

# Serial Picture Media Improves Expressive Language Skills and Religious and Moral Values of 4-5 Year Old Children

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## Abstrak

Perkembangan kemampuan bahasa anak usia 4-5 tahun masih belum optimal. Hal ini ditunjukkan dari anak sulit untuk mengekspresikan ide, menyusun kalimat, menggunakan bahasa yang sederhana. Berdasarkan hal tersebut, tujuan penelitian ini yaitu menganalisis mengetahui pengaruh gambar berseri terhadap kemampuan Bahasa ekspresif dan penanaman nilai anak usia dini 4-5 tahun. Jenis penelitian yang peneliti lakukan adalah penelitian kuantitatif dengan pendekatan yaitu eksperimen semu atau Quasi eksperimental Design. Populasi penelitian ini adalah seluruh anak kelas kelompok B usia 4-5 tahun yang berjumlah 50 orang. Teknik pengambilan sampel dalam penelitian ini menggunakan purposive sampling sebanyak 20 orang dan setiap kelas dibagi menjadi 2 kelompok. Teknik pengumpulan data adalah teknik observasi, tes dan dokumentasi hasil belajar. Instrumen yang mengumpulkan data yaitu lembar kuesioner. Teknik analisis data penelitian menggunakan analisis statistik inferensial. Hasil penelitian yaitu pertama, terdapat hubungan antara gambar berseri terhadap kemampuan bahasa ekspresif anak usia dini. Kedua, terdapat hubungan kemampuan bahasa ekspresif dengan nilai agama dan moral. Ketiga, terdapat hubungan antara gambar berseri terhadap kemampuan gambar berseri dan penanaman nilai agama dan moral anak usia. Disimpulkan bahwa gambar berseri dapat meningkatkan kemampuan gambar berseri dan penanaman nilai agama dan moral anak usia.

**Kata Kunci:** Gambar Berseri, Bahasa Ekspresif, Penanaman Nilai Agama.

## Abstract

The development of language skills of children aged 4-5 years is still not optimal. This is indicated by children having difficulty expressing ideas, constructing sentences, and using simple language. Based on this, this study aims to analyze the effect of serial images on expressive language skills and instilling values in early childhood ages 4-5 years. The type of research the researcher conducts is quantitative research with a quasi-experimental approach or Quasi-experimental Design. The population of this study was all children in class B aged 4-5 years, totalling 50 people. The sampling technique in this study used purposive sampling of 20 people, and each class was divided into two groups. Data collection techniques include observation techniques, tests, and documentation of learning outcomes. The instrument used to collect data is a questionnaire sheet. The research data analysis technique uses inferential statistical analysis. The study results are as follows. First, there is a relationship between serial images and the expressive language skills of early childhood. Second, there is a relationship between expressive language skills and religious and moral values. Third, there is a relationship between serial images and children's ability to draw series and instil religious and ethical values. It is concluded that serial photos can improve children's ability to draw series and instil religious and moral values.

**Keywords:** Serial Pictures, Expressive Language, Instilling Religious Values.

## 1. INTRODUCTION

Early childhood education (PAUD) focuses on efforts to form a solid foundation for the physical, intellectual, emotional, and spiritual growth and development of children. One aspect that needs to be developed is the expressive language aspect because it has an important role in developing children's intellectual abilities (Husna & Eliza, 2021; Yuniati & Rohmadheny, 2020). In this case, language plays an important role as a crucial aspect. Language is not only an important communication tool, but also a tool for thinking and

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playing. Language facilitates interaction between individuals, learning processes, and the improvement of intellectual abilities (Al Givari et al., 2018; Firmandasari et al., 2020). Limited language skills in children from an early age can be a serious obstacle in their learning process through play (Budiarti et al., 2022). More than just a means of communication, language plays a very important role in the development of children's intellectual abilities. Through language, they can express themselves, express ideas, and convey their feelings to others (Husna & Eliza, 2021; Rokhman & Ahmadi, 2020). Language also plays a key role in the learning process, helping children understand complex concepts and broadening their horizons about the world around them (Budiarti et al., 2022; Husna & Eliza, 2021). Expressive language is a child's ability to express themselves in increasingly complex ways through sounds, body movements, facial expressions, and speech. Expressive language involves the use of verbal language supported by facial expressions, intonation, and body movements (Fitriani et al., 2019; Yuniati & Rohmadheny, 2020). This shows that effective communication involves the use of various verbal and non-verbal elements synergistically to convey messages more clearly and meaningfully. Therefore, the learning objectives must stimulate expressive language skills according to the child's developmental stages, with steps based on an understanding of the characteristics of expressive language skills that are sequential and separate (Budiarti et al., 2022; Fitriani et al., 2019). Children should have an articulation rate of at least 2.5 sps on repeated sentences by age 4 years and at least 3 sps by around age 10 years (Mahr et al., 2021). These values reflect that the child's articulation of language development has developed well from normal development.

Based on the results of observations conducted at Ki Hajar Dewantoro VII Kindergarten, Central City, Gorontalo City, it was found that the development of language skills in children aged 4-5 years was still not optimal. This is indicated by the child's difficulty in expressing ideas, constructing sentences, using simple language, expressing feelings, and telling the results of his own work. Expressive language skills cannot develop by themselves. Encouragement and support are needed from the child's environment, including parents, siblings, and teachers at school. The limitations that children may experience in expressing themselves verbally in class are often caused by the lack of suitability of teaching methods with their level of language development. Aligning learning methods with the stages of children's language development is very important to increase children's involvement and interest in learning (Suartini et al., 2016; Yuniati & Rohmadheny, 2020). Another problem is that the instillation of religious moral values is still lacking, children are not yet able to say excuse me when a teacher sits down. When making mistakes, children do not apologize and children's good and bad behaviour is still lacking. Stimulation must be in accordance with learning objectives and be sensitive to the needs and stages of child development. One effective way to encourage children's language development is through descriptive games, namely serial picture media. Serial picture media is a form of visual media consisting of a series of interconnected images (Hasan, 2022; Rizqi, 2018; Suhandra, 2018). Serial image media presents each image in relation to other images to illustrate a particular event or concept (Diningtias, 2019; Hidayah et al., 2020). This media has an important role in stimulating children's thinking skills, because they can use the images as a basis for expressing their ideas and thoughts in the form of written compositions. The series of image media is a very suitable tool for teaching children about various concepts and values of moral religious planting (Madyawati Lilis, 2018).

Previous research revealed that storytelling activities using a series of picture media provide children with the opportunity to develop their storytelling skills, and children can communicate by answering questions about the content of the story (Chandra, 2022; Dewi & Fitria, 2018). Other research reveals that listening to fairy tales includes the addition of new vocabulary in the story elements as well as moral messages, so that with this method children

can easily accept the addition of new vocabulary and also the moral messages contained in a story (Gusmayanti & Dimiyati, 2021; Hayya et al., 2022). Thus, it will be easier for children to convey it to others verbally so that their oral language skills will indirectly increase if they continue to practice it. In addition, serial pictures can also be used to teach morals to young children. Morals are very important to apply from an early age because morals will determine the good or bad character that will be formed in children. By looking at a series of interrelated pictures, children can learn about the sequence of events, understand cause and effect relationships, and identify various characters and situations.

However, there has been no study on serial picture media on expressive language skills and the instillation of religious and moral values. Based on this, the purpose of this study is to analyze serial picture media on expressive language skills and the instillation of religious and moral values in children aged 4-5 years. In serial pictures, various series of events about moral religion will be displayed so that children can understand and can reveal what is contained in the picture. In addition, serial picture media can also be a source of inspiration for children to develop their creativity in telling stories and expressing their own ideas. Thus, serial picture media is not only a learning tool, but also a means to shape children's understanding and personality as a whole.

## 2. METHOD

The type of research conducted by the researcher is quantitative research with an approach, namely a quasi-experimental or Quasi-experimental Design. The design of this study uses a pre-test-post-test control group design, namely the first class is given treatment (experimental class) of serial pictures with expressive language skills. while the second class is given treatment (control class) using the instillation of religious and moral values. Before the study began, both classes were given a pre-test and post-test. The pre-test was conducted to determine initial knowledge about the material to be taught. The post-test is to determine whether both have an influence or not and whether there are differences in comparison. This study will be conducted in class group B of Ki Hajar Dewantoro VII Kindergarten.

The population of this study was all children in class B aged 4-5 years, totalling 50 people. The sampling technique in this study used purposive sampling. Sampling was done by taking all children in a certain class as a research sample. The selection of two classes used as samples was taken from an affordable population of 2 classes, namely, class B1 (Experiment) of 20 people and class B2 (Control) of 20 people and each class was divided into 2 groups. The first class was treated with a series of pictures on expressive language skills. And the second class was treated with a series of pictures with the instillation of religious and moral values. The data collection techniques used in this study were observation techniques, tests and documentation of learning outcomes. The instrument used in collecting data was a questionnaire sheet. The instrument grid is presented in Table 1.

**Table 1.** The Research Instrument Grid

Research variables	Indicator
Ability Language Expressive Child	Asking with sentences correct
	Answer the questions according to the questions
	Repeating simple sentences
	Expressing feelings with adjectives (good, happy, naughty, stingy, kind, brave, ugly, etc.)
	Stating reasons for something desired or disagreeing with

Research variables	Indicator
	Express opinions to others
	Retelling the story heard
	Participate in conversations

The research data analysis technique used inferential statistical analysis. The one-way ANOVA technique was chosen because it measures the difference between the two variables. In addition, this technique is used to find out what happens between serial images and expressive language skills and also serial images with the instillation of religious and moral values. Two-way ANOVA is used to analyze whether serial images have different effects on language skills and moral values simultaneously, and whether there is an interaction between the two effects.

### 3. RESULTS AND DISCUSSION

#### Results

This study aims to analyze serial picture media on expressive language skills and the instillation of religious and moral values in children aged 4-5 years. The results of data analysis show that the value obtained in the expressive language data is 0.12, so  $0.12 > 0.05$ , indicating that the data is normal. The results of the analysis of religious and moral data obtained 0.20, so  $0.20 > 0.05$ , indicating that the data is normal. The results of the data normality test are presented in [Table 2](#).

**Table 2. Normality Test Results**

		Expressive Language	Religion and Morals
Normal Parameters a,b	Mean	19.54	16.00
	Std. Deviation	4.909	4.243
Most Extreme Differences	Absolute	0.307	0.297
	Positive	0.182	0.188
	Negative	-0.307	-0.297
Test Statistics		0.307	0.297
Asymp. Sig. (2-tailed)		0.12c	0.20c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The research data has been declared normal, then the data homogeneity test is carried out. The results of the homogeneity test of expressive language and moral religion data obtained a value of 0.095, so that  $0.095 > 0.05$ , so it can be said that the data is homogeneous. The results of the homogeneity test data analysis are presented in [Table 3](#).

**Table 3. The Results of Homogeneity Test X1 (Expressive Language) and X2 (Religion and Morals)**

		Levene Statistics	df1	df2	Sig.
Expressive Language and Moral Religion	Based on Mean	3.025	1	24	0.095
	Based on Median	0.487	1	24	0.492
	Based on Median and with adjusted df	0.487	1	20.697	0.493
	Based on trimmed mean	2.622	1	24	0.118

Based on the results of data analysis, it shows that the research data is normal and homogeneous. Furthermore, hypothesis testing is carried out. The First Hypothesis Test (*H1*) is "There is a significant relationship between expressive language skills and the instillation of children's religious and moral values". The second hypothesis (*H2*) is "there is a relationship between serial pictures and the instillation of moral values". The results of the hypothesis test are presented in [Table 4](#).

**Table 4. The Hypothesis Test Results**

No	Hypothesis	Fcount	Ftable	P	Information
1	Serial images on expressive language skills	5.378	4.38	0.35	Significant
2	Expressive language skills towards instilling religious and moral values	9.768	5.47	0.27	Significant
3	Serial images on expressive language skills and moral religious values	8.748	8.765	5.33	Significant

The results of the data analysis of hypothesis I, namely "the effect of serial images on expressive language skills", obtained a calculated F value of 5.378. The F table value at  $df = 1:19$  at a significance level of 5% is 4.38. Therefore, the calculated F value > F table ( $5.378 > 4.38$ ) and the significant value of 0.035 is smaller than 0.05 ( $p > 0.05$ ), it can be concluded that there is a relationship between serial images and expressive language skills, so that the first hypothesis (*H1*) of this study is accepted. The results of the data analysis of hypothesis II, namely "the effect of the level of serial images on the instillation of moral values" obtained a calculated F value of 9.768 with a significant value of 0.27. The F table value at  $df = 1:19$  at a significant level of 5% is 4.47. Therefore, the calculated F value > t table ( $9.768 > 4.47$ ) and the significant value of 0.27 is smaller than 0.05 ( $p > 0.05$ ), it can be concluded that there is a significant difference in the influence of the level of serial images on the instillation of moral values. The results of the statistical analysis of the third hypothesis to determine the effect of serial images on expressive language skills and moral values obtained a calculated F value of 8.748 with a significant value of 6.545. The F table value at  $df = 1:19$  at a significant level of 5% is 5.33. Therefore, the calculated F > F table ( $8.748 > 6.545$ ) and the significant value of 533 is greater than 0.05 ( $p > 0.05$ ), so it can be concluded that the effect of serial images on expressive language skills with the instillation of religious and moral values, so that the hypothesis (*H1*) of both studies is accepted.

## Discussion

The results of the data analysis show that there is an influence of serial images on expressive language skills and the instillation of moral values. This is due to the following factors. First, serial images can improve expressive language skills. In general, the condition of expressive language skills is not yet visible, but with the influence of serial image media with the acquisition of the number of scores, it shows that children's expressive language skills are better. By looking at the acquisition of each indicator, children's expressive language is very good using serial image media. Serial picture media connects events and ideas that appear in the pictures, allowing children to express their feelings and thoughts verbally (Dewi & Fitria, 2018; Rozi, 2021). This makes an important contribution to the development of children's speaking skills, which is an important aspect of language skills (Nuraeni et al., 2019; Wati & Yulsyofriend, 2019). Children will be able to understand language if they already have some vocabulary in their memory. Research results reveal that

formal and informal interactions at home can improve children's language, by contributing to the development of skills that influence vocabulary acquisition and subsequent reading comprehension (Guzmán-Simón et al., 2020; Ratnasari & Zubaidah, 2019).

Second, expressive language skills can improve understanding of religious and moral values. The theory of moral development proposed by Kohlberg shows that an early age child cannot be separated from a child's orientation towards any orientation. After the child is instilled with religious moral values, the child is accustomed to doing good, such as helping his friends, respecting his elders and other behaviours (Rizqina & Suratman, 2020; Safitri et al., 2019). Instilling moral values through serial picture media. Through serial picture media, children are shown various activities related to good behaviour, such as pictures of children helping their parents, children saying hello when entering a house/classroom, apologizing if they are wrong (Rizqina & Suratman, 2020; Safitri et al., 2019). The instillation of moral religious values was successfully carried out, which was initially lacking in children. With serial pictures, children can directly exemplify and teachers convey it well so that children can easily understand it. Another indicator is that children are accustomed to sharing toys or eating with their friends, this habit begins to be done by children when they are introduced to serial picture activities. Third, serial pictures can improve expressive language skills and moral values. Media plays an important role in children's education, because it can send messages, stimulate thoughts, emotions and attention (Alamiyah et al., 2021; Vitasari et al., 2017). The use of sequential visual media, such as a series of images that follow a conversation, can stimulate children's minds and help them express themselves verbally. Serial image media is a form of visual media consisting of a series of images that are connected to each other (Hidayah et al., 2020; Suhandra, 2018). Each picture relates to other pictures to depict a particular event or concept. This media has an important role in stimulating children's thinking skills, because they can use the pictures as a basis for expressing their ideas and thoughts in oral form (Hasan, 2022; Rozi, 2021). This media serves as a valuable pedagogical tool in helping children to improve their language development. In addition, the moral development of early childhood can be done through storytelling. Moral and religious education for children that is appropriate to the child's growth and development level, causes children to learn to distinguish between good and bad behaviour or actions, right and wrong, and children are accustomed to practicing religious teachings (Rizqina & Suratman, 2020; Safitri et al., 2019).

Previous findings state that moral instillation in early childhood can be done in various ways and methods, one of which is through storytelling and learning media (Fitria & Juwita, 2018; Sephiana et al., 2023). Other studies have shown that wordless picture books are very beneficial in fostering creativity in children (Dewi & Fitria, 2018; Xia et al., 2023). It can be concluded that storytelling activities using serial picture media provide opportunities for children to develop their storytelling skills, and children can communicate by answering questions about the content of the story. The process of learning activities through storytelling activities with serial pictures is more interesting and enjoyable for children. The limitations of the study are that this study only examines the influence of serial pictures on expressive language skills and moral values in early childhood. It is hoped that other studies can analyze other variables such as social-emotional abilities in children. The implications of this study are that the serial pictures used can improve expressive language skills and moral values in early childhood. The media used can motivate children to express themselves in telling their stories.

#### 4. CONCLUSION

Based on the results of the data analysis of this study, first, there is a relationship between serial images and the expressive language skills of early childhood. Second, there is a relationship between expressive language skills and religious and moral values. Third, there is a relationship between serial images and the ability to serial images and the instillation of religious and moral values in young children. It is concluded that serial images can improve the ability to serial images and the instillation of religious and moral values in young children.

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