, and concrete, 2) It is hoped that this clocity media is able to inspire teachers to find more creative learning media in the learning process. 3) This research can be used as a reference for future researchers on the same research topic.

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