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Fachrul Rozie S.Pd., M.Pd.:

I have now reviewed the copyediting of the manuscript, "Developing Expressive Language Skills in Early Childhood (Ages 4–5) Using a Spinning Wheel as a Learning Medium," for TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini, and it is ready for the final round of copyediting and preparation for Layout.

Thank you for this contribution to my work,  
Diyah lailatul mardiyah

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Tematik

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# Developing Expressive Language Skills in Early Childhood (Ages 4–5) Using a Spinning Wheel as a Learning Medium

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## ***Abstract:***

*The low expressive language skills in students are characterized by difficulty constructing sentences, expressing ideas and feelings, and interacting verbally. Some students are only able to give short answers and are even silent when asked. This research aims to improve the expressive language skills of children aged 4-5 years through the spinning wheel media at TKIT Mutiara Islam Palopo City using the Classroom Action Research (PTK) method with the Kurt Lewin model, involving two cycles with four meetings in each cycle. The research subjects were 13 children from group A. Data was collected through observation, interviews, and documentation, and then analyzed using quantitative data in the form of student assessment scores for each cycle and qualitative data from observations in the learning process. The research results showed a significant improvement. At pre-cycle, most children were in the "Not Yet Appearing" (NYA) and "Starting to Appear" (SA) categories. After cycle II, there was an increase in the "Already Appeared" (AA) and "Very Well Developing" (VWD) categories, respectively by 46% and 54%. The application of spinning wheel media has proven to be effective in improving children's expressive language skills through interactive and fun activities.*

**Keywords:** *expressive language; spinning wheel media; classroom action research (CAR).*



## INTRODUCTION

Early childhood education is the development of all children from birth to the age of six years old both physically and non-physically by encouraging physical and spiritual development (moral-spiritual), motor skills, intellect, emotional and social. This education is tailored to the needs of children to grow and develop optimally (Dian Pertiwi et al., 2021). Early childhood experiences a golden age (*golden age*) the most commonly used term. During this time, children begin to become sensitive or can feel stimulation (R. N. Yusuf et al., 2023). The period of sensitivity varies according to the stage of development and growth of each child. A period of sensitivity is when physical and mental functions become ready to adapt to the environment. In addition, this period is the starting point for children's cognitive, motor, linguistic, socio-emotional, religious, artistic and moral development. Early childhood education is a very important educational facility because it provides a basic framework for the formation and basic development of children in building knowledge, attitudes and skills (Saripudin, 2019). Therefore, it is important to facilitate any early childhood development.

Language development is one of the aspects of development that occurs in early childhood. Language development includes speaking, listening, writing and skills (Etnawati, 2022) Language helps children's cognitive development by teaching them symbols. Therefore, language is a tool for communication and thinking as a part that has an important function (Badriah, 2023). Language is a means of communication for children in establishing relationships with their peers and is able to increase and form an understanding of knowledge about various things.

Expressive language is a child who is able to convey language verbally and non-verbally (*Regulation of the Minister of Education and Culture (Permendikbud) Number 146 of 2014 concerning the 2013 Curriculum of Early Childhood Education*, n.d.) The phase of language development in early childhood is the expressive language stage where the child can speak orally. Factors that affect children's spoken language include (1) vocabulary: the child's language development and the experience of interaction with his environment cause rapid vocabulary growth. (2) Syntax (grammar): Early childhood can compose good sentences using spoken language through examples of language around their environment. (3) Semantics/Meaning: Early childhood is already able to use the right words and sentences to express their N, opinions, rejections, and desires. (4) phonemes (word sounds): early childhood can combine the sounds they hear into one (Fitriani, 2019).

There are several factors that cause expressive language skills to not be optimal, especially speaking skills that have not reached the expected level. Expressive language skills are important for early childhood because they allow them to express their needs and thoughts clearly to others.

At the age of 4-5 years early childhood is experiencing rapid development in various aspects, including language and communication. Children are able to "absorb thoughts" that contain a unique process to acquire language. This process allows them to develop their own language, even though the language is spoken but its development is influenced by the surrounding environment. Therefore, children have the potential to develop optimally when supported by the surrounding environment (Muarifah Ngewa & Kamariah Hasis, 2020). Some children may have difficulty expressing themselves verbally, which can affect their social interactions and their ability to understand the world around them.

Innovation in learning methods provides opportunities for creativity and development of students' potential. Creative learning media uses various ways in delivering material to encourage students to think critically, expand their imagination and cooperation. Through this approach,

teachers can build a more interesting and motivating learning atmosphere for students (M. Yusuf, 2023). The concept of the learning process is very complex and includes ways to make the learning process conducive, efficient and effective. This process involves various components through a learning environment such as teachers, students, media and other elements that support learning interactions. Over the years, conventional learning has created a distinction between teachers and students because it focuses on verbal communication, teacher centralization, authoritarian learning and the belief that teachers have the authority to determine what students should learn (M. Yusuf & Handriadi, 2022).

Good learning media can be used as an approach that educators can use to improve the expressive language skills of children aged 4-5 years. Learning media is a communication tool used by educators to send messages or information to students. The purpose of learning media is to encourage children's thoughts, feelings, interests and attention to the learning process (Hasan et al., 2021). Using learning media in the classroom will be more interesting because it can function as a tool to convey information/messages sent by the sender of the message and students as recipients of the message. Learning media can be said to be a very important part of all systems in the learning process (Gilar Gandana, 2019). Educational institutions must provide appropriate media for early childhood so that materials can be accessed more quickly and easily because appropriate media can greatly help achieve common goals.

The rapid development of technology and information is more likely to influence students to spend their time playing games rather than reading textbooks. The use of learning media resources is another way to attract students' attention (Mustariani, 2023). There are many types of learning media, one of which is a rotary wheel. The spinning wheel is used in the game where the player has to spin the wheel until it stops at one of the wheel tiles. Every time the wheel stops at one of the number tiles, players will be given a question. A wheel is an object that is circular in shape, while rotating is a change in motion by turning, going around and changing directions. Thus, a rotating wheel can be defined as a circular or circular object that has the ability to rotate or move in different directions. The spinning wheel learning media is designed to make it easier for teachers or teachers to provide information to students through a learning while playing approach (Trihora, 2021).

Development of the game *roulette*, which is one of the most famous games in the world is this spinning wheel praga tool. *Roulette* comes from the French word which means a small wheel invented by *Blaise Pascal* (Yuli Wulansari, n.d.). Khaerunnisa describes a rotary wheel as a circular or circular object that has the ability to rotate. Rotary wheel learning media is a solution for educators in the learning process. Students who like to play keep playing, but they can play and also while learning. Rotary wheel media is designed based on the principle of interesting and fun learning media (Solichah et al., 2020). Based on the meaning that has been explained, it can be concluded that the rotary wheel media is a circular object that can rotate and aims to attract attention by providing a place for students in more optimal and fun learning activities.

The application of rotary wheel media in early childhood learning has significant benefits in increasing interest in learning. This media is designed with good visual elements so that it can attract the attention of students. When learners engage in fun activities they tend to be more enthusiastic and eager to learn (Fadhilah et al., 2021)

The results of an interview with group A homeroom teacher at Mutiara Islam Kindergarten in Palopo City, Mrs. Sulpiana, she said that creative and interactive learning media such as rotary wheel media are expected to be a solution to improve children's expressive language skills. The application of rotary wheel media with an attractive design and interactive mechanism, as one of the approach methods in expressive language learning for children aged 4-5 years can stimulate

children's involvement in learning, help children develop their vocabulary and increase children's creativity in using language (Sulpiana, n.d.).

Based on the results of the initial pre-observation on July 26, 2024 at Mutiara Islam Kindergarten in Palopo City, it was found that difficulties in verbally expressing were still experienced by some students. This affects their participation in daily learning activities and social interactions. In addition, it was found that some students in group A had difficulty in composing sentences and only using simple words and had difficulty expressing more complex ideas or feelings. Learners tend to give short answers and even be silent when asked because they are unable to answer questions that require explanation or description, they show signs of frustration or anger when they cannot express what they feel or want. For example, they cry or are aggressive when their desires are not understood by others. When they have difficulty expressing something verbally, they often rely on body language, facial expressions or hand gestures to convey their message. Such as, pulling the teacher's hand to show their desire or using facial expressions to show their feelings without being accompanied by appropriate words. Therefore, the development of children's expressive language needs to be improved in order to reach an optimal level. Based on the description above, this study is expected to improve the expressive language skills of children aged 4-5 years through the media of a rotary wheel at TKIT Mutiara Islam Palopo City.

## METHODS

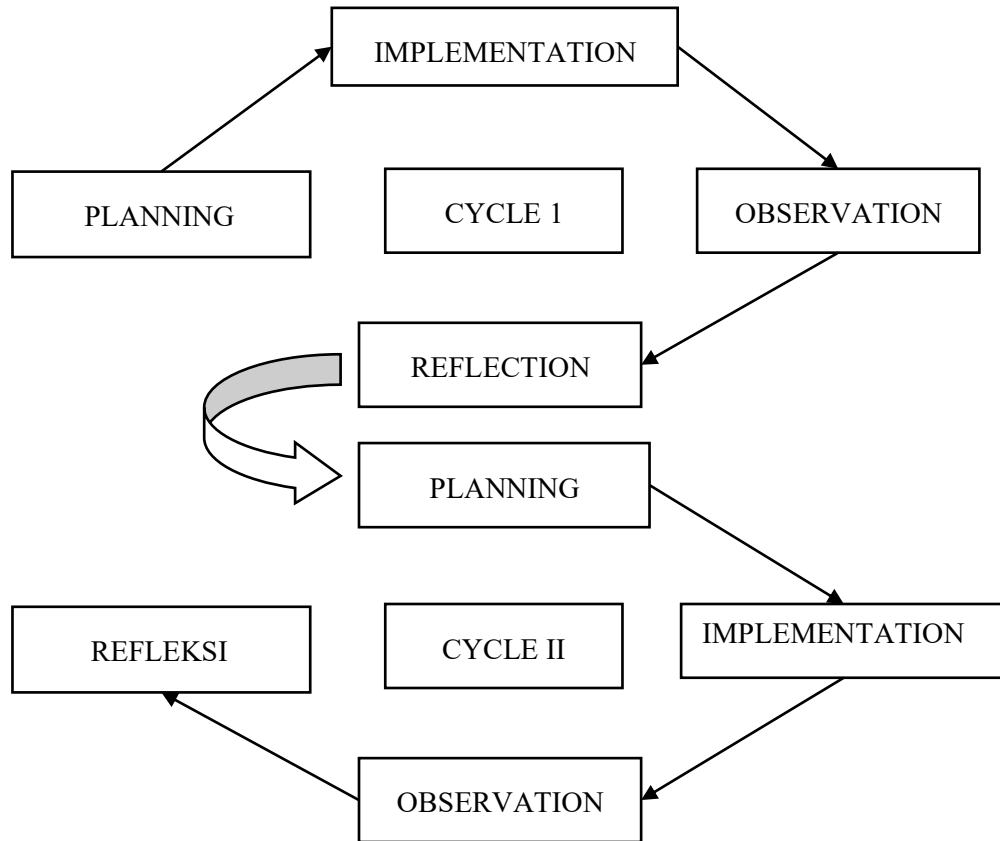
This study uses the type of classroom action research (CAR). This approach was chosen to understand and describe the application of rotary wheel media to improve the expressive language skills of children aged 4-5 years at TKIT Mutiara Islam Palopo City. Classroom action research is a process that is carried out in order to be able to see various activities in the classroom and help improve practice in learning, so that the learning process and results achieve goals. Efforts to pay attention to learning activities from students by bringing up the implementation of a deliberate action. The researcher carries out actions, students under the direction and guidance of the researcher so that the quality of learning is improved and improved in its implementation (Pratiwi Bernadetta Purba et al., 2021). It can be concluded that classroom action research is an application of actions that are carried out in solving problems to improve and achieve the quality goals of classroom learning (Utomo et al., 2024).

The classroom action research used in this study uses Kurt Lewin's model to view action research as a spiral process that includes planning, execution, observation and reflection. Classroom action research in one cycle consists of four steps, namely planning, action or action, observation and reflection. These steps are done in a spiral-like sequence and are done in cycles (Djajadi, 2019).

The subjects in this study are group A students of Mutiara Islam Kindergarten, Palopo City for the 2024-2025 school year, which totals 13 students, consisting of 6 boys and 7 girls. The time and duration of actions taken by researchers at Mutiara Islam Kindergarten in Palopo City for the 2024/2025 school year. And the research time was carried out from October to November 2024 in the odd semester of 2024/2025. The location that will be used as a research site is at Mutiara Islam Kindergarten Palopo City which is located on Jl Kedondong III No. 7, Tammaleba, Bara District, Palopo City, South Sulawesi Province.

This class action research (PTK) was carried out in two cycles, cycle one was carried out in four meetings and cycle two was also carried out in four meetings. In its implementation, the Kurt Lewin model is used (Purnama et al., 2020), the following is an overview of a PTK spiral which is carried

out with four stages of processes, namely planning, implementation, observation/observation and reflection:



**Figure 1.** Model Kurt Lewin Action Research Procedure

### CYCLE 1

Based on initial observations, the results obtained were that the expressive language skills of children aged 4-5 years at Mutiara Islam Kindergarten in Palopo City were not optimal. The implementation of cycle I aims to determine the improvement of expressive language skills of children aged 4-5 through the medium of a rotary wheel. The steps in cycle I have 4 stages, namely:

#### **Planning**

Planning In cycle I, the planning stage includes the following: a) Collaborate with classroom teachers as implementers or research collaborators; b) Setting a schedule for the implementation of class action research in Cycle I; c) Plan and prepare RPPH (daily learning implementation plan) which is used as a standard for learning implementation, especially in improving expressive language skills; d) The researcher prepared a rotary wheel media that would be used during the activity process; e) Researchers prepare observation sheets to measure the improvement of expressive language skills, set up tools to document learning activities such as cameras.

#### **Implementation**

Implementation is the process of implementing the content of planning, namely taking actions in the classroom. The implementation steps are as follows: 1) Implement the RPPH (daily learning implementation plan) that has been prepared; 2) The researcher introduced the rotary wheel media to the students. Each learner will spin the wheel and they will have to talk about the picture or word



indicated by the wheel by explaining what image is pointed; 3) After all the students had their turn to spin the wheel, the researchers asked if they were happy with what they learned; 4) Ending the action process by drawing conclusions

### **Observation**

During the implementation, the researcher as a teacher, observed the responses and interactions of students during the activity using observation sheets. The purpose of this observation is to obtain information about the deep learning process. Aspects observed include; (a) How actively the learners speak when the picture appears; (b) Children's courage and confidence when speaking in front of their friends; (C) Fluency in students in using expressive language.

### **Reflection**

After making observations or observations of class actions, the next step is to reflect. In this reflection stage, the researcher looked at whether there was an improvement in children's expressive language skills, as well as the obstacles faced during implementation. The researcher noted that students were found who were still not optimal in expressive language skills and designed strategies in cycle II.

## **CYCLE II**

The implementation of cycle II is based on the results of reflection in cycle I. It is carried out if the learning process in cycle I is not satisfactory or not in accordance with the standards that have been set. Basically, the purpose of the implementation of cycle II is to correct the mistakes that occurred in cycle I. If the results are in accordance with the objectives to be achieved, then there is no need to implement cycle II.

The target of this research is group A students of TKIT Mutiara Islam Palopo City for the 2024/2025 school year whose expressive language development has not been optimal. The data collection techniques used are by using observation, interview, and documentation methods. Observations were carried out by focusing on aspects such as participation, the number of words spoken, speaking fluency and students' confidence in using language. Then a simple interview with students and interviews with teachers to explore teachers' responses to the implementation of rotary wheel media, by providing questions Documentation is used to collect data directly from the research site process.

Sugiyono in Kurnia Paramita, the research instrument according to Sugiyono is the researcher himself. This means that the researcher is a tool to obtain information during the course of the research. Researchers immediately go into the field to find and obtain the data needed in the research (Paramita, 2022). The research instruments used in this study are observation sheets and interview sheets.

Data analysis in this study uses quantitative and qualitative descriptive data analysis, where the data analyzed is in the form of results from activity observation sheets, interviews, and documentation. Based on the data collected, namely qualitative data from observations in the learning process and quantitative data in the form of student assessment scores in each cycle. Therefore, to improve students' expressive language skills, they are assessed using observation sheets that have been prepared.

Data was analyzed by comparing the value obtained from the initial/pre-cycle observation with the value obtained from each cycle implemented. Learning activities are said to be successful if there is an improvement in students' expressive language skills after being given action.

The success in this study was measured by the percentage of improvement in students' expressive language skills. This study is considered successful if 75% of students show an

improvement in expressive language skills. The results of the average values will be presented in the form of tables and diagrams using the following formula (Purnama et al., 2020) :

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Total percentage

F = The number of marks or scores obtained by the subject

N = Maximum score

**Table 1.** Interpretation of Successful Action

| Score                    | Category                  |
|--------------------------|---------------------------|
| $0\% \leq P \leq 25\%$   | Not Yet Appearing (NYA)   |
| $26\% \leq P \leq 50\%$  | Start Appearing (SA)      |
| $51\% \leq P \leq 75\%$  | Already Appeared (AA)     |
| $76\% \leq P \leq 100\%$ | Very Well Developed (VWD) |

## RESULTS AND DISCUSSION

Classroom action research to improve expressive language skills (expressing language verbally and non-verbally) of children aged 4-5 years through the medium of the rotary wheel at TKIT Mutiara Islam Palopo City where students are able to use simple sentences when expressing the images seen on the rotary wheel, telling the images in the rotary wheel, answering and asking questions according to the context of the images from the rotary wheel and using question words such as: what, why, how, where when explaining the image on the rotary wheel, it is carried out with two cycles. The first cycle was carried out with 4 meetings, this research was carried out from November 8, 2024 to November 21, 2024. The implementation of actions in each cycle includes activities such as planning, implementation of actions, observation and reflection.

At the planning stage, the researcher made preparations for the learning process. The planning stage in cycle I includes activities: (1) Making a daily learning implementation plan; (2) Preparing media; (3) Preparing research instruments; (4) Preparing documentation tools. At the implementation stage, it is carried out in two cycles, each cycle of four meetings. The observation/observation stage is carried out during the learning activity. Observations were made to obtain all the data needed in this study. The researcher saw and observed the development of students in activities to improve expressive language skills through rotary wheel media. The indicators observed in this study are using simple sentences when expressing the images seen in the rotary wheel, telling the images in the rotary wheel, answering and asking questions according to the context of the image of the rotary wheel and using question words such as: what, why, how, where when explaining the image on the rotary wheel.

Based on the results of pre-cycle observations made by the researcher at the time of observation, information was obtained that expressive language skills have not reached optimal results. The media used is still simple, such as the use of student worksheets so that the attractiveness and interest in learning of students tend to be low. This has an impact on expressive language skills in children aged 4-5 years in group A, where some students still have difficulty in composing simple sentences, are less active in responding to questions and are not able to communicate well with peers and teachers. This situation is the reason for researchers to carry out an action to improve students' expressive language skills.

**Table 2.** Results of Data Recapitulation of Expressive Language Ability of Children Aged 4-5 Years at TKIT Mutiara Islam in Pre-Cycle

| No  | Category                  | Frequency | Score                    | Presentase |
|-----|---------------------------|-----------|--------------------------|------------|
| 1   | Not Yet Appearing (NYA)   | 5         | $0\% \leq P \leq 25\%$   | 38%        |
| 2   | Start Appearing (SA)      | 8         | $26\% \leq P \leq 50\%$  | 62%        |
| 3   | Already Appeared (AA)     | 0         | $51\% \leq P \leq 75\%$  | 0%         |
| 4   | Very Well Developed (VWD) | 0         | $76\% \leq P \leq 100\%$ | 0%         |
| Sum |                           | 13        |                          | 100%       |

Based on the results in the table above, it can be seen that the data obtained before being given action in improving the expressive language skills of group A students of TKIT Mutiara Islam there were 5 students with the category of not yet emerging (NYA) reaching 38% and 8 students with the category of starting to appear (SA) reaching 62%. This made the researcher choose a classroom action study to improve the expressive language skills of children aged 4-5 years through the medium of a rotary wheel at TKIT Mutiara Islam. The average percentage value before action 33%, with categories starting to appear.

**Table 3.** Results of the Data Recapitulation of Expressive Language Ability of Students Aged 4-5 Years at TKIT Mutiara Islam Palopo City in Cycle I

| No  | Category                  | Frequency | Shoes                    | Presentase |
|-----|---------------------------|-----------|--------------------------|------------|
| 1   | Not Yet Appearing (NYA)   | 0         | $0\% \leq P \leq 25\%$   | 0%         |
| 2   | Start Appearing (SA)      | 10        | $26\% \leq P \leq 50\%$  | 77%        |
| 3   | Already Appeared (AA)     | 3         | $51\% \leq P \leq 75\%$  | 23%        |
| 4   | Very Well Developed (VWD) | 0         | $76\% \leq P \leq 100\%$ | 0%         |
| Sum |                           | 13        |                          | 100%       |

The results obtained on the expressive language skills of students in cycle 1 averaged an overall percentage of 46%. Based on the results of observation/observation of data in cycle 1, students' expressive language skills experienced variations in achievement, with the category starting to appear (SA), as many as 77% of students who showed basic skills in using expressive language. Then with the category that has appeared (AA), as many as 23% of students have been able to express sentences more clearly and relate to the context of the image on the rotary wheel. It can be concluded that the achievement indicators have not been fully achieved, where there are still many students who have not reached the indicators, so improvements need to be made in cycle II.

**Table 4.** Results of the Recapitulation of Expressive Language Ability Data of Group A Students of the Babussalam Integrated TKIT, Palopo City in Cycle II

| No  | Category                  | Frequency | Shoes                    | Presentase |
|-----|---------------------------|-----------|--------------------------|------------|
| 1   | Not Yet Appearing (NYA)   | 0         | $0\% \leq P \leq 25\%$   | 0%         |
| 2   | Start Appearing (SA)      | 0         | $26\% \leq P \leq 50\%$  | 0%         |
| 3   | Already Appeared (AA)     | 6         | $51\% \leq P \leq 75\%$  | 46%        |
| 4   | Very Well Developed (VWD) | 7         | $76\% \leq P \leq 100\%$ | 54%        |
| Sum |                           | 13        |                          | 100%       |

From the observation results in cycle II, there was a significant increase in improving students' expressive language skills, an average score percentage of 76% with the category of very good development (VWD). The most densely populated 6 students in the category have emerged (AA)

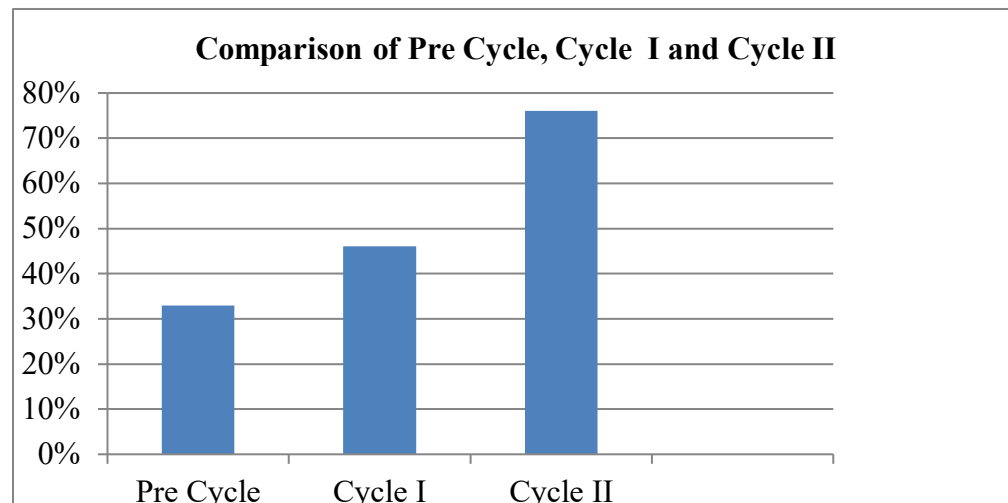
with a percentage of 46% and 7 students in the very good development category (VWD) with a percentage of 54%, where there are no more or 0 students in the category that have not appeared and have begun to appear. It can be concluded that the implementation of cycle 2 with 4 times experienced a good increase in improving students' expressive language skills.

Based on the results of the recapitulation of the improvement of expressive language skills of students aged 4-5 years at the time of the pre-cycle, cycle I and cycle II, the following table can be seen.

**Table 5.** Results of Comparative Data on the Improvement of Expressive Language Skills of Students from Pre-Cycle, Cycle I and Cycle II

|                | Pre-Cycle | Cycle I | Cycle II |
|----------------|-----------|---------|----------|
| Percentage (%) | 33%       | 46%     | 76%      |

The result from table 5 about the Comparative Data on the Improvement of Expressive Language Skills of Students from Pre-Cycle, Cycle I and Cycle II are visualized by the following graph



**Figure 2.** Chart Comparison of Pre-cycle, cycle I, and cycle II

Based on the table and graph above, it can be concluded that after action is taken on the results of improving the expressive language skills of students aged 4-5 years through the medium of the rotary wheel. This can be seen in the difference in percentage increase from pre-cycle to

Cycle I with a difference of 13% and in cycle I to cycle II there was a difference in percentage increase of 30%. So that the results of the observation of students' activities on the use of simple sentences when expressing the images seen in the rotary wheel, telling the images in the rotary wheel, answering and asking questions according to the context of the image of the rotary wheel and using questions such as: what, why, how, where when explaining the images on the rotary wheel can develop well and continuously improve in each cycle.

The results of the study from data tables and comparative graphs showed that the increase in expressive language skills between pre-cycle, cycle I, and cycle II increased in each cycle. The initial ability of students before the action is carried out or in the pre-cycle stage, where the number of children aged 4-5 years in group A at TKIT Mutiara Islam is 13 people. There are 5 students with categories that have not yet appeared and 8 students with categories that have begun to appear. Then it was continued with 4 meetings in the first cycle as well as in the second cycle. In cycle 1

using rotary wheel media in learning, it was known that as many as 10 students with categories began to appear and 3 students with categories that had appeared, based on the data it can be seen an increase from the pre-cycle stage to cycle I. Then continued to the cycle II stage using the same media, namely rotary wheel media, the results were obtained as many as 6 students with categories that had emerged and 7 students with very good developing categories. From the information above, it can be said that the achievement of improving expressive language skills of children aged 4-5 years in group A cycle II has reached success indicators with very good development criteria that the researcher expects.

Based on the results of the above research data, it shows that the expressive language skills of children aged 4-5 at TKIT Mutiara Islam Palopo City have experienced a significant increase by using rotary wheel media. Children's expressive language skills can be improved through learning methods while playing using interactive media such as the rotary wheel can stimulate expressive language skills where students are invited to say simple sentences, tell pictures contained in the rotary wheel, be able to ask and answer questions. This is in line with research conducted by Nurul Afiah Lestari showing that the use of interactive media can improve children's language skills.(Lestari et al., 2023) In this study, it is proven that the use of interactive media can significantly improve students' expressive language skills. This is also in accordance with research conducted by Risda Laili showing that the development of rotary wheel media can be used as a learning medium to improve the expressive language of children aged 4-5 years (Rice, 2021). This study shows that the application of rotary wheel media is effective in improving the expressive language skills of children aged 4-5 years.

This is in accordance with the theory based on the concept of constructivism put forward by Piaget and Vygotsky stating that interactive and interesting learning media can increase students' motivation to learn.(Fahrurrazi et al., 2024) The spinning wheel media provides children with the opportunity to speak actively, both through image descriptions and interaction with peers. The success factors of this research include the design of rotary media that is interesting and relevant to the age of students, a fun approach so that students are involved, and the role of teachers as facilitators who provide guidance and encouragement to students.

Based on an interview with group A teacher, Mrs. Sulpiana, children's expressive language skills before the application of rotary wheel media are quite diverse. Some children still have difficulty expressing ideas or feelings in the form of complete sentences, while others have begun to show progress by composing simple sentences. The application of rotary wheel media is able to create an interactive and fun learning atmosphere. Rotary wheel media also provides additional benefits, such as training children's fine motor skills when turning the wheel. However, Mrs. Sulpiana gave input that a variety of pictures and questions also needed to be added so that children would not get bored and stay interested during learning. Thus, the results of this interview support the research findings that rotary wheel media not only improve children's expressive language skills, but also provide a fun and rewarding learning experience in various aspects of early childhood development.

## CONCLUSION

The results of improving the expressive language skills of children aged 4-5 years at TKIT Mutiara Islam Palopo City through rotary media experienced a significant increase in pre-cycle, cycle I and cycle II. The initial ability of students in the pre-cycle stage with the number of children aged 4-5 years in group A at TKIT Mutiara Islam amounted to 13 people. Where there are 5 students in the

category who have not appeared (BM) with a percentage of 38% and 8 students in the category who have not appeared (MM) with a percentage of 62%. Then in cycle 1 it was known that as many as 10 students in the category began to appear (MM) with a percentage of 77% and 3 students in the category that had emerged (SM) with a percentage of 23%, based on the data it can be seen that an increase from the pre-cycle stage to cycle I was obtained. Then continued to the second cycle stage, the results were obtained as many as 6 students in the category that had emerged (SM) with a percentage of 46% and 7 students in the category of very good development (BSB) with a percentage of 54%. So it can be concluded that through the medium of the rotary wheel can improve students' expressive language skills.

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