



Inside-Outside Circle Instructional Strategies with Image Media to Enhance Children Language Skills

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DOI: <https://doi.org/10.21009/JPUD.141.10>

Accepted: February 15th2020. Approved: March 4th2020. Published: 30th April 2020

ABSTRACT: Language skills are essential for early childhood, being able to speak clearly and process speech sounds, understand others, express ideas, and interact with others are the building blocks for a child's development. Therefore, this study will examine the effect of the Inside Outside Circle (IOC) instructional strategies with media images on children's language skills. This research is a quasi-experimental design with a posttest only and using a control group. The sample in this study were children in two kindergartens in the village of Banjar Tegal. Data analysis in this study was carried out by quantitative descriptive methods using t-test analysis techniques. The results of this study in kindergarten students in Banjar Tegal Village show that there is an influence of the IOC learning model with picture media on children's language skills ($t_{count} = 6.28 > t_{table} = 2.00$). This shows that language skills achieved by groups of children participating in learning with the IOC model with drawing media are better than groups of children who attend learning without the IOC model. The implication is that further research is expected to develop other aspects of child development through the IOC model.

Keywords: *Children Language skills, Image media, Inside-Outside Circle Instructional Strategies*

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1 INTRODUCTION

Research on language skills in children has not been done much. There has not been much discussion and research on language skills in children or interventions have limitations. Studies (Cabell et al., 2011) for example, linear hierarchical models used in interventions do not show a large effect on children's language skills, similar findings indicate the use of special curricula by teachers that have limited effects on children's language skills (Bierman, Nix, Greenberg, Blair, & Domitrovich, 2008). Regardless of the approach, interest in improving the oral language skills of young children stems from an established relationship between children's early language skills and future academic achievement, especially in reading comprehension. If children's language skills can be improved during the pre-K year, it stands to reason that this might have a positive effect on the children's future academic performance as a result (Johanson & Arthur, 2016).

Similarly, research into children's language skills interventions through joint book reading is considered to have a positive impact on children's language development, with joint reading interventions often carried out in an effort to improve children's language skills, also exploring the potential effects of the duration of the intervention, the child's age, the use of dialogical reading techniques, the person giving the intervention and the way the intervention is given. The results show that, while there is an effect of shared reading on the development of language skills, this effect is smaller than reported in the previous meta-analysis. The results also did not show a significant effect of the differences in the outcome variables. On the basis of these results, the researcher makes a number of recommendations for researchers and educators about the design and implementation of joint reading interventions in the future that might be able to more effectively stimulate the development of children's language skills (Noble et al., 2019).

Practitioners are increasingly being asked to pay attention to the basic evidence of intervention programs, evidence from rigorous trials for the effectiveness of interventions that promote oral language skills in the early years is still very rare. Haley, Hulme, Bowyer-Crane, Snowling, & Fricke's (2017) research evaluates the effectiveness of language skills development intervention programs for children who are identified as having poor oral language skills in preschool classes. This study shows that interventions, of medium duration and intensity, for a small group of preschoolers succeed in building vocabulary knowledge, but do not generalize to areas of language that are not taught. These findings give a warning about the application of language interventions of moderate duration in preschool settings. This finding also highlights the importance of including the control group in intervention studies.

Research has shown that poor language skills in early age can have long-term effects on children (Hoff, 2013; Pace, Alper, Burchinal, Golinkoff, & Hirsh-Pasek, 2019). Children who enter school with good language skills have better opportunities at school, better opportunities to enter higher education and better economic success in adulthood (Blanden, 2006). Conversely, children who have poor language skills at the age of five are more than twice as likely to be unemployed at thirty-four than children who develop language skills at the age of five (Law, Rush, Schoon, & Parsons, 2009).

Parent involvement and close teacher-child relationships offer protection mechanisms to improve language skills among bilingual preschoolers from economically disadvantaged areas. Research has shown that language skills are an integral part of endurance for young children. The findings show that children's relationships with parents and teachers contribute significantly to children's language skills. Higher-quality teacher-child relationships are associated with higher levels of language skills above and above the involvement of qualified parents (Oades-Sese & Li, 2011).

In order to improve and develop language skills in children, the quality of the learning process in kindergarten needs to be improved. This has become a problem for kindergarten institutions in the Banjar Tegal village today. Based on observations and interviews

with a number of kindergarten teachers in Banjar Tegal village found that teachers at kindergarten institutions still carry out many monotonous learning processes. As a result, the child feels bored quickly and is not interested in listening to what his teacher says. This causes children's language development in kindergarten is less optimal. To overcome these problems, learning innovation is needed. The word innovation itself is an idea of a new invention or the result of creative development of an existing idea. In the context of learning, learning innovation means the skills of teachers to try to find, explore, and look for various breakthroughs, approaches, methods, models, and strategies in learning that is done.

One of the learning innovations that teachers can do to improve language skills in children is through the Inside Outside Circle (IOC) learning model. The use of IOC to improve children's language skills is based on several studies which show that IOC is able to improve language skills. Some of these studies include Wahyuni, Mukhaiyar, and Kusni (2013) which in his research stated IOC technique can slightly improve ET-5/1 student's speaking skill at LBPP LIA Pekanbaru in cycle 1. This slight improvement can be perceived by the enhanced score got by the students in speaking test in each indicator except for grammar from cycle 1. Other studies from Kamaliah (2018) also stated similar results that Inside-Outside Circle (IOC) can effectively improve students speaking ability. Based on both studies, the IOC can be applied to improve children's language skills.

There are several studies related to the use of image series, namely research conducted by (Asrifan, 2015; Gutiérrez, Puello, & Galvis, 2015; Krčelić & Matijević, 2015). Research findings have revealed in their research the series of images is beneficial for improving students' writing abilities. As we understand the ability to write it is one of language skills. So, in this study trying to use image media to improve language skills especially for early childhood. By applying the IOC model with the combined by image media, the learning activities will become interesting so that the children's language skills will increase.

Based on the explanation above, the researchers are interested in further researching the effect of the Inside Outside Circle (IOC) learning model on children's language skills in kindergarten Banjar Tegal. In this study, the IOC learning model will be combined with the use of image media. Through the application of the IOC model with image media, it is hoped that it can improve children's language abilities in a more optimal direction.

2 THEORITICAL STUDY

Theoretical studies related to this research are learning IOC, media images, and children's language skills. Through defining these theories, this study seeks to check how the IOC learning model as one of the creative learning models applied and combined with image media to enhance children's language skills.

2.1 *Children Language Skills*

The development of language skills in young children, or how children can communicate with others, is a three-step process. First, children must hear these words repeatedly and become accustomed to these special sounds. Second, they must make connections between words that are familiar and what these words represent. Third, once they can recognize the sound and the people or objects that represent the sound, children can begin to experiment by trying to say the same words (Gilles, 2015).

Language skills is the main point of children's ability to access the curriculum and develop reading skills. Children whose spoken language through the disadvantages of learning languages are at risk of literacy and academic failure (August, Diane Shanahan, 2006). Students with poor oral language skills also tend to respond to reading interventions (Al

Otaiba & Fuchs, 2006). The established relationship between spoken language and educational achievement has resulted in both policy changes in the education system and the development of various programs designed to encourage the development of language skills in preschoolers (Justice & Pence, 2004). Dockrell, Stuart, and King's (2010) current research is contributing to the efficacy of preschool oral language skills interventions by implementing theoretically motivated spoken language interventions from unfavorable circumstances. These interventions are compared with local good practices and contrast interventions where children experience regular small group storytelling (NICHD, 2000).

Practice language skills that stand out early in the school year, children can make great progress in their conceptual development, their vocabulary grows quickly. Children use information to make assumptions about semantic boundaries that might characterize concepts that underlie certain word forms (Clark & Lyons, 2011). Children also do not make simple associations between certain sound patterns and meanings. The identification of children's words becomes increasingly automated, because the meaning of morpheme develops as a result of direct recognition of multi-letter units and all words (Verhoeven & Perfetti, 2011).

Language skills include reading, writing, speaking and listening. Automatic word recognition based on identification and naming, allows children to pay attention to meaning rather than form, which maximizes cognitive capacity to understand texts (Segers, Perfetti, & Verhoeven, 2014). Among the three constituents of lexical representation are orthography, phonology, and semantics (Perfetti, Liu, & Tan, 2005). Orthographic constituents (image media) play an important role in reading as an initial step in visual word recognition. Although strong orthographic representations are universally important for reading, the nature of visual perception differs across written languages (Pelli, Burns, Farell, & Moore-Page, 2006).

2.2 *Image Media*

The relationship between visual images and language is key in the acquisition of verbal and writing skills and in the development of higher order thinking in children. Visual images are felt through the sense of sight, which is associated with the largest number of processing areas in the brain that develops earlier, including those that control high-level cognitive skills (Gogtay et al., 2004). Current research shows that integrating visual images in the teaching-learning process has significant potential to improve learning abilities and achievement. Image-based learning can arouse students' interest, curiosity, attention and motivation, improve memory and gain prior knowledge, develop investigative skills, and promote intellectual abilities and achievements (Clark & Lyons, 2011; Zenkov, Ewaida, Bell, & Lynch, 2012).

Walter, Gil-Glazer, and Eilam (2019) examines the use of photo-based models to improve student language and writing skills. The results show that both the second and fifth grade students in the experimental group significantly improved their language and writing skills compared to the control group. Second grade students increased significantly more than fifth grade students. Suggestions from this study also enable the research team to identify deficiencies that require specific modifications in the language curriculum design.

Teaching methods that combine the stimulation of language skills and visual images produce better results than methods based on the separation of the two elements (Jin & Boling, 2010). The practice of visual literacy skills activities can improve language skills, starting with the simplest level of identification and naming, and leads to complex skills such as classification, inquiry, analysis, deduction, and interpretation (Barbot et al., 2013). The potential of visual literacy, as the ability to interpret and obtain meaning from visual images, to promote a variety of learning and thinking skills among students is increasingly recognized, including the five literacy skills besides reading, writing, speaking and listening (Vitulli, Santoli, & Fresne, 2013).

Efforts to realize the activities of developing children's language skills are supported by media related to the material, the strategies used and the characteristics of the child or student. This media can be in the form of visual, audio- and audio-visual media. Visual media can be developed in various forms. Zulminiati and Hartati (2019) develops flash card media (cards that contain images, text, which reminds children of something connected with images). The findings indicate that there is a significant effectiveness of the use of flash cards in the language development of children at Pre-Kindergarten Hikari Kids Club Padang. Flash cards as media are not only tools, but also as a means of channeling messages. This will be more effective than other media, because it is practical and easily captured by children's memory. Furthermore, by using flash card media, the cognitive, social, emotional, language, and physical motor skills of students or children can be well developed (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013).

Media exposure for the development of language skills during infants and early childhood is very important. A shift in the fundamental model of anything will make academic study more relevant and timelier for media makers (Kleeman, 2017). A media cannot provide the dialogical involvement that is needed between those who study how children grow and learn with the media. The changing and ongoing revolutionary times in media making only create interdependence between various aspects of media development. Like Afrida and Mahriza (2019) study reveals a causal relationship between media images and the ability to read children with dyslexia, obtaining language and describing their behavior when image media is applied as a medium in learning to read. A single subject is used as a research design here by observing student behavior when trying to get language using negative images and testing it with oral reading tests. The results showed that the ability of dyslexia was significantly affected by the images.

2.3 Inside-Outside Circle (IOC) Instructional Learning Strategies

IOC is a learning model that was introduced by Spencer Kagan in 1990 (Kagan, J., Reznick, J. S., & Snidman, 1987), where in this study students share information at the same time with different pairs in a short and orderly manner (Sumantri, 2015, p. 58). This technique places learners facing each other in two concentric circles, one within the other. It will be more effective if it is done with six or more students, half in each circle. This Inside-Outside Circle technique facilitates verbal interaction between learners, which give them opportunity to practice more with their rolling pairs.

Usually, Inside-Outside Circle is used to smooth the process of practicing dialogue between students, which helps community building at the beginning of term. It is an effective technique for introducing movement and variety into a lesson. Kagan defined procedures in Inside-Outside Circle techniques as people in the outside circle exchange ideas with the person facing them in the inside circle. Then, those in the outside circle rotate to face different person in the inside circle.

Kagan, J., Reznick, J. S., and Snidman (1987) defines cooperative learning as "teaching arrangements that refer to small groups, heterogeneous students working together to achieve shared goals, students working together to learn and take responsibility for peer group learning and their own learning". The Kagan cooperative learning model based on the concept and use of "structure" is an innovative approach to classroom instruction. The main goal is communication about important and personal themes; When students are given various opportunities to practice listening and talking with others, they can develop mastery with communication. Listening, speaking, reading and writing are developmental skills that are naturally mastered sequentially. Children understand more of what is said to them than they can say in reply and can read with more understanding than they can write. Because exposure, practice, and feedback provide experiences that enhance language skills, the structural approach to cooperative learning encourages language acquisition. Structure creates additional and optional student involvement for language acquisition (Davoudi & Mahinpo, 2013).

Furthermore, Hadfield and Hadfield (2002) explained how to do Inside-Outside Circle at first meeting activity. The teacher should divide the class into two groups of equal size. Then, the groups are asked to form two circles, one inside the other. The learners should face each other in pairs. Afterward, the pairs are asked to introduce themselves to each other. Everyone in the outer circle is asked to move a step to the right so that they are facing new partner. Then, everyone in the outer circle is ordered to continue moving around until they have gone all the way around and go back where they started.

The IOC model in learning does not only function for vocabulary and the skills to listen to children but also affects the child's skills to realize receptive and expressive language in dialogue that occurs in a situation. In addition, the superiority of the IOC learning model also lies in activities that allow children to share with different partners briefly and regularly. Through the IOC model children have many opportunities to process information and improve communication skills.

The IOC model can be used for all age levels of students. The purpose of learning with the IOC model is to train children to be more careful and stronger in understanding their subject matter. Children are also trained to think fast and memorize quickly while analyzing and interacting socially. The IOC model is also an appropriate model in creating good relationships between teachers and children because this model can make children feel happy in the game.

To support the use of the IOC model in kindergartens especially in improving language skills, this model can be combined with images media. Images media according to Mayer (2009) is any form of static or dynamic graphics including: photos, graphics, floor plans, illustrations (consisting of two or more images), and also animation or cartoons. Singh (2005) said images media is Any device which by sight and sound increase the individual s' practice, outside that attained through read labeled as an audio-visual aid. Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating. The material like models, charts, film strip, projectors, radio, television, maps etc. called instructional aids. From these various opinions we can know that Image media is an intermediary or introduction visual based messages that are presented through images, symbols, points and lines, to give an idea concretely and clearly about a material, an idea, an idea or event.

3 METHODS

This research is descriptive quantitative in the form of posttest only with control group design. The population in this study were all kindergarten students in Banjar Tegal Village. In Banjar Tegal Village there are four kindergarten: (1) Eka Dharma, (2) Kartika VII-3 Singaraja, (3) Rare Bali School, dan (4) Mutiara Singaraja. The sampling technique used in this study is the cluster random sampling technique. The cluster random sampling technique was used to determine two kindergartens that would be sampled in the study. The randomized sample in this study is the class in each kindergarten, because it is not possible to change the existing class. After obtaining two classes as samples, then the sample is randomized again to determine the class that acts as the control class and the class that acts as the experimental class. Based on the results of the draw, obtained Kartika VII-3 Singaraja as a control group and Eka Dharma as an experimental group. Data in the study was collected through observation. Data analysis in the study was carried out by descriptive quantitative method using t-test analysis techniques. Before using t-test analysis, the data obtained need to be tested for normality and homogeneity test.

4 RESULT AND DISCUSSION

The results post-test groups of children in Eka Dharma as an experimental group showed that in language skills the highest score obtained was 120 and the lowest score was 43, with mode 102.3, median 98.64 and mean 95.48. Thus, the mode > median > mean (102.3 > 98.64 > 95.48). If the results are depicted in the polygon curve shows that the data

distribution in the experimental group is a negative skew, which indicates that most scores tend to be high as shown in Figure 1 below.

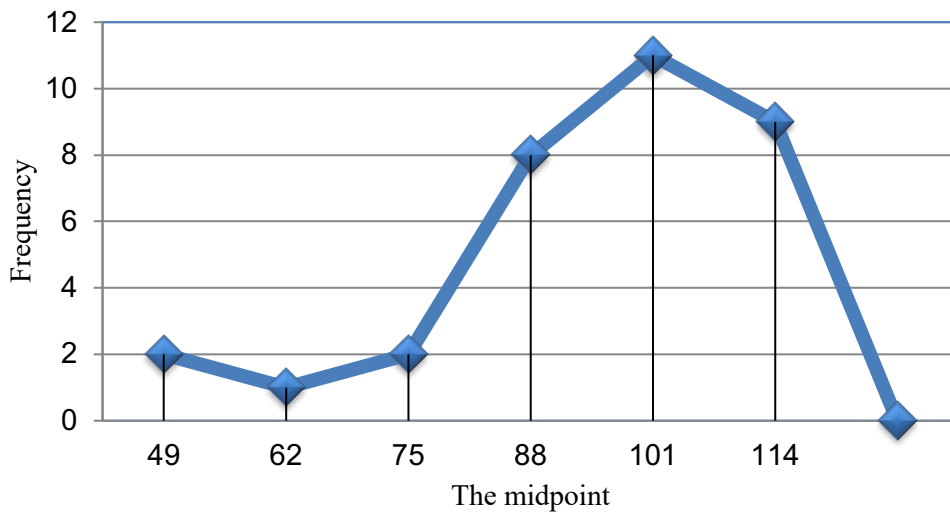


Figure 1 Experiment Group Post-Test Data

While post-test groups of children in Kartika VII-3 Singaraja as a control group showed that in language skills the highest score obtained was 112 and the lowest score was 28, with mode 52.5, median 65.1 and mean 67. Thus, the mode < median < mean. If the results are depicted in the polygon curve shows that the data distribution in the control group is a positive skew, which indicates that most of the scores tend to be low as shown in Figure 2 below.

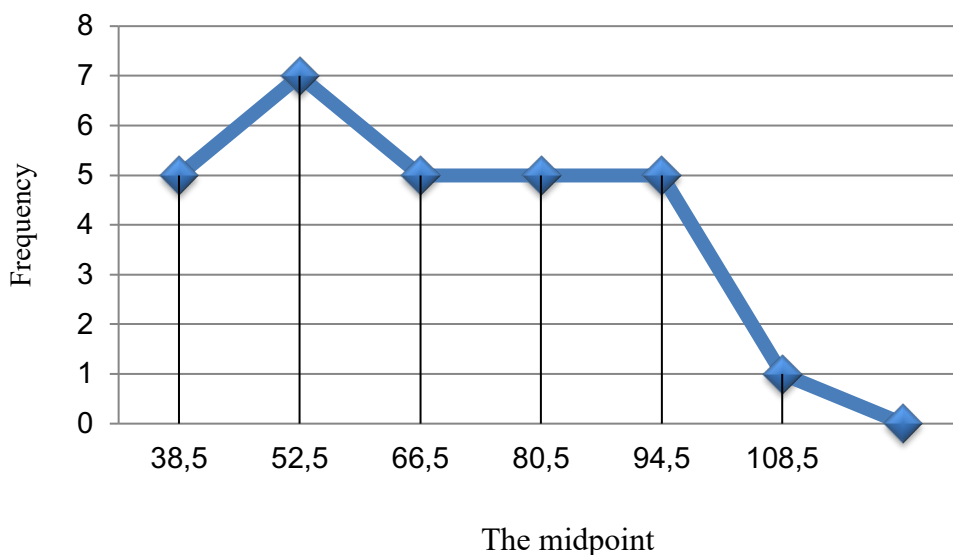


Figure 2 Control Group Post-Test Data

Prerequisite test results, namely normality and homogeneity show that the data are normally distributed and homogeneous. The results of calculations using the Chi-Square formula in the normality test obtained the language skills groups of children who were taught using IOC model assisted with images media normal with $X^2_{count} = 7.46 < \chi^2_{table} = 7.815$

and groups of children who were taught attended learning without the IOC model assisted by images media were also normally distributed with $X^2_{\text{count}} = 3.42 < \chi^2_{\text{table}} = 7.815$. Likewise with the homogeneity test results using the F test formula, the variance data groups of children who were taught using IOC model assisted with images media with groups of children who were taught without the IOC model assisted by images media were homogeneous, namely $F_{\text{count}} = 1.26 < F_{\text{table}} = 1, 87$.

Based on the results of data analysis that has been done using the method of observations on two research samples, namely Eka Dharma as an experimental group that is taught with the IOC learning model with image media and Kartika VII-3 Singaraja as a control group that is taught without the IOC model assisted by images media was found that there was a significant difference in language skills between groups of children who took images of media-assisted IOC learning models and groups of children who without taught with images media-assisted IOC models. The results were obtained based on the results of the analysis using the t-test where $t_{\text{count}} = 6.28$ was greater than t_{table} with a significance level of $5\% = 2.00$.

The existence of a significant difference shows that the IOC learning model supported by images media is more powerful than the learning that does not use the image media assisted IOC model on language skills. Therefore, the results of this study indicate that the language skills achieved by groups of children participating in learning with the IOC model assisted by the media images is better than the group of children who did not take learning with the IOC model assisted by the media image. This is because the difference in learning in the IOC learning model is assisted by the image media with those not using the IOC learning model assisted by the image media.

The IOC learning model gives students more opportunities to participate more in learning activities. This model is also designed to help children achieve learning goals that prioritize language activities as the subject of learning. The stages in the process of the IOC model strongly support the child's skills to communicate and develop their language optimally. In the IOC learning model, the learning process is carried out through several learning activities that can improve children's language development in particular in the aspect of receiving language and expressing that language. The IOC learning model provides benefits or advantages for students, including, that is, able to create an atmosphere of active learning and fun, learning material delivered is more attractive to students, the atmosphere of excitement will grow in the learning process, cooperation among fellow students is realized dynamically, the emergence of mutual cooperation dynamics that are evenly distributed across students, students will be easy to get different information and vary at the same time, creating an atmosphere of participants' familiarity students with students.

The application of the IOC learning model in this study was also aided by the use of images media. Learning media are all things that can be used to channel messages from the sender to the recipient so that they can stimulate the thoughts, feelings, concerns, and interests and attention of students in such a way that the learning process occurs (Sadiman, 2002, p. 6). The use of image media will stimulate language development in children in terms of interaction. In general, students state that using images is an advantage for students themselves in improving communicative competence in supporting and conducting two-way interactions between teachers and students (Lavalle & Briesmaster, 2017; C. K. S. Singh et al., 2017). Thus, from what is produced on the picture is more attractive to the eyes of students so that the child's language will develop more optimally.

The opposite condition occurs in the control group that does not use the IOC model assisted with image media. Children's activities in the control class seem very limited and learning is monotonous. The result is children get bored quickly and are not actively involved to interact in learning. This of course can hamper children's language development.

The results obtained in this study are in line with research conducted by Puriniawati, Putra, and Putra (2014) which states that the Inside Outside Circle learning model assisted by images card media is able to improve language development in B2 group children in the second semester at TK Kumara Adi I South Denpasar 2014/2015 academic year. This can be seen from the increase in the average percentage of children's language development in the first cycle of 59.06% with low criteria to 81% with high criteria. A similar study was also conducted by Purnamawanti, Hartati, and Sa'adah (2015) who stated that there was an influence of the type of cooperative learning model inside the outside circle on the skills to communicate with students in the Life Organization material. This is indicated by the value of Z_{count} is 2.28 and the value of Z_{table} is 1.65 which means that the value of Z_{count} is greater than the value of Z_{table} . In addition, in line research conducted by Lavallo and Briesmaster (2017), The findings of the study suggest that the students' communication skills increased as result of integrating picture descriptions in classroom activities, which in turn enhanced the students' overall participation.

5 CONCLUSION

Based on the description above, it can be concluded that there are significant differences in language skills between groups of children who follow the IOC learning model assisted by the media image and groups of children who are not taught with the IOC model assisted by the media image. The results were obtained based on the results of the analysis using the t-test where $t_{count} = 6.28$ was greater than t_{table} with a significance level of 5% = 2.00. The results of the analysis also found that the average score of language skills of children who took the IOC learning model assisted by media images = 20.31 and the average score of the skills of children who did not follow the IOC learning model assisted with media images = 18.92. The existence of a significant difference shows that the language skills achieved by groups of children participating in learning with the IOC model assisted by the media image is better than the group of children who did not follow the learning with the IOC model assisted by the media image.

Suggestions that can be delivered based on research that has been done is that teachers who teach in kindergarten should always be innovative in implementing learning. One form of learning innovation that can be done by teachers in kindergarten to improve language skills in children is through the Inside Outside Circle (IOC) learning model with the help of images media.

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