

# JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 3 (1) 1 – 14 February 2025

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

## EFFORTS TO IMPROVE CHILDREN'S LANGUAGE SKILLS THROUGH THE WORD GUESSING METHOD WITH PICTURE CARD MEDIA

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**Abstract:** This research is based on pre-action observation results, which indicate that children's language skills at RA Tarbiyatul Banin are still low, especially in vocabulary recognition and understanding letter or word concepts. The aim of this study is to improve children's language skills through the word-guessing method assisted by picture card media at RA Tarbiyatul Banin, Plosorejo Village, Pucakwangi District, Pati Regency, in the 2019/2020 academic year. This issue arises because children's language skills in word-guessing activities are not optimal due to monotonous teaching methods and a lack of activity variation, causing children to feel bored and uninterested. Consequently, their cognitive abilities remain underdeveloped. The research subjects consist of 26 children from RA Tarbiyatul Banin in the 2019/2020 academic year, including 13 boys and 13 girls. The research was conducted at RA Tarbiyatul Banin, Plosorejo Village, Pucakwangi District, Pati Regency. This study employs a classroom action research (CAR) approach, which consists of four stages: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. Data collection techniques include observation and documentation. The research was carried out in three cycles: pre-action, Cycle 1, and Cycle 2. The results indicate an improvement in children's language skills through the word-guessing method. This is evident from the pre-cycle learning outcomes, where no children were able to fully participate. However, after improvements in learning during Cycle 1, the "Developing as Expected" (BSB) scale increased by 1.92%. In Cycle 2, the "Well Developed" (BSB) scale reached 25%. Based on these percentage results, the researcher concludes that the word-guessing game assisted by picture cards can effectively improve children's language skills at RA Tarbiyatul Banin, Plosorejo Village, Pucakwangi District, Pati Regency, in the 2022/2023 academic year.

**Keywords:** RA Tarbiyatul Banin, Picture Card, Language Skills

**Received ; Accepted ; Published**

**Citation:** Henny, P. I. (2025). Effort To Improve Children's Language Skills Through The Word Guessing Method with Picture Card Media In Group A Of RA Tarbiyatul Banin Plosorejo Puncakwangi In the 2022/2023 Academic Year. *Jurnal Pendidikan Profesi Guru*. 3(1). 1–14.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

## INTRODUCTION

According to Article 1 of Law No. 20 of 2003 of the Republic of Indonesia, education is a conscious and planned effort to create a learning atmosphere and learning process

so that students actively develop their potential to possess spiritual religious strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, the nation, and the state (Depdiknas, 2007). Education programs for children are an essential component in the implementation of early childhood education, as these programs serve as the foundation for planning, implementation, development, and assessment.

Education plays a crucial role in determining development, particularly language development. Language skills are essential for forming concepts, conveying information, and solving problems. Through language, humans can communicate and interact with others, whether through speech, writing, symbols, body language, and more. Language also enables humans to understand themselves, others, the universe, and the Creator, as well as to position themselves as cultural beings.

Language is a communication tool that consists of a system of sound symbols produced by human speech organs. It comprises words or a collection of words and can be defined as a means of expressing thoughts, ideas, concepts, or emotions. In research on children's language development, this study focuses on the language development of children aged 4-5 years. This period is a sensitive phase for personality development, during which several personality traits begin to form. In addition to personality growth, language skills also develop rapidly at this stage. Children aged 4-5 years can already learn to be good listeners and use appropriate words in communication.

In language development, several approaches can be used, one of which involves methods supported by media used by educators for students. It is evident that children have an extraordinary ability to acquire language. However, findings from various early childhood education institutions indicate that teachers require appropriate methods and media to enhance children's language development. This ensures that educational goals and developmental indicators can be optimally achieved. Based on preliminary research conducted at RA Tarbiyatul Banin Plosorejo Pucakwangi, it was found that children's language development was still not optimal. This was evident when teachers assigned tasks that were not effective in fostering language development. This issue stemmed from a lack of proper stimulation in language learning. Additionally, the facilities and infrastructure at the institution were inadequate, making learning monotonous and causing children to lose interest. The repetitive nature of activities and games resulted in underdeveloped language skills. Monotonous learning experiences lead to boredom and a lack of motivation in children to develop their language abilities. Therefore, it is necessary to use diverse learning media to enhance children's language skills. To address this issue, this study employs picture card media as a tool to improve children's language development.

## **METHODS**

The implementation of learning improvement through classroom action research (CAR) is carried out during the learning process. The improvement process is planned to take place in two cycles. Each cycle consists of four stages: planning, action, observation, and reflection.

In this study, the researcher enhances children's language skills using the word-guessing method assisted by picture cards. Meanwhile, the theme used in this research is

Theme : Animals

Sub theme : Various animals two and four legs, Animals in the land, in the air, in the sea

## **RESULTS**

### Cycles I

In Cycle 1, the researcher had not yet used varied media. However, after implementing the word-guessing method with picture cards, children began to show improvement in their language activities. The number of children in the "Developing as Expected" (BSH) category increased to 19 children (73%). This outcome occurred because some children were still distracted and not paying attention to the teacher during the activity.

**Table 1.** Analysis Result of Cycle I

No	RPPH	BSB		BSH		MB		BB		Total	
		Jml	%	Jml	%	Jml	%	Jml	%	Jml	%
1.	I	0	0%	5	19,2%	13	50%	8	30,7%	26	100%
2.	II	0	0%	6	23%	13	50%	7	26,9%	26	100%
3.	III	0	0%	12	46,1%	9	59,6%	5	19,2%	26	100%
4.	IV	0	0%	17	65,3%	5	19,2%	4	15,3%	26	100%
5.	V	0	0%	19	73%	4	15,3%	3	11,5%	26	100%

Based on the table above, there was a gradual improvement in children's language skills through the word-guessing activity using picture cards. The number of children who received good scores increased over five meetings, First meeting: 5 children (19.2%), Second meeting: 6 children (23%), Third meeting: 12 children (46.1%), Fourth meeting: 17 children (65.3%), Fifth meeting: 19 children (73%) – categorized as "Developing as Expected" (BSH). These results indicate a progressive improvement in children's language skills. The use of the word-guessing method with picture card media proved effective in enhancing their vocabulary and communication abilities.

**Table II.** Analysis Result of Cycle II

No	RPPH	BB		MB		BSH		BSB		Total	
		Jml	%	Jml	%	Jml	%	Jml	%	Jml	%
1	I	2	7,6%	7	26,9%	13	50%	4	15,3%	26	100%
2	II	2	7,6%	7	26,9%	13	50%	4	15,3%	26	100%
3	III	2	7,6%	5	19,2%	13	50%	6	23%	26	100%
4	IV	2	7,6%	4	15,3%	8	30,7%	12	46,1%	26	100%
5	V	0	0%	2	7,6%	3	11,5%	21	80,7%	26	100%

The data from the table shows a consistent improvement in children's ability to guess words using picture card media. The number of children categorized as "Developing as Expected" (BSH) and "Very Well Developed" (BSB) increased across five meetings, First meeting: 17 children (65.3%), Second meeting: 17 children (65.3%), Third meeting: 19 children (73%), Fourth meeting: 20 children (76.9%), Fifth meeting: 24 children (92.3%). These results indicate a steady and significant improvement in children's language development. The use of word-guessing activities with picture cards proved to be an effective method in enhancing their vocabulary, comprehension, and communication skills.

**Table 3.** Rekapitulation Of Improvement Result

No	Final Score	Cycles I		Cycles II	
		Number	%	Number	%

1.	BB	3	11,5%	0	0 %
2.	MB	4	15,3%	2	7,6%
3.	BSH	19	73%	3	11,5 %
4.	BSB	0	0%	21	80,7 %
Num ber		26	100%	26	100%
Mastery Level $S \geq 3$		84,7%		92,4%	

Based on the data analysis, the recapitulation of learning improvement results shows a significant increase in children's language skills across the two cycles, Cycle I Achievement: 84.7%, Cycle II Achievement: 94.4%. This indicates that the word-guessing technique using picture card media effectively improved children's language skills through interactive and engaging learning activities. The learning improvement process for children's language skills in Group A at RA Tarbiyatul Banin Plosorejo Pucakwangi was successfully completed in Cycle II, The learning outcomes met the expected success criteria, achieving 94.4% mastery, exceeding the predetermined success indicator, This confirms that the word-guessing method with picture cards is an effective strategy for enhancing early childhood language development. This, the study successfully demonstrated that word-guessing activities with picture card media can significantly boost children's language skills, making learning more engaging, interactive, and effective.

## DISCUSSION

Based on the data analysis and pre-research findings from the previous chapters, it can be concluded that the use of picture card media effectively enhances the language development of students at RA Tarbiyatul Banin Plosorejo Pucakwangi. The research results show significant improvement in children's language skills, Initially, none of the 26 students had reached the "Very Well Developed" category, In Cycle I, students' language abilities had not yet shown optimal results, By Cycle II, 21 students (80.7%) successfully met the established assessment standards, indicating a significant enhancement in their language proficiency.

The implementation of picture card media can be a valuable teaching strategy for educators to improve children's language skills, Teachers and schools can use this method as an alternative approach to make learning more interactive and engaging, The use of picture cards provides new and meaningful learning experiences, stimulates children's curiosity and attention, and encourages active participation in learning activities that align with their developmental stages. This, word-guessing activities with picture cards have proven to be an effective and engaging method for supporting early childhood language development.

## CONCLUSION

Based on the research results, it can be concluded that two cycles were conducted in this study, both showing optimal results and significant improvements in children's language development. Cycle I Language development increased to 84.7%, Cycle II A higher improvement was observed, reaching 94.4%. This confirms that the word-guessing technique with picture card media effectively enhances children's language skills through engaging learning activities. The learning process successfully met the expected outcomes, achieving the 94.4% success indicator. The interactive nature of picture card-based word-guessing activities helped improve children's vocabulary, comprehension, and communication skills. This method can be implemented in early childhood education to create a fun and effective language-learning experience. This, the study demonstrates that word-guessing games supported by picture card media are an effective strategy for enhancing language development in young children.

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