

**IMPROVING CHILDREN'S ORAL LANGUAGE CREATIVITY
THROUGH THE DRAWING CARD METHOD WITH GAMES
PLASTIC BALLS IN GROUP B IN KINDERGARTEN
TUT WURI HANDAYANI ACEH BESAR**

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ABSTRACT

One of the components to improve children's learning achievement is the learning media used. Teachers must be able to choose suitable learning media according to the material being taught. One of the media used is picture card media with plastic ball games. The formulation of the problem in this study is How is the implementation of learning in Improving Children's Spoken Language Creativity through the Picture Card Method with Plastic Ball Games in group B at Tut Wuri Handayani Kindergarten, Kuta Malaka District, Aceh Besar Regency and How is the Increase in Children's Spoken Language Creativity through the Picture Card Method with Plastic Ball Games in group B at Tut Wuri Handayani Kindergarten, Kuta Malaka District, Aceh Besar Regency. The purpose of this study was to determine the implementation of learning in improving children's spoken language creativity through the Picture Card Method with Plastic Ball Games in group B at Tut Wuri Handayani Kindergarten, Kuta Malaka District, Aceh Besar Regency and to determine the increase in children's spoken language creativity through the Picture Card Method with Plastic Ball Games in Group B at Tut Wuri Handayani Kindergarten, Kuta Malaka District, Aceh Besar Regency. The research design is in the form of class action research, which is a research that refers to the classroom, The population in this study were group B children at Tut Wuri Handayani Kindergarten, Aceh Besar. The sample in this study were 28 children, consisting of 11 boys and 17 girls. Data collection techniques in this

study are observation techniques. Data collection was carried out in one cycle, because there was an increase in children's oral language creativity with the use of picture card media with plastic ball games to increase the oral language creativity of group B children at Tut Wuri Handayani Kindergarten Aceh Besar.

Keywords: *Improving, oral language creativity, picture cards*

INTRODUCTION

Education is fundamental to the holistic development of children, especially during the early years (ages 5-6), commonly referred to as the "golden age." During this critical period, language development plays a pivotal role in communication, thought processes, and social interaction. However, observations at TK Tut Wuri Handayani in Kuta Malaka, Aceh Besar, revealed significant variation in oral language creativity among students. Only 4 out of 28 children demonstrated adequate oral creativity, while the majority struggled with basic speaking tasks like describing objects, narrating stories, or leading class activities. Given these challenges, it is essential for teachers to employ effective and engaging strategies to stimulate language creativity. The study explores the use of Picture Card Methods with Plastic Ball Games as a pedagogical tool to enhance the oral language creativity of children. This interactive activity encourages children to express their thoughts, describe images, and narrate stories, thereby developing their oral language skills.

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METHODS

Research Design

The study uses Classroom Action Research (CAR), consisting of one cycle with planning, action, observation, and reflection stages.

Participants

The study involved 28 children aged 5-6 years in group B at TK Tut Wuri Handayani, Aceh Besar.

Data Collection Instruments

- Observation Sheet: To monitor children's performance against predefined indicators:
 1. Expressing the contents of a picture.
 2. Using oral language effectively.
 3. Describing unseen picture elements (e.g., taste, use).
 4. Showing confidence in expressing opinions.

Procedures

1. Planning:

- Develop lesson plans with Picture Card activities.
 - Prepare materials: picture cards, plastic balls, and a storage container.
2. Action:
- Place picture cards inside plastic balls.
 - Children choose a ball, retrieve the picture card, and narrate the image content to peers.
3. Observation:
- Evaluate student engagement and oral creativity through an observation checklist.
4. Reflection:
- Analyze results to determine improvements and decide if further actions are required.

Data Analysis

Data were analyzed using a percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

- PPP = Percentage
- FFF = Frequency of observed behaviors
- NNN = Total sample size

RESULTS AND DISCUSSION

Before implementing the intervention, the majority of children demonstrated low oral creativity:

- Not Developed (BB): 53% (15 children)
- Beginning to Develop (MB): 14% (4 children)
- Developing as Expected (BSH): 20% (6 children)
- Very Well Developed (BSB): 13% (3 children)

Implementation of Picture Card Method with Plastic Ball Games

The activity involved:

1. Explaining the rules and objectives to students.
2. Allowing students to select plastic balls and narrate picture content.
3. Encouraging class participation and providing feedback.

Results After Cycle 1

Following the intervention, significant improvement was observed:

- Not Developed (BB): 11% (3 children)
- Beginning to Develop (MB): 12% (4 children)
- Developing as Expected (BSH): 47% (13 children)
- Very Well Developed (BSB): 29% (8 children)

The combined percentage of BSH + BSB increased to 76%, surpassing the success criterion of 75%.

Discussion

The findings highlight the effectiveness of using Picture Card Methods with Plastic Ball Games:

1. Engagement and Participation: Children were enthusiastic and motivated during the activity.
2. Language Expression: Students demonstrated improved confidence in describing objects, expressing ideas, and narrating stories.
3. Supporting Theories: The results align with Sudjana (1991) and Nugraha & Rachmawati (2006), who emphasized the importance of visual media and interactive activities for language development.

The method's success lies in its playful, hands-on nature, which aligns with the children's developmental needs and learning preferences.

CONCLUSION

The Picture Card Method with Plastic Ball Games effectively enhanced the oral language creativity of children aged 5-6 at TK Tut Wuri Handayani. The success of the intervention is evidenced by a significant improvement in students' ability to express ideas, describe picture content, and communicate confidently, with 76% of students reaching the desired achievement levels.

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