

Implementation of Storytelling Method to Improve Receptive Language Development in Grade 2 Children at Cengklik Surakarta State Elementary School

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Abstract

Children are part of the younger generation. Acceptance from the family environment is the primary basis for children to grow and develop well. At school, children often communicate through storytelling activities with teachers and friends. Stories make it easier for children to understand knowledge. Stories for children can be a means to increase children's vocabulary and build a network of expertise within children. The storytelling method has many advantages, including spurting children's verbal abilities and linguistic intelligence and encouraging children to enjoy listening to stories and telling or talking (Syafi'i & Gumindari, 2023). Storytelling is part of receptive language because, in this ability, the meaning of language is obtained and processed through visual and verbal symbols taught. However, many students in grade 2 of elementary school still need to achieve the expected abilities (Setyaningsih et al., 2023). Knowing the Implementation of Storytelling Method to Improve Receptive Language Development in Grade 2 Children at Cengklik Surakarta State Elementary School. This study uses a research design called "One Group Pre-Test Post-Test Design" with a purposive sampling technique, taking 30 children. The collected data will be analyzed univariately and bivariately. This study's results are an increase in the average (mean) of Receptive Language ability before treatment, namely 77.23 to 79.40 after treatment—the statistical test results in this study from the Shapiro-Wilk analysis results. With the p-value <0.05, the distributed data in this study is not standard. So, the Wilcoxon Test is used for further analysis. Based on the Wilcoxon Test, the Asymp. The Sig (-2 tailed) value is 0.000 <0.05, so it can be concluded that there is a significant difference between the pre-test and post-test results. A Storytelling Method Implemented to Improve Receptive Language Development in Grade 2 Children at Cengklik Surakarta State Elementary School..

Keywords: 2nd Grade Elementary School Children. Receptive Language. Storytelling Method

BACKGROUND

Children are part of the younger generation. Law No. 23 of 2002 concerning child protection explains that children are a mandate and gift from God Almighty, who has inherent dignity and honor as a whole human being (Sukawantara et al., 2020). At school, children often communicate through storytelling activities with teachers and friends. According to (Endahwati et al., 2022), stories are an interesting and enjoyable educational method for children. Stories make the knowledge conveyed to children easier for them to understand. Stories can be a means to increase children's vocabulary and build a network of knowledge in children. The storytelling method aims to entertain and train children to communicate well, understand messages, express stories, and widely increase insight and knowledge of language (Bangsawan et al., 2021). The storytelling method has many advantages, including spurting children's verbal abilities, spurting

children's linguistic intelligence, and encouraging children to enjoy listening to stories and telling or talking (Syafi'i & Gumindari, 2023). Good storytelling skills require adequate knowledge, experience, and thinking skills. In addition, storytelling also requires mastery of several skills, namely grammatical accuracy, so that the relationship between words and sentences becomes clear (Antoko, 2021). According to (Sarah Robiatul Adawiyah et al., 2024), language is the most common tool a person uses daily. Language can be communicated both verbally and in writing. In language activities, when someone conveys something through language to others, we can gain new perspectives, attitudes, behaviors, and actions based on what the person conveys. Language disorders consist of two, namely expressive language is the ability to communicate symbolically both visually and auditorily, while receptive language

disorders have difficulty understanding speech or what others say to him.

Receptive language refers to a person's ability to understand what they hear or read, and this ability is input (Sulistiyawati & Amelia, 2021). According to Larasati et al. (2021), part of receptive language is when someone can clearly understand and hear the message conveyed by the other person. Reading and hearing information is also part of receptive language because, in this ability, the meaning of language is obtained and processed through visual and verbal symbols taught. Many students do not have good storytelling skills, even though formal storytelling skills have been taught from the early grades of elementary school from the age of 6 to 12 years.

At this age, children experience very rapid development. Child development also has its distinctive patterns according to developmental aspects. Some aspects that develop rapidly at elementary school age are children's physical, cognitive, language, emotional, moral, and social development. (Helen Suhasri et al., 2023). Storytelling skills must be trained and perfected from an early age. Everyone certainly has their storytelling skills, but training and guidance are still needed to develop their storytelling skills (Achsani F, 2020).

However, in reality, the media in storytelling learning is still monotonous and has not been updated, so media that follows technological developments to attract students' interest in learning the correct media is needed—research conducted by (the National Center for Biotechnology Information (2020) states. The prevalence of speech-delayed disorders in children is approximately 32% of the child population in Indonesia (Ministry of Health of the Republic of Indonesia 2021)—the prevalence of low language skills in children between 1 and 16 years of age. Estimates of the level vary from 0.4% to 25.2%. More stable estimates are observed in children aged 5 years and over and studies that apply current diagnostic criteria to the performance of receptive language standard assessments (Hill et al., 2024). Based on the

problems from the background above, researchers are interested in conducting this research.

RESEARCH METHOD

This study employs a quantitative research methodology. Quantitative research yields novel insights that can be attained through statistical procedures or alternative measurement methods. It concentrates on various symptoms that exhibit distinct characteristics in human existence, specifically variables (Ali et al., 2022).

The methodology employed is the pre-experimental design approach, characterized by a one-group pre-test and post-test framework. As noted by Sugiyono (2023), pre-experimentation represents a research design used to ascertain the impact of a treatment on a specific variable. The absence of a control variable and the lack of random selection in the sample lead to uncertainty regarding whether the changes observed in the experimental group are attributable to the treatment or are affected by other variables.

The one-group pre-test and post-test design represents a specific form of pre-experimental methodology employed to assess the impact of a treatment or intervention on a designated variable within a singular group. This design involves conducting a pre-test before administering treatment, allowing for assessing effects through a comparison with the post-test value. Should the post-test value exceed that of the pre-test, it indicates a positive effect of the treatment (Sugiyono, 2023).

The population encompasses all elements within a research framework, comprising objects and subjects with particular characteristics researchers identify for examination, from which conclusions are subsequently derived (Amin et al., 2023). The population for this study comprised 65 students from Grade 2 at Cengklik Elementary School in Surakarta. Sugiyono (2023) posits that a sample constitutes a subset of the quantity and attributes inherent to the population. The investigator employed a sample size comprising 30 children. The

decision regarding the number of samples was informed by the insights of Frankel & Wallen (1993; 92), as referenced in Rani Rahim, Sa'odah et al. (2021), which indicated that a total of 30 samples per group is appropriate for experimental research.

This research employed a nonprobability sampling technique, which does not afford equal opportunity for each element or member of the population to be chosen as part of the sample. This sampling technique encompasses systematic, quota, incidental, purposive, saturated, and snowball sampling (Amin et al., 2023). This study employs a purposive sampling technique. The researcher meticulously selects respondents according to defined criteria (Machfoedz, 2017). This study delineates the criteria for inclusion and exclusion as follows:

- a. Inclusion Criteria
 - 1) Are elementary school students in Surakarta
 - 2) Students aged 7 years 11 months to 8 years 0 months.
 - 3) Students have two-way communication skills
- b. Exclusion criteria
 - 1) Are not elementary school students in Surakarta
 - 2) Students aged less than 7 years and over 8 years 0 months.

- 3) Students are unable to communicate in two directions

This research was conducted at Cengklik Elementary School, Surakarta, because, based on the results of observations and interviews with teachers at the school, it was found that the application of the storytelling method in learning was not optimal. Although the storytelling method has great potential to improve student understanding, creativity, and involvement, this method has not been implemented optimally in teaching and learning activities at the school. This research was conducted from July 2024 to December 2024.

RESULT AND DISCUSSION

1.1. Result

This study aims to determine the implementation before and after using the storytelling method to improve receptive language skills in Grade 2 children of Cengklik Surakata Elementary School. Data was collected using a pre-posttest with a test instrument (NSST) and intervention (treatment) using the storytelling method in as many as five treatments. The results of the data analysis are as follows:

Tabel 1. Distribution Overview by Gender

Gender	Frekuensi (F)	Persentase
Male	15	50 %
Female	15	50 %
Total	30	100%

Source: Data primer SPSS 2024

Table 1 above shows that there are 15 male respondents (50%) and 15 female respondents (50%). This shows that the number of men and women is the same.

Tabel 2. Frequency Distribution By Age

Age	Frekuensi (F)	Persentase
7.8 year	4	13,3 %
7.9 year	3	10 %
7.10 year	5	16,7%
7. 11year	6	20%
8 year	12	40 %
Total	30	100%

Source: Data primer SPSS 2024

Table 2 above shows information that respondents aged 7.8 years were four respondents (13.3%), respondents aged 7.9 years were three respondents (35.0%), respondents aged 7.10 years were five respondents (16.7%), respondents aged 7.11 years were six respondents (20%). Respondents aged 8 years were 12 respondents (40%). So, the age ranges of 2nd-grade children at Cengklik Surakarta State Elementary School differ.

Tabel 3. pre-test NSST

Skor pre-tes NSST	Frekuensi (F)	Persentase
70	6	20%
72	1	3,3%
75	9	30%
80	8	26,7%
85	6	20%
Total	30	100%

Source: Data primer SPSS 2024

Based on Table 3, the results of NSST measurements before treatment on 30 respondents were obtained, results of 70 were 6 respondents, results of 72 were 1 respondent, results of 75 were 9 respondents, results of 80 were 8 respondents, results of 85 were 6 respondents. The lowest value was 70 for 6 respondents (20%) and the highest was 85 for 6 respondents (20%).

Tabel 4. post-test NSST

Skor post-tes NSST	Frekuensi (F)	Persentase
70	2	6,7%
72	1	3,3%
75	10	33,3%
77	1	3,3%
80	5	16,7%
82	3	10%
85	1	3.3%
87	6	20%
90	1	3,3%
Total	30	100%

Source: Data primer SPSS 2024

Based on Table 4, the results of NSST measurements after treatment on 30 respondents were obtained: 70-77 for as many as 14 respondents, 80-87 for as many as 15 respondents, and 90 for as many as one respondent. The lowest score is 70 for as many as two respondents (6.7%), and the highest is 90 for as many as one respondent (3.3%).

Tabel 5. Frequency Distribution Comparison of Receptive Ability Before and After Treatment

	N	Min	Max	Mean	SD
Pre-test	30	70	85	77,23	5.283
Pos-test	30	70	90	79,40	5.703

Source: Data primer SPSS 2024

From Table 5 above, we can compare command comprehension ability before and after using the storytelling method. The command comprehension ability before treatment had a mean (average) of 77.23, and after treatment, it was 79.40.

Tabel 6. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistik	df	Sig.	Statistik	df	Sig.
Pre-test	.197	30	.004*	.881	30	.003
Pos-test	.213	30	.001*	.913	30	.017

Source: Data primer SPSS 2024

This study's p-value is taken from the results of the Shapiro-Wilk analysis because the number of respondents is small (<50). If the p-value <0.05, then it can be concluded that the data in this study is not normally distributed, so for further analysis, the non-parametric Wilcoxon signed-rang test.

Tabel 4.7 Wilcoxon signed- rang tes

	Data posttest- Data pretest
Z	-3.926 ^b
Asymp.Sig.(2-tailed)	.000

Source: Data primer SPSS 2024

If the p-value (sig.) <0.05, then the data shows an increase in the implementation of the storytelling method to improve the receptive language of grade 2 children at Cengklik State Elementary School. The hypothesis is accepted (Ha) is accepted. Meanwhile, if the p-value (sig.) > 0.05, then the data shows that there is no increase in the implementation of the storytelling method to improve the receptive language of grade 2 children at Cengklik Surakarta State Elementary School (Ha). Based on the results of the analysis, the p-value (sig.) is .000 or the p-value (sig.) <0.05, so it can be interpreted that the storytelling method can improve the development of receptive language in grade 2 children at Cengklik Surakarta State Elementary School, or the alternative hypothesis (Ha) is accepted.

1.2. Discussion

The sample used was 30 respondents; pre-test and post-test were

carried out using the Northwestern Syntax Screening Test (NSST) instrument, then intervention was given; the pre-test receptive language of Grade 2 children at Cengklik Elementary School before receiving treatment had the lowest value of 70 (20%) and the highest was 85 (20%). Receptive language is a person's ability to understand what is heard and read; this ability is input or input (Sulistyawati & Amelia, 2021). According to Larasati et al. (2021), When someone can understand and listen to the message conveyed by the other person well, it is part of receptive language. The distribution of respondents shows a balance between boys and girls (50% each), and the majority of respondents are between 7 years 11 months and 8 years 0 months old, which is by the age characteristics of children at the bare language development stage. According to (Helen Suhasri et al., 2023). Learning a language that is only done by children at elementary school age, namely in the early primary year between 6 and 8 years old, the language used by children has developed close to perfection. There is an addition to

the child's vocabulary, and children begin to understand that words have more than one meaning and will become a beautiful sentence structure. So, language development is an increase in the ability to master communication tools.

In addition, good receptive language skills allow children to understand words, sentences, stories, and rules. After the intervention was given, a post-test was carried out to see whether or not receptive abilities had increased from before. The results of the post-test study using the Northwestern Syntax Screening Test (NSST) showed that the lowest score was 70 (6.7%), and the highest score was 90 (3.3%). Language skills can be stimulated through an activity or game to stimulate children's listening and reading abilities. Children's receptive language development needs to be developed to obtain information well, as Ulfah and Umaisah (2021) explain. The learning method that is appropriate for children's education is the storytelling method.

Storytelling is an effective method because it can help students find answers based on their own efforts according to the truth of the facts or data (Tanjung, 2022). Storytelling is a type of speaking ability. Through storytelling skills, someone can convey various stories and express feelings according to what is experienced, felt, seen, and read (Azizah & Widyasari, 2023). By using storytelling, children can accept and express language and increase children's participation or activeness. Therefore, storytelling activities can help children develop language skills (Tanjung, 2022).

The storytelling method has many advantages, including spurting children's verbal abilities, spurting children's linguistic intelligence, and encouraging children not only to enjoy listening to stories but also to enjoy telling or talking (Syafi'i & Gumiandari, 2023).

There was an increase of 30 students. Ha's frequency distribution explains the comparison of receptive

abilities before (pre-test), which has a mean (average) of 77.23, a minimum value of 70, and a maximum value before treatment of 85; after, given treatment (post-test), which has a mean (average) of 79.40, a minimum value of 70, and a maximum value after treatment of 90, which means it is in the high category.

Based on the results of the analysis of the difference test, the p-value Sig (-2 tailed) was obtained, namely $0.000 < 0.05$, so it can be interpreted that there is a positive increase in the Implementation of the Storytelling Method to Improve the Development of Receptive Language in Grade 2 Children, in children at Cengklik Elementary School, this means that the alternative hypothesis (H_a) is accepted. Storytelling is an effective method because it can help students find answers based on their own efforts according to the truth of the facts or data (Tanjung, 2022).

Based on this, this study's results align with the research conducted by (Astuti and Amri, 2021), "Improving Children's Receptive Abilities Through Storytelling Methods Using Flannel Board Media." In this study, each cycle has three indicators for assessing children, namely being able to retell the story presented by the teacher, being able to respond to the story presented by the teacher, and children being able to express feelings about the story presented by the teacher.

The study results show that children can carry out listening activities well using flannel board media, which are carried out according to the indicators. When the study was conducted, respondents responded well to the story that was read, looked happy when listening to the story, and were willing to answer questions given by the researcher. Based on the research that has been done, the storytelling method can improve receptive language, which is relevant to previous research. It shows that the storytelling method with receptive language skills is a process that influences each other in child development.

CONCLUSION

The implementation before and after using the storytelling method showed results, and the p-value Sig (-2 tailed) was $0.000 < 0.05$, so it can be interpreted that there was a positive increase in the Implementation of the Storytelling Method to Improve the Receptive Language Development of Grade 2 Children at Cengklik State Elementary School.

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