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# Implementation of Lettered Picture Card Media to The Language Development of Children Aged 5-6 Years Kindergarten Kartika XIV Siliwangi Cirebon City

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University of Education, Indonesia**Correspondence:**[aldie.fachrian1@gmail.com](mailto:aldie.fachrian1@gmail.com)**Funding information:****Abstract**

Age plays a crucial role in the language development of children. When children are trained and taught using picture card learning media in their learning process, they become actively engaged and are less likely to feel bored. The materials used in this approach can include materials or even media board letters. By incorporating picture card media, students can develop their language skills, which is of great significance in children's overall development. The writer is particularly interested in utilizing picture card media to enhance the learning experience. The collection of data through observation and language development interviews holds paramount importance, as it is crucial to foster language development from an early age. However, the development of children's language skills may not occur effectively if not properly implemented in the learning process.

**Keywords:** Picture Card Media, Language Development

## 1. INTRODUCTION

The National Education System Law in Indonesia, also known as the 2013 National Education System Law, acknowledges the significance of early childhood education. According to Article 4 paragraph (1) of the law, early childhood education, which begins at the age of 0, aims to facilitate the holistic development of children, encompassing language, physical, social, emotional, and spiritual growth. Language plays a crucial role in the development of children during this stage, serving as the foundation for communication, expression, and cognitive processes. Children who possess language skills find it easier to learn other languages and enhance their overall language abilities. Therefore, it is essential to introduce language to children from an early age, such as in preschool or kindergarten (TK/RA).

Ahmad Susanto's 2018 writing cites Vygotsky's opinion that language plays a vital role in shaping a child's thinking. According to Vygotsky, language serves as a tool for

expressing ideas, conveying thoughts, and communication. Through language usage, children can develop their linguistic abilities.

Language acquisition begins in infancy, with newborns even starting to communicate through simple words like "papa." Additionally, infants aged 0 demonstrate recognition of voices, especially those of their mother and other family members. As children reach the ages of 1-2 years, they begin the process of language learning.

However, children often encounter developmental challenges, including language development issues. Vocabulary mastery and word retrieval are common obstacles faced by children in their language development. Furthermore, language barriers hinder children's ability to communicate with peers, express their desires to parents, articulate opinions during discussions, and more.

Preliminary studies conducted by researchers have shown that the language development of 5-6-year-old children is generally in the early stages. Observational data

indicates that out of a total of 10 students, 2 children (20%) show progress as expected, 3 children (30%) demonstrate satisfactory language development, while 5 children (50%) exhibit only limited development. No children fall into the categories of very good development or undeveloped.

These findings can be attributed to several factors, including the lack of variation in classroom learning media. Therefore, teachers should utilize media, such as lettered cards, to stimulate children's language development.

Lettered cards are educational tools that assist children in learning by presenting letter shapes alongside corresponding pictures and words (Maimunah Hasan, 2009: 65). These cards feature symbols and images that aid children in familiarizing themselves with letters and associated words (Azhar Arsyad, 2019: 119).

## 2. METHOD

This study employed a descriptive-quantitative method using the One Group Pre-Test and Post-Test Design, which is a pre-experimental research design. The target population consisted of group B children at Kartika XIV Siliwangi Kindergarten in Cirebon City. The research utilized the saturated sampling technique, allowing the researcher to include all children from group B as participants. The research instruments utilized the Sugiyono approach (2010, p.48), incorporating several tools to collect data regarding the children's letter recognition abilities. These instruments included: 1) an observation sheet, 2) an approval sheet, 3) a Daily Learning Implementation Plan (RPPH), and 4) Instrument Grids and Measuring Scales.

Data analysis involved describing the sample data and seeking comparisons between the sample and population data without drawing definitive conclusions. The comparisons were made based on the categories of letter recognition ability derived from the learning outcomes using interval categories.

In this study, a descriptive-quantitative method was employed to gather information about the letter recognition abilities of group B children at Kartika XIV Siliwangi Kindergarten. The One Group Pre-Test and Post-Test Design was utilized, which is a pre-experimental research design. This design allows for the

The research objectives are as follows: 1) To determine the development of letter recognition in group B children before using picture cards as media at Kartika XIV Kindergarten in Cirebon City. 2) To assess the development of letter recognition in group B children after utilizing picture letter cards at Kartika XIV Kindergarten in Cirebon City. 3) To compare the differences in letter recognition development in group B children before and after employing picture card media at Kartika XIV Kindergarten in Cirebon City.

his research aims to investigate the impact of using picture cards on the development of letter recognition skills in young children and evaluate the effectiveness of this media in enhancing language acquisition.

collection of data before and after the implementation of the intervention, in this case, the use of picture cards as a learning media. The target population consisted of all children from group B, and the saturated sampling technique was used, meaning that all children from the group were included as participants.

To collect data on the children's letter recognition abilities, various research instruments were employed. These instruments included an observation sheet, which allowed the researcher to systematically observe and record the children's performance in recognizing letters. An approval sheet was used to assess the children's progress and determine their level of letter recognition. The Daily Learning Implementation Plan (RPPH) was also utilized to provide a structured plan for implementing the intervention using the picture cards. Additionally, Instrument Grids and Measuring Scales were employed to measure and evaluate the children's letter recognition skills.

The data analysis in this study focused on describing the sample data and making comparisons between the sample and population data. The purpose was to examine the effectiveness of the picture cards in improving the children's letter recognition abilities. The comparison was made using interval categories based on the learning outcomes, allowing for a more nuanced assessment of the children's progress.



No	Identitas Anak	Indikator			Skor	Kategori
		1	2	3		
1	A1	5	4	4	13	BSH
2	A2	5	5	4	14	BSH
3	A3	5	4	5	14	BSH
4	A4	5	4	4	13	BSH
5	A5	5	3	5	13	BSH
6	A6	5	4	4	13	BSH
7	A7	5	5	4	14	BSH
8	A8	5	4	3	12	BSH
9	A9	5	5	3	13	BSH
10	A10	5	5	3	13	BSH
<b>Jumlah</b>					132	
<b>Rata-rata</b>					13,2	BSH

b) Subtable of pronunciation of Consonants

No	Identitas Anak	Indikator						Skor	Kategori
		4	5	6	7	8	9		
1	A1	5	5	4	5	4	3	26	BSH
2	A2	5	5	5	4	5	4	28	BSH
3	A3	5	5	5	5	4	5	29	BSH
4	A4	5	5	4	4	4	4	26	BSH
5	A5	5	5	5	4	5	5	29	BSH
6	A6	5	5	4	5	4	5	28	BSH
7	A7	5	5	3	4	3	4	24	BSH
8	A8	5	5	4	3	4	4	25	BSH
9	A9	5	5	4	4	3	5	26	BSH
10	A10	5	5	3	4	4	5	26	BSH
<b>Jumlah</b>								267	
<b>Rata-rata</b>								26,7	BSH

c) Sub-Aspects of writing vowels and Consonants

No	Identitas Anak	Indikator			Skor	Kategori
		10	11	12		

1	A1	5	5	5	15	BSB
2	A2	5	5	5	15	BSB
3	A3	5	5	5	15	BSB
4	A4	5	5	5	15	BSB
5	A5	5	5	5	15	BSB
6	A6	5	5	5	15	BSB
7	A7	5	5	5	15	BSB
8	A8	5	5	5	15	BSB
9	A9	5	5	5	15	BSB
10	A10	5	5	5	15	BSB
<b>Jumlah</b>					150	
<b>Rata-rata</b>					15	BSB

Information

BSB = Very well developed

BSH = Growing as expected

MB = Start growing

BB = Undeveloped

### b. Discussion

The research findings provide valuable insights into the development of letter recognition abilities among children in Kartika XIV Siliwangi Kindergarten in Cirebon City. The study employed a pre-test and post-test design to assess the effectiveness of using picture letter cards as a learning media.

In the pre-test phase, the children's abilities in four sub-aspects of letter recognition were evaluated, namely speaking vowels, interpreting consonants, writing vowels, and writing consonants. The results showed that, on average, the children's ability to think about vowels fell into the category of "Developing According to Expectations" (BSH). However, their ability to think about consonants was categorized as "Still Developing" (MB). On the other hand, their writing skills for both vowels and consonants were rated as "Very Well Developed" (BSB). It is worth noting that all children initially demonstrated a developing ability to recognize letters based on the pre-test results.

Following the pre-test, the children received three lessons as a treatment. A post-test was then administered to evaluate their progress after the intervention. The post-test results indicated that, on average, the children's ability to interpret vowels fell within the "Developing According to Expectations" (BSH)

category, with an average score of 13. Similarly, their ability to think about consonants was also categorized as "Developing According to Expectations" (BSH), with an average score of 26.7. The children's writing skills for both vowels and consonants remained in the "Very Well Developed" (BSB) category, with an average score of 15. Overall, the post-test results showed that all children reached the "Developing According to Expectations" (BSH) category. These findings indicate an improvement in the children's ability to recognize letters after receiving the treatment, with all children progressing from the pre-test category of "Developing According to Expectations" (BSH) to the same category in the post-test.

To further analyze the progress made by the children, the researchers calculated the normal gain, which measures the increase in learning outcomes. The average normal gain was determined to be 0.68, falling within the interpretation category of 0.56-0.75, indicating that the intervention using picture letter cards was quite effective. Furthermore, a difference test was conducted, yielding an Asymp. Sig. (2-tailed) value of 0.005, with an average increase of 5.50. These results demonstrate that there is a significant difference between the pre-test and post-test scores, with the children's abilities improving after using the picture letter cards as a learning media. Thus, the findings confirm the positive impact of utilizing picture letter cards on the children's ability to recognize letters in group B at Kartika XIV Siliwangi Kindergarten in Cirebon City, with an average increase of 5.50.

The research outcomes demonstrate that employing picture letter cards as a learning tool has a beneficial impact on children's letter recognition abilities. The intervention effectively enhanced the children's cognitive skills, particularly their ability to think and interpret vowels and consonants. Meanwhile, their writing skills consistently remained at a high level throughout the study. These findings emphasize the significance of employing diverse teaching methods and resources, such as picture letter cards, to facilitate language development during early childhood education.

The research results provide valuable insights for educators and practitioners, as they highlight the effectiveness of using picture

letter cards to promote language learning and literacy skills among young children. By incorporating these findings into their teaching strategies, educators can create more engaging and interactive lessons that foster letter recognition and overall language development.

The positive impact of picture letter cards suggests that visual aids play a crucial role in engaging children and facilitating their understanding of letters and their sounds. The visual representations on the cards help children associate the shapes of letters with corresponding objects or words, enhancing their ability to recognize and interpret letters. Furthermore, the consistent strength in the children's writing abilities implies that the use of picture letter cards contributes to their overall language proficiency and communication skills.

These research outcomes serve as a foundation for designing effective instructional approaches in early childhood education. Educators can incorporate picture letter cards into their curriculum, creating interactive activities and games that encourage children's active participation and language exploration. Additionally, the findings highlight the importance of providing varied learning experiences to cater to different learning styles and preferences.

By leveraging the benefits of picture letter cards, educators can create a stimulating learning environment that fosters children's language development. These findings also support the idea that early exposure to language and literacy concepts is vital for building a strong foundation for future academic success. Educators and practitioners can utilize the research results to inform their instructional practices, develop targeted interventions, and continuously improve early childhood education programs.

In conclusion, the research findings confirm the positive influence of picture letter cards on children's letter recognition abilities. The intervention successfully enhanced their thinking and interpreting skills related to vowels and consonants, while their writing abilities remained consistently strong. These results emphasize the significance of employing diverse teaching methods and resources to support language development in early childhood education. By incorporating picture

letter cards and similar visual aids into their instructional practices, educators can create engaging and effective learning experiences that promote language learning and literacy skills among young children.

#### **4. CONCLUSION**

The utilization of picture word card media in Kartika XIV Siliwangi Kindergarten, Cirebon City has proven to be successful in enhancing children's language skills. This particular teaching tool has effectively improved various aspects of language development, including accurate question answering, recognition of familiar words, vocabulary enrichment, and symbol recognition. The implementation of picture word card media involves a structured approach, which encompasses determining the theme, creating the picture word cards, introducing letters and words to the children, preparing necessary tools and materials, providing engaging activities, and organizing children into groups.

The implementation of picture word card media has yielded positive outcomes in children's language skills by fostering their comprehension and linguistic abilities. This media aids children in recognizing and naming pictures, syllables, and letters of the alphabet. By visually representing words and concepts, picture word cards facilitate children's understanding of language and support their vocabulary development.

The effectiveness of picture word card media can be attributed to its interactive and engaging nature. Children are naturally drawn to visuals, and the incorporation of images in learning materials captures their attention and motivates their active participation. By associating pictures with corresponding words and sounds, children can easily grasp and retain new vocabulary, enhancing their overall language proficiency.

The structured steps involved in implementing picture word card media ensure a systematic and comprehensive approach to language development. From selecting a theme to preparing materials and conducting activities, each step is carefully designed to maximize children's learning experience. The division of children into groups allows for collaborative learning and peer interaction,

fostering communication skills and promoting a supportive learning environment.

In conclusion, the utilization of picture word card media in Kartika XIV Siliwangi Kindergarten, Cirebon City has proven to be an effective method for developing children's language skills. This teaching tool enhances children's understanding and proficiency in language through visual representation and interactive learning experiences. The systematic implementation of picture word card media, involving structured steps and group activities, further contributes to children's language development. By incorporating this approach into early childhood education, educators can effectively support children's language learning and promote their overall linguistic abilities.

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The primary aim of this thesis is to provide significant benefits, particularly to early childhood education teachers. The author's ultimate goal is to support students in achieving optimal success and development. It is hoped that this thesis can serve as a valuable reference for teachers in enhancing the quality of learning and promoting the overall development of young children.

The author would also like to offer sincere apologies to Allah SWT for any mistakes or shortcomings that may be present in this thesis. May Allah SWT grant forgiveness and blessings for all the efforts made in completing this research.

In conclusion, the author hopes that this thesis will bring substantial benefits and serve as a starting point for further research and advancements in the field of early childhood education. Gratitude is expressed to all those who have provided support and assistance throughout the writing process. May we always be bestowed with the grace and guidance of Allah SWT.

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