

---

---

## **STIMULATION OF CHILDREN SPEAKING ABILITY BY EMPLOYING “KARYA WISATA” METHOD**

**<sup>1</sup>Wili Astuti, <sup>2</sup>Muhamad Taufik Hidayat**

*FKIP Universitas Muhammadiyah Surakarta, Surakarta, Indonesia*

*<sup>1</sup>wa265@ums.ac.id*

*<sup>2</sup>mt.hidayat@ums.ac.id*

### **ABSTRACT**

The purpose of this research is to reveal the implementation of “Karyawisata” method in improving children ability to speak. As we know that language is the key to communicate with the society. In this critical period, at the kindergarten ages, children need to develop this skill in order to be able to interact with their surrounding. In TK Aisyiyah I Gulon, Sukoharjo, Indonesia the speaking ability of children seem low. The children just quite inside the classroom, regardless the teacher effort to encourage them to speak freely.

This action research is a collaborative research among researcher, class teacher and school headmaster. The data collection by using observation, interview, and documentation. The data analyzed with descriptive qualitative. Triangulation data is used to guaranty the data validity.

The result of this research shows the improvement in children speaking ability by employing Karyawisata method. Pre observation data display only 34% from 23 children who able to speak freely. After the first cycle, 65.5%, and the number goes up after the second cycle to 86.5%. So the implementation of Karyawisata method is proven to increase children ability to speak.

**Keywords:** speaking ability, children, karyawisata method

### **INTRODUCTION**

Children color their world with joyful experiences which are stimulate their senses and understanding toward the world they live in. Adult people need to comprehend their special needs. Development is a change which continuously happened through children life. During this period, children need a lot of development stimulation to improve their growing. During these periods, all of children potential should be optimized. At these point, parents and teacher or all the sorrougates roles are important to stimulate the children growth. At the age of three, children are eager to learn and socialize with their friend in a fun and happy way. So, children ability to learn depend on their ability to get going with their friend.in order to do so, the ability to communicate should be good.

According to Santrock, language is a symbol system used to communicate that includes phonology, morphology, syntax, semantics and pragmatics. The language used there are two forms namely spoken language or verbal language and non vernal language. According to Dhieni the verbal language is the language that is produced by using the speech (organ of speech) with the phoneme as its base

Basically every human being first communicates with the outside world with the cries he first performed at the time of his birth. But in line with the development of the ability and maturity of muscle-related muscles associated with the process of talking, then in the year next year the child then

learn to communicate orally with his surroundings, for example with the father and his brother’s brother. With the language acquisition tools it has, the child can master the first language

Language is the key to communicating with the environment. In this sensitive learning period, children of kindergarten age need to develop their language skills so that they interact with the world around them. With language, the child can communicate his or her purpose, purpose, thoughts and feelings towards others. According Dhieni The development of early childhood language at the age of kindergarten is still far from perfect. However, its potential can be stimulated through active communiqué by using good and correct language. The quality of the language used by the person closest to the child will also affect the child’s skills in speaking.

There are various ways teachers can use to stimulate their students’ speaking skills in Kindergarten, incorrectly by using appropriate learning methods. Methods for developing appropriate language in Kindergarten are question-answer methods, capable conversations, sociodrama, role-playing and field trip.

According to Moeslichatoen, the work of tourism is one of the learning methods in Kindergarten done by observing the world in accordance with the reality that exist directly. Through this method children are invited to observe humans, animals, plants and others through direct observation. The

result of information obtained by the child is the impression of observation such as shape, color and size. This vision perception will add will help the child in increasing knowledge and broaden the child's insight. The role of karya wisata (field trip) methods for child language development in Kindergarten are: children can learn to observe and learn about things in a fun way because these activities are done outside the room. In addition, the results of observations of children can also launch his speech skills to increase the vocabulary of children in speaking. In addition, this activity can also attract and make the child interested to speak freely because the child is asked to tell anything that has been observed through the point of view that is owned by the child. That's why the researcher intended to have a close observation on the stimulation of speaking ability by employing karya wisata method at Aisyiyah Makamhaji Kindergarten

## THEORITICAL BASES

### Spoken Language

According to Kamus Besar Bahasa Indonesia, spoken language is one of the unique forms of communication found only in humans who use words derived in vocabulary form. Keraf (2005) says that language is a means of communication between members of society in the form of sound symbols produced by human speech utensils. From these two opinions can be concluded that oral language is a form of communication tool in the form of words derived from the vocabulary in the form of a human speech tool.

Communication in spoken language occurs directly or face-to-face so as to be bound by conditions, times and situations. That is, communication only happens to speakers involved in the talk. In terms of understanding the recipients of the spoken language variety, the speaker is easier to understand if there is a mistake or inappropriate use of sentence structure when speaking, because it can be fixed directly. Variety of spoken and written language is very instrumental in all the activities of speaking and communicating. In addition to being a communication tool, language also has other functions as a tool for expressing feelings and tools for socializing and as a means of social control.

As a means of social communication within the community, there are several indicators that can be used as a measure of the success of oral language (speaking) early childhood, namely: (a) The ability to listen to stories. (b) Answering questions about the story content that has been presented. (c) Provides comments on opinions about issues that appear on the story. (d) Imitating a certain sound. (e) Telling

him about the picture he made his own drawing. (f) Try and tell what happens if the object is inserted into the water. (g) Telling experiences and events simply by order. (h) Storytelling by using pronoun my. (i) Listen and relate the story coherently.

Learning strategy means the views, actions and suggestions in taking and selecting several teaching methods to encourage students to actively participate in learning. The teaching and learning strategy as one of the learning clusters of the teaching and learning process covers two main areas: (a) Instruction (instructional). The field of teaching is directly related to the achievement of teaching or curriculum success. This field covers a variety of approaches, methods, learning techniques, and learning media. (b) Management of learning (managerial). The second area deals with the management of learning, is teacher leadership in creating a conducive atmosphere that is comfortable for learning.

Dhieni says that development of spoken language in children is closely related with children cognitive development. Children spoken development influenced by 2 factors namely, internal factor and external factor. Internal factor such as cognitive ability and heredity, while external related to the way the children stimulated by their surrogate and parents and the learning method which they employs.

### Karyawisata

According Moeslichatoen (2008) Karyawisata is one method of carrying out teaching activities in kindergarten by observing the world in accordance with the reality that there is directly covering humans, animals, growing plants and other objects. The benefits of the Workshop method for children of Kindergarten age children can stimulate children's curiosity towards something that can broaden the information they gain in class so as to provide a new learning experience for children. Through this learning method, children are able to know and understand to:

1. How to observe directly the real world
  - a. Each of these creatures, humans, animals, and plants has properties that human nature can imitate.
  - b. Objects that are directly observed can be grouped by equations and differences by size, shape and color
  - c. Objects or living things that are observed directly, can be classified based on the similarity of properties possessed object into a group.
2. The sense of smell will assist the child in developing the knowledge treasury and open the horizon. The child can know that:

- a. every object has a detectable property and can be described as its smell
  - b. objects can be compared by their similarities and differences in smell
  - c. objects that smelled the same can be classified into one class.
3. The sense of hearing will help the child develop a knowledge treasury and broaden his horizons. The child can know that:
- a. each sound has a sound source and can be described
  - b. The sound of the sound can be compared by the similarity and difference in the voice
  - c. sounds can be categorized based on sound similarity into a group

The purpose of the Karyawisata for the children of Kindergarten is to cultivate an interest, to increase the treasury, as well as to broaden the knowledge. There are several places that can be used as a destination for karya wisata: 1) animal world includes zoo, aquarium, binatang museum, 2) plant world including plantation, city park, jungle tour, botanical garden, 3) work world include television station, airport, post office, police station et cetera.

In this research is using karyawisata method as stimulation of language development at early childhood. This is because language there are two types of spoken and written language, but the use of both forms of language was to communicate.

The ability of spoken language can be stimulated through active communication by using good and correct language. Information that children get through the senses of vision such as shape, color, and size. This child's impression will expand the child's knowledge and deepen the impression gained through vision.

## METHODS

This research is a classroom action research or abbreviated as PTK. PTK is a type of research

suggested to increase the professionalism of teachers in learning in the classroom. PTK intends to locate and make educators as researchers in the classroom, solving problems in the classroom. So that a teacher can implement the learning effectively to achieve the purpose of learning. Data collected in two ways, namely observation and interview. After the data collected it will be done data processing obtained from observation. This process begins by classifying and interpreting the data. Aspects to be studied are indicators related to the ability of spoken language. The number of children to be assessed with these indicators is 23 children with a target completeness is 80%. To know the average value of the achievement of indicators used the formula as follows:

*Average Value = Total value of all children divided by number of children*

To calculate the percentage of learning mastery used formula:

$$P = \frac{\text{good category} + \text{enough category}}{\text{number of students}} \times 100\%$$

To calculate the complete spoken language as a whole, the formula used is

$$P = \frac{\text{good category students}}{\text{number of students}} \times 100\%$$

The child is said to be able or good in spoken language if it meets the following criteria: (1) The child can answer the question that begins with what, where, how, why. (2) The child is able to retell the story or information he or she has heard. (3) The child is able to name objects according to the characteristic traits of the color and odor of the object (4) The child is able to classify the object in accordance with the characteristic form of color and smell.

## RESULT AND DISCUSSION

**Table 1** Results of Research

No	Rated aspects	Pre Cycle		Cycle 1		Cycle 2	
		children	%	children	%	children	%
1	Able to answer to the simple questions	9	34,7 %	15	65,2%	20	86,5%
2	Able to mentions all words which found in the sorroun-ding	10	43,5 %	15	65,2 %	18	78,2 %
3	Able to order and tell the se-rial drawings	10	43,5 %	14	60 ,8 %	21	91,3 %
4	Able to tell story which heard before	7	30,5 %	12	52,2 %	19	82,6 %

**Table 2** Recapitulation Completeness of Oral Language Spoken Abilities

Information	Pre Cycle		Cycle 1		Cycle 2	
	Average Score	%	Average Score	%	Average Score	%
Completeness of spoken language skills	1,7	38,05%	2,1	60,85%	2,6	84,65%

### Pre Cycle

To know the early ability of the children of kindergarten in oral language, then we have to do the initial survey first. This action is intended to determine the initial ability of students or kindergarten children before being given research action. This action begins with the teacher conditioning the students to be ready for the lessons that are held today. Meanwhile, the researcher puts himself as a passive participant by taking the place of my horse at the back of the rear. This is so that researchers can freely observe the ongoing learning activities. Before the research action is given, the classroom teacher uses the question and answer method to converse in stimulating oral language teaching.

From this initial reflection it is known that children or students are less interested and lazy in answering the questions asked by the teacher. Only 3 out of 23 children can perform well learning activities. There are some things that cause low oral language skills in children in TK Aisyiyah Makamhaji, namely: (1) lack of pharmacy methods used by teachers in teaching oral skills (2) lack of motivation to perform oral language tasks in children.

### Cycle 1

At the planning stage begins with the introduction of karya wisata method to the collabulator. Furthermore, together with the collabulator to do step learning step by using the karya wisata method. The first step is to prepare the Daily Action Plan to be used as a reference in carrying out the action in cycle I. Activities carried out in cycle I are visiting to the farm with indicators answering questions related to cattle.

In the implementation of learning in cycle 1, the first meeting with the theme of my environment, children are asked to walk the street in the school environment. All children are visiting a farm. Followed by answering questions that are simple questions related to domesticated animals such as the number of legs, skin color, food, how to breed, smell, etc. The third meeting, still with the same theme. Activities undertaken ranged by answering simple questions about how to care for cattle. At the end of the study the researcher along with the collaborators recorded the results of later observations and recorded in the observation sheet.

Observation is done gradually. Viewed from the development of spoken language after using the karya wisata method done and recorded its development in every cycle, such as courage, student activeness, accuracy of answers, recorded in the assessment sheet in the form of conversation.

Based on the results of observations in cycle I, the next step is to analyze the learning process of oral language of children. This analysis is done by teachers and researchers by discussing, evaluating the learning process that has been passed, and see the existing deficiencies. The result of one cycle analysis shows that (1) there are children who are not yet active in learning oral language, (2) there are children who have not dared to express their opinion by using oral language, (3) there is a child who is not right in giving the intended answer. (4) there has been an increase in spoken language through the karya wisata method when compared with before the action research, but this result has not been maximized. So it takes the next cycle.

### Cycle 2

The process of learning in spoken language in cycle I, is good enough, but has not fulfilled the provisions of success to be achieved. For this reason, we feel the need to repeat the action of research in cycle II. In the second cycle is done with three meetings. After discussing with classroom teachers, we agreed on some things that should be done in improving the ability of oral language in children, namely (1) encouraging children to be more proactive in using oral language, (2) involving children actively in oral language learning, (3) invites children to see first-hand the source of learning that will be used in oral language learning. Activities carried out in this second cycle is to visit the flower shop. Expected after a visit to this flower garden / flower children can group flowers according to the shape, color, size and smell.

By using the theme "plants", children are invited to the park or flower shop in Surakarta. Children are asked to name various kinds of flower plants they encounter. At the second meeting, the child is asked to name the name of the flower that exists at school or along the path they pass by when they go to school. At the third meeting, they were

asked to sort pictures containing stories about how to care for good plants.

Observation is done gradually. Observation emphasizes the success of learners in starting a conversation, asking questions with friends and expressing opinions freely. From our observation, the karya wisata method more to the students, it is proven after the completion of cycle II the ability of oral language of children to experience improvement of ability, in accordance with the following table

In this second cycle, the ability of oral language of children has increased. From the results of the analysis conducted in this second cycle, we conclude that (1) the children are getting interested in learning the spoken language done in the classroom, (2) the children have dared to express what they think and feel by using lisa, (3) ) children have started to give the right answer to a simple question. This is indicated by the recapitulation result in the table as follows:

From the table above can be concluded as follows (1) more field study method to improve the ability of oral language of children compared with the method of conversing competent and frequently asked questions. (2) the child will be more interested in direct learning or direct practice in accordance with the theme of the activities learned at the time. This is supported by Moeslichatun's opinion that the karya wisata method can be used to stimulate children's interest in something around them, expand the information that has been acquired in the classroom, and provide experience of the reality that exists around them.

## **CONCLUSION**

Through the karya wisata method, the child can improve the ability of spoken language than question and answer method. It is advisable for teachers who want to provide stimulation of language development, especially oral language in children to apply various methods of oral language development. This is so that children do not experience saturation in language learning.

## **REFERENCES**

- Arikunto. 2002. *Penelitian Tindakan Kelas ( Class Action Research)*. Rosdakarya:Bandung
- Dhieni. Nurbiana. 2005. *Metode Pengembangan Bahasa Anak*. Pusat Penerbitan Buku Universitas Terbuka: Jakarta
- Hurlock. Elizabeth B. 2005. *Perkembangan anak jilid 1 dan jilid 2*. Penerbit Erlangga: Jakarta
- Keraf.Gorys 2005.*Diksi dan Gaya Bahasa*. Gramedia : Jakarta

- Moeslichatoen.R. 1999. *Metode Pengajaran di Taman Kanak Kanak*. Rinieka Cipta: Jakarta
- Santrock. John W. 2012. *Life Span Development ( Perkembangan masa Hidup)*. Erlangga ; Jakarta