

Application of Storytelling Media to Improve Speaking Skills in Early Childhood

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Abstract

Purpose: The purpose of this study was to determine the learning of the storytelling method to improve children's speaking skills at Aisyiyah 1 Sawahan Kinder-garten, increasing vocabulary or vocabulary in Early Childhood.

Methodology: Children's listening and speaking skills are the most important part in supporting children's development, which has a relationship with aspects of moral religious values, language, cognitive, social emotional and art. This re-search uses a qualitative descriptive method. Data collection in this study was carried out through observation, interviews and documentation. Data analysis techniques used descriptive analysis of the Miles & Huberman model. This technique consists of three steps, namely data reduction, data presentation and conclusion drawing. Qualitative research methods can be used with the aim of examining the conditions of natural objects, where researchers are the main actors, data collection methods are based on the accumulation of meaning rather than generalization. Research The storytelling method can improve speaking skills for children.

Results: The storytelling method also increases the stimulus used by Tk. Aisyiyah 1 Sawahan to improve children's language using storytelling media to stimulate verbal expression in children, children's ability to record words from story-telling media can increase children's knowledge and increase vocabulary in expressing goals and objectives, even children can say new sentences without changing the meaning of storytelling media by improving children's language. One of the language skills is increasing the vocabulary of early childhood more rapidly after the application of storytelling media. The storytelling method can also improve abilities by using diverse themes, simple sentences and easily understood by children.

Applications/Originality/Value: The implication in this study is that the storytelling method plays a role in the development of early childhood speech. Early childhood, Speaking ability, Storytelling.

Introduction Section

Early childhood education focuses on the foundation of physical growth, intelligence, social-emotional, language, and communication according to the needs and development of each child. According to Eliza in (Nengsi & Eliza, 2019), early childhood education is very important for child development. Early childhood education is learning provided to children from birth to six years of age. The aim is to encourage children's physical and mental growth so that they are ready to continue to further education (Law Number 20 Year 2003 Article 1 Point 14). Early childhood education includes six aspects of early childhood development that need to be developed optimally. Developmental aspects include religious and moral values, social-emotional, cognitive, physical-motor, and linguistic. According to (Amirah, 2023), Language is the use of sound to communicate or express oneself, either through signs or written symbols. Early childhood can learn to communicate to express their feelings to others. According to (Shomiyatun, 2018), an important aspect that must be considered in child development is language development. Language is an important element in supporting children's development. Early childhood language skills consist of receptive language (listening and reading) and expressive language (speaking and writing).

Speech and language competence in the years before school is an important prerequisite for later achievements in literacy (McLeod et al., 2019). Speaking is an important skill centered on reading and writing. Literacy is a child's ability to read, write and solve problems. These abilities are important to a child's development and are acquired through the mastery of speaking skills. Children aged 3 to 5 years often have good communication skills. A child's first language model mostly comes from their family environment. Research shows that the environment has a significant impact on children's language skills. Children who are able to speak fluently at an early stage tend to be successful at school in developing strong literacy (Sukmawati & Nurhidayah, 2019). Language skills include Listening, Speaking, Reading, Writing. Of the four aspects, speaking skills are important for early childhood. According to (Rambe et al., 2021), children use speaking as an important thinking tool. Children who are able to speak will have better social skills than children who speak slowly.

Speech delay in children is a serious problem that needs serious treatment, as it can interfere with the child's development. Speech delays can be detected from the use of inappropriate words, unclear pronunciation, and limitations in communication that require the use of sign language. This makes it difficult for parents and people around the child to understand the child even though the child can understand what they say. This is in accordance with the problems in the field where there are still some students who experience speech impediments, so that these children will behave less confidently and be slow to master their learning skills. The earlier speech delay is detected, the higher the chance of recovery (Nurzaman et al., 2020). Early detection of speech delays should be carried out by all individuals involved in the treatment of these children. Early detection activities involve parents, family members, obstetricians during pregnancy, and pediatricians treating the child. When doing early detection, you need to be able to distinguish whether your child's speech delay is functional or nonfunctional. Functional speech delay is a common problem experienced by some children. This group of speech delays is often mild and only indicates the immaturity of the child's speech function. At a certain age, especially after the age of two, the child will progress. Conversation is a way to practice a child's speech. The ability to speak is the child's ability to communicate, that is, the ability to convey his expression to others and to himself. All teachers are expected to master a variety of materials and learning strategies that can be used to help children enrich vocabulary, pronounce words, and construct accompanying sentences. In the development of children's speaking ability (Khoiriyah & Rachman, 2019). Communicative activities involve developing children's language skills, especially verbal expression, through fun activities such as storytelling.

The application of storytelling media helps children recognize words, produce language sounds, and increase their vocabulary through storytelling activities. According to research by (Dheasari, 2020), storytelling has a significant positive impact on speaking ability. Likewise, (Yan, 2023) explained that working with students in The Pittsburgh Public School District using child-adapted storytelling methods can improve the motivation and performance of students who have deficiencies in math, reading, and writing skills. Through storytelling activities, students learn to listen, deepen their understanding of the characteristics of the story, and expand their knowledge. According to (Wardatun & Gunawan, 2023), storytelling can improve language skills, expand vocabulary, and help memorize words. The benefits of using storytelling techniques are: (a) can be done with most students; (b) the time will be more effective and efficient; (c) make it easier for teachers to condition students in the classroom; and (d) facilitate control for teachers, so teaching becomes easier (Sulistawati & Karmila, 2023). In addition to the advantages, the use of the storytelling method also has several disadvantages, among others: (a) Teachers or educators are sometimes embarrassed to express themselves when telling stories; (b) Sometimes children are bored and do not concentrate because storytelling does not use media or props or presentations that are less interesting; (c) Children are sometimes passive holding back many things they want to know to ask when the teacher or educator tells a story; (d) Because they are more focused on listening, it sometimes makes students passive. The development of children's speaking through storytelling media has been widely studied, and this article will explain why the use of storytelling media can improve children's speaking ability. Based on this statement, the purpose of this study is to obtain information about the application of digital storytelling media in improving early childhood speaking skills at Aisyiyah 1 Sawahan Kindergarten.

Research Methods

This research uses qualitative methods. Qualitative methods are used to examine natural object conditions, with researchers as the main actors. Data collection is based on the accumulation of meaning rather than generalization (Lupiyoadi, 2014). Qualitative research is a research method for collecting descriptive data through written and spoken words from people and behaviors that can be observed. Research on natural objects here does not involve engineering, so the research is as it is. Data collection techniques in this study involved interviews, observation, and documentation. This research was conducted at Aisyiyah 1 Kindergarten located in Sawahan Village, Ngemplak sub-district, Boyolali city. The subjects of this study were students of class A. Data were obtained from the principal, class teacher, and students of kindergarten. Aisyiyah 1 Sawahan. The data analysis technique used in this study was descriptive analysis of the Miles and Huberman model in (Nadhifah, 2020). The method consists of three steps: Data reduction, Data presentation, Conclusion drawing the first step involved collecting information through observation, interviews, and documentation.

Research Results and Discussion

Research Results

Research conducted by Florence A. Undiyaundeye (2018), namely language reception and expression are part of Early Childhood speaking skills in receiving and understanding sounds and children's ability to use words for communication activities. According to (Gunter & Gunter, 1994) Language is very important for the development of social interaction and is used as soon as babies start talking to others. Children primarily acquire language from others, thus developing listening and reading skills, and further demonstrate their abilities through listening, writing, speaking, and reading. According to (Wardatun & Gunawan, 2023), Digital storytelling should be used so that children are more focused and interested in

listening to the story being told. In addition, the utilization of digital media in learning is also one way to meet the demands of learning in general demanding that students have the ability, knowledge, and skills in the field of technology, media, and information. One of the things that can affect the quality of speaking skills in children is the teacher, so it is hoped that teachers master various learning materials and strategies that can be applied to children in increasing vocabulary, pronunciation of words, and stringing sentences included in the development of speaking in children (Khoiriyah & Rachman, 2019). In addition, (Tiara & Handayani, 2023) that storytelling is not only beneficial for the development of good verbal language, interest in writing, reading in children, but through story-telling will help children to channel their imagination, add insight and knowledge and form morals such as good and bad behavior.

Based on the results of the research conducted, the storytelling method is used to improve speaking skills from PAUD to TK. Aisyiyah 1 Sawahan, according to the research results, storytelling is one of the effective methods that children appreciate in learning. Kindergarten students. Aisyiyah 1 Sawahan still knows very little about the existence of storytelling media due to the lack of teacher skills in providing learning materials and the lack of communication between teachers and students. However, after using the storytelling method, it can increase children's oral vocabulary, improve language, and increase children's knowledge (Hanipah & Siagian, 2023), Researchers apply this storytelling method to create supportive conditions for teachers in carrying out tasks in the learning process in the classroom. In line with Nur'Aini Fitria's research in her re-search stated that students are very enthusiastic in learning by using the storytelling method. The storytelling method allows children to communicate verbally, increase children's vocabulary, introduce children to letter symbols and prepare children for excellent development in reading, writing and counting (Oktaviana et al., 2023). This storytelling technique is expected to be carried out in learning activities with children. Presenting good storytelling techniques develops children's imagination, encourages creativity and increases children's enthusiasm in conveying the messages and information conveyed. In line with (Danu Kristianto & Marta, 2019) concluded that learning through the storytelling method is an effective medium in educating without creating the impression of paternalism.

Sarayati also argues that the visual media storytelling method can significantly improve children's language skills, especially the aspects of children's ability to express language, the ability to receive language, and the literacy aspect. Learning activities using visual media storytelling techniques provide a unique learning experience, build courage, arouse enthusiasm, and encourage vocabulary development. The storytelling method using visual media can also improve children's independent attitudes (Sarayati, 2019). Ayu Putri Nurjanah and Gita Ang-griani found in their research that the use of storytelling methods can improve children's speech. Storytelling is a method used by teachers in learning based on the basic objectives of the language skills of children (Widiyaningrum et al., 2018). One of these language skills is speaking. Children's speech skills have increased, which is marked by children being brave enough to tell their experiences and identities in front of their friends, being able to participate in activities to tell the names of fruit names very well and recite daily prayers (Potensia, 2020).

The storytelling method influences children's speaking development. There was an increase in the results of children's vocabulary development after being given treatment as evidenced by the average vocabulary development of children taught by the storytelling method better than the question-and-answer method. This study also found that the use of storytelling method in Aisyiyah 1 Sawahan Kindergarten with various themes will develop children's memory ability. In addition to developing vocabulary development, it also develops spoken language. Spoken language supports children to learn to read, understand world knowledge, and make social-emotional good. The storytelling method also trains children's imagination, instills moral values and trains children to be sensitive to the surrounding environment (Darmila et al., 2018). According to the explanation above, speaking ability is the ability to convey ideas orally in certain situations, and these ideas are processed appropriately so that the listener translates the information conveyed by the speaker. Therefore, speaking activities require a continuous process of practice in order to speak well and correctly (Setiawati & Ulfah, 2018). This ability refers to the child's ability to organize the various vocabularies he learns into a series of structured conversations. For example, a child's ability to repeat explanations that they hear using the right words and expressions so that others can understand them. Therefore, regular training and education is required. Developing children's speaking skills is very important. It contributes significantly to the child's overall development as a result of his or her language development, so that the child has the opportunity to use a good model of language skills to develop other aspects of his or her development.

Language development also includes the development of communication skills, the skill of using all human language abilities to express and create. According to Vygotsky's theory, language development is influenced by the environment. Interaction with older people and more mature speakers plays an important role in improving children's communication skills. In addition, Vygotsky conceptually, there is no age limit when talking about language development, because only the environment can increase a person's cognitive knowledge. Children who are taught to read since childhood have more vocabulary. Based on the explanation above, the activity of conveying stories from someone to the listener with the aim of providing information for the listener so that it can be used to recognize the emotions of himself, and others is called Storytelling. Storytelling is implemented without the use of props, but by using vocal quality, facial expressions, hand and body movements. Some important benefits of storytelling are as follows. a) Stories can motivate, create a fun atmosphere, and can help develop language learning. b) Stories exercise imagination. Children will be engaged in the story as they identify with the characters in the story and try to interpret the narrative and illustrations. c) Listening to stories in class is

a shared social experience. Storytelling elicits responses of laughter, sadness, excitement and anticipation that are not only enjoyable, but can help build children's confidence and encourage social and emotional development.

Storytelling can also generate language learning by enriching learners' vocabulary and acquiring new language vocabulary. In addition, storytelling can provide an encouraging and anxiety-lowering context for language learning (Dian Arief Pradana, 2021). In this study, fairy tale treatment and good storytelling means that children receive verbal messages and then receive nonverbal messages conveyed by the speaker. The child also communicates during reading activities, and the child can communicate with the storyteller, ask questions about the content of the fairy tale, and take the initiative to tell what might happen in the fairy tale. Techniques for developing speaking skills in early childhood are things that need to be considered, because not only storytelling can develop children's skills, but several techniques such as the development of children's language skills can also be improved, for example giving children time to speak and as parents who listen, or children become listeners to the stories told and are asked to retell the stories told. Reading and telling stories to children has a positive impact, where it can be seen, that children have begun to make up stories and tell stories to their friends and children get the opportunity to express themselves in their own words, so that through reading aloud and storytelling activities can play a role in communication in children. Social play including reading aloud and storytelling is one of the most important ways to stimulate children's literacy, namely speech and language development (Brodin & Renblad, 2020). Based on the delivery above, storytelling is an effective activity to be applied in developing speaking skills in early childhood in kindergarten. Aisyiyah 1 Sawahan. The improvement of children's speaking skills through storytelling activities includes, 1) children begin to be able to make up stories and tell stories to their friends, 2) children get the opportunity to express themselves in their own words, 3) able to tell what they hear clearly, 4) can answer questions about the story, 5) stimulate children to speak and express opinions, and enrich vocabulary in children. In addition, the use of media applied in learning activities can create a pleasant learning atmosphere for children so that it can attract children to be active in the activities carried out and motivate children to develop their speaking skills.

Conclusion

According to the results of the research previously described, it can be concluded that the storytelling method has an important role in early childhood language development, namely speaking ability. The storytelling method can improve speaking skills for children. The storytelling method also improves the stimulus used by Tk. Aisyiyah 1 Sawahan to improve children's language using digital storytelling media to stimulate verbal expression in children, children's ability to record words from storytelling media can increase children's knowledge and increase vocabulary to express intentions and goals, even children can say new sentences without changing the meaning of digital storytelling media by improving children's language. The storytelling method also improves children's listening skills. This method attracts children because the stories presented are written in clear language that is easy for children to understand. In addition, the storytelling method can be used by presenting stories to children about various stages and allowing them to know various new words and then making simple or frequently heard sentences from the words they know, which can increase children's vocabulary. This has an important impact on children's growth and development, and according to the child's wishes, the child will be more well stimulated and the skills of listening to the story the child can ask and answer questions from the teacher and his friend. Children can retell what is recorded in the story through storytelling media. Hopefully, Early Childhood can re-explore and explore words and sentences without changing the meaning of digital storytelling media. The method that can be used by teachers to train students' speaking skills is the storytelling method. Based on the above research, there are obstacles that must be better and improve the shortcomings in the next research related to digital storytelling media. Some of the obstacles experienced by researchers are that there is still little interest from teachers to find digital storytelling stories on various social media.

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