

The Effectiveness of Storytelling Method To Increase Language Development In Early Childhood

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History: Received 27/06/2022 | Revised 02/07/2022 | Accepted 19/07/2022 | Published 30/07/2022

Abstract. Language is an effective medium for children in establishing social communication. Children's language development is a combination of social interaction, emotional development, intellectual ability, as well as physical and motor development. Early education has an important role in developing children's potential. Teachers must be able to choose what methods are effective for developing language in children. This study aims to determine the effect of using the storytelling method on the development of language and language skills of early childhood. The research method used is an associative research type. Respondents in this study amounted to 30 children. Data collection techniques used by observation techniques, the research instrument used was an observation sheet in the form of an assessment rubric. The data analysis technique used a simple linear regression test. The results of the simple linear regression test showed that there was an effect of using the storytelling method on the development and language skills of early childhood. Children are able to speak fluently, word choice and sentence structure are also very good. The storytelling method can improve language development and skills in early childhood. Using the storytelling method can help improve language development and skills in early childhood.

Keywords: *Storytelling; Language Development; Early Childhood*

INTRODUCTION

Language is the most effective medium in building communication. Without language, communication cannot run well and social interaction will not occur. Because without language, no one can express themselves to convey what they feel to others, as well as early childhood children. They also really need language to communicate with other people and express what they feel.

Language is a literacy activity consisting of written vocabulary that has meaning and can be understood by others (Hastuti & Neviyarni, 2021). Language is a communication tool and is very necessary

because humans are social creatures who interact with each other with their environment. (Hasbullah, 2020) say that children have the potential to express what is in their minds and hearts through sound. The growth of the voice will shape the language. Language is speech about human thoughts and feelings using regular sounds.

With the development of language in children, it will make it easier for children to communicate and convey what they want and feel to others, especially to peers. Therefore, it is necessary for teachers to understand the concept of language development in children. Language's child development always

increases with age. Language development in children is very important because it can develop social skills (social skills) through language (Friantary, 2020). Therefore, both parents and teachers and people around children must explore language development in children.

Furthermore, according to (Alfin & Pangastuti, 2020) "Language development in children slowly shifts from making sound expressions to expressing by communicating, and from only communicating by using gestures and gestures to show their desires, developing into communication through precise and clear speech". The stages of a child's development that are expressed through thoughts and using words that signify the increasing abilities and skills of children according to their developmental stages.

According to (Devianty, 2017) language is one of the fundamental factors that distinguish humans from other creatures because through language an individual has the main capital to interact with other individuals. The interaction aims to build social relationships that understand each other. In addition, according to (Suhendi, 2017) language acts as a person's main capital to learn something through various sources of knowledge that can never be separated from one's ability to master language.

(Sari & Nofriadi, 2019) stated that early childhood is a sensitive period for each individual where at this time every

development will be very easy to stimulate, so that early childhood is a very appropriate period to develop language skills. This is confirmed by the opinion of (Priyoambodo & Suminar, 2021) which states that language development in early childhood is a very vital development that affects the improvement of reading skills at a later stage.

Based on some of the opinions above, it can be concluded that language is very important for humans and early childhood is a very appropriate time to stimulate all language skills. Language's child development starts from infancy, which is based on experience, skills and progress in language. Language development is an effective medium for children in establishing social communication. With the development of language in children, it will make it easier for children to express what they want and convey to others. Therefore, language development for early childhood aims to make children able to communicate well.

Language learning in children consists of several learning methods according to the needs of children. Language learning methods in children adapt to the needs, and the child's ability to accept it. The learning method is chosen according to the type, needs of the child and the most effective method possible to apply.

Storytelling is conveying something that contains an event that is conveyed through audio and visual, with the aim of providing

knowledge and messages in the story (Fauziah & Rahman, 2021). Storytelling is conveying something that contains real or fictitious actions, experiences or events. The storytelling method is one of the learning process for early childhood by presenting stories to children. (Lestari, 2021) stated that storytelling activities or what is often called storytelling are used to improve language development in children. This storytelling activity can enrich children's language and storytelling skills. This is of course supported by the factors of parents and teachers to train children to be able to develop themselves to tell stories or storytelling, this can also have an effect on improving language development in children.

In developing children's speaking skills, it can be done using the storytelling method, the conversational method, the question and answer method, and the role playing method. One of the most effective methods to develop children's speaking skills is the storytelling method. According (Iswinarti, Asrini, Hasanati, & Kartono, 2020) storytelling is a storytelling activity to convey a certain purpose. Storytelling activities are very useful in children's development, especially speech development, expressing in words children can apply the message conveyed by the teacher in the storytelling method. (Fatimah & Mahmuddin, 2021) states that storytelling is an activity to convey and present a fun story in the form of a real or imaginary story that describes

messages, ideas and values. (Hasim, 2019) said that storytelling techniques are widely used by early childhood teachers to develop children's concentration power. The teacher tells stories by relying on the quality of the voice, facial expressions, and body movements. The storytelling method can develop some of the abilities possessed by early childhood, including the ability to listen, train comprehension or language development, concentration power, listening and others.

Storytelling in the sense of storytelling can be interpreted as a branch of literature that is both the oldest and the newest. Human behavior seems to have an innate impulse to share their feelings and experiences through storytelling. They express wishes, and hopes in stories in an attempt to explain and understand each other. (Hidayat, Muktadir, & Dharmayana, 2019) found that students' speaking skills and reading skills were very weak, so that students had a lot of difficulty following the teaching and learning process well. The application of conventional methods that bore students also became a problem from the weakness of children's speaking skills and reading skills that could not be overcome. By applying the storytelling method in learning Indonesian to overcome the problem of low speaking and reading skills in elementary school children.

Storytelling instills thinking skills and provides opportunities for children to learn to

examine the events around them. Various kinds of stories, expressed with feelings that are in accordance with what is experienced, felt, and seen based on the experience gained. (Puspita & Diana, 2021) states that the story is one of the speaking skills that aims to provide information. By telling a story someone can convey information to others. This also applies to early childhood. With the storytelling method, they unconsciously carry out the process of telling stories to their peers, to their families, and to the surrounding environment. Storytelling is one of the methods used by teachers in providing learning so that children understand the contents of the stories conveyed more optimally.

(Putri, Sari, & Miswanto, 2022) states that storytelling is a productive spoken language skill. Thus, storytelling becomes part of children's language development. Storytelling skills are very important in developing children's language development not only as communication skills, but also as art. (Lestari, 2021) stated that the storytelling method or story telling is a way of delivering learning material that is delivered orally in the form of a story from the teacher to students or a story conveyed by students to educators. This method can help the development of language in children, because by telling stories children get new vocabulary, they are able to develop their language skills. And can also develop their attitude towards the messages into a story.

Meanwhile, according to (Wardasari, Laturrakhmi, & Illahi, 2021) defines storytelling as an art or the art of a narrative skill from stories in the form of poetry or prose, which are shown or led by one person in front of an audience directly. The story can be narrated by being told or sung, with or without music, pictures, or with other accompaniment that may be learned orally, either through printed sources or through mechanical recording sources. According to (Aripadono, 2020) storytelling can be a motivation to develop awareness, expand children's imagination. The teacher's job is to make the storytelling method memorable and enjoyable for students when applied in the teaching and learning process in the classroom. Submission from the teacher must be interesting, so that by itself, the students will have a pleasant impression on the plot of a story of a fairy tale conveyed by the teacher. (Marcela et al., n.d.) stated that teachers apply the storytelling method very well using different techniques by adjusting to the theme and needs of the child. The development of receptive language skills in early childhood has achieved the expected criteria by using the storytelling method.

Storytelling increases one's creativity and productivity, because to convey something storytellers need various ways or creativity so that listeners or readers do not feel bored or bored and can easily find out the points they want to convey. If the listeners or readers can quickly understand these points,

then the storytellers do not need to spend more time and can use the rest of their time for other activities. That's why storytelling can increase creativity and productivity.

Based on the opinion above, it can be concluded that storytelling is a part of children's language development and children's oral language skills. Storytelling skill is an art in which it describes a story or event that is conveyed using images or sound by conveying through stories or singing. The storytelling method can be used as a method of learning activities that can be applied in learning to improve various early childhood developments. The implementation of learning effectiveness using the storytelling method shows that there is a significant influence on language development in early childhood. This significant influence is found in children's storytelling and language skills. Children are able to speak fluently, do not make noises that interrupt words or sentences and have used sounds with an audible volume. The choice of words and the preparation of children's sentences is also very good. Based on the conclusions above, it has been proven that the storytelling method can improve language development and skills in early childhood.

RESEARCH METHODS

This research is a type of causal associative research. The design used is a simple paradigm design. This paradigm

reflects that there is a group that is given treatment in the form of using the storytelling influence method on early childhood language skills. This research was conducted at Tartilla Aur Duri Kindergarten. The time of the research was carried out from 10 to 14 January 2022.

The school sample selection technique is using purposive sampling. Based on the use of purposive sampling, a sample of group A students with an age range of four to six years consisted of 30 students (18 girls and 12 boys).

Data collection techniques using observation and documentation. The form of the instrument used in this research is a checklist. The assessment is based on an assessment instrument that has been made from several indicators for each variable. The indicators used in the traditional game variables have 3 indicators, including: a. Obey the rules in storytelling, b. Playing characters in storytelling, and c. Retell the story in storytelling. Each indicator is given a score of one if it shows its involvement. The language ability variable has four indicators, namely: 1) Recognizing words, according to letters with the sub indicator recognizing letters according to the word CAT. The rating scale gives a score of one if the child can do it. 2) Match the picture with the word. Each sub-indicator is given a score of one if it can do so. 3) Distinguish letters from pictures. Each indicator is given a score of one if it can do so. 4) Write the letters according to the word.

Each criterion is given a score of one if it can do so.

Based on the calculation of the validity and reliability tests for the indicators of the storytelling method, a value with a range of 0.677 – 0.822 is obtained with a Cronbach value of 0.815. Meanwhile, the calculation of the validity and reliability test of the reading ability indicator obtained a value of 0.756 – 0.836 with a value. Cronbach of 0.844. The validity and reliability values obtained above indicate that the instruments used in the study are valid and reliable.

The data analysis technique in this study used simple linear regression statistical analysis to find the effect between one independent (storytelling method) and one dependent variable (early reading ability). Here is a simple linear regression formula:

$$\hat{Y} = a + bX$$

Explanation:

\hat{Y} = Predicted dependent variable

a = Constant (if the value of x is 0, then Y will be equal to a or constant)

b = regression coefficient (increase or decrease value)

X = Independent variable

DISCUSSION

Storytelling Method

The storytelling method on language skills consists of three indicators, namely obeying the rules in storytelling, determining the characters in the story and retelling the

story in storytelling. The storytelling method activities carried out were recognizing words, according to letters, matching pictures with words, distinguishing letters from pictures and writing letters according the words.

Table 1. Distribution of categories based on the storytelling method

Number	Category	n	%
1	BB (0-25%)	0	0.0%
2	MB (26-50%)	0	0.0%
3	BSB (51-75%)	5	12.0%
4	BSH (76-100%)	25	88.0%
Total		30	100.0%
Average ± Std		80.04 ±	
Min – Max		9.044	
		58–94	

Explanation :

BB (undeveloped)

MB (start developing)

BSH (develop accordingly)

BSB (growing very well)

The results of the analysis show that the value of using the storytelling method is 88.0% of children in the very well developed category. Meanwhile, 12.0% percent of children in the category developed as expected, and there were no children who were included in the category of starting to develop and not yet developing. Therefore, it can be concluded that the distribution of the variable category of the storytelling method belongs to the very well developed category, with a score of 88.0%.

Children's language skills consist of four indicators, namely recognizing words, according to letters, matching pictures with words, distinguishing letters from pictures and writing letters with words. The storytelling

method activities carried out are obeying the rules of storytelling, determining the characters in storytelling.

Table 2. Variable categories of children's language ability

Number	Category	n	%
1	BB (0-25%)	0	0.0%
2	MB (26-50%)	0	0.0%
3	BSB (51-75%)	7	19.0%
4	BSH (76-100%)	23	81.0%
Total		30	100.0%
Average ± Std		83.31 ± 10.525	
Min – Max		61–99	

Explanation :

BB (undeveloped)

MB (Start developing)

BSH (Growing as expected)

BSB (Very well Developed)

The results of the analysis show that the value of prosocial behavior is 81.0% of children in the very well developed category. Meanwhile, 19.0% of children in the category developed as expected, and there were no children who were included in the category of starting to develop and not yet developing. Therefore, it can be concluded that the distribution of the variable category of the storytelling method belongs to the very well developed category, with a score of 81.0%.

The effect of storytelling method on language skills.

Table 3. The regression coefficient of the storytelling method on language skills

Variable	Variable of reading ability		
	Beta	t	Sig.
Method storytelling	.678	4.522	.000
Df		30	
F		20.453	
R ²		.460	
Adj R ²		.438	

Explanation:

*Significant to $P < 0.05$

Based on the results of the analysis, it is known that there is a significant positive effect ($r = 0.438$, $p = 0.000$) between the use of the storytelling method on early reading skills. Based on these data, it can be concluded that there is an effect of using the storytelling method on the early reading ability of children aged four to five years.

Based on the results of the study, it can be seen that the storytelling method can improve the oral language skills of children aged 4-5 years. This is in line with previous research conducted by (Wahyundari & Handayani, 2021) which states that oral communication skills can be developed through fun situations through play. Meanwhile, the results of learning, research carried out to improve oral communication skills should be carried out in the context of playing so that they can create a natural and as-is-it-yourself atmosphere. This is in line with research (Sulaiman, 2017) that through playing activities, children are free to express their ideas, opinions and ideas through interactions that occur in games.

The ability to carry out activities according to verbal orders occurs because the storytelling method is able to become a factor that gives children the opportunity to practice carrying out activities according to the teacher's direction (Darmawan & Priskila, 2020). The ability to ask questions increases because through the storytelling method,

children gain new experiences and opportunities that stimulate their curiosity. The questions asked by the child have used the question sentences of what, who and why. This proves that children have also entered the stage of language development, namely understanding syntax (Maghfiroh & Eliza, 2021). In addition, (Nurmadiyah, 2016) argues that children have entered a higher stage in language development, namely the stage of expansion of production, which usually appears when children are able to produce language in their daily lives, including speaking in long sentences, asking questions, telling a story and playing games, role. (Yulia Indah Firyati, Een Y Haenillah, 2009) stated that there was a significant effect between storytelling and early childhood language skills. Through storytelling that is applied, it can improve children's language skills.

The ability to answer questions is increased through question and answer activities during the opening process and the reviewing process in the storytelling method. In the storytelling method, children are stimulated to express answers to questions using what, who and why words. Children are able to express answers according to the questions. Answers are expressed through simple sentences that are understood. This success also shows that the child has reached the stage of language development, especially the stage of understanding syntax so that the child is able to distinguish the use of

interrogative sentences and statements (Mayasari, 2017). Then, according to (Azhari, 2021) learning using the storytelling method can develop language potential in early childhood. There is an influence on language development in early childhood with the storytelling method. This can be seen from his fluency in speaking, never feeling shy in asking questions, being active in various fields such as telling stories, singing and being a class leader.

This is in line with (Alam & Lestari, 2019) research which also indicates the progress of children's language development from the pre-production period to the production transition period. Children who have just entered the school environment as a new environment are initially only able to be listeners and respond in silence because of the pre-production period children are often concentrated more on what is being said rather than trying to say something, but through the storytelling method children are stimulated to be able to give an active response in the form of answers based on the experience and knowledge that children gain, one of them is through traditional games. (Yolanda & Muhid, 2022) stated that storytelling is indeed effective for improving children's socio-emotional abilities, by activating the prefrontal cortex and stimulating the good spot, as well as providing new insights and the presence of characters that can be imitated.

The child's ability to share experiences is influenced by the opportunity to practice. In addition, the good communication model that the teacher exemplifies also influences the way children tell stories well. At the end of the game children are given the opportunity to tell about their playing experiences.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant influence between storytelling and early childhood language skills. Through the storytelling method, it helps to improve children's language skills because in this storytelling someone is also taught to practice for letter symbols and show the stages that must be passed. The limitation in this research is that the implementation of the learning method used is only within the scope of storytelling learning so that research is required to be more creative in creating a comfortable and fun learning environment. The data collection technique used is only observation and documentation techniques so that the research results obtained are less on the ability to recognize letters. Teachers should be more active, creative, and innovative so that children will be motivated to learn. For school principals, they should facilitate children and teachers to support the availability of materials needed to carry out learning activities using the storytelling method. For other researchers, they should be able In this study, it is

suggested that teachers can help children develop language skills by using the storytelling method. To consider other types of games that are more diverse, so that the research results can be even better.

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