

Storytelling Method to Improve Language Skills For Class B Children of Little Cheerful PIAUD, Pengadang Village, Central Praya District, Central Lombok Regency 2024

Syarifuddin, Muhammad Rozi Iskandar

Institut Agama Islam Qamrulhuda Bagu Fakultas Tarbiyah Pringgerate Lombok Tengah

Article Info

Article history:

Received: 1 July 2024

Publish: 14 July 2024

Keywords:

Improve, Language, Skills

Abstract

This research aims to determine the storytelling method to improve language skills in children. This research uses Classroom Action Research (PTK) which consists of two cycles, each cycle consisting of three meetings. The research design uses a spiral model according to Kemmis and Mc Taggart. The main collaborator is the class teacher as teacher. Based on the results of several studies conducted, the researcher concluded that the storytelling method is good for developing language skills, especially in children. Learning was made in two cycles, namely cycle I and cycle II, each planning was made in two meetings. The results of the research showed that at each meeting there was an increase in cycle I, developing according to expectations, 3 totaled by developing very well (BSB) 5 children up to 8 children, namely 50%. Cycle II experienced a very good increase which reached the average score of 16 students who showed developing according to expectations of 4 children and developing very well. (BSB) 8 children so the total is 12, namely 75%.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Syarifuddin, Muhammad Rozi Iskandar

Institut Agama Islam Qamrulhuda Bagu Fakultas Tarbiyah Pringgerate Lombok Tengah

Email: amakqowi1@gmail.com

1. INTRODUCTION

In the Minister of National Education Regulation Number 58 of 2009, it is explained that Kindergarten is a form of educational unit for children in the formal education pathway which organizes educational programs for children aged 4-6 years and functions to introduce rules and instill discipline in children, introduce children to the world around them, foster good attitudes and behavior, develop communication and social skills, develop children's skills, creativity and abilities and prepare children to enter basic education.

Furthermore, language is something that is used to communicate, to express desires, express emotions, and to obtain information. With this, the language development program in kindergarten aims to ensure that children are able to express their thoughts or feelings through simple language quickly, are able to communicate effectively and arouse interest in speaking well and correctly. Aspects of early childhood language development include listening, speaking, reading and writing.

The National Association For Young Children (NAEYC) states that children are individuals which are in the age range between 0-8 years. Children are a group of humans who are in the process of growth and development. Children need to be directed towards balanced physical, cognitive, socio-emotional, language and creativity as the right basis for the formation of a complete person.¹(Aris Priyanto, 2014).

Children's education is basic education in laying the foundations of life and development in children. Through this education, all of the child's abilities and development will be stimulated effectively and optimally so that this will be useful later in the child's next stage of development.²(Izzati & Yulsyofriend, 2020).

John Dewey explains that "Education is the process of forming fundamental skills intellectually and emotionally towards nature and fellow humans".³(Dewey, 2003).

Language is a communication tool owned by humans, namely in the form of a system of sound symbols originating from the human oral speech apparatus. There are also those who explain that the meaning of language is the ability that humans have to communicate with each other using signs or symbols, for example words and body movements.⁴(Rahayu, 2017).

In level Children must be further improved by learning to read vocabulary one by one or telling stories using hand puppets. Through storytelling activities, children can learn while playing with hand puppets. This activity is carried out in a relaxed manner without coercion so it becomes something fun. However, the teacher or educator must always guide and supervise children during storytelling activities, so that all aspects of development, both language and others, can develop optimally.

The learning method for early childhood is a method/strategy applied in learning activities for children referring to the principles of children's education, namely playing while learning and always oriented towards the child's language needs. The most appropriate method to use for young children in developing language is the storytelling method. An effective storytelling method is provided so that children enjoy listening to stories and through the storytelling method it is easier for teachers to manage the class well. For this reason, it is easier for teachers to develop language skills.

Hand puppets are a medium for learning to tell stories that suit the characteristics of early childhood children who are at the introductory stage. Learning to tell stories sometimes doesn't attract children's attention, as a result children are embarrassed and don't want to tell stories in front of class. Therefore, puppet media is needed as a tool to convey learning material. The use of hand puppets should be implemented in small classes, so that the teacher's attention can be comprehensive and children get more time to use hand puppets, pay attention to the use of the puppet stage, and it is best to use stories that are not too long and the type of story is a fable. By telling stories and using hand puppets, children will be more interested in learning, because with stories children will be able to increase their language vocabulary and develop linguistic intelligence.

The method of telling stories using attractively made hand puppets makes it easier to manage the class well and requires a creative teacher, so that children are more enthusiastic about following the story that has been told and actively participate in appearing in front of the class to tell the story. The storytelling method using hand puppets is applied to children, an effective method for developing children's language skills.

2. LITERATURE REVIEW

Understanding Language

Language is a system of symbols in the form of sounds, which are arbitrary, used by a speech community to collaborate, communicate and identify themselves. Language is a communication tool needed by every human being on earth, with language it will make it easier for humans to interact and socialize with other humans. One form of communication in interacting and socializing that is often used is talking. According to (Dhieni, 2018) there are 3 aspects that need to be developed in the abilities of children aged 4-5 years, namely vocabulary, expressions and pronunciation.

Based on Bromley's theory, it can be concluded that the function of language for children is to explain desires and help interact with other people as well as a tool for

communicating needs, thoughts and feelings so that children are able to learn to understand language from other people's points of view and improve their ability to solve problems.

Storytelling Method

The storytelling method is one way of providing learning experiences for children by presenting stories to children orally. Therefore, teachers must fully master the story to be told and must have appropriate and interesting media. That story be delivered. It must contain messages, advice and information that can be captured by children, so that children can easily understand the story and imitate the good things contained in the content of the story.

According to Musfiroh, he explained that telling stories is important for children for several reasons, namely:

- a. Storytelling gives children free scope to develop sympathy and empathy for events that happen to other people.⁵
- b. Storytelling provides a social barometer for children, what values are accepted by the surrounding community, such as obeying parents, giving in to younger siblings, and always being honest.
- c. Storytelling provides positive psychological effects for children and teachers as storytellers, emotional closeness as a substitute for close parental figures.

From several expert opinions above regarding the meaning of storytelling, it can be concluded that storytelling is an activity that a person carries out orally or in writing to other people with tools or without tools, which aims to provide or convey messages, information, or just a fairy tale packaged in the form of a story that can be listened to with enjoyment.

1) The purpose of the storytelling method

The storytelling method aims to entertain, train children to communicate well, understand the message of the story and be able to express story ideas as well as broaden their insight and knowledge of language widely. According to Mudini Purba, the objectives of the storytelling method are as follows:

- a) Encourage or stimulate.
- b) Convincing.
- c) Moving.
- d) Inform. Entertain.

Benefits of the storytelling method

- a. This storytelling activity will help the child's personal and moral formation.
- b. Channeling children's imagination and fantasy needs through storytelling activities.
- c. Storytelling activities can improve children's linguistic intelligence.

3. RESEARCH METHOD

This research uses a type of Classroom Action Research (CAR), or CAR (Classroom Action Research) theory by Kemmis Robin Mc Taggar.

4. DISCUSSION

Pre Cycle

This research was carried out in group B (5-6 years), starting with initial observations which were carried out on November 2024 by making observations.

Observation activities were carried out so that researchers could find out the learning methods used by the teacher in the class during the learning process, the activities shown by the children as a form of children's response to the ongoing learning, especially in

improving children's language skills through the method of telling stories using hand puppets.

Based on research results, improving language skills is related to language or speaking skills, which can show children's expressions or social-emotional, cognitive, artistic and moral aspects in children. Children's language skills can be stimulated through several activities such as storytelling, role playing, demonstrations, conversations, questions and answers, singing and many others.

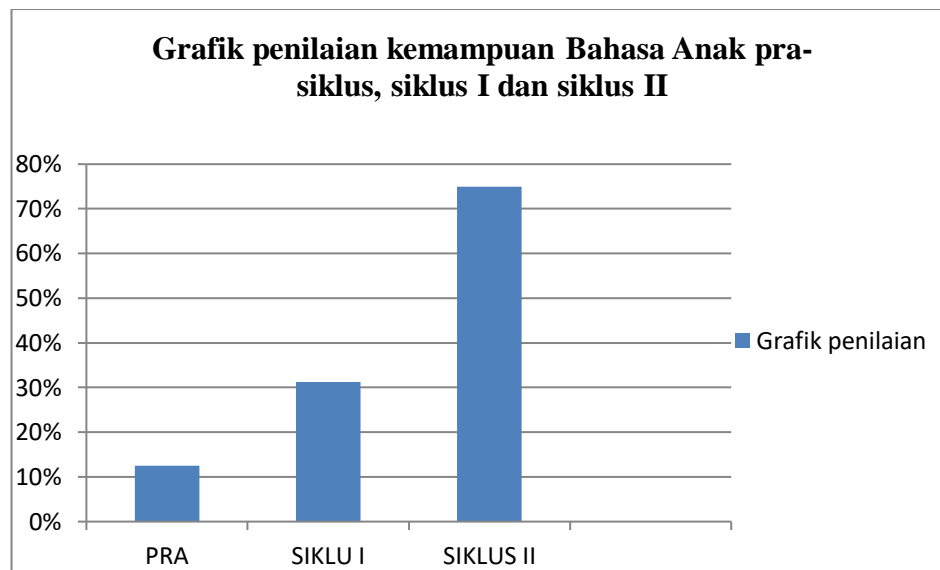
Table 1. Research Results of Cycle I and Cycle II

No	N	Cycl	Criteria	Frequenc	Percentage
	e	a	y	%	
1	Cycle	Pre	BB	6	37.5%
			MB	8	50%
			BSH	1	6.25%
			BSB	1	6.25%
			BB	2	12.5%
			MB	6	37.5%
2	e I	Cycl	BSH	3	18.75%
			BSB	5	31.25%
			BB	0	0%
			MB	4	25%
			BSH	4	25%
3	e II	Cycl	BSH	4	25%
			BSB	8	50%

In the table above it is explained that the results of the research show that at each meeting there was an increase in cycle I, namely not yet developing (BB) 2 children, namely 12.5%, starting to develop (MB) 6 children, namely 37.5%, developing according to expectations (BSH) 3 children, namely 18.75% and 5 children developed very well (BSB), namely 31.25%. Because it had not yet reached the criteria, it was continued in cycle II with the aim that children could improve their language skills to the maximum through storytelling activities with hand puppets. Meanwhile, cycle II experienced very good improvement from 16 students who indicated, not yet developing (MB) 0 children, namely 0%, starting to develop (MB) 4 children, namely 25%, developing according to expectations (BSH) 4 children, namely 25% and developing very well (BSB) 12 children i.e. 75%.

This research was conducted in two cycles. Determination of success is determined based on the child's language development which reaches 75% with the child's ability Developing According to Expectations (BSH) and Developing Very Well (BSB). The development of children's fine motor skills develops from cycle I to cycle II with a percentage value of 31.25% to 75%. Next, to see the development in this research, see graph 2 below.

Graph 1. Language development can also be seen in the graph below



After taking action, the results of the research in the table above were evidence of a positive impact. Apart from that, from the results of this research, the researcher observed several changes that occurred during the activity, including; (1) Carrying out storytelling activities can create enthusiastic, creative and imaginative children (2) Can name the characters on the hand puppets, (3) Can distinguish the color of animal skin, (4) Understand what the teacher has said, (5) Be able to improve children's language skills such as asking questions and having conversations.

Steps for Implementing Activities to Improve Children's Language Skills Through the Storytelling Method

- a. The teacher prepares a story according to the desired character.
- b. The teacher uses stories to explain.
- c. Then the teacher motivates the children to try.
- d. The teacher began to tell a story with the hand puppet.
- e. The teacher conducts questions and answers about the content of the story.
- f. The teacher asks the children to retell the story.
- g. The teacher chooses two or three children to come forward to retell the story that has just been presented in front of the class.
- h. The teacher gives children the opportunity to tell stories based on the child's imagination or personal experience.

Benefits of Language on Child Development

Benefits of language in early childhood it is very influential. This is because at an early age, getting to know children about the world around them can make children more sensitive. Apart from that, children also become smarter. Not only in terms of language, but also in other aspects, such as motoric aspects and cognitive aspects. Here are some of the benefits of developing language in children:

- a. Process Words Well
- b. Expressing Words in Body Language
- c. Able to convey words in full
- d. Training Children in Giving Arguments
- e. Developing Intellectual Abilities

Language Development in Children

- a. Developmental aspects of hearing (listening)

- b. Aspects of speech development
- c. Developmental aspects of reading
- d. Aspects of writing development

5. CONCLUSION

Learning planning to improve children's language skills through the storytelling method with Class B PIAUD Kecil Ceria, Pengadang Village, Central Praya District, Central Lombok Regency. Learning was made in two cycles, namely cycle I and cycle II, each planning was made in two meetings. Storytelling activities are able to improve the language skills of Class B PIAUD Kecil Ceria, Pengadang Village, Central Praya District, Central Lombok Regency. This can be seen from capable children; (1) through storytelling activities, children's attention increases significantly; (2) Students in storytelling activities can focus, teachers and researchers prepare the media well; (3) Students are able to understand what is conveyed by teachers and researchers; (4) Carrying out storytelling activities can create enthusiasm and activity in children; (5) Able to improve children's language skills such as body language, showing expressions (social-emotional), artistic, cognitive and so on. The results of the research showed that at each meeting there was an increase in cycle I, developing according to expectations, 3 totaled by developing very well (BSB) 5 children up to 8 children, namely 50%. Cycle II experienced a very good increase which reached the average score of 16 students who showed developing according to expectations of 4 children and developing very well. (BSB) 8 children add up to 12, namely 75%.

6. BIBLIOGRAPHY

- Abdul chaer, *Tata Bahasa Praktis Bahasa Indonsesia*, Jakarta: Rineka Cipta, 2006.
- Afrizal, *Metodelogi Penelitian Kualitatif*, Jakarta: Raja Grapindo Persada, 2014.
- Ahmad Atabik dan Ahmad Burhanuddin, *Prinsip Dan Metode Pendidikan Anak Usia Dini*, Jurusan Tarbiyah STAIN Kudus, Vol.3, No.02, Thn 2015.
- Amelia Muliawati F, Sumardi2 dkk, *Meningkatkan Kemampuan Berbicara Anak Melalui Metode Bercerita Dengan Menggunakan Boneka Tangan Pada Kelompok B Di Tk Plus Salsabil Kabupaten Cirebon*, Program Studi PGPAUD UPI Kampus Tasikmalaya, Jurnal PAUD Agapedia, Vol.3, No.1 Thn 2019.
- Anggani sudono, *Sumber Belajar dan Alat Permainan*, Jakarta: Grasindo, 2000.
- Anggraini, Skripsi: *Meningkatkan Kemampuan Berbahasa Anak Melalui Metode Bercerita Dengan Boneka Tangan Di Kelompok B Ra Az Zakiyah Binjai*, Medan: UMSU, 2017.
- Anas Sudijono, *pengantar statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 2012.
- Aris Priyanto, *Pengembangan Kreatifitas Anak Usia Dini Melalui Aktivitas Bermain*, Pengawas SMA Dinas Pendidikan Kota Yogyakarta, Jurnal Ilmiah Guru, No.02, Thn 2014.
- Dewi Fitriani dan Umar Abdul Aziz, *Penggunaan teknik bercerita dalam aktivitasekstratekstual untuk pengembangan kemampuan bahasa ekspresif anak*, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry, Banda Aceh, Indonesia, 2021.
- Guslinda and Rita Kurnia, *Media Pembelajaran Anak Usia Dini*, Media Sumber Belajar Dan APE, Surabaya: CV. Jakad Publishing, 2018.
- Hartono, *PelatihanPelatihanPenulisan Cerita atau Dongeng dan Teknik Penyajiannyasebagai Media Pembelajaran Budi Pekertibagi Guru Taman Kanak-kanakKodya Yogyakarta*, Yogyakarta: UNY Press, 2005.
- Hasmawati, *Upaya Peningkatan Kemampuan Berbicara Dengan Metode Bercerita Bebas Non Teks Dalam Pelajaran Bahasa Indonesia Siswa Kelas VI Di SDN 153 Pekanbaru*,

- Open Journal System Indagiri, 2017.
- Hibama S. Rahman. *Konsep Dasar Pendidikan Anak Usia Dini*. Yogyakarta: Galah, 2002.
- Indarti, Skripsi: *Permainan Boneka Tangan Dapat Meningkatkan Kemampuan Berbahasa Anak Di Kelompok B Tk Islam Unggulan Birrul Walidain Sragen*, Surakarta: UMS, 2014.
- Jhon Dewey, *Dasar-Dasar Ilmu Pendidikan*, Jakarta: PTRaja Grafindo Persada, 2003.
- Khusnul Khotimah, Mustaji, dkk, *Pengaruh Metode Bercerita Menggunakan Boneka Tangan Terhadap Kemampuan Bahasa Ekspresif Dan Emosi Anak Usia Dini*, Program Studi Pendidikan Dasar Konsentrasi Pendidikan Anak Usia Dini, Universitas Negeri Surabaya, Jurnal Ilmiah Pendidikan Citra Bakti, Vol.8, No.2 Thn 2021.
- Lailatul Izzati dan Yulsoyofriend, *Pengaruh Metode Bercerita Dengan Boneka Tangan Terhadap Perkembangan Kognitif Anak Usia Dini*, Program Studi PGPAUD Fakultas Ilmu Pendidikan, Universitas Negeri Padang, Jurnal Pendidikan Tambusai, Vol.4, No.1, Thn 2020.
- Mahmud, tedi. *Penelitian tindakan kelas teori dan praktik*, Bandung: tsabita, 2008.
- Mar'atul Fatimatuz Zahro, Iklila Febrianti Fiorentisa, dkk, *Pengembangan Bahasa Anak Usia Dini Melalui Metode Bercerita Dengan Boneka Tangan*, Program Studi PIAUD IAIN Jember, Jurnal Pendidikan Islam Anak Usia Dini, Vol.1, No.1 Thn 2020.
- Nadia Intan Suradinata dan Ega Asnatasia Maharani, *Pengaruh Bercerita Berbantuan Media Boneka Tangan terhadap Kemampuan Berbicara Anak*, Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Ahmad Dahlan Yogyakarta, Psikologi, Universitas Ahmad Dahlan Yogyakarta, Journal for Education Research, Vol.1, No.1 Thn 2020.
- Nurbiana Dhieni, dkk, *Metode Pengembangan Bahasa*, Jakarta: Universitas Terbuka, 2008.
- Puji Rahayu, *Pengaruh Era Digital Terhadap Perkembangan Bahasa Anak*, Sekolah Tinggi Agama Islam Nahdhotul Ulama (STAINU) Kotabumi Lampung, Vol.2 Edisi Januari-Juni 2019.
- Parnawi, Afi, *Penelitian Tindakan Kelas (Classroom Action Research)*, Yogyakarta: Cv Budi Utami, 2020.
- Rina Devianty, *Bahasa Sebagai Cermin Kebudayaan*, Dosen di Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan, Jurnal Tarbiyah, Vol.24, No.2, Thn 2017.
- Siti Khasinah, *Interaksi Ekstratekstual Dalam Proses Bercerita Kepada Anak Usia Dini*, Fasilitator PAUD Provinsi Aceh Tim UNICEF 2006- sekarang, Vol.1, No.1, Thn 2015.
- Siti Aisyah, dkk. *Perkembangan Dan Konsep Dasar Pengembangan Anak Usia Dini*. Jakarta: Universitas Terbuka. Cetakan kesepuluh, 2010.
- Siti Makhmudah, *Penanaman Nilai Keagamaan Anak Melalui Metode Bercerita*, Jurnal Pendidikan Agama Islam, STAI Miftahul Ula Nglawak Kertosono Nganjuk, Indonesia, Vol. 6 No. 2, 2020.
- Sri Rahayu, *Pengembangan Bahasa Pada Anak Usia Dini*, Yogyakarta: Kalimedia, 2017.
- Suharsimi Arikunto, *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara, 2010.
- Suhartono, *Pengembangan Keterampilan Bicara Anak Usia Dini*, Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Direktorat Pembinaan Pendidikan Tenaga Pendidikan dan Ketenagaan Perguruan Tinggi, 2005.
- Soeparno, *Media Pengajaran Bahasa*. Yogyakarta: Proyek Peningkatan/Pengembangan Perguruan Tinggi Institut Keguruan dan Ilmu Pendidikan Yogyakarta, 1980.
- Syakir Abdul Azhim, *Membimbing Anak Terampil Berbahasa*, Jakarta: Gema Insani, 2002.
- Syaiful Sagala, *Konsep Dan Makna Pembelajaran*, Bandung: Alfabeta, 2011.

- Syamsu Yusuf, Nani M. Sugandhi, *Perkembangan Peserta Didik*, Jakarta: Grafindo persada, 2014.
- Takdiroatun Musfiroh, *Bercerita untuk Anak Usia Dini*, Jakarta : Departemen Pendidikan Nasional, 2005.
- Tim Redaksi, *Kamus Besar Bahasa Indonesia Edisi Ketiga*, Jakarta: Balai Pustaka, 2005.
- Udin S. Winataputra, dkk., *Teori Belajar dan Pembelajaran*, Tangerang Selatan: Universitas Terbuka, 2020.
- Widdia Wati, Skripsi: *Penggunaan Media Boneka Tangan Dalam Mengembangkan Kemampuan Bahasa Anak Usia Dini Di Ra Cendekia Al-Madani Kecamatan Ngambur Pesisir Barat*, Bandar Lampung, Universitas Islam Negeri Raden Intan Lampung, 2021.