



Application of Image Media in Improving Children's Speaking Skills in PAUD

Emilia Kontisa ^{1*}, Aisyah Putri Dea Palupi ²

^{1,2} Sekolah Tinggi Ilmu Tarbiyah Kota Pagar Alam, Pagar Alam City, South Sumatra Province, Indonesia.

Corresponding Email: contesaemilia594@gmail.com ^{1*}

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Abstract

Early Childhood Education (ECE) plays a crucial role in laying the foundation for children's development, particularly in language skills. Speaking skills are essential for fostering critical thinking and communication abilities from an early age. This study aims to explore the application of image media in storytelling methods as a tool to enhance children's speaking skills at PAUD Aisyah, Pajar Tinggi Village, Pajar Bulan District, Lahat Regency. The study employed a Classroom Action Research (CAR) approach, conducted in two cycles, each consisting of three meetings. The results demonstrated a significant improvement in children's speaking skills following the implementation of image media. The children were able to articulate sentences more effectively and showed an increase in vocabulary usage. Image media proved to be effective in creating an engaging learning environment, motivating children to actively participate in learning activities. This study confirms that using image media in language learning at ECE can have a positive impact on the development of children's speaking skills.

Keywords: Image Media; Speaking Skills; Paud Children.

Introduction

The early years of a child's life, particularly between the ages of 0-8, are crucial for developing intelligence. This period, often referred to as the "golden age," is when a child's cognitive abilities grow rapidly. During these formative years, children absorb large amounts of information from their environment, and the experiences they gain during this time significantly shape their ability to face future challenges. Recognizing the importance of early childhood education (ECE) during this stage is essential, as it lays the foundation for preparing children to pursue higher levels of education and succeed in life (Alfiyanto, 2020; Son, 2022; Hasmar *et al.*, 2022). Providing the right education during early childhood is key to sharpening children's abilities and maximizing their potential. ECE focuses on nurturing all aspects of a child's development, including physical, emotional, social, and cognitive growth. The implementation of ECE, particularly in the context of PAUD (Pendidikan Anak Usia Dini), involves educational activities designed to support both the physical and spiritual development of children from birth until the age of eight. These efforts are vital in ensuring that children are well-prepared to progress to the next stages of their educational journey (Maghsyaniyah & Afinta, 2022; Suyanto, 2000; Rahma *et al.*, 2023). The collaboration between teachers and parents is crucial in supporting the growth of young children. Together, they can help mold children into skilled, independent individuals who can contribute positively to society. The period between birth and eight years is marked by rapid growth across various aspects of development, such as physical growth, emotional maturity, and cognitive abilities. This rapid development underscores the importance of providing high-quality educational experiences during these early years (Darna *et al.*, 2023; Arumsari & Putri, 2020).

Language development is one of the most important aspects of early childhood education. According to Tadkiroatun Musfiroh, children aged 4-5 years begin to understand spatial concepts and positions, comprehend complex



sentences, and actively use a vocabulary of approximately 200-300 words. At this stage, children start defining words, describing objects, engaging in creative activities such as drawing, coloring, and pasting, and can answer questions using words like "why," "what," and "who." To reach optimal levels of language development, children need to be exposed to stimulating experiences. One of the key language skills to be nurtured is speaking, which enables children to think more effectively and expand their vocabulary, thereby facilitating smoother communication (Agustina *et al.*, 2023; Chairilisyah, 2022). Every child is unique, possessing distinct traits that set them apart from older children. These differences highlight the necessity of specialized educational approaches tailored to the needs of young children. Unlike other forms of education, ECE is dedicated to fostering the full range of a child's growth. During this sensitive period, children are highly active and possess a strong curiosity, making it crucial to nurture their potential for development (Yuli, 2022; Clipa, 2017; Sudarsana, 2017).

In a study conducted at SD Negeri 10 Jarai, researchers observed that a significant number of students consistently arrived late to school and were often tardy for class sessions. To address these issues, the school implemented a "Friday Sharing" program, held every Friday, where all students were required to bring food and parcels to share with the school community. The event concluded with a communal meal. Despite these efforts, student participation and discipline in the Friday Sharing program remained below expectations. One of the contributing factors was that many students failed to bring the required provisions, indicating a lack of preparation or understanding of the activity's importance. Moreover, there was a noticeable deficiency in the students' comprehension and execution of the Friday Sharing activities (SDN 10 Jarai, 2022). A significant factor contributing to these challenges was the lack of interaction between teachers and students. Insufficient social engagement or interaction between teachers and students can greatly impact students' understanding and participation in such programs. This scenario may also reflect a low level of social awareness or a lack of understanding among students regarding the importance of sharing and altruism. The school, however, remains fully committed to supporting the Friday Sharing program on an ongoing basis, with school leadership setting examples for students to follow, thereby encouraging them to actively participate in sharing activities. Students brought food, drinks, and other gifts to share with their peers, demonstrating the program's potential to foster a sense of community and generosity.

Given this situation, it is evident that children's learning activities must be engaging and centered around their needs to effectively enhance their speaking skills. One effective method to achieve this is through the use of image media. Image media provides children with the opportunity to express their ideas and opinions verbally while also stimulating their speech development. The use of visual aids in education can significantly improve children's ability to articulate their thoughts and ideas clearly and confidently. This research focuses on the application of image media to enhance the speaking abilities of children at PAUD Aisyah, located in Pajar Tinggi Village, Pajar Bulan District, Lahat Regency. The study explores how visual media can be utilized to create a more interactive and enjoyable learning environment, thereby fostering better language development among young children. The findings from this research are expected to provide valuable insights into the effectiveness of image media as a tool for improving children's speaking skills, contributing to the broader field of early childhood education. The early years of a child's life are a crucial period for cognitive and language development. Providing children with stimulating educational experiences, such as those involving image media, can significantly enhance their ability to communicate effectively. The collaboration between educators and parents is essential in creating a supportive environment that nurtures the growth of young children, preparing them for future academic and life challenges. This research emphasizes the importance of innovative educational methods in early childhood, particularly in the area of language development.

Literature Review

Early Childhood Education (ECE) plays a crucial role in laying the foundation for a child's development, particularly during their early years. Suyanto (2000) emphasizes that ECE aims to prepare children for the subsequent stages of education by providing the necessary stimuli to support their physical and mental growth from a young age. Research by Alfiyanto (2020) highlights that the introduction of numbers in ECE can enhance children's cognitive abilities. The use of educational media, such as illustrated storybooks, as discussed by Agustina *et al.* (2023), has proven effective



in increasing children's interest in reading and developing their cognitive skills in ECE. Arumsari and Putri (2020) underscore the importance of ongoing assessments in early childhood to ensure that children develop optimally across various aspects. These assessments encompass not only cognitive development but also language and social skills. Language development is a primary focus in early childhood education. Chairilisyah (2022) points out that improving speaking skills in young children is essential for supporting their critical thinking and communication abilities in the future. Children with strong language skills are more likely to effectively express their ideas and participate actively in learning activities. Each child possesses unique characteristics that distinguish them from one another, and Clipa (2017) emphasizes the need for education tailored to the specific needs of these children. Early childhood education should address all aspects of development, including social and emotional growth, to help children become well-rounded individuals. Darna *et al.* (2023) highlight the importance of collaboration between teachers and parents in supporting children's development. This partnership can accelerate the development of children's character and skills, helping them become independent and competent individuals. The significance of religious and moral education is also recognized by Maghsyaniyah and Afinta (2022), who show that instilling religious values from an early age can shape children's character. This aligns with Yuli's (2022) view that understanding the stages of child development is crucial for designing effective educational programs. In studies related to language education, Haristiani *et al.* (2023) underscore the use of classroom action research as a tool for enhancing teaching quality. Through this method, teachers can evaluate and refine their teaching practices to achieve better learning outcomes. Putra's (2022) research emphasizes the "golden age" period as a critical time for cognitive development. Education provided during this period can have a significant long-term impact on a child's abilities. Additionally, Rahma *et al.* (2023) propose STEAM training and the use of Loose Parts Learning as ways to foster creativity in early childhood education. This creativity is not only important for educators but also beneficial in enhancing children's learning experiences. The study by Hasmar *et al.* (2022) examines the relationship between parental knowledge and sensory stimulation on children's development. They found that appropriate stimulation can support children's growth in various aspects, including their performance in school. This literature provides valuable insights for developing better educational approaches in ECE, particularly in the areas of language and cognitive skill development.

Methodology

This study employed Classroom Action Research (CAR) as its primary research methodology. Classroom Action Research, often abbreviated as CAR, is a form of research conducted by teachers or researchers within the classroom setting. The purpose of CAR is to identify and analyze the effects of specific actions or interventions on a targeted research subject, typically the students, within the educational environment (Haristiani *et al.*, 2023). The concept of Classroom Action Research was first introduced by Kurt Lewin in 1946. Since its inception, the methodology has been further developed and refined by various experts, including Stephen Kemmis, Robin McTaggart, John Elliot, and Dave Ebbutt, among others. These contributors have expanded and adapted the CAR framework to align with advancements in educational theory, practice, and the integration of new technologies. CAR is a cyclical process that involves several stages: planning, action, observation, and reflection. These stages are repeated in cycles to allow for continuous improvement and adjustment of the interventions being studied. The iterative nature of CAR enables researchers to systematically assess the effectiveness of their strategies and make data-driven decisions to enhance educational outcomes. While understanding the theoretical underpinnings of Classroom Action Research is essential, it is equally important to effectively implement these concepts within the learning environment. Successful application of CAR requires careful planning, ongoing observation, and critical reflection to ensure that the interventions address the needs of the students and contribute to their overall learning experience. The CAR approach was used to evaluate the impact of using image media as a tool to enhance children's speaking skills. The research was conducted in multiple cycles, with each cycle consisting of planning, implementing the intervention, observing the results, and reflecting on the findings to inform the next cycle. This methodological approach allowed for continuous monitoring and improvement of the intervention, ensuring that it effectively met the educational objectives.



Results and Discussion

Results

Description of Precycle Conditions

The initial step taken by researchers before carrying out classroom action research is to make initial observations in the form of pre-action activities to find out the initial state of speech skills possessed by children. Observations are carried out using observation sheet instruments that have been compiled, namely in the form of a checklist to reveal children's initial abilities in improving children's speaking skills, using a scored assessment of 4 for children who can recognize number symbols with very good criteria or develop very well, score 3 for children who can recognize number symbols with good criteria or develop as expected, A score of 2 is for children who can recognize number symbols with sufficient or still developing criteria, and a score of 1 for children who can recognize number symbols with less or undeveloped criteria. In pre-action research, teachers teach the theme of recreation. Based on the results of observations in precycle activities, an overview of the results of early childhood abilities is obtained. Image media in PAUD Aiyah with indicators Children are able to tell personal experiences using more than two sentences Children can answer questions for complex reasons, and children can retell the content of the story and children are able to answer questions, Children are able to tell stories again with complete story content, children are able to express expressions and express ideas. In the indicator Children are able to tell personal experiences using more than two sentences, there are nine children (33.33%) from the total number of children (26 children) with the category of undeveloped, 17 children (66.66%) of the total number of children (26 children) with the category of starting to develop, 0 children (0%) of the total number of children (26 children) with the category of developing as expected, 0 children (0%) of the total number of children (26 children) with the criteria of developing very well. The results of the initial observations show that the child's speaking ability has not developed properly. The results of observations in the application of image media are described in the table below:

Table 1. Children's speech skills in the Precycle

No.	Indicator	BB		MB		BSH		BSB	
		Sum	%	Sum	%	Sum	%	Sum	%
1	Indicator 1	0	0	0	0.0	15	71.4	6	28.6
2	Indicator 2	5	23.8	10	47.6	6	28.6	0	0.0
3	Indicator 3	9	42.9	10	47.6	2	9.5	0	0.0
4	Indicator 4	7	33.3	11	52.4	3	14.3	0	0.0
5	Indicator 5	6	28.6	9	42.9	6	28.6	0	0.0
6	Indicator 6	11	52.4	7	33.3	3	14.3	0	0.0
Sum		38	181	47	223,8	29	166,7	6	28,6

The percentage of children's final achievement of speaking ability in the Precycle study can be explained in Figure 1 below:

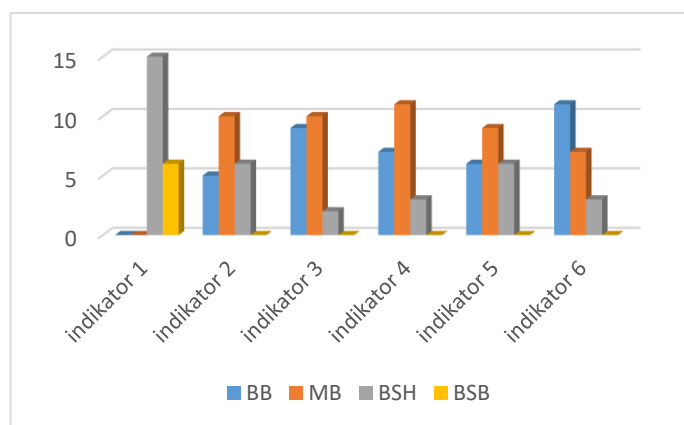


Figure 1. Percentage Graph of Precycle Children's Speaking Ability



Based on data from Pre-Action observations, children's speaking ability indicators Children are able to tell personal experiences using more than two sentences, children can answer questions for complex reasons, children can retell the content of the story, children are able to answer questions, children are able to tell stories again with complete story content, children are able to express and express ideas. has not reached the success criteria with a value of 52% with the category starting to develop. It can be emphasized that the ability to recognize children's number symbols has not been trained properly, and the above aspects have not been able to be done optimally. This situation makes the foundation for efforts to develop the ability to recognize number symbols through exposure to image media. Early childhood speaking skills have not reached the success criteria, so researchers and collaborators need to take action or make an effort to improve early childhood storytelling skills in PAUD Aisyah, an effort made by using the application of image media to improve children's speaking skills. Through the application of image media, it is expected that children's speaking skills will increase according to the success indicators that have been set, namely $\geq 80\%$ or with criteria for developing according to expectations.

Action Cycle I

1) Planning

Research is carried out in stages in the form of a learning cycle. The number of cycles that will be carried out depends on the success rate of learning to recognize number symbols using the application of image media. Each cycle carried out in three meetings, strengthens the mastery of concepts for children's speaking skills. The planning stage in Cycle I includes the following activities: 1) Prepare a daily activity plan (RKH) with the theme of work and sub-themes of various professions; 2) Prepare image media and learning resources needed in learning; 3) Prepare an observation sheet to see the level of development of the child's speaking ability.

2) Implementation of Cycle I

Implementation of Cycle I actions in as many as three meetings. The First Meeting will be held on Monday, 4 March 2024, the Second Meeting will be held on Wednesday, 6 March 2024, and the Third Meeting will be held on Monday, 11 February 2024. The theme that was being developed that week was the theme of animals and sub-types of animals. The implementation of this classroom action research does not interfere with the learning schedule in PAUD Aisyah because this action research does not change the existing learning schedule. The learning process carried out is 1) Initial Activities and 2) Core Activities. This activity is carried out to introduce the language. After finishing the meal, the children are guided to pray together after eating. The child and teacher talked about the activities that had been done that day. Children are asked to express their opinions about the variety of play that children like the most. Children are invited to sing to refresh their minds, and then children pray before going home and continue with giving messages from educators. Meeting The two children were guided to relate the number of objects with a simple mathematical language, namely by applying image media. However, in introducing language to speaking skills, children are still assisted by a number of pictures to facilitate children's thinking and solidify the vocabulary that children have. In this meeting, the child plays using a picture medium In the second meeting the teacher teaches how to talk to the child. In introducing children's speaking skills before and after the teacher still uses image media by the way children are asked to tell the pictures they see, after the pictures one by one the teacher asks what pictures he sees.

Children one by one with their own personal experiences. After finishing the meal, the children together are guided to pray after eating. The child and teacher talked about the activities that had been done that day. Children are asked to express their opinions about each other's personal experiences. Children are invited to sing to refresh their minds then children pray before going home and continue with giving messages from educators. The third meeting, the children were given an explanation while showing pictures in tayah and repeating the learning that had been done. Then, the child is asked to explain the existing picture. In addition, at the third meeting, the teacher taught how to ask questions from the teacher so that children learn to communicate with children. At this stage the teacher also still uses the help of gamba pictures, by the way children are asked to tell the gambler. After finishing the meal, the children together are guided to pray after eating. The child and teacher talked about the activities that had been done that day. Children are asked to express their opinions about the variety of play that



children like the most. Children are invited to sing to refresh their minds then children pray before going home and continue with giving messages from educators.

3) Observation

Observation or observation is carried out by researchers and teachers during the learning process. The following is an explanation of the results of Cycle I observations regarding the ability to speak at the First, Second, and Third Meetings. Along with the action stage, the observer makes observations or observations. Observation activities, carried out to observe the ability of children to speak, children's interest in seeing pictures .during the learning process. Indicators observed by children in fluency in speech and can answer teacher questions. From the data of the observation sheet of children's activities, the following data were obtained:

Table 2. Children's speaking skills in Cycle I

No	Indicator	BB		MB		BSH		BSB	
		Sum	%	Sum	%	Sum	%	Sum	%
1	Indicator 1	0	0.0	0	0.0	10	47.6	11	52.4
2	Indicator 2	0	0.0	5	23.8	12	57.1	4	19.0
3	Indicator 3	0	0.0	8	38.1	11	52.4	2	9.5
4	Indicator 4	0	0.0	6	28.6	9	42.9	6	28.6
5	Indicator 5	0	0.0	7	33.3	11	52.4	3	14.3
6	Indicator 6	0	0.0	6	28.6	11	52.4	4	19.0
Sum									

Based on observational data in cycle I, the child's ability to speak with indicators mentioning words up to five sentences, mak. has not reached the success criteria. The indicator states that the sequence of sentences 1-10 has increased from pre-cycle, if in the pre-cycle the percentage of the indicator mentions the sequence of sentences 1-10 with a percentage of 81.95% with the category of very well developed consisting of 0 children (0.0%) with the criteria of not developing, 0 children (0.0%) with criteria of starting to develop, 15 children (71.4%) with criteria of developing according to expectations and 6 children (28.6%) with criteria of developing very well. There was an increase in the first cycle reaching a score of 88.10% with the category of very well developed consisting of 0 children (0.0%) with the criteria of not developing, 0 children (0.0%) with criteria of starting to develop, 10 children (47.6%) with criteria of developing according to expectations and 11 children (52.4%) with criteria of developing very well.

The indicator mentions sentences before and after randomly increased from pre-cycle, if in the pre-cycle the percentage of the indicator mentions sentences before and after randomly with a percentage of 53.57% with the category of undeveloped consisting of 5 children (23.8%) with criteria of not developing, 10 children (47.6%) with criteria of starting to develop, 6 children (28.6%) with criteria of developing according to expectations and 0 children (0.0%) with criteria of developing very well. There was an increase in the first cycle reaching a score of 73.81% with the category of developing according to expectations consisting of 0 children (0.0%) with the criteria of not developing, 5 children (23.8%) with the criteria of starting to develop, 12 children (57.1%) with the criteria of developing according to expectations and 4 children (19.0%) with the criteria of developing very well.

The indicator recognizes words and sentences 1-10 words with pictures has increased from pre-cycle, if in the pre-cycle the percentage on the indicator recognizes words and sentences 1-10 words with objects with a percentage of 41.67% with the category of undeveloped consisting of 9 children (42.9%) with the criteria of not developing, 10 children (47.6%) with criteria of starting to develop, 2 children (9.5%) with criteria of developing according to expectations and 0 children (0.0%) with criteria of developing very well. There was an increase in the first cycle reaching a score of 67.86% with the category of starting to develop consisting of 0 children (0.0%) with undeveloped criteria, 8 children (38.1%) with criteria starting to develop, 11 children (52.4%) with criteria developing according to expectations and 2 children (9.5%) with criteria developing very well.



The indicator distinguishes 2 sets of objects that are more and fewer with objects increasing from pre-cycle, if in the pre-cycle the percentage in the indicator distinguishes 2 sets of objects that are more and less with objects with a percentage of 44.5% with the category of undeveloped consisting of 7 children (33.3%) with undeveloped criteria, 11 children (52.4%) with criteria starting to develop, 3 children (14.3%) with criteria developed as expected and 0 children (0.0%) with criteria developed very well. There was an increase in the first cycle reaching a score of 75.00% with the category of starting to develop consisting of 0 children (0.0%) with the criteria of not developing, 6 children (28.6%) with criteria of starting to develop, 9 children (42.9%) with criteria of developing according to expectations and 6 children (28.6%) with criteria of developing very well.

The indicator shows 2 sets of objects that are not the same in number have increased from pre-cycle, if in the pre-cycle the percentage of the indicator shows 2 groups of objects that are not the same in number with a percentage of 50.00% with the category of undeveloped consisting of 6 children (28.6%) with the criteria of not developing, 9 children (42.9%) with criteria of starting to develop, 6 children (28.6%) with criteria of developing according to expectations and 0 children (0.0%) with criteria of developing very well. There was an increase in the first cycle reaching a score of 70.24% with the category of developing according to expectations consisting of 0 children (0.0%) with undeveloped criteria, 7 children (33.3%) with criteria starting to develop, 11 children (52.4%) with criteria developing according to expectations and 3 children (14.3%) with very good development criteria.

The indicator of writing sentences of 1-10 words both sequentially and randomly increased from the pre-cycle, if in the pre-cycle the percentage on the indicator wrote the symbols of numbers 1-10 both sequentially and randomly with a percentage of 44.5% with the undeveloped category consisting of 11 children (52.4%) with undeveloped criteria, 7 children (33.3%) with criteria starting to develop, 3 children (14.3%) with criteria developing according to expectations and 0 children (0.0%) with criteria developing very well. There was an increase in the first cycle reaching a score of 72.62% with the category of developing according to expectations consisting of 0 children (0.0%) with undeveloped criteria, 6 children (28.6%) with criteria starting to develop, 11 children (52.4%) with criteria developing according to expectations and 4 children (14.3%) with criteria developing very well.

Based on the observations of Cycle I in Table 2 and Figure 2, it shows that the speaking ability of 1-10 children in PAUD AISYAH began to improve gradually, but the existing improvement has not reached the specified success criteria. The average achievement of children in the initial ability indicator reached 74.60%, the data was also supported from the number symbol ability data of each child who still did not reach the success indicator. The following is presented about the observation data specifically in the implementation of pre-cycle and Cycle I, in Figure 3 as follows:

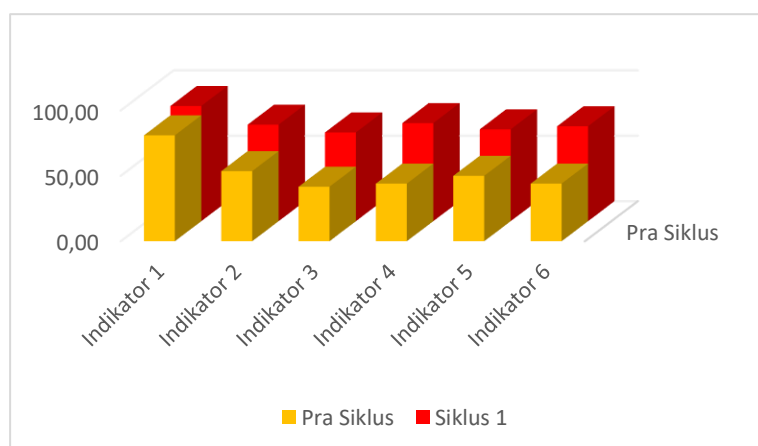


Figure 2. Results of Pre-Cycle and Cycle I Score Comparison

Based on the data from the observation of Cycle I in Figure 2, it shows that the ability of children to speak 1-10 children began to increase compared to the results of observations in Pre-Action, the average achievement of



children in Cycle I was 74.60% with the category of developing as expected, but this value has not met the success indicators, so research needs to be continued in action II.

4) Reflection

This reflection activity is intended as input material in planning the next cycle. From this reflection of Cycle I, it is expected to provide better changes to the learning process and more optimal results in Cycle II.

Discussion

The findings of this study align with and expand upon existing research in the field of early childhood education, particularly in the use of media to enhance language development. Similar to the research conducted by Agustina *et al.* (2023), which demonstrated that the use of illustrated storybooks can significantly increase children's interest in reading and cognitive engagement, this study found that image media effectively stimulated children's speaking abilities. Both studies highlight the importance of visual stimuli in engaging young learners and enhancing their language skills. Moreover, the improvement in speaking skills observed in this study is consistent with the findings of Chairilsyah (2022), who emphasized the critical role of language development in early childhood. Like Chairilsyah's work, this research confirms that targeted interventions, such as the use of image media, can significantly improve children's ability to articulate thoughts, expand vocabulary, and construct sentences. This supports the broader educational goal of preparing children for more complex language use in later stages of education. However, this study also encountered challenges that were somewhat different from those reported in previous research. For instance, unlike the study by Clipa (2017), which focused on the unique characteristics of each child and the need for individualized education, this research found that while image media was generally effective, the varying levels of prior language exposure among students required differentiated instruction. Some students, particularly those with less prior exposure to language-rich environments, needed more support and time to fully benefit from the interventions. This finding suggests that while visual media can be a powerful tool in language development, its effectiveness may be influenced by the individual backgrounds and needs of the children. Furthermore, this study's emphasis on the role of teacher facilitation echoes the conclusions of Darna *et al.* (2023), who highlighted the importance of teacher-parent collaboration in character development. In this research, the active role of teachers in guiding discussions and providing feedback was crucial to the success of the image media intervention. The study reinforces the idea that teacher involvement is essential in creating a learning environment where children feel supported and encouraged to participate, which is consistent with Darna *et al.*'s emphasis on collaborative educational efforts. The reflection phase of the Classroom Action Research process also revealed insights similar to those found in the study by Haristiani *et al.* (2023), which utilized classroom action research to improve teaching practices. Both studies underscore the value of iterative cycles of planning, action, observation, and reflection in refining educational strategies. This process allowed for continuous improvement and adaptation to the students' needs, leading to more effective teaching outcomes. In contrast to the research by Maghsyaniyah and Afinta (2022), which focused on moral and religious education in early childhood, this study concentrated on language development. However, both studies share a common understanding of the importance of early interventions in shaping children's future abilities and behaviors. While the focus areas differ, the underlying principle of early and targeted educational efforts as a foundation for later success is a shared theme. This study supports Putra's (2022) emphasis on the "golden age" of cognitive development, highlighting how carefully designed educational interventions during this period can have long-lasting positive effects. The use of image media in this research proved to be an effective strategy for tapping into this critical developmental window, reinforcing the importance of providing rich, engaging educational experiences during early childhood. This study not only corroborates but also expands upon existing literature in the field of early childhood education. While it confirms the effectiveness of visual media in enhancing language skills, it also highlights the need for tailored approaches to address the diverse needs of young learners. The findings suggest that, although image media is a valuable tool, its success is closely tied to the context in which it is used and the individual characteristics of the students.



Conclusion

Based on the results of research conducted for two cycles and each cycle carried out for three meetings, it can be concluded that the improvement of speaking skills in Paud Aisyah children, Pajar Tinggi Village, Pajar Bulan District, Lahat Regency. occurs due to learning using image media. This is shown by the improvement of children's speaking skills in each cycle. The learning step carried out in introducing sentences and words is that children are introduced first to words, after children recognize the concept of words then children are introduced to sentence sentences. The first step in introducing words is to introduce language first, then children are trained to be able to think symbolically called reflective abstraction, and finally children are trained to be able to connect the meaning of sentences with sentence symbols. All stages in introducing the sentence are carried out through learning using image media. In image media learning activities, the learning atmosphere is carried out through pictures so as to be able to present fun learning activities for children. Children are able to absorb what is learned more optimally when done in a pleasant atmosphere. Fun learning also makes children not feel bored quickly so that children are able to follow activities from beginning to end. The use of image media in learning, makes it easier for children to recognize words and sentences. In addition, image media is an interesting media for children so that children are more enthusiastic in learning activities. Based on the results of the data in this study, the results of children's ability to speak in each cycle have increased. Children who were able to speak well at stage I 74.60% and stage of cycle II reached 90.62% of 26 children. This shows that improving the ability to speak in Paud Aisyah children, Pajar Tinggi Village, Pajar Bulan District, Lahat Regency can be done through image media.

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