

## ***Improving The Semantic Acquisition Of Children Aged 4-5 Years Through Storybooks (Car At Paud Tunas Bangsa Napal Jungur)***

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**Abstract.** This study aims to determine the improvement of semantic abilities in children by using storybook media at PAUD Tunas Bangsa Napal Jungur. This research is a Classroom Action Research (CAR) or also called Classroom action research with the procedures used in the form of cycles. The subjects of this study were group A children at PAUD Tunas Bangsa, totaling 12 children. The research was conducted in two cycles of two meetings. Data analysis was carried out in qualitative and quantitative descriptions with emphasis used to determine the improvement of the process expressed in a predicate, while quantitative analysis was used to determine the improvement of results using percentages. The results of improving semantic abilities in children by using storybooks at PAUD Tunas Bangsa in cycle I meeting to I with a percentage of 38.54%, in cycle I meeting to II with a percentage of 51.56%, cycle II meeting to I with a percentage of 66.14% and cycle II meeting to II with a percentage of 82.81%. The conclusion of the study that using storybook media can improve semantic abilities in children at PAUD Tunas Bangsa, as evidenced in cycle II meeting II there was an increase with the results of the achievement percentage of 82.81% with very good developing criteria (BSB).

**Keywords:** *Semantic Ability, Storybook*

### **INTRODUCTION**

Language skills are learned and acquired by early childhood scientifically to adapt to their environment as a means of socializing, language is also a way of responding to others. In early childhood (4-5 years) the most common and effective language ability is the ability to speak, this is in accordance with the general characteristics of children's language abilities at that age. Learning to speak can be done by children with the help of their parents or adults who are around them, through conversations, by having conversations children gain experience and increase their knowledge and develop their language. The delivery of the way children speak is the same as the way children communicate, where this communication occurs because of the stimulation and demands of children in conveying things that happen in children. the stimulation given by the child is carried out in the child's environment. The stimulation that can be given to children for early language development is listening, because this listening activity can help children communicate or respond to what is in the child's environment (Yasmin & Eliza, D. 2021: 5) The meaning of this sentence or spoken word is semantic acquisition that is obtained from the beginning. This is due to the fact that young children always understand the meaning of the pronunciation of words heard by those around them. Semantics in terms of language is a component to understand everything related to conceptual knowledge. Based on observations made in group A of PAUD Tunas Bangsa Napal Jungur, information was obtained about the condition of children's language development, especially in speaking ability. The speaking skills of children in group A are diverse and some are still not as expected. As seen in speaking skills in terms of semantic ability is still low.

## **LITERATURE REVIEW**

Early childhood language development is largely determined by the quality of children's interactions with their environment. Through these interactions, language knowledge and skills will be acquired. Language development for early childhood includes four developments, namely: listening, speaking, reading, and writing (Rusiana, 2016: 67). Linguistic intelligence is the ability to organize thoughts clearly and be able to use them competently through words, such as speaking, reading, and writing (Suryadi, 2017: 126). According to Pramunditya et al (2014: 38) Language development can be stimulated by the people closest to the child, such as parents, teachers, caregivers, siblings and so on. Since children learn language through imitation/modeling, people around them need to invite to talk, and with the correct language.. Language development can be divided into three forms of development namely vocabulary development, semantic development, and syntactic development following the explanation of aspects of language development:

- a. Vocabulary, if one of the abilities or the number of vocabulary lists, is not fulfilled, there will be obstacles in the development of a child's speech and language. The child's vocabulary will always develop in the form of passive and active words. Speech and language development will begin with the development of passive speech and then continue with active speech.
- b. Syntax (the ability to speak with grammatical rules), in this period will always develop to be more complete. The sentences that are built become longer. Various forms of sentences increasingly follow the grammatical rules presented by those around them. Communication becomes increasingly two-way, question and answer, listening to stories, and telling stories.
- c. Semantics, semantics means the use of words according to their purpose. Children in kindergarten can already express their desires, opposition, and opinions by using the right words and sentences. For example, "don't want to" to express rejection (Tiel, 2017:16).

Semantics is an element of linguistic form that has a relationship with the meaning of expressions with the structure of speech. Another meaning of semantics is the science that deals with meaning. Meaning is a purpose of conversation, the impact of linguistic units when understanding and perceiving, and human behavior alone or in groups, The important role of language in children's interactions is to help in establishing relationships with others (Wahyuni & Nurhayati, 2020: 82-90). Semantics is one of the three levels of language analysis (phonology, grammar and semantics) which focuses on studying meaning or meaning in language (Chaer, 2013.2). The opinion conveyed by Chaer states "the semantics discussed is the relationship between the word and the concept or meaning of the word, as well as objects or things referred to by that meaning that is outside the language". The meaning of a word, discourse or expression is based on the available context. Based on the opinions that have been presented, it can be concluded that semantics is the study of signs and symbols that have meaning, the relationship between meanings, and the relationship between words and meanings. According to Chaer (2015, pp. 6-11) there are four types of semantics that are distinguished based on the level or part of the language that is the object of research, the four types of semantics are as follows.

- a. Lexical Semantics : Which is a type of semantics whose object of research is the lexicon of a language (for example Indonesian).
- b. Grammatical Semantics : Which is a type of semantics whose object of research is the grammatical meanings of the the morphological level.
- c. Syntactic Semantics : Which is a type of semantics whose object of investigation rests on matters relating to syntax.

d. Semantics of Intent : which is a type of semantics that deals with the use of stylistic forms of language, such as metaphor, irony, litotes, etc.

Children's storybooks are one of the reading books that will be read specifically suitable for students and can also satisfy children. Thus, children's storybooks are reading books that are deliberately written to be read by children. In the content of the storybook must be in accordance with the interests and world of today's children so that the reading book can attract the attention of students. Storybooks have several types and characteristics. Storybooks have 6 types, namely as follows (Ikhwan, 2018: 89):

- a. Fiction : Fiction storybooks are books that tell imaginary stories, fabrications or something that did not really happen. Categories included in fiction are animal stories, mysteries, humor and fantasy stories made according to the author's imagination.
- b. History : A history book is a book that is based on a fact or reality in the past. This book includes actual events, places or characters that are part of history.
- c. Information : Information books are books that provide factual information. Information books convey data and facts as they are, which are useful for adding skills, insights and also theoretical provisions to a certain extent for children.
- d. Biography : Biography is a story or information about a person's life from his birth to his death if he has died.
- e. Folklore : Folklore is a story or tale that originated from the community and grew and developed in the community in the past.
- f. True story : True stories focus on the actual events of a situation or event.

According to Idris (2014: 169-170) There are benefits from every thing, as well as in storytelling, the benefits of this story include:

- Train children to be smart in communicating.
- Develop a vocabulary dictionary in children.
- Opens up the children's knowledge that is packaged in a story.
- Train children to be more active in speaking and telling stories.
- Helps direct the child's social-emotional side for the better.
- Can affect the growth and development of children, including the cultivation of good character.
- Storytelling can train children's creativity.
- Can increase children's interest in reading.
- Able to improve problem solving skills in children.

## **METHODS**

This study uses a classroom action research design. According to Suharsimi Arikunto, there are several experts who propose action research with different charts, but broadly speaking, there are four stages commonly passed in conducting PTK, namely planning, acting / implementation, observation / observation and reflection.

## **RESULTS**

This study aims to determine the improvement of semantic acquisition ability in group A children at PAUD Tunas Bangsa Napal Jungur. The research conducted was a class action

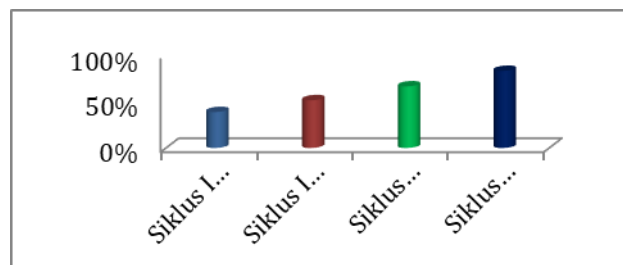
research consisting of II cycles. Each cycle consists of planning, implementation, observation and reflection. From the results obtained per cycle obtained from data in the form of observation sheets. From the observation sheet data will be used to determine the improvements that occur in children. The results of the research in cycle I meeting I percentage to develop semantic abilities in children with a percentage of 38.54% with the criteria Starting to Develop. So that the action is continued with cycle I meeting II. As for the results of the action of cycle I meeting II, the percentage of developing semantic abilities in children with a percentage of 51.25% with the criteria Developing as expected. So that the action is continued with Cycle II meeting I, the percentage of developing counting skills in children with a percentage of 66.14% with criteria Developing as expected. With the criteria of Developing As Expected, this research was continued with the action of cycle II meeting II developing counting skills in children with a percentage of 82.81% with Very Good Developing criteria, where the percentage in cycle II meeting II was optimal in accordance with the success criteria of 75%-100%, so the research was stopped in cycle II meeting II.

### Reporting Research Results

**Table 1 Recapitulation Of Cycle I, And Cycle II**

No	Action	Percentage	Criteria
1.	Cycle I meeting I	38,54%	MB
2.	Cycle I meeting II	51,25%	MB
3.	Cycle II 1st meeting	66,14%	BSH
4.	Cycle II meeting II	82,81%	BSB

Source Data 2024



**Graph 1 Data Of Cycle I Meeting I & II And Cycle II Meeting I & II**

Based on the recapitulation table of developing children's semantic abilities above, it shows an increase in the value or ability obtained at each of its stages, starting from cycle I meeting I shows children starting to develop with a value criterion of 38.54%, cycle I meeting II shows children developing as expected with a value criterion of 51.25%, cycle II meeting I shows children starting to develop as expected with a value criterion of 66.14% and cycle II meeting II shows children developing very well with a value criterion of 82.81%, and the research is said to be successful. This shows that learning activities carried out through storybook media in order to improve children's semantic abilities have increased significantly. Learning in kindergarten should be fun. Many things can be done to make learning fun. For example, by using learning media that is interesting for children. One of the learning media that can be used to develop children's semantic abilities at PAUD Tunas Bangsa Napal Jungur group A is by using Storybook media. With a variety of interesting storybooks and children are interested in seeing the pictures in the storybook and starting to ask the events in the book to friends and teachers. This is in accordance with Ikhwan's opinion that children's storybooks are reading books that are deliberately written to be read by children. The content of

the storybook must be in accordance with the interests and world of today's children so that the reading book can attract the attention of students. Storybooks can help children with their emotional development. Children's emotional development needs to be developed and one of them is with storybooks. Storybooks can help children learn about the world to make children aware of their existence in the world in society and in nature. Storybooks can help children learn about other people, relationships, and the development of feelings. So through storybooks children can learn about the life presented in storybooks. Storybooks can help children gain pleasure. It can be obtained through interesting stories and pictures and interesting things that stimulate children to be happy. Storybooks can help children to appreciate beauty. Objects that offer beauty need to be appreciated, valued and enjoyed. Storybooks can help children to stimulate imagination. The stories and pictures contained in storybooks can encourage the development of children's imagination.

## **DISCUSSION**

After learning is carried out, a reflection is held to see the achievement of child development. At the reflection stage, an evaluation is carried out as well as an analysis of the data that has been obtained during the learning process by discussing the strengths and weaknesses that occur in the learning process with storybook media. In cycle II, reflection and implementation of cycle I are carried out which are still lacking. From the strengths and weaknesses of cycle II, it can be used as a basis for improving learning the next time if found.

## **CONCLUSION**

Based on the discussion in the previous chapters, it can be concluded that learning by using storybook media can improve children's semantic abilities in connecting the number of words and pictures. This is evidenced by an increase in the percentage of the ability to count in children, from the action before to cycle II meeting II, namely: Cycle I meeting I children are still in the Starting to Develop criteria with a percentage of 38.54% with a value range of 25%-49.99%, in cycle I meeting II children are still in the Developing As Expected criteria with a percentage of 51.56% with a value range of 50%-74.99%, in cycle II meeting I a significant increase was seen with a percentage of 66.14% with Very Expected Developing criteria with a value range of 50%-74.99%, and in cycle II meeting II a significant increase was seen with a percentage of 82.81% with Very Good Developing criteria with a value range of 75%-100% and the research was said to be successful. Therefore, storybook media is a media that is considered more effective for improving semantic abilities in early childhood. This is because the storybook media used by children can indirectly make children think creatively, children's attention to the learning process is also increasing, because children are more enthusiastic in learning activities carried out by the teacher. Children are also expected to be able to organize their own abilities or train their self-confidence..

## **LIMITATION**

Based on the conclusions of the research results, teachers should be expected to use storybook media or use a variety of media as a way to improve children's semantic abilities. Teachers are also expected to optimize learning activities by using storybook media that are interesting, creative, fun and varied in order to make children interested and enthusiastic about the learning process..

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