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IMPROVING THE ORAL LANGUAGE SKILLS OF CHILDREN AGED 5–6 YEARS THROUGH MAGIC BOX MEDIA

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan bahasa lisan anak usia 5–6 tahun melalui penggunaan media *magic box* di TK Assalam 1 Sukarame Bandar Lampung. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus. Siklus I terdiri atas empat pertemuan dan siklus II terdiri atas tiga pertemuan. Subjek penelitian berjumlah 20 anak terdiri dari 7 laki-laki dan 13 perempuan. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi, sedangkan analisis data dilakukan secara kualitatif . Hasil pra penelitian rata-rata pencapaian indikator berada pada kategori Mulai Berkembang (MB) dengan presentase sebesar 85%. Berdasarkan hasil penelitian menunjukkan bahwa adanya peningkatan kemampuan bahasa lisan anak setelah diperkenalkannya media *magic box*. Media *magic box* efektif meningkatkan kemampuan bahasa lisan anak kelompok B di TK Assalam 1 Sukarame Bandar Lampung. Hal ini dapat dilihat dari adanya peningkatan kemampuan bahasa lisan yang mencapai Berkembang Sangat Baik (BSB) dengan Persentase 85% pada siklus II dan telah melampaui indikator keberhasilan yang ditetapkan, yaitu ≥75%.

Kata Kunci: *Kemampuan Bahasa Lisan, Media Magic Box, Penelitian Tindakan Kelas, Anak Usia 5–6 tahun.*

Abstract

This study aimed to improve the oral language skills of children aged 5–6 years through the use of magic box media at TK Assalam 1 Sukarame Bandar Lampung. The method used was Classroom Action Research (CAR) based on the Kemmis and McTaggart model, conducted in two cycles. Cycle I consisted of four meetings, while Cycle II consisted of three meetings. The research subjects were 20 children consisting of 7 boys and 13 girls. Data collection techniques use observation, interviews, and documentation, while data analysis is done qualitative. The results of the pre-research average achievement of indicators are in the category of Starting to Develop (MB) with a percentage of 85%. Based on the results of the study, it shows that there is an increase in children's oral language skills after the introduction of magic box media.. The magic box media was effective in improving the oral language skills of Group B children at TK Assalam 1 Sukarame Bandar Lampung. The percentage of children in the Very Well Developed (BSB) category increased to 85% in Cycle II and exceeded the predetermined success indicator of ≥75%.

Keywords: *Oral Language Skills, Magic Box Media, Classroom Action Research, Children Aged 5–6 years.*

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A. INTRODUCTION

Education is a well-planned process aimed at developing human potential through guidance and learning experiences to prepare individuals for the future. In this regard, early childhood education constitutes a critical milestone as it coincides with the golden age, a period highly receptive to stimulation.[1] Early childhood education plays a vital role in shaping children's foundational knowledge, attitudes, and skills. This level of education is generally carried out in kindergartens through play-based learning activities, with the primary objective of cultivating various developmental domains, including moral and religious, social-emotional, cognitive, language, physical-motor, independence, and artistic dimensions.[2] Active interaction with the environment further supports optimal childhood development.

Language development encompasses the acquisition of vocabulary, the construction of varied sentence structures, and the refinement of grammar. In daily life, humans rely on oral and written language; written language comprises reading and writing, whereas oral language includes listening and speaking. Children typically develop oral language proficiency before acquiring written language skills because they first learn to comprehend and employ language through listening.

Language development constitutes a fundamental aspect of children's overall development, particularly with regard to the acquisition of oral language.[3] Similarly, oral language is fundamental to children's daily

[1] Aeny Maftuhah and Tatik Ariyati, 'Meningkatkan Kemampuan Bahasa Lisan Pada Anak Usia Dini Melalui Metode *Show and Tell* di TK Pertiwi 01 Cingebul', *Khazanah Pendidikan*, 16.1 (2022), p. 165.

[2] Helly Apriyanti, 'Pemahaman Orang Tua terhadap Pentingnya Pendidikan Anak Usia Dini', *Education Journal: Journal Educational Research and Development*, 3.1 (2019), pp. 13–14 (p. 13).

[3] Ni Wayan Sri Wahyundari, *Pengembangan Media Gambar Berseri untuk Meningkatkan Kemampuan Berbahasa Lisan pada Anak Kelompok B Taman Kanak-Kanak* (undergraduate thesis, Universitas Pendidikan Ganesha, 2021), p. 81.

interactions, as it enables them to communicate effectively with parents, peers, teachers, and the wider community.[4] Furthermore, children's language development is closely associated with neurological maturation, such that their verbal expressions are the result of underlying cognitive processing.[5]

Oral language is a form of communication consisting of meaningful sounds produced by the human speech organs. It represents the ability to articulate words in order to express oneself and communicate with others.[6] Oral language proficiency involves an effective process through which individuals convey various types of information—such as facts, events, concepts, ideas, and feedback—in spoken form.[7]

The preoperational stage of cognitive development, typically occurring between the ages of 2 and 7 years, is characterized by the emergence of symbolic thought. During this stage, children use words, images, and symbols to represent objects and experiences, although logical reasoning remains underdeveloped.[8] Consequently, children require concrete learning experiences to help them comprehend abstract concepts. In this context, the magic box media delivers tangible, concrete experiences that assist children in mapping physical objects to linguistic symbols.

Language development is shaped by sociocultural interactions, particularly through adult scaffolding and collaborative engagement with peers.[9] Instructional activities utilizing

[4] Fina Rahmatiana, I Made Suwasa Astawa, Fahruddin, and Ika Rachmayani, 'Identifikasi Media Boneka Tangan untuk Meningkatkan Kemampuan Berbicara pada Anak Kelompok A di TK Al-Hamidy Tahun 2022', *Journal of Classroom Action Research*, 4.3 (2022), p. 98.

[5] Afifah Fatihakun Ni'mah Wahidah and Eva Latipah, 'Pentingnya Mengetahui Perkembangan Bahasa Anak Usia Dini dan Stimulasinya', *JAPRA (Jurnal Pendidikan Raudhatul Athfal)*, 4.1 (2021), pp. 47–49.

[6] Naili Sa'ida, 'Bahasa sebagai Salah Satu Sistem Kognitif Anak Usia Dini', *PEDAGOGI: Jurnal Anak Usia Dini dan Pendidikan Anak Usia Dini*, 4.2 (2018), p. 16.

[7] Erwin Harianto, 'Metode Bertukar Gagasan dalam Pembelajaran Keterampilan Berbicara', *Didaktika: Jurnal Kependidikan*, 9.4 (2020), p. 411.

[8] Leny Marinda, 'Teori Perkembangan Kognitif Jean Piaget dan Problematikanya pada Anak Usia Sekolah Dasar', *An-Nisa' Journal of Gender Studies*, 13.1 (2020), p. 116.

[9] Susanti Etnawati, 'Implementasi Teori Vygotsky terhadap Perkembangan Bahasa

the magic box foster active interaction between the teacher and children, as well as peer-to-peer engagement through questioning, answering, and discussion.

The provision of gradual instructional support through scaffolding facilitates children's language development by enabling them to accomplish tasks beyond their current level of competence. Activities such as storytelling and exploring hidden objects in the magic box provide meaningful opportunities for children to expand their vocabulary and develop more coherent sentence structures.[10] Therefore, these three foundational theories underscore that the implementation of magic box media is capable of creating a supportive learning environment that promotes children's oral language development through active speaking, questioning, answering, and experiential storytelling. However, field observations reveal that its implementation remains suboptimal.

The National Standards for Early Childhood Education stipulate that children aged 5–6 years should receive appropriate stimulation and support to develop linguistic competence, including both receptive language (comprehension) and expressive language (expression).[11] At this stage, language serves as an essential instrument for children to think, interact, and comprehend their surroundings. Oral language skills fall under the domain of expressive language, which denotes a child's ability to articulate thoughts, feelings, and ideas to others verbally through spoken words.

Nurturing early childhood language proficiency demands instructional strategies and media aligned with children's developmental characteristics. Appropriate instructional methods and learning

Anak Usia Dini', *Jurnal Pendidikan*, 22.2 (2021), p. 130.

[10] Apriana and Malta Anantyasari, 'The Influence of Storytelling Method on Language Development of 4–5-Year-Old Children at BA Aisyiyah Baleharjo', *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung*, 11.1 (2025), p. 43.

[11] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini* (Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014).

media play a significant role in fostering children's storytelling abilities, facilitating the expression of their ideas, and promoting overall language development.[12] In addition, The language domain constitutes a crucial aspect of child development and should be fostered through engaging learning media that encourage children to communicate actively and interact meaningfully with their surrounding environment. Hence, educators must provide learning media capable of engendering a pleasant learning atmosphere while simultaneously driving children to use language actively .[13]

Initial observations conducted at TK Assalam 1 Sukarame revealed that children's oral language skills had not yet developed optimally. A total of 17 children (85\%) fell into the "Starting to Develop" (MB) category, and only 3 children (15\%) fell into the "Developing as Expected" (BSH) category. Children encountered difficulties in language development, exhibited a lack of self-confidence, and required targeted intervention. Specifically, they struggled to voice opinions, were timid in expressing feelings, and found it challenging to repeat simple sentences or narrate stories in front of their peers. These conditions demonstrate that the oral communication skills of children aged 5–6 years were still low. The lack of engaging stimulation and diverse instructional media frequently results in diminished student motivation to communicate actively, leading to boredom and disinterest.

To address these challenges, appropriate instructional media is imperative in the oral language learning process. Utilizing suitable media can boost children's self-confidence because it encourages them to convey ideas through enjoyable activities. Media also assists teachers in presenting material concretely and contextually. This enables children to acquire new vocabulary and employ it in daily conversations. In other words, instructional media serves not merely

[12] Azhari, 'Peran Guru dalam Mengembangkan Kemampuan Imajinasi terhadap Keterampilan Bercerita pada Anak Usia Dini', *Bunayya: Jurnal Pendidikan Anak*, 1.2 (2015), p. 104.

[13] Atik Latifah, 'Pembuatan dan Penggunaan Media Big Book untuk Membentuk Anak Usia Dini Senang Membaca', *Bunayya: Jurnal Pendidikan Anak*, 6.2 (2020), pp. 141.

as a teaching aid but also as a bridge between the real world and children's learning experiences. Furthermore, it allows children to explore, interact, and expand their imagination.[14]

One type of media utilized by the researchers is the "magic box," a medium containing objects or pictures designed to stimulate children to tell stories and imagine. This medium helps children learn to speak creatively and enjoyably. Through this media, children pull an object from the box and are then prompted to describe or name the object orally. Such activities help children become more active, courageous in speaking, and capable of developing their imagination.

Based on previous literature, play-based instructional media like the magic box has been proven capable of supporting early childhood language development. Learning-through-play activities make children more enthusiastic and actively engaged throughout the instructional process. Additionally, the magic box can help children expand their vocabulary and practice constructing simple sentences. Engaging media makes children more confident when expressing opinions or answering the teacher's questions. Therefore, magic box media is considered an effective instructional tool to enhance early childhood oral language skills.[15]

As argued in the background of this article, educators must implement effective, creative, and engaging learning media. Previous studies have indicated that play-based media, such as the magic box, can boost children's engagement and foster oral communication skills. *Magic box* media has been found to be effective in promoting children's language development by facilitating speaking activities and experiential storytelling, thereby providing meaningful opportunities for verbal expression.[16] However, their study placed greater emphasis on general language skills

[14] Wahyundari, *Pengembangan Media Gambar Berseri*, p. 86.

[15] Amelia Fatmawati, Hendra Sofyan, and Uswatul Hasni, 'Pengaruh Media *Magic Box* (Kotak Misteri) terhadap Kemampuan Bahasa Anak Usia 5–6 Tahun', *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 11.01 (2026), p. 840.

[16] Karin Ariska and Suyadi, 'Penggunaan Metode *Show and Tell* melalui Media *Magic Box* untuk Meningkatkan Kemampuan Bahasa dalam Pendidikan Anak Usia Dini', *SELING: Jurnal Program Studi PGRA*, 6.2 (2020), p. 102.

and did not specifically examine the oral language performance of children aged 5–6 years based on early childhood language development indicators.

Additionally, the use of a *magic box* has been found to effectively stimulate children's language development by promoting verbal interaction during play. However, the existing study primarily focused on learning outcomes and did not provide a systematic description of the procedures for implementing the media in classroom practice.[17] Another study investigated the effect of magic box media on the expressive language development of children aged 5–6 years and found that its use significantly improved children's expressive language skills. However, the study did not comprehensively examine the dimensions of oral language, such as the ability to express feelings, answer questions, ask questions, and retell personal experiences.[18]

Based on the review of the related literature, the use of magic box media and other play-based learning media has consistently been shown to have a positive impact on early childhood language development. Nevertheless, most previous studies have focused on language development in general or on expressive language as a broad construct, without specifically examining the oral language competencies of children aged 5–6 years as outlined in the Child Development Achievement Standards (STPPA). Consequently, empirical evidence regarding the effectiveness of magic box media in fostering specific oral language competencies, such as expressing feelings, answering and asking questions, and retelling personal experiences, remains limited. Furthermore, previous research has predominantly adopted quantitative or experimental approaches that emphasize final outcomes, leaving the

[17] Velga Yazia, Ulfa Suryani, Nurleny, and Hidayatul Hasni, 'Pemberian Terapi Bermain *Magic Box* untuk Menstimulasi Perkembangan Bahasa Anak Usia 5–6 Tahun', *Jurnal Peduli Masyarakat*, 4.2 (2022), pp. 208-210.

[18] Elma Hodimah and Erik, 'Pengaruh Media *Magic Box* terhadap Perkembangan Bahasa Ekspresif Anak Usia 5–6 Tahun di RA Lembah Cilengkrang Pajambon', *Jurnal Pelita PAUD*, 9.2 (2025), p. 369.

nuanced process of language improvement during classroom sessions undocumented. Previous works are also limited in explaining how to systematically implement magic box media to stimulate children's skills in expressing feelings, answering questions, asking questions, stating opinions, and retelling experiences. This clearly indicates a research gap that warrants further investigation.

In light of this research gap, the novelty of the present study lies in its specific focus on improving the oral language skills of children aged 5–6 years using magic box media, with an emphasis on the instructional process and children's active engagement during activities. This study does not merely evaluate quantitative gains in children's oral language skills; it also details the systematic steps for integrating magic box media into the curriculum. Consequently, it is expected to offer both theoretical and practical contributions to the development of oral language instruction in early childhood education (ECE) centers.

The fundamental difference between this study and prior research is that previous scholars mostly focused on general language development or expressive language and prioritized final outcomes via quantitative designs. Conversely, this study targets oral language skills specifically for the 5–6 age cohort using a magic box, while emphasizing the real-time instructional process and children's active participation.

B. METHOD

This study employed a Classroom Action Research (CAR) design; therefore, the research procedures followed a cyclical action research process. Each cycle consisted of four stages: planning, action, observation, and reflection. This approach is based on a spiral of self-reflective cycles designed to identify and implement more effective strategies for improving practice and achieving optimal outcomes.[19]

The intervention in this study was carried out over two cycles, with Cycle

[19] Herawati Susilo, Husnul Chotimah, and Yuyun Dwita Sari, *Penelitian Tindakan Kelas* (Malang: Media Nusa Creative (MNC Publishing), 2022), p. 9.

I consisting of four sessions and Cycle II consisting of three sessions. Planning involved drafting Daily Lesson Plans (RPPH), preparing the instructional media, and designing assessment instruments, such as learning activity observation checklists and evaluation rubrics. Action involved classroom teaching activities by executing the prepared RPPH. Next, Observation was carried out to monitor and evaluate the oral language skills of the children aged 5–6 years at TK Assalam 1. Finally, Reflection aimed to evaluate the success and limitations of the implemented actions.

This study was conducted at TK Assalam 1, involving 20 students (7 boys and 13 girls) and 2 classroom teachers. Data collection methods included observation, interviews, and documentation. The researcher acted as the designer, practitioner, and observer in the learning process. The researcher formulated action plans, carried out activities, performed observations, collected and analyzed data, and reported the findings. The research outcomes had to align with the Daily Lesson Plans (RPPH). In this study, the researcher was assisted by the classroom teachers, who served as facilitators and collaborators.

The data collection instruments consisted of instructional activity observation checklists and oral language assessment forms for early childhood. The observation instrument was developed based on the oral language development indicators for children aged 5–6 years as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014.[20] The indicators included the ability to: (1) express feelings using simple sentences; (2) answer more complex questions; (3) ask simple questions; (4) retell personal experiences or the content of a simple story; (5) express opinions in a simple manner; and (6) construct simple sentences using a complete sentence structure consisting of a subject, predicate, object, and adverbial (S-P-O-K).

[20] Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini* (Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014).

The action was considered successful if at least 75% of the children achieved the Very Well Developed (BSB) category. This success criterion was based on the principle that learning mastery is achieved when learners attain a minimum score of 75%.[21]

Data were analyzed qualitatively using an interactive analysis model comprising three concurrent processes: data reduction, data display, and conclusion drawing/verification. The qualitative analysis was applied to observation notes and reflection records collected throughout the study. In addition, observation data were quantified using a five-point Likert scale to measure children's oral language development.[22] The formula used for calculating the observation scores is presented below.

$$P = f : N \times 100\%$$

Where P represents the percentage score, F denotes the number of children who achieved the specified indicator, and N refers to the total number of participating children. The resulting percentages were interpreted according to four developmental achievement categories: Not Yet Developed (BB) (0–25%), Starting to Develop (MB) (26–50%), Developing as Expected (BSH) (51–75%), and Very Well Developed (BSB) (76–100%).

The implementation of the magic box media required several instructional materials, including a medium-sized decorated box and a collection of objects selected according to the learning theme. During the activity, an object corresponding to the day's lesson was placed inside the magic box, which was positioned at the front of the classroom within the children's reach. The teacher then invited one child to come forward and open the box. After retrieving an object, the child was asked to show it to their classmates and describe or explain its characteristics in front of the class. The remaining children were subsequently encouraged to respond by asking questions, sharing opinions,

[21] Chindy Ainur Herlinda, *Identifikasi Level Perkembangan Kemampuan Berpikir Fleksibilitas Anak dalam STEAM Project Based Learning* (undergraduate thesis, Universitas Pendidikan Indonesia, 2020), p. 28.
[22] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), p. 112.

or providing feedback, thereby promoting active oral communication and peer interaction throughout the learning process.[23] The overall research procedure is illustrated in Figure 1.



Figure 1. Action Research Design Cycle

As illustrated in Figure 1, the research followed four interconnected stages: planning, action, observation, and reflection. During the planning stage, lesson plans, learning materials, instructional media, and observation instruments were prepared. The action stage involved implementing the planned learning activities using the magic box media. Observation was then conducted to document children's participation, oral language performance, and the overall implementation of the learning process. Finally, the reflection stage involved analyzing the findings to evaluate the effectiveness of the intervention and identify necessary improvements. The results of each reflection informed the planning of the subsequent cycle, thereby creating a continuous process of improvement until the predetermined success criteria were achieved.

The pre-cycle observation revealed that 17 children were categorized as Starting to Develop (MB), while the remaining three children were classified as Developing as Expected (BSH). Overall, 85% of the children were in the MB category, whereas only 15% had reached the BSH category, as presented in Table 1. These findings indicated that most children had not yet attained the expected level of oral language development. Based on this initial assessment, an instructional intervention using magic box media was designed and implemented to enhance the children's oral language skills through engaging and interactive learning activities.

[23] Ariska and Suyadi, 'Penggunaan Metode *Show and Tell*', p. 112.

Table 1. Pre-Cycle Baseline Data

Number of Children	Development Category	Percentage
0	BB (Not Yet Developed)	0%
17	MB (Starting to Develop)	85%
3	BSH (Developing as Expected)	15%
0	BSB (Very Well Developed)	0%
20	Total	100%

The results of the Classroom Action Research carried out over two cycles showed a gradual improvement in children's oral language skills following the implementation of the magic box media. This improvement was evident across all observed indicators. In Cycle I, Session 1, children's oral language skills remained low. This is shown by the achievement of each indicator, which was dominated by the "Starting to Develop" (MB) category with 17 children 85%, while the "Developing as Expected" (BSH) category only accounted for 3 children 15% as seen in Table 2. Children still experienced difficulties in verbally expressing feelings, could not answer questions accurately, and lacked the confidence to ask questions. Additionally, they were unable to retell experiences coherently and struggled to construct complete sentences. The average achievement at this stage shows that children's oral language capacities had not yet met the targeted success criteria.

Table 2. Cycle I - Session I

Number of Children	Development Category	Percentage
0	BB (Not Yet Developed)	0%
17	MB (Starting to Develop)	85%
3	BSH (Developing as Expected)	15%
0	BSB (Very Well Developed)	0%
20	Total	100%

In Cycle I, Session 2, slight progress was observed, though it was not yet significant. Children began to display engagement in learning activities, particularly regarding the indicators for answering questions and expressing simple feelings. However, for the indicators of asking questions and constructing complete sentences, most children still faced difficulties. The mastery composition remained highly similar, with 80% MB (16 children) and 20% BSH (4 children); thus, the average achievement still fell short of the expected target.

Table 3. Cycle I - Session II

Number of Children	Development Category	Percentage
0	BB (Not Yet Developed)	0%
16	MB (Starting to Develop)	80%
4	BSH (Developing as Expected)	20%
0	BSB (Very Well Developed)	0%
20	Total	100%

Entering Cycle I, Session 3, a fairly significant increase occurred. A total of 9 children 45% reached the BSH category, and only 11 children 55% remained in the MB category. Children began to be capable of expressing feelings using simple sentences, answering questions more accurately, and attempting to ask questions, albeit in a limited manner. For the indicator of retelling experiences, children started to map out simple story plots, though not yet fully coherently.

Table 4. Cycle I - Session III

Number of Children	Development Category	Percentage
0	BB (Not Yet Developed)	0%
11	MB (Starting to Develop)	10%
9	BSH (Developing as Expected)	90%
0	BSB (Very Well Developed)	0%
20	Total	100%

More optimal improvement was seen in Cycle I, Session 4, where 12 children 60% achieved the BSH category and 8 children 40% were in the MB category. Children demonstrated satisfactory ability across all indicators, including expressing opinions and constructing sentences with simple structures. Nonetheless, their abilities were still developing within the expected range and had not yet reached the "Very Well Developed" category. Overall, the average achievement across Sessions 1, 2, 3, and 4 in Cycle I was 60,83%, Because this did not meet the minimum mastery target of 75%, further improvements were required for the subsequent cycle. Reflections on Cycle I indicated that children required more engaging and interactive stimuli.

Table 5. Cycle I - Session IV

Number of Children	Development Category	Percentage
0	BB (Not Yet Developed)	0%
8	MB (Starting to Develop)	40%
12	BSH (Developing as Expected)	60%
0	BSB (Very Well Developed)	0%
20	Total	100%

Instructional refinements in Cycle II, Session 1 yielded superior results. After upgrading the learning strategy through more varied and interactive applications of the magic box media, children's oral language skills advanced, with 20 children 100% reaching the BSH category. Children grew more confident in expressing feelings, answering complex questions, and actively asking questions. Furthermore, their abilities to retell stories and construct sentences became increasingly advanced.

Table 6. Cycle II - Session I

Number of Children	Development Category	Percentage
0	BB (Not Yet Developed)	0%
0	MB (Starting to Develop)	0%
20	BSH (Developing as Expected)	100%
0	BSB (Very Well Developed)	0%
20	Total	100%

In Cycle II, Session 2, the growth in children's oral language proficiency became highly significant. The percentage of mastery reached 25% in the BSB category (5 children) and 75% in the BSH category (15 children). Children were able to express feelings clearly, answer questions accurately and coherently, and take an active role in asking questions. Their proficiency in retelling experiences and delivering opinions also demonstrated optimal development. Children were now capable of organizing sentences with more complete and easily understandable structures.

Table 7. Cycle II - Session II

Number of Children	Development Category	Percentage
0	BB (Not Yet Developed)	0
0	MB (Starting to Develop)	0%
15	BSH (Developing as Expected)	75%
5	BSB (Very Well Developed)	25%
20	Total	100%

The most optimal results were achieved in Cycle II, Session 3, where 17 children 85% reached the BSB category and only 3 children (15%) were in the BSH category. Children mastered all oral language indicators exceptionally well. They could express feelings clearly, answer complex questions accurately, ask questions actively, and retell experiences coherently. In addition, they were capable of expressing opinions and framing sentences using a complete

structural format (S-P-O-K). The average achievement for Sessions 1, 2, and 3 in Cycle II reached 87,45%, indicating that the intervention was successful and fully satisfied the research success indicators.

Table 8. Cycle II - Session III

Number of Children	Development Category	Percentage
0	BB (Not Yet Developed)	0%
0	MB (Starting to Develop)	0%
3	BSH (Developing as Expected)	15%
17	BSB (Very Well Developed)	85%
20	Total	100%

To provide a clearer overview of children's oral language development throughout the intervention, the distribution of developmental achievement across the pre-cycle, Cycle 1, and Cycle 2 is presented in Figure 2.

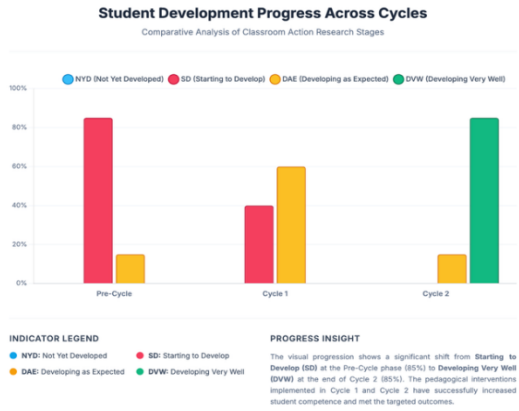


Figure 2. Progress Comparison: Pre-Cycle, Cycle 1, and Cycle 2

Overall, the tabulated and graphical data demonstrate that the use of magic box media is highly effective in improving early childhood oral language skills. The media successfully captured children's attention and generated an enjoyable learning atmosphere. Moreover, it offered a concrete stimulus that motivated children to express ideas, share opinions, and communicate orally more actively. The consistent improvement from pre-cycle through Cycle I and Cycle II validates the conclusion that this classroom action successfully enhanced student participation and optimized active oral language development.

The increase in children's oral language skills through the application of magic box media across two cycles yielded consistent results. In Cycle I, children still required concrete, visual stimuli and direct interaction to become more active in expressing ideas, naming vocabulary, and responding to questions. This finding is consistent with the sociocultural perspective, which emphasizes the role of scaffolding and teacher support in

promoting early childhood language development. [24]

In Cycle II, the teacher refined the action by introducing educational videos corresponding to the day's theme and optimizing the magic box media through a wider variety of concrete physical objects inside the box. The results indicated a significant increase across all oral language indicators.[25] This finding is consistent with the constructivist perspective, which posits that learning is most effective when children actively interact with concrete objects before progressing to more abstract forms of understanding. In this study, the magic box functioned as a representational learning medium that enabled children to manipulate and explore tangible objects while connecting their physical experiences with meaningful linguistic expressions. This process encouraged children to describe objects, communicate ideas, and engage in oral interactions, thereby promoting the development of their oral language skills.[26]

The improvement in children's oral language skills after using the magic box media is illustrated not only by the rising percentage of achievement in each cycle but also by the unique structural traits of the media itself. A major factor contributing to this increase is the surprise element when a child takes an object or picture from inside the magic box. This surprise element triggers children's curiosity, making them more enthusiastic about participating in learning activities. As curiosity peaks, children are naturally driven to speak, answer questions, and voice opinions regarding the objects they retrieve. This condition is perfectly in line with early childhood characteristics, as young children tend to learn best

[24] Eka Kurniati, 'Teori Sosiokultural Vygotsky untuk Anak Usia Dini', *Jurnal Studi Pendidikan Anak Usia Dini*, 1.1 (2025), p. 23.

[25] Ni Kadek Indah Udiani and M. G. Rini Kristiantari, 'Video Pembelajaran Pengenalan Lambang Bilangan Berbasis Teori Brunner untuk Anak Usia Dini', *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9.2 (2021), p. 202.

[26] Syaiful Thoriqul Huda and Endro Tri Susdarwono, 'Hubungan Antara Teori Perkembangan Kognitif Piaget dan Teori Belajar Bruner', *Jurnal Muassis Pendidikan Dasar*, 2.1 (2023), pp. 54–56.

through playful activities and joyful exploration.[27]

Furthermore, the implementation of magic box media cultivates intensive social interaction between the teacher and children, as well as among peers. Throughout the activities, the teacher provides questions, directions, and opportunities for children to describe the objects pulled from the box. Such interactions deliver language stimulation that helps children expand their vocabulary, practice public speaking courage, and improve simple sentence construction. This finding can be interpreted through the sociocultural perspective, which emphasizes that children's language development is enhanced through scaffolded interactions within their zone of proximal development. n this study, the teacher provided appropriate guidance and support throughout the learning activities, enabling children to perform language tasks that they would have found difficult to accomplish independently. As the support was gradually reduced, the children demonstrated greater confidence and competence in expressing ideas and communicating orally.[28]

This finding can also be interpreted through the cognitive developmental perspective, which posits that children aged 5–6 years are in the preoperational stage, during which learning is facilitated through concrete experiences rather than abstract concepts. The magic box provided children with opportunities to interact directly with tangible objects and visual materials, enabling them to connect concrete experiences with linguistic symbols. These experiences facilitated children's ability to express ideas, answer questions, and retell personal experiences, thereby promoting the

[27] Ririn Anggraini, Risnita, and Fridiyanto, 'Melalui Kegiatan Bermain dan Bernyanyi dapat Mengembangkan Bahasa untuk Anak 5–6 Tahun', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7.3 (2023), pp. 2939

[28] Meilania Indah Prihatiningsih, Chandra Apriyansyah, Nita Priyanti, Sri Sukatmi, and Mazeni Ismail, 'Hubungan antara Interaksi Sosial, Teman Sebaya, dan Perkembangan Bahasa Anak melalui *Play-Based Learning*', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9.5 (2025), p. 2251.

development of their oral language skills.[29]

The results of this study reinforce previous findings that magic box media is effective for early childhood language development. Previous research has shown that the use of magic box media stimulates children's speaking skills and promotes vocabulary development by encouraging them to describe and explain the objects they explore.[30] Meanwhile, prior studies have discovered a significant influence of the magic box on the expressive language development of children aged 5–6 years. The combination of magic box exploration and interactive discussion builds a learning experience that is both fun and meaningful, ultimately enhancing children's focus, vocabulary, and comprehensive communication skills.

D. CONCLUSION

Based on the results of the classroom action research conducted across two cycles, the use of magic box media has proven highly effective in improving the oral language skills of children aged 5–6 years at TK Assalam 1 Sukarame, Bandar Lampung. This improvement occurred progressively across each instructional cycle. At baseline, the majority of the children (85%) were classified as Starting to Develop (MB). Following the implementation of the magic box media, their oral language skills improved substantially, with 60% of the children reaching the Developing as Expected (BSH) category in Cycle I. This improvement continued in Cycle II, during which 85% of the children achieved the Very Well Developed (BSB) category. These results demonstrate that magic box media provides effective stimulation in developing children's capacity to express feelings, answer questions, ask questions, deliver opinions, and retell experiences orally. The findings of this study offer practical implications that magic box media can serve as an innovative, engaging, and age-

[29] Tuti Royati, Risbon Sianturi, and Dian Indihadi, 'Bagaimana Dasar Kebutuhan Penggunaan Media Pembelajaran dalam Bercerita untuk Memfasilitasi Perkembangan Bahasa Anak Usia 5–6 Tahun di TK Pertiwi DWP?', *Jurnal Kewarganegaraan*, 6.2 (2022), p. 4456.
[30] Yazia and others, 'Pemberian Terapi Bermain *Magic Box*', p. 210.

appropriate instructional alternative in early childhood settings. Utilizing this media creates an active and pleasant learning climate, thereby encouraging children to participate in communication activities with greater self-confidence.

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