Improving Early Children's Language Capabilities through Interactive Compact Disk Media

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Abstract

Language skills are essential skills to be developed from an early age. That's because language is an essential means in human life to communicate. With language, humans can issue ideas and opinions to establish communication with other humans. Thus, language skills should have been improved since early childhood. In line with the development of science and technology, various learning media can be used to develop students' abilities, one of which is interactive compact disk media. The research was conducted at Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung. This research is a Classroom Action Research with a qualitative descriptive type. The data collection technique that the researcher uses is the observation method as the primary method, the documentation method as support in research, and the interview method to determine the extent of the teacher's response to the use of interactive compact disk media in improving children's language skills. The results of this study that interactive compact disk media can improve children's language skills in Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung with very satisfying results. This can be seen from the development of students in the pre-cycle research, and it is known that students who reach the assessment standard develop according to expectations. There are only three children out of all 15 students. Then in the first cycle, the number of children who had the language skills as expected increased to 9: in the second cycle, it rose again to 12 students, or 80% of the students had reached the assessment standards set.

Keywords: Language Capabilities, Interactive Compact, Learning Media

INTRODUCTION

Early childhood education is an effort to stimulate, guide, nurture and provide learning activities capable of producing children's abilities and skills. Early childhood education is an education that is carried out on children from birth to the age of six. The process of education and learning in early childhood should be done with the aim of providing meaningful concepts for children through real

experiences. It is only real experience that allows children to show activity and curiosity *optimally* and places the position of the educator as a companion, guide and facilitator for the child.

In the law on the national education system it is stated that early childhood education is a construction effort aimed at children from birth to the age of six which is done through the provision of educational stimulation to help physical and spiritual growth and development so that children have readiness to enter education further (Kemendiknas, 2003).

Children are pearls for everyone, because apart from being the next generation, children are capable of becoming better human beings than their father and mother. With such a view, parents try hard to educate their children, educate them, and give all the knowledge that is considered to represent the success of life in this age to their children. A concrete step taken by parents to make this happen is to introduce education to children from an early age through preschool education. The learning method that we often find in pre-school education in Kindergarten is the method of playing while learning.

At an early age, children experience the golden years (*the golden years*), which is the time when children begin to be sensitive to receiving various stimuli. Sensitive time in each child is different in line with the growth and development rate of the individual child. Sensitive time is the time when the maturity of physical and psychological functions that are ready to respond to the stimulation provided by the environment. This time is also a time to lay the groundwork for developing several aspects of the development of children's abilities, namely cognitive, motor, From several aspects of the development above, the writer felt interested in conducting a research related to language development in children. Because language is an important tool in human life to communicate. With language, people can express their ideas and opinions so that they can communicate with other people. The development of language use in children is influenced by the increasing age of the child. The older the child gets, the more vocabulary he will master and the clearer his pronunciation will be.

The ability to communicate well, truthfully, effectively, and efficiently is a requirement. The ability to communicate is developed from four basic capitals, namely: *listening* , *speaking* , *reading* , and *writing* (Tarigan, 2008). Language will work well in communication when in social activities, humans as language users can regulate the use of language. That is, humans are able to use language well when the language used can be understood and understood by others and responded to so that in communication or social interaction of individuals with other individuals occurs communicatively.

There are four types of language skills, namely reading, writing, listening, and speaking. Children's language ability, especially reading and writing language in their development is important for individuals. Reading is one of the most effective media to see the horizon of the world objectively, independently, and creatively. By reading, individuals gain a lot of knowledge. Reading is a process that is carried out and used by the reader to obtain a message, which the writer wants to convey through the medium of written words. A person's knowledge and

expertise will be able to be developed accurately and effectively through writing activities. Therefore, reading and writing are important language skills to be given to children in Kindergarten (TK).

Reading is one of the most beneficial activities in life. Reading can provide information about all kinds of life phenomena. Every day many people read a newspaper that contains a series of facts about an event, thus they will get new and fast information. Besides reading can also provide entertainment, such as reading comics, novels or short stories. Reading without realizing it will make the mind fresh again after the burden of life hits it (Tarigan, 2008).

For a child, reading is the key to success. Reading is the most important factor in all teaching efforts. Every subject matter is fundamentally focused on reading. The delay in reading will be followed by the child's delay in understanding other subject matter. Success in learning is always related to success in reading. Most of the subject matter cannot be separated from reading activities. Until the first order revealed in the Al-Qur'an for Muslims is the order to read, this is as written in Surah Al-'Alaq verses 1-5 as follows:

ۚ بِٱلۡقَلَمِ عَلَّمَ ٱلَّذِى ۚ ٱلۡأَكۡرَمُ وَرَبُّكَ ٱقۡرَأۡ ۚ عَلَقٍ مِنۡ ٱلۡإِنسَٰنَ خَلَقَ ۚ خَلَقَ ٱلَّذِى رَبِّكَ بِٱسۡمِ ٱقۡرَأۡ

ۚ يَعۡلَمۡ لَمۡ مَا ٱلۡإِنسَٰنَ عَلَّمَ

Meaning: *1) Read by (mentioning) the name of your God who created . 2) He has created man from a clot of blood. 3) Read, and your Lord is the Most Merciful. 4) The one who teaches (humans) with the medium of the pen. 5) He teaches people what they do not know* (RI, 2010). (QS Al-Alaq:1-5)

Teaching reading and writing in Kindergarten can be implemented as long as it does not exceed the limits of educational principles for early-age children who are characterized by playing while learning (Kemendiknas, 2003). In order to meet the needs and sensitive time of children in the aspects of reading and writing, various forms of games can be arranged and developed. Through playing, children can reap various benefits for the development of physical, motoric, intelligence and social-emotional aspects (Elizabet G. Harlock, 2002). These three aspects support each other and cannot be separated. If one of the aspects is not given the opportunity to develop, then there will be inequality.

Therefore, in order to avoid inequality, there are several pressures in the achievement of the language development of Early Childhood Children that must be met. The development indicators are as follows:

Scope of Development	Achievement Level Development 5-6 years
A. Receiving Language	1. Understanding several commands simultaneously 2. Repeating more complex sentences 3. Understanding the rules of a game
B. Expressing Language	1. Answering more complex questions

	2. Naming groups of pictures that have sounds sama 3. Communicate orally, have a vocabulary and know the symbols for reading, writing and arithmetic. 4. Composing simple sentences 5. Having more words to express ideas to others 6. Extending some of the stories/tales that have been heard 1. Saying the symbols of known letters 2. Recognizing the sounds of the initial letters of the names of things around. 3. Mention groups of pictures that have the same sound/initial letter. 4. Understanding the relationship between the sound and shape of letters 5. Reading one's own 6. name Writing
` C. Literacy	

Table I

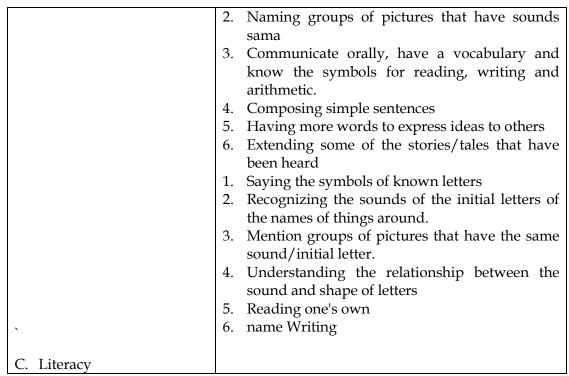**Language Development in Early Childhood**

Source: Ministry of Education. *Early Childhood Curriculum Planning Template.* Jakarta: Ministry of Interior. 2010.

Based on the table above, teaching reading will not be successful unless the teacher knows the correct methods and media that can be used when teaching children to read. The method that can be used is a fun method for children through play. For early age children, learning is playing and playing is learning (Moh. Uzer Usman, 2002).

In addition to methods, teachers should pay attention to the media used in teaching and learning activities. Along with the development of science and technology, there are many learning media that can be used to help a teacher in delivering a material in learning, such as media using magazines, books, newspapers, or also through electronic media such as radio, television, internet, and the other.

Learning media has an important role in teaching and learning activities. Learning media is a tool that makes it easier for teachers to deliver learning material to students. The media used should use visual, sound, linguistic and varied approaches so that children do not feel saturated during reading activities. The media also helps students to concretize abstract concepts. In addition, the media can also be used to attract students' attention, so that students can focus more on their studies.

In choosing the learning media should be varied. This is intended so that the child's experience becomes more diverse and can overcome boredom when learning, especially in reading activities. Therefore, in this research, researchers

tried to use *Compact Disk* which is expected to improve language skills in early childhood children.

According to Hofstetter quoted by Maroebeni in his website that *Compact Disk* Interactive is the use of computers to create and combine text, graphics, audio, moving images (Video and animation) by combining *links* and *tools* that allow users to navigate, interact, create and communicate (Maroebeni, 2013). This advantage is what makes the *Compact Disk* more dynamic and pleasant for the user, so that it can eliminate boredom and make learning less monotonous.media *Compact Disk* involves various senses and body organs, such as ears (audio), eyes (visual), and hands (kinesthetic) which make information or messages easy to understand (Yudhi Munadi, 2008).

Beginning reading is the child's first stage of reading skills. Reading makes knowledge more and more, there are many positive things that we can take from reading. According to Baraja, the essence of a child's language ability is to learn the symbols of language sounds and the series of letters (Braja, 1999). Beginning reading learning can begin by introducing letters, syllables, words and sentences, then connected by understanding the meaning found in the series of letters. So, a child's language ability is a person's ability to change a series of letters into a series of sounds, learn syllables and sentences so that he can read well and understand the meaning and meaning contained in the reading.

introductory reading material that has been programmed in *Compact Disk* can be used by each student individually or in groups. In this way, students are more free to learn according to their own learning speed, so it is expected that students can understand the concept of letters of the alphabet and can read easily. *Compact Disks* are presented in the form of pictures, animations, videos, sounds/sounds and color games that can create interest in students to learn and finally children can recognize letters and be able to read without feeling forced and not boring.

This boring problem is often found in Kindergartens, no exception Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung. Based on the pre-survey conducted by the researchers, the language ability of the children at Raudhatul Athfal Al-Hikmah Bandar Lampung is still quite low. Of the 15 children of the students, only 20% or 3 children have the language ability to develop as expected, while 80% of the other children have not yet developed and are beginning to develop. This can be seen in the results of the preliminary observations presented by the researcher in the following table:

No.	Name	Indicator of Achievement		
		Not yet Developed	Starting to Develop	Developing
1	Adi Wijaya	✔		
2	Ahmad Burhanuddin			✔

No	Name			
3	Arman Sanjaya		✔	
4	Bayu Putra Aditama	✔		
5	Denni Maulana		✔	
6	Efri Hadi Kesuma		✔	
7	Fina Nopianti	✔		
8	Fitri Ramadhani	✔		
9	Muthia Ananda Siregar	✔		
10	Munada Al-Azka			✔
11	Nanda Pratama			✔
12	Nando Saputra	✔		
13	Nina Nabila		✔	
14	Nur Aisyah		✔	
15	Sulistiyowati		✔	
Total		6	6	3

Table 2. Results of Preliminary Observation of Achievement Indicators of Language Development Aspects of Pupils in Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung

Source: Observation and documentation of students' daily activities at RA Al-Hikmah Kedaton Bandar Lampung.

Based on the problems that exist, the researcher is motivated to conduct a Classroom Action Research (PTK) on efforts to improve children's language skills through *Compact Disc* in group B Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung. The formulation of the problem in this research is as follows: "Can the use of interactive Compact Disc media improve children's language skills in Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung?"

METHODOLOGY

This type of research is Class Action Research, where the researcher looks at learning activities in the form of an action, which is deliberately brought up and happens in a class together. Class Action Research (PTK) is an action research conducted with the aim of improving the quality of learning practices in the classroom (E. Mulyasa, 2009). While according to Kunandar, Classroom Action Research (PTK) is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by performing actions in learning, based on their reflection on the results of those actions (Kunandar, 2001).

As for the nature of research in Class Action Research, it is participatory in the sense that research is involved in research. It is collaborative because it involves other people in its research, and it is qualitative because the researcher interacts

with the research subject naturally, in the sense that the research goes according to the course of the teaching and learning process, by conducting observations, conducting systematic research, and drawing conclusions as appropriate by what is done by qualitative researcher. The subjects of this research are 15 students of Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung with a total of 9 male students and 6 female students. While the object is children's language ability through the use of *Compact Disk* at Raudhatul Athfal Al-Hikmah Bandar Lampung. Data collection techniques use interviews, documentation, and observation (Suharsimi Arikunto, 2012).

RESULTS AND DISCUSSION

Language is an arbitrary verbal symbol system used by members of a language community to communicate and interact with each other, based on the culture they share (Dardjowidjojo, 2010). Language includes all means of communication by symbolizing thoughts and feelings to convey meaning to others, whereas according to Sumiyati, language is the organized speech of a person's thoughts and feelings that is used as a communication tool between members of society. In other words, language is the expression of thoughts and feelings to convey meaning to others, which is used as a communication tool. Language is a communication tool that is used by a person in his socializing or relating to other people (Fatimah, 2006). According to Jean Piaget quoted by Zulkifli, states that children's language consists of 2 elements, namely: Egocentric language, which is a form of language that highlights a person's desires and wishes. Example: the child catches a conversation, then repeats the conversation to himself. While he was talking about something he was working on, he didn't show the conversation to others. Even if he talks to other people, the actual conversation never happened. Social language is the form of language used to communicate with other people. In addition, it is also used to exchange ideas and influence others. The forms of language used are information, criticism, requests, and questions (Zulkifli, 2005).

In the development of language According to Vygosky in Zulkifli, there are three stages of a child's language development that determine the level of thinking development, namely:

1. *First,* the external stage, that is the stage of thinking with the source of the child's thinking coming from outside himself. These external sources are mainly from adults who direct children in a certain way. For example, an adult asks a child, "What are you doing?" then the child imitates the question, "what?". Adults give the answer, "jump".
2. *Second*, the egocentric stage, which is a stage when adult talk is no longer a requirement. With a special voice, the child speaks according to his thoughts, for example "I jumped", "this is a leg", "this is a hand", "this is an eye".
3. *The third* internal stage, which is a stage when the child can appreciate the thinking process, for example a child is drawing a cat. At this stage, the child processes his thoughts with his own thoughts, "What should I draw? I or I am drawing" (Zulkifli, 2005).

From the three levels above, we can understand that the language development that children go through is so complex. Where each level has its own characteristics that must be understood by every educator so that there is no

overlap in the learning process in order to improve the ability of children's language development to develop well.

Language development is needed from an early age to acquire good skills. In his book "Psychology of Child and Adolescent Development" Syamsu Yusuf says that children's language development is influenced by five factors, namely health, intelligence, socioeconomic status, gender, and family relationships (Yusuf, 2005).

1. Health Factors Health

    is a factor that greatly affects children's language development, especially at an early age. If a child in the first two years of age often experiences pain, then the child tends to experience delays or difficulties in language development.

2. Intelligence

    A child's development can be seen from his level of intelligence. Children who develop their language quickly, generally have normal or above normal intelligence. However, not all children who understand the slowness of their language development at an early age, are categorized as less intelligent children. Furthermore, Hurlock presented the results of a study on children with mental retardation, namely that one third of those who can speak normally and children who are at the lowest intellectual level, they are very poor in their language.

3. Family Socio-Economic Status

    Several studies on the relationship between language development and the socioeconomic status of poor families experience delays in language development compared to children from better-off families. This condition may occur due to differences in intelligence or learning opportunities (poor families are suspected to pay less attention to their children's language development), or both.

4. Gender (sex).

    In the first year of a child's age, there is no difference in vocalization between men and women. But from the age of two, female children show faster development than male children.

5. Family

    Relationships This relationship is interpreted as a process of experience interacting and communicating with the family environment, especially with parents who teach, train and provide language examples to children. A healthy relationship between parents and children (requiring attention and love from the parents) facilitates the child's language development, while an unhealthy relationship results in the child experiencing difficulties or delays in language development. Unhealthy relationships can be in the form of harsh/harsh parental attitudes, lack of love or lack of attention to provide training and examples in good language to the child, then the child's language development tends to experience stagnation or abnormalities, such as: stuttering in speaking, not being clear in expressing words, feeling afraid to express opinions, and saying rude or impolite things (Zulkifli, 2005).

By understanding some of the factors that affect the development of his child's language skills, it is necessary for the teacher or educator to be able to overcome the problem with all the power and abilities the teacher has. One of them is to use various methods, strategies and learning media that are very accurate to be applied to students who are still at an early age. This is done, so that the

development of the child's language can develop well and perfectly, so that the child in the future can further explore his abilities at the primary school level.

Meanwhile, teaching media can be broadly defined as any person, material, tool or event that stabilizes the conditions that enable students to acquire knowledge, skills, and attitudes (R. Ibrahim, 2003). While according to Arif S. Sadiman: "The word media comes from the Latin language and is the plural form of the word "medium" which literally means intermediary or introduction" .
According to Azhar Aryad: "The word media comes from the Latin word "*medius*" which means middle. In general, the media are all forms of intermediaries to spread, carry, or deliver a *message* and idea to the recipient". *Association For Educational Communication and Technology* is an association that moves in communication technology and education, defining media as all forms used to channel information. The word "everything" contains a meaning that is not limited to certain media, whatever its form when used to convey a message can be called media (Azhar Arsyad, 2011).

The types of educational media that can be used in learning are very varied, therefore educational media are classified according to their common features or characteristics. According to Nana Sudjana and A. Rivai, classify the types of educational media into three, namely:

1. Visual

media Visual media is media that can only be seen. Visual media consists of projected media *(projected visual)* and media that cannot be projected *(non-projected visual)*. Visual media that can be projected is media that uses a projection device where pictures or writing will appear on the *screen.* Projection media can be still projection media *(still pictures)* such as still pictures and *motion pictures (motion pictures)* such as moving pictures. While non-projected visual media consists of still image media, graphic media, model media, and realia media. Still image media are images presented photographically, for example images of people, animals, or objects related to the taught theme. Graphic images are two-dimensional visual media designed specifically to communicate educational messages. Model media is a three-dimensional media that is often used in learning, this media is an imitation of a real object that is too big, too far, or too complicated to bring into the classroom. While realia media is a visual aid that works to provide direct experience to children. Reality is a real model and object of a thing such as currency.

2. Audio

media Audio media is media that contains messages in auditory form (can only be heard) that can stimulate children's thoughts, feelings, attention, and willingness to learn. The use of audio media in early childhood learning activities in general to train skills related to aspects of listening skills. From its auditory nature, this media contains weaknesses that must be overcome by utilizing other media.

3. Audio-visual

media Audio-visual media or what is also called audiovisual media is a combination of audio media and visual media, for example educational videos. The use of audio-visual media makes the presentation of learning or themes to children more complete and optimal. In addition, this audio-visual media within certain limits can replace the role and duties of teachers in conveying material to children. The teacher's role can change into a facilitator who provides facilities for children to learn .

From the three types of learning media above, the researcher can conclude that the *Compact Disk* the author uses in this research is included in the type of audio-visual learning media. Where this media is the most complete and optimal media compared to other types of media, because this media consists of images and sound.

According to Sadiman, media in its development features various types and formats. The development of media is not only related to the capacity and capabilities possessed but also appearance such as print modules, television films, computer frame films and so on. Each media has its own characteristics and capabilities. At this time computer media is getting attention to be used in learning activities .

Computer media learning is a learning media that uses a program teaching system. Programmed teaching is designed and stored in a *Compact Disk*, using *software* made in the form of learning programs.audio *Compact Disk media includes* - visual media that can produce sound and appearance in one unit. According to Damarah, which is included in the group of audio-visual media which is actually sound film, television and video, because those three devices combine the functions of sound and appearance in one unit and are called pure audio-visual media" (Rachmadtullah, Zulela, & Syarif Sumantri, 2019).

Media *Compact Disk* is image and sound information storage system on a disk or *disc* that can be played using a computer, but is more often played using a VCD *player* (Blandy, Martin, & Lynne M., 2019). A *Compact Disk* has a storage capacity of approximately 680-850 *megabytes* that can store various digital information in the form of text, image, animation, audio, and video or specific programs. The data is stored through the process of "*burning*" or copying on microscopic grooves with tools such as *Compact Disk* or DVD *writer*. These microscopic grooves are read with an *infrared* that examines the inside of the *Compact Disk* when it rotates in a *Compact Disk Room* or *VCD player*.

Learning through computer media generally uses *Compact Disk* known as *Compact Disk* Interactive *Compact Disk* Interactive is a media that stores learning materials and is packaged in a *Compact Disk* with the purpose of Interactive application inside which contains menus that can be selected by clicking a button on the monitor screen to display certain information (Kumar Basak, Wotto, & Bélanger, 2018).

a. **Results of Actions in the First Cycle**
   1) **of Planning**

In this stage, the teacher works together with the researcher/observer in determining the order of the learning material and its coverage, then creating and completing media such as *compact disks* , vcd players, laptops, and so on. Then teachers and researchers also determined that in this learning activity using *compact disk* , making observation sheets to observe student activities, teacher activities and learning activities, as well as designing evaluation tools that fit the expected learning objectives.

   2) **Implementation of Actions**

In the implementation of this cycle I action, teachers and researchers alternate roles in teaching and learning activities, at the first meeting of the

researcher as an observer and at the second meeting of the researcher as an instructor and will be explained in the activities below:

Initial Activities:
a) Greeting and conditioning children before the learning activity
b) Leading a prayer before the activity
c) Conveying the apperception of the delivery of learning tools The
d) teacher invites the students to talk about the letters of the alphabet.

Core Activity: The
a) teacher mentions various letters of the alphabet.
b) The teacher then writes and makes the letters of the alphabet followed by the children. The
c) teacher introduces syllables and words.
d) The teacher groups the letters into consonants and vowels, then the students pay attention and they imitate.

Final Activity: The
a) teacher invites students to tell stories about the letters of the alphabet.
b) The teacher comments, questions and answers and summarizes the activities that have been done in the day.
c) The teacher prays with the students after the activity and then closes with greetings.

3) Observation/Observation

At this stage, the observer (researcher) uses observation of the child's involvement which is used for students to find out the obstacles experienced by the student during the learning process and to know the child's ability to make various forms of pictures according to the child's wishes. The researcher concluded that in this cycle the students seem to be quite active and their language skills have not yet developed significantly. This can be seen from some children who are still confused and confused when the teacher tells them to read and group the types of letters into vowels and consonants. However, some of the others already understand and are interested enough, so that the learning activities in the class become better and more enjoyable.

4) Reflection

Teachers and researchers look for solutions to the shortcomings and obstacles that occur during learning, by trying to attract the attention of students by starting to tell stories first before starting the material with *compact disk* media, then interactive *compact disk* is given in a more a lot so that the students feel satisfied and not bored because they can see more and more interesting pictures on the *compact disk* , so that their language skills can be fully released and develop very well.

After observing in cycle I, the following is the result of the percentage of the number of students who have increased their language ability in cycle I:

No.	Result	Standard Evaluation	Number of	Students Percentage
1.	Pre-Cycle	Not yet Developing	6	40%
		Starting to Develop	6	40%
		Developing Very Well	3	20%

2.	Cycle I	Not yet Developing	3	20%
		Starting to Develop	3	20%
		Developing Very Well	9	60%

Table 3
**Percentage of Pupils' Cognitive Development in Pre-Cycle and Cycle I
at Raudhatul Athfal Raihan Sukarame Bandar Lampung**

Based on the percentage above, the improvement of students' language skills through the use of *compact disk* in the material of the alphabet, recognizing words and syllables, and recognizing vowels and consonants is quite good but not all children can develop as expected, because the number of students whose score reached the predicate of developing as expected, only increased by 9 children or 60% of the total number of students. And this has not reached the achievement indicator that has been set, which is 80%.

a. **Results of Actions in Cycle II**
1) **Planning**

In this stage, teachers and researchers work together with researchers/observers to determine the order of learning materials and their scope according to the results of reflection in cycle I. Then create and complete media, namely *compact disks* with more variations, vcd players and laptops. Then determined that in this learning activity using *compact disk* and preparing *compact disks* , making observation sheets to observe student activities, teacher activities and learning activities and finally designing evaluation tools that are in accordance with learning objectives.

2) **Action Implementation**

In the implementation of the second cycle of action, teachers and researchers alternate roles in teaching and learning activities. At the first meeting the researcher as an observer and at the second meeting the researcher as a teacher and will be explained in the activities below:

Initial Activities:
   a) Say hello and condition children before learning activities
   b) Lead the prayer before the activity
   c) Delivering the apperception of the delivery of learning facilities
   d) Invite students to talk about work.

Core Activities:
   a) The teacher mentions the types of work
   b) The teacher gives examples of types of work using *an interactive compact disk* containing various professions.
   c) The teacher tells and describes a job.
   d) The teacher asks the children to tell about the jobs that their family members do and tell what kind of work they aspire to do.

Final Activities:
   a) Invite students to tell about the types of work their family members do and the jobs they aspire to when they grow up
   b) Review, ask questions and conclude the activities that have been carried out.
   c) Pray with students after the activity and then close with greetings.

3) Observations

At this stage, the researcher concludes that in this cycle students look active and begin to develop and improve their language skills, this can be seen when the teacher invites them to tell about the kinds of work done by their family members and the types of work they do. the ideals of children are very enthusiastic and enthusiastic. Some of them want to be teachers, some want to be policemen, soldiers and some want to be doctors so they can help their friends who are sick. With the help of *interactive compact disk* which has more variations, no children seem bored or playing alone anymore, then many students are seen telling their friends about the various jobs their parents do. So that all of them show the development of students' language skills well.

4) Reflection

Teachers and researchers look for solutions and ways out again for students who have not developed significantly, the child finds it difficult to tell the work of his family members. In addition, the teacher also examines the obstacles that occur when learning takes place, namely by means of every activity carried out by the teacher trying to attract more students' attention, more specifically to students who develop according to expectations by starting to tell stories before starting the learning material. using *compact disk* interactiveThe results of the reflection in cycle II will be carried out by teachers and researchers in the next cycle in the hope of improving activities in cycle II.

After observing in cycle II, the following are the results of the percentage of students who have increased or not cognitively:

No	Result	of Assessment Standard	Number of Students	Percentage
1.	Pre-cycle	Not Developed	6	40%
		Started Developing	6	40%
		Very Well Developed	3	20%
2.	Cycle I	Not Developed	3	20%
		Started Developing	3	20%
		Very Good Developed	9	60%
3	Cycle II	Not Developed	0	0%

		Starting to Develop	3	20%
		Developing As Expected	12	80%

Table 4
Percentage of Cognitive Development of Students in Pre-Cycle, Cycle I and Cycle II in Raudhatul Athfal Raihan Sukarame Bandar Lampung

Based on the percentage above, it can be seen that an increase in students' language skills through the use of *compact disk* is quite good, because the number of students who are developing as expected has increased to 12 children who were only 9 children in cycle I. From cycle I and Cycle II, it turns out that the targeted achievement standard of 80% has been achieved.

CONCLUSION

Based on a series of classroom action research (CAR) conducted collaboratively between teachers and researchers, it can be concluded that the use of interactive compact disk media as learning media in teaching and learning activities can improve children's language skills in Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung. This can be seen from the development of students which in the pre-cycle research it is known that students who reach the assessment standard develop according to expectations, there are only 3 children out of all 15 students. Then in the first cycle the children who have the language skills as expected increase to 9 children and in the second cycle it increases again to 12 students or 80% of the students have reached the assessment standards that have been set. Thus the hypothesis of action that the author proposes is answered in the process of implementing the classroom action research that the author has done, namely that "Interactive Compact Disc media can improve the language skills of children aged in Raudhatul Athfal Al-Hikmah Kedaton Bandar Lampung".

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