

The Effect of Expression Box Media on The Ability to Express Language and Self-Confidence in Group B Children in AR Rasyid Kindergarten Sidoarjo

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Abstract- This research aims: (1) To find out the effect of the expression box media on the ability to express language in group B children in Ar Rasyid Sidoarjo Kindergarten; (2) To determine the effect of the expression box media on the ability of self-confidence in group B children in Ar Rasyid Sidoarjo Kindergarten. This research is based not only on the problems that occur in group B children in Ar Rasyid Sidoarjo Kindergarten, it is also based on innovations in learning done in kindergartens.

This research was conducted with a quantitative approach with an experimental method. The techniques and data collection used are Pretest and Posttest which function to find out the influence of expression box media on the ability to express language and self-confidence in kindergarten B. This study uses two classes, first the control class and the second the experimental class whose research uses the design Quasi Experimental. The research data shows the results obtained $t_{count} > t_{table}$ with a real level of 5% so that $9.2 > 0.5$ with the average difference in the experimental class and the control class. The average experimental class was 8.60 and the average control class was 6.87.

Based on the results of data analysis, it can be concluded that (1) the expression box media influences the ability to express language (2) the expression box media influences the ability of self-confidence in kindergarten B children in Ar Rasyid Sidoarjo.

Index Terms- expression box, express language, self confidence

I. PRELIMINARY

Education of children aged early (ECD) is the level of education before primary education, which is a development effort aimed at children from birth to the age of sixth. The educational process is carried out by providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education, which is held on a formal, non-formal and informal path. Parents and the government must provide educational facilities and infrastructure for children in the context of learning programs. Based on experience, learning is the right of children, so learning must be fun, conducive and allow children to be motivated and enthusiastic.

Past the age of early child going through all golden (the golden years) who come into one's vision right period when the child begins to sensitive or sensitive to receive various stimuli.

The sensitive period for each child is different, along with the rate of growth and development of children individually. Sensitive period is a period of physical and psychological function maturity that is ready to respond to the stimulation provided by the environment. This period is also the foundation for developing cognitive, motor, language, socio emotional, religious, and moral abilities.

Agree with (Uthman, 2011: 2) which states that early childhood is a Golden Age period, which is a golden period because at this early age (0-6 years) various psychological, cognitive, language, social emotional and spiritual abilities are in the developing period. Where all these abilities will develop very well if the child gets attention from the surrounding environment. Therefore in the development of children is very important the direction of parents and teachers when they are at home and at school.

Based on Law Number 20 of 2003 concerning the National Education System Article 1 Number 14 states that

" Early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Whereas the T safe for children is one form of education on the track "The general objective of education of children of age early is developing a variety of potential children early so that they can adjust to terhad ap environment. This should be the main goal for educators, namely parents and teachers to help foster and hone abilities that are already owned or not possessed by children, by conducting guidance and guidance it is expected that children can develop their abilities in dealing with future environments.

Aspects of early childhood development must be developed maximally, there are two aspects of development that will form other aspects, namely aspects of language development and aspects of social emotional development. In the development of language aspects are divided into several parts one of which is expressing language, at the age of 5-6 years children are expected to express language. The first time children get language lessons from the surrounding environment such as from family, peers and the community or mother tongue. In addition, children's language development is enriched and complemented by the community environment where children live.

This will form the personality or special characteristics of children in language. Language learning for children ages early is

very important therefore kindergartens to be one that deserves to be precise they learn bahasa and expected the child to develop vocabulary, increase vocabulary in children will very quickly when children have started to speak.

Susanto (2014) "The growth and development of a child is determined by innate and environmental factors, as well as interactions on each factor, this is because with the mutual interaction it will help the child to develop abilities in terms of language. Another opinion says that the basic education of a golden age child in a human life span that period cannot be repeated, so if an error occurs in the child's development at that time will have an impact on the child in the future then at that time called "critical period". Therefore, every parent must supervise and worry about their child's development if the child's development is not the same as in general.

Language has a very important role for every individual and, therefore, should developments dikembalkan since age early. According to the theory of language learning behaviorism the ability to speak and understand language is obtained through environmental stimuli. Children are only passive recipients of environmental pressures. Children do not have an active role in verbal behavior. One part of development is the ability to tell stories. Storytelling is an activity that someone does verbally to others with tools or without tools about what must be conveyed or informed in the form of messages.

Language recognition for children from an early age is expected to be able to acquire good language skills, many children can speak but have not heard clearly what is said, it is due to the lack of environmental contribution and maximum intellectual development. According to Syaodih (2013) that aspects of developing language begin with the imitation of sound and humility, subsequent developments are closely related to the development of intellectual and social abilities.

In line with social development, the use of language is effective since one needs others to communicate with each other. Beginning children can communicate that is from feeling (sound sounds without meaning) then followed by being able to say one, two syllables, compile simple sentences and so on to socialize using complex language in accordance with the level of social behavior, when early childhood can speak well they will easily adjust to the social environment and can express their thoughts using the language to be conveyed so that other people can understand what is said by the child.

In aspects of social and emotional development, it is divided into several parts, among others, namely the confidence that children must have when children are 5-6 years old. In the early days the child's behavior is sometimes still unstable, it is very necessary to develop social and emotional values in children. Development in children is better started since children age early, because early childhood is to be directed to interact or bersosial with the family environment or the surrounding community. The hope is that children are sensitive to the environment in which the child is located. In accordance with the opinion expressed by Papalia (in Susanto 2014) "the foundation in psychosocial development includes children's emotions and initial experiences with parents".

On the developmental aspects sosial emotional in children aged early to be developed one of them is confidence in each child. Because the attitude of confidence is an attitude that

will build a child's self in interacting with the community. According to the Ministry of National Education (2012: 21) self-confidence is "an attitude that shows understanding one's abilities and the value of self-esteem". Confidence needs to be instilled in children from an early age in a fun way, so that children do not get bored quickly. To foster self-confidence in children it must be often trained so that children are not always afraid and reject themselves when they get the activities requested by the teacher to appear in front of friends and other people, for example telling stories, singing and so forth.

According to Nurla (2011: 60) revealed that "self-confidence is an extraordinary force, self-confidence is like a reactor that generates all the energy that is in a person to achieve success". As the next generation of the nation, self-confidence is very important to be instilled in students so that children grow into someone who is able to develop their potential.

Based on observations at Ar Rasyid Kindergarten, there are many children whose language development is not perfect, for example children aged five to six years, who have not been able to express the language perfectly, the child should have entered an age where children can speak clearly and can tell well. This could be due to lack of stimulus received by children. On the other hand the social emotional development of children also affects the child's language development. In kindergarten is seen when the teacher asks children to tell stories in front of their friends and teachers, self-confidence in kindergarten children aged 5-6 years is still lacking, this is due to the lack of trust given by their closest people to the child.

To reduce the problems as above, the teacher can practice the ability to express language by asking children to tell what is being experienced by the child, to create confidence in the child the teacher can ask the child to tell his experience by standing in front of his friends and teacher. Both of these are expected to increase the ability to express language and self-confidence in children. So that children feel interested in this, the teacher can use the media.

According to Susilana (2007) Media itself means that media is part of the communication process, media that can be used can be in the form of expression boxes. An expression box is a box that contains a variety of facial expressions inside. The expression box is a media that has a visualization effect that can stimulate the eyes to be transmitted to the brain so that children can express their feelings with their language. Develop children's language and attitude of confidence in children can be a way to play, one with a medium through which researchers are using the media expression box. This expression box is expected to help improve children in expressing language and self-confidence. Where the child will tell a picture of the expression he has taken in the expression box. The teacher can ask the child to tell stories in front of his friends to practice the self-confidence that exists in the child.

Based on the description above, this research is directed at the application of media which is expected to improve the development of expressing language and self-confidence in children aged 5-6 years with the level of Kindergarten B at Ar Rasyid Sidoarjo kindergarten. the researcher use of media expression box designed as attractive as possible for children age prematurely.

II. RESEARCH METHODS

The research approach used is quantitative research according to Creswell (2013: 32) that quantitative research is a way to test certain theories in a study conducted by examining the relationships between existing variables. Based on the classification of this type of research included in the type of experimental research. According to Jannah (2016: 8) experimental research is research to determine the causal relationship between variables by manipulating one variable (independent variable), making other variables constant (secondary variables) and measuring the related variables. Experimental research is research in which the given treatment (treatment) in the form of learning by using media expression box and make observations in learning activities in the classroom as well as performing measurements on a pretest and post-test after being given treatment.

The research was carried out using the design or experimental design of the Quasi Experimental model, where this design had a control group but could not function fully to control the external variables that influenced the implementation of the experiment. This study uses Nonequivalent Control Group Design, which is a group experiments and control groups were not chosen randomly (Sugiyono, 2014: 79).

III. RESULTS

1. Pretest - Posttest Descriptive Statistics (Language Skills)

In the next stage, one-time *pretest - posttest* was given to the experimental and control groups. Researchers observe learning activities in the preparation center. The results of the *pretest - posttest* can be seen as follows:

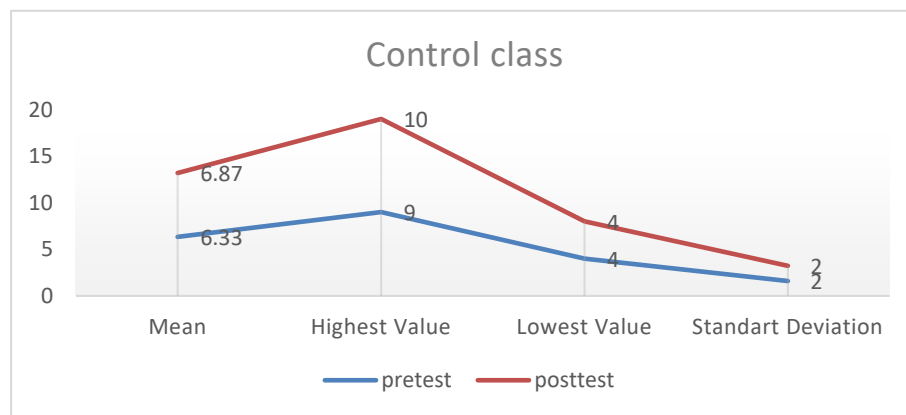
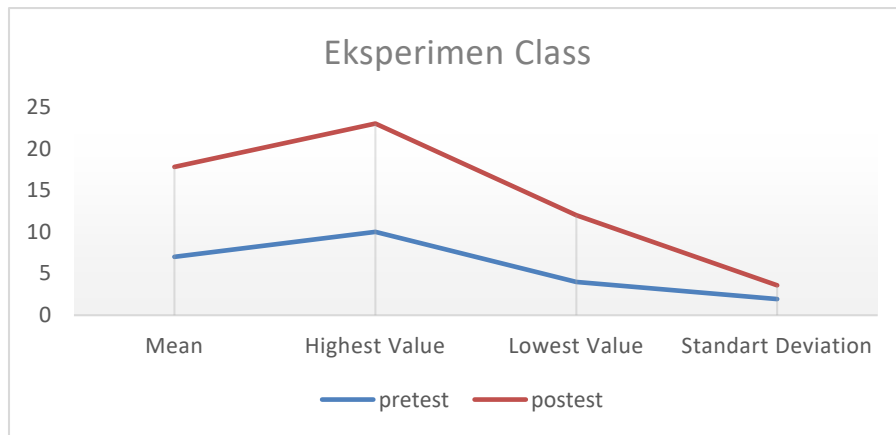


Table 3.1
Descriptive Statistics

	N	Minimum	Maximum	The mean	Std. Deviation
experimental pretest	15	4	10	7.00	1,927
experimental posttest	15	8	13	10,80	1,656
pretest control	15	4	9	6,33	1,589
control posttest	15	4	10	6,87	1,642
Valid N (listwise)	15				

Based on table 3.1, the mean value of the *pretest* revealed language in the experimental class is 7.00, the minimum value is 4, the highest value is 10, the standard deviation is 1.927. N use values mean *post test* of the experimental class 10, 80, the minimum value of 8, the highest score of 13 and a standard deviation of 1.656. While the mean value of *pretest* t control classes 6, 33, 4 minimum value, maximum value 9, standard deviation of 1.589. The mean value of *the t-test post* is control class 6, 87, minimum value 4, maximum value 10, standard deviation 1.642. The comparison chart for each of these categories can be seen in the image below:



Based on the results of statistical accounts presented in the bar chart, indicating that an increase in significant average value of the results of the pretest to post t test on the experimental class aspects of language skills. Whereas the control class did not experience a significant increase.

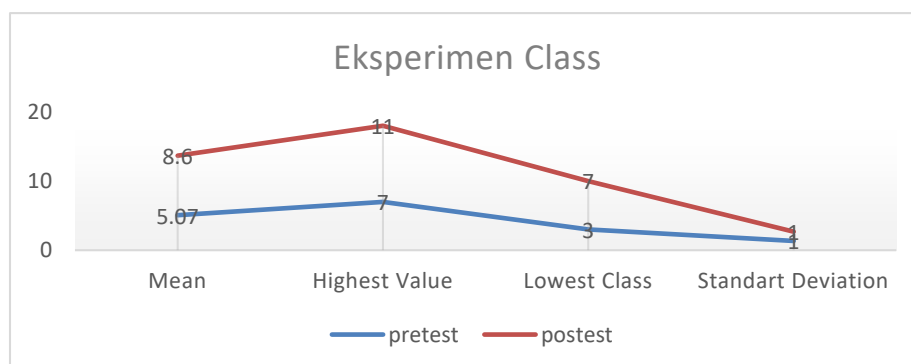
2. Pretest - Posttest Descriptive Statistics (Emotional Social Ability)

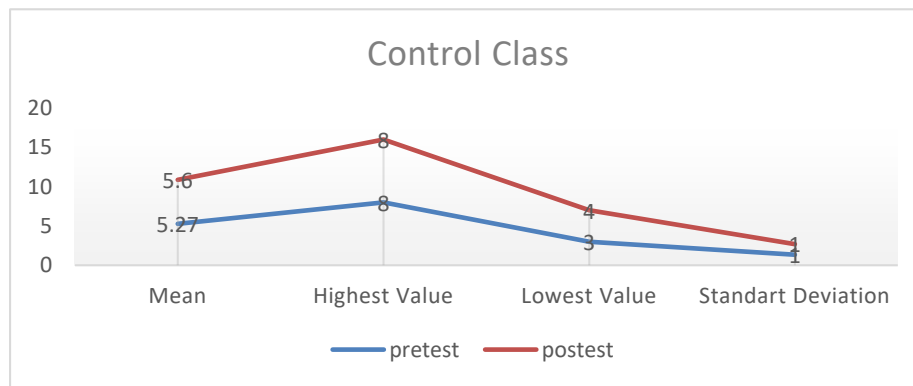
In the next stage, one-time *pretest - posttest* was given to the experimental and control groups. Researchers distributed observation sheets. The results of the *pretest - posttest* can be seen as follows:

Table. 3.2
Descriptive Statistics

	N	Minimum	Maximum	The mean	Std. Deviation
experimental pretest	15	3	7	5.07	1,335
experimental posttest	15	7	11	8.60	1,352
pretest control	15	3	8	5.27	1,335
control posttest	15	4	8	5,60	1,352
Valid N (listwise)	15				

Based on table 4.5, the mean *pretest* value of the experimental class's confidence ability is 5.07, the minimum value is 3, the highest value is 7, the standard deviation is 1.335 . Mean *post-test scores* for the experimental class 8 , 60 , minimum 7, highest 11 and standard deviation 1.352 . While the mean *pretest* value of control class 5 , 27 , minimum value 3, maximum value 8, standard deviation 1.335 . The mean *posttest* of control class 5 , 60 , minimum value 4, maximum value 8, standard deviation 1.352 . The comparison chart for each of these categories can be seen in the image below:





Based on statistical calculation results are presented in the bar chart, indicating that a significant increase in the average value of the results of the *pretest* to *post t test* the experimental class aspects of emotional social ability. Whereas the control class did not experience a significant increase.

3. Normality test

Normality test is performed to test whether the research variables are normally distributed or not. Testing the normality of data results of this study using the *Kolmogorov-Smirnov* statistical test. This data testing criterion compares the *Asymp* probability . *Sig* (2-tailed) with *Alpha* (α). If the *Asymp* probability . *Sig* (2-tailed) > *Alpha* (α), then the data normality test is said to be successful (the data is normally distributed), otherwise if the *Asymp* probability . *Sig* (2-tailed) < *Alpha* (α), then the data normality test is said to be unsuccessful (data not normally distributed). As for the results of the calculation as follows:

Table 3.3
Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Learning outcomes	experimental pretest	,173	30	,022	,948	30	,151
	experimental posttest	,147	30	,098	,932	30	,057
	pretest control	,152	30	,076	,938	30	,082
	posttest control	,149	30	,085	,932	30	,056

a. Lilliefors Significance Correction

Can be seen data that are normally distributed is a significance value (Sig.) > 0.05. In the results of the above table, it can be seen that the significance value (sig.) = 0.151 > 0.05, then the data is stated to be normally distributed.

4. Homogeneity Test

After knowing the level of normality of the data, the homogeneity test is then performed. Homogeneity test is used to determine the level of variance similarity between the two groups, namely the experimental group and the control group. To accept or reject the hypothesis by comparing the price of sig on Levene's statistics with 0,05 (sig > 0.05). Homogeneity test results can be seen in the following table:

Table 3.4
Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
student learning outcomes	Based on Mean	1,095	1	58	,300
	Based on Median	1,142	1	58	,290
	Based on Median and with adjusted df	1,142	1	57,952	,290
	Based on trimmed mean	1,122	1	58	,294

Based on the results of the calculation of homogeneous data known significance value (Sig.) Of 0.300 > 0.05 so that it can be concluded that the variance of the experimental and posttest control data is the same or homogeneous.

5. Hypothesis testing

Analysis data technique used to manage quantitative data in the form of numbers using statistical analysis t-test (*paired t-test*). This statistical analysis is used to determine whether there are differences in language skills and emotional social abilities in kindergarten B children between before (*pretest*) and after (*posttest*) get treatment (*treatment*) in the form of learning using expression box media. Hypothesis test results with the Paired Samples Test as follows:

Table. 3.5
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	The mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Experiment - Experiment Posttest	-3,667	,844	,154	-3,982	-3,351	-23,790	29	,000
Pair 2 Pretest Control - Posttest Control	-,433	,935	,171	-,783	-,084	-2,538	29	,017

Based on the results of the table above obtained sig (2-tailed) value of 0,000 <0.05, it can be concluded that there are differences in the average learning outcomes of students for pretest and posttest.

IV. DISCUSSION

In chapter will explain the results of research on the effect of the expression of media city on the development of language skills and self-esteem in children in group B at TK Rashid Sidoarjo. The results of the study will be explained as follows:

A. The influence of expression box media on the development of expressing language

In chapter IV, it has been explained about the results of research that expression box media influence the development of expressing language in children aged 5-6 years. This is stated by the difference in the mean pretest and posttest in the experimental class is 7.00 <10.80. Other evidence shows the influence of the media box with the ability to express language of expression seen in the value - average posttest experimental group was 10,80, and value - average posttest control group 6.87, which means that H₀ is received while the different test post- The test shows the number sig. 0,000 <0,050, which means that H₀ is rejected and proved that there is a difference between the post-test on the control class and experimental class.

Learning activities that use expression box media that have been applied to children aged 5-6 years have an impact on the development of children's language skills. According to (Susanto 2014) there are three factors that influence the development of the child upon ability to speak one of which is environmental factors where p roses mastery of the language depending on the stimuli from the outside environment. In general, children are introduced to language since the beginning of child development, one of which is called motherese, which is the way mothers or adults teach

children to learn languages through the process of imitation and repetition of those around them.

Stages of language development of children aged early by Guntur (in Susanto, 2014) of language development has four phases are divided into the vulnerable age of each show its own characteristics. One of them at stage three for children aged 3-5 years at this stage children can make sentences and extend words into one sentence. While on stage four for children aged 6-8 years, Dita ndai with the ability to combine simple sentences and complex sentences.

B. The influence of expression box media on the development of self-confidence

Seen from the results of the research in chapter IV the influence of the expression box media in emotional emotional aspects on the development of self-confidence in children aged 5-6 years, there is an effect, it is stated by the different mean pretest and posttest scores in the experimental class is 5,07 <8.60. Other evidence shows the influence of the media box with the ability to express language of expression seen in the value - average posttest experimental group was 8,60 and value - average posttest control group 5.60, which means that H₀ is received while the different test posttest shows the number sig. 0,000 <0,050, which means that H₀ is rejected and proved that there is a difference between the post-test on the control class and experimental class.

According to Syaifullah (2010: 11) s self-confidence is difficult to say clearly, but most likely people who are confident will be able to accept themselves, ready to accept the challenge in the sense of wanting to try something new even though he is aware that the possibility of wrong must exist. People who are confident are not afraid to say they can in front of the crowd. In this sense children are asked to try something new such as telling stories in front of many people (friends, teachers and parents).

According to Gael Lindenfield (1997: 9), the stages of self-confidence of children aged 5-6 years namely trying to master the environment and defend themselves testing new memories and understanding skills, experimenting with gender roles,

experimenting, acting actively and starting to make friends. Children's self confidence is very influenced by how parents or educators grow these feelings.

V. CONCLUSSION

Based on the results of the research discussion from Chapter V and the research objectives, the research conclusions regarding the influence of the expression box media on the development of expressing language and trust in children aged 5-6 years are as follows:

1. Learning activities with expression box media significantly influence the ability to express language. This influence was realized because the use of expression box media where the results of the experimental group were better than the control group. This can be seen from the *p value* $0,000 < 0,05$.
2. Learning activities with expression box media significantly influence the ability to express language. This influence was realized because the use of expression box media where the results of the experimental group were better than the control group. This can be seen from the *p value* $0,000 < 0,05$.

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