

An Overview of the Improvement of Language Skills of Early Childhood Through Storytelling Method at Tk Negeri Pembina I Maba, East Halmahera District, 2023/2024 Academic Year

Asdar ¹, Rauda Muhammad ²

¹ *Lecturer of PGPAUD Study Program, Faculty of Teacher Training and Education, Open University*

² *Student of PGPAUD Study Program, Faculty of Teacher Training and Education, Open University*

Abstract: The background of this study is based on the results of initial study data which shows the condition of children's ability to communicate in language is still limited in TK Negeri Pembina I Maba, East Halmahera Regency, so this study aims to find out a better picture of language skills in children with storytelling learning methods. The research method used classroom action research (PTK) to improve existing learning practices. Class B students are the subjects in this study. The research was carried out at TK Negeri Pembina I Maba which was carried out sequentially in three stages of meetings in three cycles. Each cycle is divided into four phases, namely planning, implementation, observation, and reflection.

How to collect data in this study through observation / field notes, interviews, and documentation. The results showed that there was an increase in the results in the form of increasing language skills in early childhood at TK Negeri Pembina I Maba, namely in the initial condition of 31.2%, increased in Cycle I to 60.3% and Cycle II increased to 75.3%. And in cycle III it increased to 85.5%. It can be concluded that the use of the storytelling method in the teaching and learning process can develop language skills in young children at TK Negeri Pembina I Maba, East Halmahera Regency.

Keywords: Child Language, Storytelling Method, TK Negeri Pembina I Maba

I. INTRODUCTION

Early childhood education is a development process that aims to providing attention and guidance to children in the early stages of their growth where early childhood education is a coaching process that starts from birth to age 6, which involves providing educational stimulus to support their physical and mental development. It aims to prepare children holistically in entering the next stage of education, and is carried out before they enter basic education. which can be carried out through approaches in the form of official, unofficial, and informal education. this is stated in the regulation of the national education system law Number 20 of 2013 concerning the national education system. Formal education in Early Childhood 4 - 6 years focuses on efforts to develop the physical, intellectual, emotional, spiritual, social, language, and creativity abilities of learners....

Children's abilities can be shaped with the right educational service process, one of which is verbal (Sumarto: 22). A child who is able to communicate verbally has shown a good level of maturity and readiness in learning, because through speech children can express their desires, interests, feelings, and various thoughts

verbally to others. This is in line with what is conveyed by Suhendar (1992: 16) that Speech is a way of communication in which there is a change in the form of words or language sounds that have meaning, and are conveyed to others. It is the way a person conveys their intentions, such as ideas, thoughts, or feelings, to others through the use of spoken language (speech) so that these goals can be understood by others."

In line with Endang and Maliki (2009:36), oral proficiency is the ability to convey material using words that can be understood by many people and become easy to understand. According to Elizabeth Hurlock (2002:176), that speaking is a form of language involving the use of articulation or words to convey a meaning.

Speech and language skills play a significant role in all aspects of child development. This condition can be seen in children who have the ability to speak can affect their adjustment to the peer environment, and can be accepted as members of the group. In addition, it will also have an impact on intelligence, a child with a high level of intelligence will usually learn to speak more easily, quickly and effectively.

understand what others are talking about and have a larger vocabulary.

The ability of a child to be able to understand and master speaking skills will not grow by itself, but still must go through a learning and sustainable process from the child's closest environment starting from the child's surroundings, school, teachers and family environment, especially parents. The family is the first environment that can foster speaking/language skills in children.

Language intelligence has an important role in the stages of child development. Children's language development can be seen from the ability in language, namely listening ability, speaking ability, reading ability, and writing ability (Djamarah, 2011: 46). One of the early childhood learning methods that can be used is the storytelling method. According to Moeslichatoen (2004: 157) the storytelling method is one way of providing learning experiences to children in kindergarten by giving stories to children orally. According to Dhieni (2005:27) storytelling accompanied by pictures can help children's fantasy and imagination because there are supporting media that can be seen directly....

Based on the results of observations at TK Negeri I Pembina I Maba that the total number of class B students is 20 people, with an average language ability starting to develop. It can be seen that the development of students' speaking skills in class B has not been maximized and tends to get obstacles. Not all children are able to master speaking skills. The inability of children to communicate orally is due to several reasons, including the method applied by the teacher is too monotonous, the teacher more often tells stories using magazines or children's worksheets. In addition, teachers rarely give children the opportunity to repeat stories that have been told by the teacher, in addition to learning activities that pay less attention to aspects of child development. Language skills need to be honed and paid attention to from an early age both by parents and teachers at school and their environment. For this reason, special methods are needed to stimulate early childhood language skills.

There are several methods in developing early childhood language including exemplary methods, habituation methods, storytelling methods, field trip methods, giving assignments and question and answer methods. However, in this study using the storytelling method in line with Nur Tanfidiyah & Ferdian Utama (2019: 7) that the storytelling method is one of the methods that can develop children's language and is a very effective method because it can help students to find answers with effort based on true facts or data. According to Suhartono (2005:143), the activity of The development of children's speaking is generally carried out in the form of teaching and learning interactions through learning media which functions as a tool that attracts attention and to foster children's interest during the learning stages.

Based on the background of these problems, the problem formulation in this study is how to describe the improvement of children's language skills in kindergarten age by telling stories at TK Negeri Pembina I Maba. The purpose of this study was to determine the description of the improvement of children's language skills in early childhood through the use of the storytelling method at TK Negeri Pembina I Maba. The benefits of this research are expected to be able to provide benefits for various parties involved in it, such as teachers, children, and researchers themselves. Especially for educator practitioners, the results of this study can be used as a reference or guideline in everyday educational practitioners.

II. METHODS

The approach used in this research is the Action Research method.

Classroom (PTK) which is also one of the efforts of teachers or practitioners in the form of various activities carried out to improve conditions that are not or less satisfactory and or to improve the quality of learning in the classroom which aims to improve existing learning practices. This research uses a cyclical model consisting of planning, acting, observing, and reflecting. These four stages are seen as one cycle, this is in accordance with the theory of the model developed by Arikunto (2008: 3).

Location and Time This research was conducted at TK Negeri Pembina I Maba in the 2023/2024 academic year. with the research subjects were students of TK Negeri Pembina I Maba with a total of 20 students. Data Collection Techniques are carried out by the Observation Method, which is carried out by researchers during the learning process by using number card media in cognitive enhancement of early childhood in the learning, then using the Interview Method according to Denzim in Rochiati Wiriaatmadja (2005: 117) explains that interviews are questions that are asked verbally to people who are considered to be able to provide information or explanations of things that are deemed necessary. And the documentation method The documents used are student group lists, student score lists, and photos of learning activities. Photo documentation

to provide a more real picture of student group activities and describe the atmosphere of the class when learning activities take place.

Based on several theories and literature reviews, it is found that there are several factors that influence children's language skills, which are described as follows:

a. Early Childhood Language Skills

At the beginning of a child's life, the family is the main teacher and the first place of learning for children. The way parents greet and invite to talk is a meaningful provision for developing children's early language skills. Through interactions in learning and playing activities, children indirectly learn to develop their speech. This will continue in accordance with the speech abilities of children of the same age. As stated by Isah Cahyani (2004: 65), that "Children learn to speak by interacting with their environment, besides that the environment also provides lessons on behavior, expression, and adds to vocabulary.

This is in line with early childhood education described in Law No. 20 of 2013 concerning the National Education System is a coaching effort given to children from birth to 6 years of age carried out by providing educational stimuli. The goal is to help the physical and mental development of children, so that they are ready to continue their education to a higher level. early childhood education is organized before the basic education level which can be organized through formal, non-formal, and informal channels.

Early childhood is the right time to develop children's potential and intelligence. One of the potentials that need to be developed early on is language skills. Language skills are very important to learn with language skills learned and acquired by early childhood scientifically to adapt to their environment as a means of socializing, language is also a way of responding to others.

Language knowledge needs to be given along with efforts to improve children's language skills. In the age group of 3 - 6 years, children's early literacy skills develop rapidly if given good stimulation. At this age, children can recognize the letter sounds of the words they hear. For example, children can mention the sound an in the word horse. Children are prepared from non-formal to formal education. Children are introduced to reading texts and how to read them through shared reading activities. so that children are trained to speak with fixed pronunciation and appropriate tone. Development literacy Literacy or language in children proceeds in tandem between literacy knowledge and language skills. Language skills sequentially develop from listening, speaking, writing and reading. Good reading skills occur if the previous skills are developed appropriately.

In the Indonesian dictionary, language is a system of sound symbols used by a society to interact.

According to (santrock: 30) Language is a form of written or sign communication, which is based on a system of symbols. All human languages are generative (created). Humans do not think only with their brains, but are required to convey their thoughts with language that others can understand (Dhieni et al, 2005). This is in line with the opinion conveyed by *Morrison* (2012) Language is the most important preparatory skill. Children need language skills to succeed in school and in life.

The role of the teacher is very important in the development of children's language skills, the task of the teacher as a classroom teacher in the framework of "skilled language children" is to develop speaking teaching by emphasizing classroom activities that are dynamic, lively, and of interest to children (Haryadi and Zamzani, 1996/1997). Thus, the class is really felt as a necessity for children, which in the end children feel ready to be able to communicate. In order to "develop children's language skills", teachers should be able to act as models. The teacher as a model, not only as an example, but should be able to portray himself as a role model in everything, including in language. In Depdikbud (1995) it is stated that "The development of language skills in kindergarten aims to enable students to communicate orally with their environment. Furthermore, it is stated that the environment in question is the environment around the child, which includes, among others, (i) the environment of peers, (ii) playmates, and (iii) adults, both at school, at home, and with neighbors around their place of residence". Thus, the linguistic elements described above are important in early childhood language development.

There are many ways that teachers can help children develop their language skills, both receptively (listening and reading) and productively (speaking and writing). For this reason, it is important to keep in mind the abilities that are expected to be achieved, as outlined in the GPPSS-TK (Oepdiknas, 2002). These are imitate the sequencenumbers, sequences of words, recite some of the following

At the same time, answering questions, singing songs and saying rhymes, introducing pointing times that lead to a place, demonstrating simple movements in children's daily lives, telling about events around children in a simple way, answering simple questions and short stories told by the teacher, retelling simple short stories that have been told by the teacher, providing information about something, giving limitations about words or objects, sorting and telling 'the contents of the picture, completing simple sentences, continuing the story / rhyme / song that the teacher has started, mentioning as many names of objects, animals, plants that have the same name. that have color, shape, or according to name as many objects, animals, plants that have a certain color, shape, or according to certain characteristics, mention as many uses of an object as possible, imagine the consequences of an event that has not yet happened, tell the story of the picture that has been provided express themselves through dramatization, pronounce syllables in songs, introduce the initial letter of a meaningful word, introduce the final letter sound of a meaningful word, make words from initial syllables provided in oral form, introduce opposite words, and use the pronouns "I" or "me".

Based on the abilities to be achieved, in practice teachers should pay attention to the selection of appropriate methods such as storytelling, language games, puppet plays, conversations, questions and answers, dramatization, reciting poems, role playing, and tourism (Depdikbud, 1996). Through these methods, teachers are expected to be able to develop children's language skills.

b. Storytelling Method

Storytelling is an activity that a person does orally to others with tools or without tools about what must be conveyed in the form of messages, information or just a fairy tale, which is packaged in the form of a story that can be listened to with a sense of fun. According to *Moeslichatoen R* that the storytelling method is one example of an approach to learning for kindergarten children by presenting stories to children orally. The story presented by the teacher must be more interesting so that it can invite children's attention not to be separated from the educational objectives for kindergarten children.

Bachtiar S. Bachri states that storytelling activities, in the context of early childhood learning, can be considered as an attempt to develop the potential of the child.children's language skills through listening and then repeating. The goalStorytelling is to train children's speaking skills to convey ideas orally. Storytelling has

several goals, namely to stimulate and foster children's imagination and fantasy power naturally, develop critical and creative reasoning power, encourage children to speak, have an attitude of concern for the noble values of the nation's culture, can distinguish good deeds and need to be imitated with bad ones and do not need to be imitated, encourage respect and self-confidence and commendable attitudes in children, increase children's language vocabulary. The benefits of storytelling for children at an early age are stimulating listening skills, stimulating speaking and language skills. increase vocabulary, stimulate reading and writing skills, help broaden children's horizons, strengthen the relationship between teachers and children. Given the importance of the goals and benefits of storytelling for children at an early age, it is therefore necessary to use the right storytelling method so that it can improve language skills in early childhood.

According to Fadlillah (2012:172), the storytelling method is a method that tells an event or incident to students. The event or event is conveyed through unique words, expressions and facial expressions. The storytelling method means conveying stories by telling stories that distinguish between storytelling and other storytelling methods is that other technical aspects of storytelling are more prominent. Abdul aziz expressed the opinion that there is a purpose of the storytelling method, namely to entertain children and please them with good storytelling to increase children's knowledge.

Moeslichatoen R, explains that there are several storytelling techniques that can be used by teachers, including reading directly from books, using illustrations from picture books using flannel boards, using puppets and role playing in a story. In order for storytelling activities to be interesting for early childhood, teachers need to pay attention to the stages of storytelling, namely choosing book titles or compiling interesting and memorable story scripts, preparing media / props (pictures, puppets or others), placing props in places that are easily visible to children, creating a quiet atmosphere and inviting children to pray before starting storytelling, exploring the characters in the story and doing exercises, so that they can evaluate the shortcomings when telling stories and the duration needed.

Some things that can support the storytelling process to be interesting (1) eye contact when telling stories, the teacher must make eye contact with the child. Look at the child and be quietfor a moment. So that children feel cared for and invited to interact. In addition, the teacher

The teacher can see if the children are listening to the story. (2) Facial expressions When telling a story, the teacher's facial expressions can support the life of the story. The teacher must be able to express his face according to the situation being told. (3) Body movements The story being told will be more interesting if the teacher makes movements that reflect what the characters are doing, (4) Voice The low level of the voice can be used by the teacher to bring children to feel the situation of the story. In addition, the teacher must also be able to imitate the voices of the characters in the story. (5) Speed Try to keep the speed of speaking always at the same tempo or steady. Not too fast that makes children confused or too slow that makes children bored. (6) Intonation of sentences, Intonance is the rise and fall of the sentence that functions to form the meaning of the sentence. With the right intonation, the listener can distinguish the pronunciation of sentences for sad, angry, happy tones and so on. (7) Interaction with the child Interaction with the child must be done during storytelling, it can be in the teacher's request for the child to do something. For example; it could be counting, naming colors or following sounds. Or it could be by holding a part of the child's body.

The implementation of Storytelling can be done at the beginning of learning as an opening of the day's learning, Storytelling can be done at the end of learning, as a bonus for children after being tired of carrying out learning activities all day, it is not recommended to tell stories in the middle of learning. Educators must pay attention to the following things so that storytelling activities run smoothly and get the expected results such as the place of storytelling The place for storytelling to be carried out indoors or outdoors is adjusted to the environment, the seating position tries to make children sit comfortably and close to the teacher - The language of the story to attract children's attention uses the language that children often use, namely the mother tongue.

Based on several theories and opinions related to the storytelling method, it can be concluded that the storytelling method is one of the learning strategies where the delivery is through oral speech by telling stories or events and information without leaving the purpose of the learning. The storytelling method can help optimize

the ability to express language, by enriching vocabulary, improving the ability to pronounce words, and training children to string sentences according to their development, children will be able to express themselves.

III. DISCUSSION RESULT

The results in this study use a class action research method (PTK) which is one of the efforts made by teachers in the form of various activities to improve conditions that are not or less satisfactory and to improve the quality of learning in the classroom and improve existing learning practices. The following are the results of the study based on the sequence of cycles, namely:

(A) Cycle I Action: The results of research in Cycle 1 will be described based on three components, namely: Planning, Action and observation, Reflection. Implementation of Cycle I Action Planning was carried out in 3 meetings. at the Cycle I action stage the researcher carried out activities, namely:

- (1) Developing a Daily Activity Plan The lesson plan was prepared by researchers in the Daily Activity Plan (RKH). Based on a predetermined agreement, researchers provide activities using serial images in core activities.
- (2) Preparing observation sheets and observations used to record observations during the study. The ability to speak, receive language, convey children's language is determined by a score, namely a score of 3 for children who are developing well, a score of 2 for children who are developing sufficiently, and a score of 1 for children who are less.

The first cycle I meeting was held in the first week of November 2023. The implementation of the first meeting of cycle I includes 3 activities, namely initial activities, core activities, and final activities. The second meeting of cycle I was held in the second week of November 2023. The implementation of the second meeting of cycle I includes 3 activities, namely initial activities, core activities, and final activities.

(B). Cycle II Action: Cycle II Action Planning was carried out in 3 meetings. at the Cycle II action stage researchers and peers carried out activities, namely:

- (1) Developing a Daily Activity Plan The lesson plan was prepared by the researcher in the Daily Activity Plan (RKH). Based on a predetermined agreement, researchers provide activities using serial images in core activities.
- (2) Prepare an Observation sheet The observation sheet is used to record the results of the observation. observations during the study. Language ability, receiving language, children's language is determined by a score, namely a score of 3 for a well-developed child, a score of 2 for a moderately developed child, and a score of 1 for a child who is lacking.

The first meeting of cycle II was held in the first week of January 2024 with the theme Implementation of cycle I first meeting includes 3 activities, namely initial activities, core activities, and final activities.

- a) Early Activities begin with outdoor activities, namely with physical activities in the form of gymnastic activities together, then line up and enter the classroom in an orderly manner. After entering the classroom, children are positioned to sit in a circle for opening activities, namely greetings, prayers and apperception about storytelling activities using picture series.
- b) Core Activities In the core activities, children are asked to carry out tasks according to the rules that have been agreed upon. Because it is still early stages, children still need a lot of guidance
- c) Final Activity, in this activity students and teachers reflect on difficulties, give assignments and close with prayer and say thank you.

The second meeting of cycle II was held on the second week of January 2024. The implementation of the second meeting of cycle II includes 3 activities, namely initial activities, core activities, and final activities. The third meeting of cycle II was held on the third week of January 2024. The implementation of the third meeting of cycle II includes 3 activities, namely initial activities, core activities, and final activities. The first meeting of cycle III was held on the fourth week of January 2024. The implementation of the second meeting of cycle III includes 3 activities, namely initial activities, core activities, and final activities. The third meeting in cycle III was held in the first week of February 2024. Efforts made in improving early childhood language skills by teachers, one of which is to use the storytelling method. Based on the results of classroom action research conducted for 3 cycles consisting of 9 meetings, aspects of early childhood language skills at TK Negeri

Pembina I experienced an increase from the initial condition before class action research was held until action research was carried out. The increase in the development of language skills of group children is percented on average from the initial condition of 31.2%, and reaches 85.5%. The results showed that language skills can be improved through the use of storytelling methods by teachers/educators. This is in accordance with research conducted by Sumiati storytelling method with series pictures can improve language skills in group B children at TK Negeri 11 Pembina 1 Jambi. Likewise, the opinion conveyed by Andang Ismail that With the help of teaching aids, teachers can not only explain more things in a shorter time, but also achieve faster results, (Andang Ismail: 181). In line with Rose and Roe said that learning to read early teachers can use play strategies with storytelling media.

IV. CONCLUSIONS AND SUGGESTIONS

The conclusion from the results of this study is that efforts to improve language skillsearly childhood in TK Negeri Pembina I Maba can be improved through the storytelling method. The results showed that there was an increase in language skills, namely in the initial condition of 31.2%, increased in Cycle I to 60.3% and Cycle II increased to 75.3%. And in cycle III it increased to 85.5%. This shows that children at TK Negeri Pembina 1 Maba have achieved language skills after intervention with the storytelling method. As an effort to improve early childhood language skills Based on The results of the study then the researcher provides suggestions and follow-up as follows:

1. For Parents

It is recommended to often tell storytelling stories in introducing and improving language skills from an early age so that children can explore, add experiences, and new insights to improve reading preparation skills to continue to further education.

2. For Teachers

It is recommended for teachers to be able to use the storytelling method with the media available in the process of teaching and learning activities to improve children's language skills.

3. For Schools

It is recommended for schools to facilitate and improve teacher competence in the process of teaching and learning activities to improve language skills through the storytelling method.

4. For Other Researchers

For other researchers to be able to examine with various methods that can be done by teachers/educators in improving language skills in early childhood.

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