

Optimization of Early Childhood Language Development through Storytelling Methods at KB Pangeran Purbaya Kalisoka Dukuhwaru Tegal

Luthfatul Laeli Nur'Afita^{1,*}, Agustina Fajriyatul Rosyidah², Aski Ainatus Syifa³, Sri Harti⁴, Nurul Pertiwi Dwi Widiatin⁵, Aufa Lanahdiana⁶, Nadila Fatikhatus Zahrani⁷, Mukhamad Hamid Samiaji⁸

Corresponding author. Email: luthfatullaelinurrafita@gmail.com

^{1,2,3,4,5,6,7,8}PIAUD IAIBN Tegal, Indonesia

Abstract

Language development is one of the very important aspects stimulated in early childhood. This study aims to explain the role of storytelling methods on early childhood language development in KB Pangeran Purbaya Kalisoka Dukuhwaru Tegal. This research is included in descriptive-qualitative research with case study methods. The data collection techniques used are observation, interviews and documentation. The results of the study illustrate that storytelling methods can improve language development in early childhood, especially speech skills. The increase was obtained because of the presentation of the storytelling method using colorful book media so that it is fun and fun and trains speech skills with the courage to appear to tell stories in front of the class. The storytelling method is also interesting because it uses hand puppet media, power point media and audiovisual media. The storytelling method can also improve children's listening skills and vocabulary skills by using various themes, simple sentences and easy for children to understand. The implications of applying the storytelling method play a role in early childhood language development, help the learning process so that learning objectives can be achieved properly, and create a joyful atmosphere and not quickly boring for children when learning.

Keywords: early childhood; storytelling methods; language development.

1. Introduction

Childhood is the most appropriate time to develop language because childhood is in the phase of the most rapid growth and development. This childhood is referred to as The Golden Age, which is the golden age. At this time the various potentials that exist in humans develop rapidly. Where physical, motor, intellectual, emotional, language and social development takes place rapidly. Early childhood or pre-school is a golden opportunity for children to learn. Therefore, this opportunity should be used as well as possible for children's learning because the curiosity of children at this age is at the peak. There is no later age that keeps a child's curiosity more than an early age (Mulyasa 2012:14).

Childhood is a small individual who is undergoing a very rapid process of development, growth and maturation in his life. At this time the process of growth and development in various aspects is undergoing very rapid changes in the span of development of human life. Learning in Early Childhood Education (PAUD) must develop 6 (six) aspects of child development, namely moral-religious, physical-motor, cognitive, language, social-emotional, and art.

However, this aspect of language development is a "vulnerable" aspect and is easy to monitor. This means that the tendency in which parents and society in general will consider a child's ability to speak is a level of skill that is related to the intellectual property of the child. This can be a comparison factor between one child and another. Vulnerable to compare the ability of children who speak fluently, with children who have not spoken or even do not speak or speak little. Parents will be more worried if the child does not or does not have language skills, especially speaking skills than other aspects such as moral-religious, socio-emotional, physical-motor and artistic.

Language development as one of the basic abilities that children must have, according to the stages of age and developmental characteristics. Development is a change that lasts a lifetime and is influenced by various interacting factors

such as biological, cognitive, and socio-emotional. Language is a symbol system for communicating which includes phonology (sound unit), morphology (meaning unit), syntax (grammar), semantics (variation of meaning), and pragmatics (language use). With language, children can communicate their intentions, goals, thoughts, and feelings to others.

Oral language skills, known as speaking, are very important in the development of a child. Children can express their desires and thoughts about something to others through their speaking skills. The people the child talks to, it will be easier to understand and understand so that communication will be smooth. Children will communicate fluently, if the people around them often communicate with the child. The opposite will happen if the child only or often uses gestures to communicate, so that other people (parents, educators, peers) will find it difficult to catch the intent/goals desired by the child.

Language ability is one of the most important points that must be considered by every educator, in order to optimize the five senses of children both through what is seen, heard, and felt by the child himself (Anik 2014:1).

Language development is more directed so that students can do various things, for example: 1) Process words comprehensively. 2) Expressing these words in body language (speech and deed) that can be understood by others. 3) Understanding each word, interpreting and conveying it fully to others. 4) Arguing, convincing people through their own words.

Children's language development in Kindergarten places more emphasis on listening and speaking, not on reading and writing. So parents and educators play a very important role in the development of children's language, especially in listening and speaking.

So it can be concluded that based on the growth and development of early childhood must get stimulation from the environment so that the potential that exists in him can develop optimally.

Associated with early childhood language skills that often occur in various problems faced by children when children have difficulty developing language. Either with external factors or internal factors. This problem often occurs when the child is not given more attention by the teacher and his family, as a result, the child himself will experience delays in developing his language and digesting what his friends are talking about, causing the child not to be confident in speaking and not daring to speak when speaking, asked by anyone. We also often know that the teacher always thinks that he is a container or source of knowledge. However, not paying attention to the methods used in teaching are not varied or conventional in implementing learning methods.

There are two categories in language skills, namely receptive language skills and productive language skills. Receptive language skills are language skills that are applied to understand something conveyed through spoken and written language. Receptive language includes listening and reading activities. Meanwhile, productive language skills are language skills that are applied to convey information both in writing and orally. The productive language includes writing and speaking activities. (Severe 2003: 30).

Presentation of good storytelling techniques can foster children's imagination and encourage children's creativity in capturing the message or information conveyed. In addition, through stories when children listen and follow the storyline, that's when children's emotions, fantasies, and imaginations become active. In addition, the world of children is also synonymous with a world without boundaries, in the sense that what they see, hear, and feel will affect the child's thinking power and will imprint in the child's mind for a relatively long time. So it can be concluded that learning through storytelling is an effective means to educate and teach children.

Storytelling is a way of delivering or presenting learning material orally in the form of stories from teachers to children. The story method is a method in the teaching and learning process where a teacher tells a story orally to a number of students who are generally passive. In this case, the teacher usually tells a certain story and with a certain time allocation. The story method is one method that is often used in early childhood learning, namely how to speak words and deliver stories or explanations to children orally. The purpose of storytelling is to provide information or instill social, moral and religious values, provide information about the physical environment and social environment. (Eliyyil 2020:63) Learning methods that are suitable for early childhood education are methods of telling stories, conversing, asking questions, doing educational tours, socio-drama (Depdiknas 2004:18).

The storytelling method will help the development of language in children because through the storytelling method, the child's sense of hearing can function well in helping convey the child's ability to speak, and increase the vocabulary of the child. With the increase in vocabulary, children will have the ability and courage to communicate with others, so that children will be trained in arranging sentences according to their stage of development.

In the early childhood learning process, there are several methods that can be applied by a teacher, one of which is the storytelling method. 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 (Bachir, 2005:10).

Storytelling is conveying something that contains actions, experiences or events that are real or fictitious. The storytelling method is one of the learning processes for kindergarten children by presenting stories to children. Tarigan (1981) states that storytelling 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 peers, family, and the environment. Storytelling activities are one of the methods used by teachers in providing learning so that children understand the contents of the stories conveyed more optimally (Eliyyil 2020: 63).

From the results of observations made by researchers in group B Playgroup Prince Purbaya Kalisoka, it can be seen that the children's language skills, namely the ability to listen and convey the results of listening, are still low. This can be seen

when the teacher tells a story, children who are ready to listen to fairy tales show excited, hopeful eyes, and sit quietly and concentrate. On the other hand, children who are not ready look less enthusiastic and do other activities even though the teacher has given motivation that the story that will be conveyed is an interesting story. After the story is told, and the teacher asks questions about the contents of the story, there are only 4 to 5 children who can answer correctly. The techniques, media, and tools used by the teacher are less varied and less attractive to children, which can also be the cause of the child's lack of ability to listen and convey the results of the listening.

Based on these observations, the researcher feels the need to conduct research in order to develop children's language through storytelling in Early Childhood.

From the background of the problem above, several problems related to storytelling can be identified, namely: : Children's ability to listen is still low, The ability of children in conveying the results of listening is also not the same, Some children showed a reaction that did not support the implementation of learning to listen to stories, the stories conveyed by the teacher were less interesting. Techniques, media and tools used in storytelling are also less attractive to children.

The purpose of this study was to improve children's language development through storytelling in group B in the Prince Purbaya Kalisoka Tegal Playgroup.

2. Research Methods

This research is in the form of classroom action research. Classroom action research is a research that is carried out systematically, reflecting on various actions taken by the teacher / actors ranging from planning to research on real actions in the classroom in the form of teaching and learning activities to improve the conditions of learning carried out. This research was conducted at KB Pangeran Purbaya having its address at Kalisoka, Dukuhwaru, Tegal. This research was conducted in the odd semester. The subjects of the research were the children of the Prince Purbaya family planning office, having their address at Kalisoka, Dukuhwaru, Tegal, totaling 20 people, consisting of 9 boys and 11 girl and accompanied by two teachers. The author is one of the teachers in group B. Broadly speaking, there are four stages in this research, namely: Planning (Plan), Action (Action), Observation (Observation), Reflection (Reflection).

3. Results and Discussion

In using the storytelling method, Prince Purbaya's family planning teacher Kalisoka, Tegal did several things, both in the preparation step, the implementation stage and the closing stage.

3.1. Preparation Phase

Namely formulating goals to be achieved. While the learning process is a purposeful process, therefore formulating clear goals is the first step that must be prepared by a teacher in using the story method, so that students can understand the purpose of the story. In this story method, the teacher must determine the story material to be delivered, so that it is in accordance with the objectives to be achieved in the story material, and can prepare aids, the point is to clarify the story material and of course it can be more interesting in the delivery of story material.

3.2. Implementation stage

In this implementation stage, there are three steps that need to be taken, namely the opening step by convincing students to understand the goals to be achieved. So that students will be stimulated and motivated to follow the course of the story material that will be delivered. The presentation step is the stage of delivering story material orally, where the teacher tells the students the story material while keeping the students' attention focused on the material to be told. To maintain this attention there are several things that need to be done, namely:

- a. Maintain continuous eye contact with students, so students will be noticed.
- b. Use language that is communicative and easily understood by students.
- c. In presenting story material, the teacher should follow the storyline so that it is easy for students to understand
- d. The teacher must respond to students' responses immediately, so that students feel cared for.

Keeping the classroom atmosphere conducive and fun, by the way the teacher shows a friendly and familiar attitude, and is fun in telling stories to students.

3.3. Closing Stage

In ending the teaching and learning process with the story method, a teacher should create activities that allow students to remember the story material that has been conveyed. It is hoped that the story material presented earlier can be a lesson for students to be able to distinguish between good and bad, by the way the teacher concludes and slightly repeats the story material that has been conveyed (Eliyyil 2020:65).

Through the storytelling method, it is possible to develop children's language skills at Prince Purbaya Family Planning Kalisoka, Tegal. This is evidenced by an increase in the percentage of children's language skills before the action until the second cycle, before the action or in the pre-cycle by 11%, the first cycle by 35% and the second cycle by 65%. Based on these results, it is hypothesized that the storytelling method can develop children's language skills at Prince Purbaya Family Planning Kalisoka Tegal.

Based on the research data that has been achieved in cycle I, there are several things that must be improved, namely regarding the use of language that is easy to understand and the way the teacher motivates children to focus on listening and be brave in conveying the results they are listening to.

The results of observations from researchers are 4 namely:

1. able to answer the questions given by the teacher
2. able to express the content of the story that is read
3. able to listen with passion
4. able to repeat the contents of the story

The conclusions that can be drawn from this storytelling activity are: Through various media that are interesting and liked by children, storytelling activities can improve their language development, the use of language that is communicative and easily understood by children also improves language development in children. A pleasant, free and unbounded situation/atmosphere (open space) will help the child more in listening to the story and continuing the story .

The language development of children aged 4-5 years has developmental characteristics, including: likes to listen and retell simple stories in sequence, can understand the form of questions using what, why and how. From the opinions of the experts above, it can be concluded that children's language development can be improved through listening to stories , so that children are able to communicate with other people.

4. Conclusion

The storytelling method is a way of delivering or presenting learning material orally in the form of stories from teachers to children. In the implementation of learning activities at KB Prince Purbaya Kalisoka The storytelling method is carried out in an effort to introduce, provide information, or explain new things in order to convey learning that can develop the basic competencies of Kindergarten children.

Because the material presented is in the form of a story that begins and is closely related in a unified whole, the story must be prepared in advance. Usually storytelling activities are carried out in closing activities, so that when the children come home the children are calm and happy after attending the lessons in Kindergarten. However, in practice it is not always during closing activities, storytelling can be done during opening activities, core activities and free times at school, for example during recess, because listening to stories is something that is fun for children.

Storytelling method is better known and widely used in Kindergarten. Basically, this storytelling method is equivalent to the lecture method. In other words, for Kindergarten-age children, the term story method is used, while for school-aged children and adults, the term lecture method is used. From the overall discussion of research in this journal about improving language skills in early childhood in KB Prince Purbaya Kalisoka through the storytelling method, it can be concluded that, through the storytelling method , children's language skills can be improved. develop. This can be proven by the development of children's language skills from before the action of children's language skills 11 %, cycle I reached 35 % and cycle II reached 65 %. Therefore, efforts to develop children's language skills at the Prince Purbaya Family Planning Program can be said to be successful because they have met the maximum percentage value that has been determined, which is 65 %.

References

- [1] Akbar, Eliyyil. (2020). *Metode Belajar Anak Usia Dini*. Jakarta: Prenada Media Group.
- [2] Bachir, Bachtiar S. (2005). *Pengembangan Kegiatan Bercerita di Taman Kanak-Kanak dan Teknik dan Prosedurnya*. Jakarta: Depdiknas.
- [3] Depdiknas. (2004). *Kurikulum TK dan RA*. Depdiknas Jakarta: Dirjen Pend Dasar dan Menengah.
- [4] Lestaringrum, Anik. (2014). *Meningkatkan Kemampuan Bahasa Anak Usia Dini Melalui Media Panggung Boneka Tangan*. Nusantara of Researh.
- [5] Mulyasa. (2012). *Manajemen PAUD*. Bandung: Remaja Rosdakarya.
- [6] Severe, Sal. (2003) . *Bagaimana Bersikap Pada Anak Agar Anak Prasekolah Anda Bersikap Baik*. Jakarta:PT Gramedia Pustaka Utama.