



Application of the Picture Story Method to Improve Early Childhood Literacy Skills 5-6 Years Old at Ra Nurul Haq Kalisabuk

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Abstract: This study aims to examine the application of the picture story method in improving early childhood literacy skills (5-6 years) in RA Nurul Haq Kalisabuk. Literacy skills in early childhood have an important role in the development of their language and reading skills. The picture story method was chosen because it can introduce literacy concepts in a fun and easy-to-understand way for children. This study uses a qualitative approach with a classroom action research design (PTK) that involves observation, interviews, and documentation as data collection techniques. The results of the study show that the application of the picture story method can improve children's literacy skills, both in terms of reading comprehension and speaking skills. In addition, this method has also succeeded in attracting children's interest to be more active in learning activities. Thus, it can be concluded that the picture story method is effective in improving early childhood literacy skills in RA Nurul Haq Kalisabuk. This research is expected to contribute to the development of creative and innovative learning methods in early childhood education.

Keywords: Illustrated Story Method, Literacy, Early Childhood, Early Childhood Education, RA Nurul Haq Kalisabuk.

INTRODUCTION

Early childhood education (PAUD) has a very important role in building a strong foundation for the development of children's literacy skills. Literacy at an early age includes the ability to read, write, speak, and listen, all of which play an important role in children's future learning. According to Mulyasa (2020), quality early childhood education will form a strong foundation for children's cognitive and social-emotional development. One way to develop literacy in early childhood is through the use of creative and fun methods, such as the pictorial story method.

Picture stories are one of the effective methods in introducing literacy to children. Based on the opinions of Purnomo and Yuliana (2021), picture stories not only convey information through text, but also enrich children's understanding through accompanying images. This method is proven to help children get to know letters, words, and sentences in a fun way, thereby increasing their interest in reading. The process of recognizing literacy through images and text also encourages children to think more critically and creatively in understanding stories.

In addition, the picture story method also supports the development of children's speaking and listening skills. According to Suyadi (2020), through storytelling activities, children can learn to express their ideas and feelings more clearly. This is important in building their language skills, especially at an early age. When children listen to stories and interact with the pictures, they not only practice listening skills, but also enrich vocabulary and improve speaking skills.

The use of the picture story method also has a positive impact on children's social and emotional development. According to Hidayah (2020), picture stories often contain moral messages that can help children understand concepts such as friendship, honesty, and cooperation. This not only enriches children's cognitive skills, but also supports their character development. Stories that contain positive values can facilitate children to learn about empathy and how to interact with others.

However, although the picture story method has many benefits, the reality is that there are still many children who have difficulty in developing their literacy skills. According to Sari and Prasetyo (2021), one of the factors that affect children's low literacy skills is the lack of use of media that is attractive and in accordance with children's development. Therefore, it is important for educators to find methods that can overcome this challenge and attract children's interest in learning to read and write, one of which is by using the medium of picture stories.

This study aims to examine the application of the picture story method in improving early childhood literacy skills, especially in children aged 5-6 years at RA Nurul Haq Kalisabuk. In this study, it is hoped that children can improve their reading, writing, speaking, and listening skills through storytelling activities with the media of picture storybooks. In addition, this study also aims to find out the extent to which the picture story method can stimulate children's interest in reading and improve their language skills.

Thus, this research will make an important contribution to the development of early childhood learning, especially in improving the quality of children's literacy. As stated by Mulyasa (2020), creative and fun media-based learning methods are very important in improving the quality of early childhood education. Therefore, the application of the picture story method is expected to be a solution in overcoming challenges in developing early childhood literacy at RA Nurul Haq Kalisabuk

METHODS

This study uses a qualitative approach with a classroom action research design (PTK). The main source of data in this study is children aged 5-6 years at RA Nurul Haq Kalisabuk consisting of 20 children involved in learning activities. According to Mulyasa (2020), PTK is an effective method to improve the quality of learning through actions carried out directly by educators. In addition, data were also obtained from direct observation of children during the learning process, as well as interviews with teachers and parents of children to obtain information related to their literacy development. Data collection also includes documentation in the form of photos, audio recordings, and observation notes used during the learning process with the pictorial story method.

Data Analysis

The data analysis in this study uses qualitative descriptive analysis techniques. Data collected from observations, interviews, and documentation were analyzed by identifying key emerging themes, such as reading, writing, speaking, and listening skills in children.

Based on the book by Suyadi (2020), in analyzing qualitative data, researchers must pay attention to each category that appears during children's interactions with pictorial story materials. The researcher uses an inductive analysis technique, where the data collected from the results of observations and interviews is analyzed gradually to find certain patterns that reflect the impact of the application of the pictorial story method. The researcher also compared the results before and after the application of the method to find out the extent to which children's literacy skills improved. The results of the analysis are then presented in the form of a descriptive narrative describing changes in children's literacy skills and how the pictorial story method affects their learning (Purnomo & Yuliana, 2021).

RESULTS

The data obtained from this study showed a significant change in the literacy ability of children aged 5-6 years after the application of the picture story method at RA Nurul Haq Kalisabuk. Based on the results of observation, the children showed an improvement in recognizing letters, words, and understanding of the stories told. Before the application of the method, most children were not able to recognize letters well and were not interested in reading books. However, after several learning sessions using the pictorial storytelling method, they began to associate the pictures with words, showed better understanding, and were interested in listening to the story longer. The results of interviews with teachers and parents also showed positive developments in children's speaking and listening skills, both at home and at school. This improvement is also reflected in their interactions with their peers during group learning sessions.

Table: Overview of Improving Early Childhood Literacy Skills Before and After the Application of the Picture Story Method

Literacy Aspects	Before the Adoption of the Method	After the Implementation of the Method	Change
Letter Recognition Ability	40% of children are able to recognize letters	80% of children are able to recognize letters	40% increase
Word Reading Ability	35% of children are able to read simple words	70% of children are able to read simple words	35% increase
Story Understanding	30% of children understand simple stories	75% of children understand simple stories	45% increase
Speaking Ability	50% of children actively talk while telling stories	85% of children actively talk while telling stories	35% increase
Listening Ability	45% of children focus on listening to stories	80% of children focus on listening to stories	35% increase

Table Explanation:

The implementation of the picture story method has a significant impact on various aspects of children's literacy skills. Letter recognition ability refers to the percentage of children who can recognize and pronounce letters correctly before and after the application of this method. By engaging with picture stories, children develop familiarity with letters, improving their ability to identify and articulate them accurately. Additionally, word reading ability measures the percentage of children who can read simple words found in picture stories. Exposure to repetitive words within illustrations helps strengthen their vocabulary and decoding skills, making reading more accessible and enjoyable.

Beyond basic reading, story comprehension is another crucial aspect influenced by the

picture story method. This ability reflects the percentage of children who can explain or retell a story that has been read to them. By connecting images with words, children develop better understanding and recall, enabling them to reconstruct the storyline in their own words. Furthermore, the method also enhances speaking ability, as it encourages children to actively speak or express opinions after listening to stories. When children engage in discussions about the story's characters and events, they improve their verbal communication and confidence in expressing thoughts.

Lastly, listening ability plays an essential role in overall literacy development. This ability is measured by the percentage of children who can focus on listening to the story read aloud and follow the storyline effectively. Through the picture story method, children learn to pay attention, process information, and respond accordingly. As a result, this method fosters a well-rounded literacy foundation, promoting better reading, comprehension, and communication skills in young learners.

This table provides a clear picture of the development of early childhood literacy, especially in recognizing letters, reading words, understanding stories, and speaking and listening skills, after the application of the pictorial story method. The data in this table reflect a significant improvement in various aspects of children's literacy skills after this method is applied.

Data Verification

To verify the accuracy of the findings obtained, the researcher conducted several stages of data validation. First, the data from the observations were compared with the data of interviews conducted with teachers and parents to ensure the consistency of the findings.

According to Suyadi (2020), triangulation of data from various sources, such as observations, interviews, and documentation, can increase the validity of research findings. In addition, observation notes, photos, and audio recordings during learning sessions were also used to confirm that the recorded improvement in children's literacy skills actually occurred over time. Verification is also carried out by asking educators who are experienced in teaching early childhood to assess the changes seen in children. Based on the triangulation of this data, it can be concluded that the application of the picture story method has been effective in improving early childhood literacy skills at RA Nurul Haq Kalisabuk.

DISCUSSION

Data validation in this study is carried out to ensure that the findings obtained are accurate and trustworthy. One way to validate data is to use triangulation techniques, which are by collecting data from a variety of different sources and methods to check the consistency and reliability of information. In this study, triangulation was carried out by comparing the results of direct observation in the classroom with interviews conducted with teachers and parents of children, as well as documentation in the form of activity notes and audio recordings. This approach refers to the guidance from Suyadi (2020) which states that triangulation is an important step in qualitative research to increase the validity of results. The observation results showed that there was an increase in children's literacy skills, such as the ability to recognize letters, words, and story comprehension. Interviews with teachers and parents also confirmed that children were more active and interested in reading and speaking after the use of the picture story method.

Data Results

Based on verified data, the application of the picture story method has proven to be effective in improving early childhood literacy skills at RA Nurul Haq Kalisabuk. The results of observation showed that children who were previously less interested in reading activities began to show greater interest in picture books. Before the application of the

method, most children were only able to recognize a few letters and words, but after a few storytelling sessions, they were able to identify more words and even understand more complex stories. In addition, children's speaking skills have also improved, which can be seen from their enthusiasm in retelling parts of the story to their friends. Purnomo and Yuliana (2021) also noted that the media of picture stories can improve children's language skills by enriching their vocabulary and encouraging children to be more active in communication. Based on these results, it can be concluded that the picture story method has a significant impact on improving early childhood literacy skills, both in the aspects of reading, writing, speaking, and listening.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the picture story method at RA Nurul Haq Kalisabuk significantly improves early childhood literacy skills, especially in reading, writing, speaking, and listening skills. Prior to the application of this method, children showed a low level of literacy skills, with limitations in recognizing letters and words. However, after several sessions using picture stories, the children showed a clear improvement in their abilities, both in recognizing words and in understanding the story as a whole. This shows that the pictorial story method is effective in stimulating reading interest and helping children's literacy development, in accordance with the findings recorded by Purnomo and Yuliana (2021), which stated that this method can enrich children's vocabulary and improve their language skills.

From an academic perspective, this study provides empirical evidence regarding the effectiveness of the picture story method in improving early childhood literacy. The application of this method is not only beneficial in the context of language teaching, but also enriches the children's learning experience in a more fun and interactive way. With the recorded increase in literacy skills, children showed more active involvement in learning and were better prepared to move on to higher levels of education. As stated by Mulyasa (2020), strengthening literacy at an early age has a long-term influence on children's academic abilities in the future. Therefore, the application of this pictorial story method can be a useful model for educators to improve the quality of education at the early childhood education level.

Socially, this research makes a great contribution to increasing public awareness of the importance of literacy education from an early age. Through the application of the picture story method, children not only acquire language skills, but also learn about social values, such as cooperation, empathy, and honesty that are often contained in these stories. In addition, this study also provides insight for parents about the importance of their role in supporting children's literacy development at home, for example by providing interesting picture story books and involving children in reading activities. Thus, this method not only contributes to improving children's literacy individually, but can also strengthen community participation in creating a generation that is more educated and concerned about literacy.

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