

Application of Storytelling Methods and Picture Word Card Media on Language Ability for Children

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ABSTRAK

Bahasa merupakan hal yang sangat penting, melalui bahasa anak dapat mengungkapkan pikiran dan pengetahuannya ketika berinteraksi dengan orang lain. Penelitian ini bertujuan untuk menganalisis pengaruh secara parsial dan simultan penerapan metode bercerita dan media kartu kata bergambar terhadap keterampilan berbahasa anak usia 5-6 tahun. Penelitian ini termasuk dalam jenis penelitian eksperimen dengan rancangan one group pretest-posttest design. Populasi dalam penelitian ini berjumlah 45 anak. Pengambilan sampel dilakukan dengan metode purposive sampling, dan jumlah sampel yang diperoleh adalah 15 anak PAUD. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan metode observasi terstruktur, analisis dokumen, dan penerapan analisis regresi berganda untuk menguji hipotesis. Instrumen penelitian yang digunakan berupa lembar observasi. Teknik analisis data yang digunakan adalah uji normalitas, uji linieritas dan uji hipotesis. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif penerapan kartu kata bergambar terhadap keterampilan berbahasa anak usia 5-6 tahun. Hasil Hipotesis menunjukkan bahwa terdapat pengaruh positif penerapan metode bercerita dan kartu kata bergambar secara bersama-sama terhadap keterampilan berbahasa anak usia 5-6 tahun. Berdasarkan hasil tersebut dapat disimpulkan bahwa terdapat pengaruh positif penerapan metode bercerita dan media kartu kata bergambar terhadap keterampilan berbahasa anak usia 5-6 tahun.

ABSTRACT

Language is a very important thing, through language children can express thoughts and knowledge when interacting with other people. This study aims to analyze the effect of partially and simultaneously the application of the storytelling method and picture word card media on the language skills of children aged 5-6 years. This research belongs to the type of experimental research with a one-group pretest-posttest design. The population in this study amounted to 45 children. Sampling was done by purposive sampling method, and the number of samples obtained was 15 early childhood children. Data collection in the study was carried out using structured observation methods, document analysis, and applying multiple regression analysis to test hypotheses. The research instrument used is in the form of an observation sheet. Data analysis techniques used are normality test, linearity test and hypothesis testing. The results showed that there is a positive influence on the application of picture word cards on the language skills of children aged 5-6 years. The results of Hypothesis show that there is a positive influence on the application of the storytelling method and picture word cards together on the language skills of children aged 5-6 years. Based on these results, it can be concluded that there is a positive effect of the application of storytelling methods and picture word card media on the language skills of children aged 5-6 years.

1. INTRODUCTION

Early Childhood Education (PAUD) is the first level of education taken by a child (Laduni et al., 2017; Muhdi & Nurkholis, 2021). PAUD education is carried out as an effort to foster children from birth to the age of six years which is carried out through educational stimulation to help physical and spiritual growth and development so that children have learning readiness to enter further education (Latif, 2020; Nofikasari et al., 2019; Prihantini, 2018). At this level of education, children are trained to be able to improve all aspects of development, namely aspects of religious and moral values, physical motor,

language, cognitive, language, social emotional and art (Adhe, 2018; Rosmiyati & Wahyuni, 2019). In addition, in PAUD education, children are strived to develop basic language skills in order to improve communication skills (Hadary et al., 2019; Solekhah, 2020). Language is one of the important aspects that must be mastered by students, this is because with language children can express their thoughts and knowledge (Anggraeni et al., 2019; Lee et al., 2020; Pransiska, 2017). In the process of interacting with other people, children can develop their social skills and language becomes a communication tool, both written and verbal, that is used to express feelings or desires towards others (Elya et al., 2019; Febiola & Yulsyofriend, 2020). Social skills begin with mastering language skills (Fitriani, 2019; Nurkholifah, D., & Wiyani, 2020). Language becomes the main form of expressing thoughts and knowledge when children interact with other people (Alam & Lestari, 2019; Hardiyanti et al., 2020). In general, the language development of children aged 5-6 years can pronounce more than 2,500 vocabularies, the scope of vocabulary that can be spoken by children involves color, size, shape, smell, beauty, speed, temperature, difference, comparison, surface distance (rough- smooth), already able to participate in a conversation, the child is able to listen to other people talk and respond to the conversation (Milana, 2021; Nofita, 2021). Conversations carried out by children aged 5-6 years have involved various comments about what they and others are doing, as well as what they have seen (Gularso et al., 2021; Mayasari & Ardhana, 2018).

However, the reality on the ground shows that there are still many young children who have difficulty speaking. This is in line with the results of observations made at TK Negeri 3 Brang Rea, West Sumbawa Regency. The results of observations show that there are still many children who are not able to speak or speak fluently. This can be seen from the children who have not been able to communicate orally well, the vocabulary is still lacking, and the children are still very difficult to assemble letters and even some letters are still misread by children because children still do not understand or recognize letters well. Repeating more complex sentences and expressing a feeling/idea that is still low, as well as the lack of facilities and infrastructure in the school. This is also supported by data obtained during observations and interviews with one of the PAUD teachers at TK Negeri 3 Brang Rea regarding the language skills of children aged 5-6 years, which is 20%. If left continuously problems regarding the low speaking ability of students will affect the low ability of students to communicate and interact.

Efforts that can be made to overcome these problems are by applying learning methods and media that are in accordance with the needs of students. One method that can be used is the storytelling method. Storytelling is an activity that one person does verbally to others with tools about what to convey in the form of messages, information or just a fairy tale that is packaged in the form of a story that can be listened to with a sense of fun (Sablez & Frances, 2020; L. Sumaryanti, 2018). In applying the storytelling method, the teacher conveys stories by speaking or providing explanations or explanations verbally, with the aim that the contents of the story can be conveyed and received well by children (Aulinda, 2020; Maulana & Mayar, 2019). The selected story must be interesting with the goal to be achieved, with reasonable movements and varied intonation (Aminah & Kurniawati, 2018; Hendriani, 2020; Staley & Freeman, 2017). The application of the storytelling method can be accompanied by the use of picture card media, in order to stimulate students' thinking and speaking processes. Picture word cards are basically small cards that contain pictures, text or symbols that remind or guide students to something related to pictures (Aliputri, 2018; Amini & Suyadi, 2020). Picture word cards are presented in the form of visual learning media that contains a combination of words and pictures around children such as names and pictures of animals, fruits, objects, clothes, vegetables and so on (Septiana, P., & Suaebah, 2019; Widiatmoko et al., 2020). The card has many series so that children will not get bored easily and can change according to the child's wishes (Asmonah, 2019; Pertiwi, I. N., & Dwi, 2019).

Several previous studies have revealed that the application of storytelling methods in the learning process can significantly improve children's early literacy skills (Hasannah, R. G. U. Hasannah, 2019). The results of other studies also reveal that the use of storytelling methods has effectiveness in improving children's speaking and reading skills (Hidayat, 2022; Niemi & Multisilta, 2016). Subsequent research revealed that there was an increase in children's early reading ability after being taught to use the direct instruction model assisted by picture word card media (Asmonah, 2019). Based on some of the results of these studies, it can be seen that the use of storytelling methods and picture word card media can significantly improve children's learning outcomes and speaking skills. It's just that in previous studies there were no studies that specifically discussed improving the language skills of children aged 5-6 years using storytelling methods and picture word card media. Thus, this study focused on this study with the aim of analyzing the partial and simultaneous effect of the application of storytelling methods and picture word card media on the language skills of children aged 5-6 years.

2. METHOD

This research belongs to the type of experimental quantitative research using the Pre-experimental design approach (Pre-experimental). The research design used is one group pretest-posttest. The population in this study were kindergarten children B1, B2, and B3, totaling 45 children. Sampling was carried out by purposive sampling method, and the number of research samples obtained was 15 children who were in class B3. Data collection in the study was carried out using structured observation methods, document analysis, and applying multiple regression analysis to test hypotheses. The research instrument used is in the form of an observation sheet. Data analysis techniques used are normality test, linearity test and hypothesis testing. The normality test of the data was carried out to determine whether the data were normally distributed, while the hypothesis test was carried out using the t-test and F-test with the help of SPSS statistic 24.0 for windows.

3. RESULT AND DISCUSSION

Result

The first analysis is done by giving pretest and posttest to students. The pretest is given to students at the beginning of the learning process in order to determine the students' initial abilities, while the posttest is carried out after the students are given treatment in the form of the use of storytelling methods and picture word card media. The results of the students' pretest and posttest are presented in Figure 1.

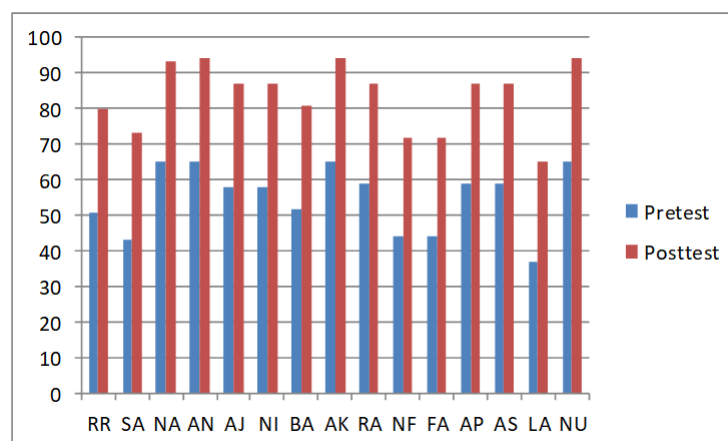


Figure 1. Pretest and Posttest Values of Language Skills

Base on Figure 1, explains the results of the comparison of measurements before being given treatment and after being given treatment in children aged 5-6 years. The total score before being given treatment obtained a score of 824 with an average score of 55 and after being given treatment the total score increased to 1,253 with an average score of 84. The results obtained that the child's score experienced a higher change, different from before being given treatment the average score of children is still low. After getting the results of the pretest and posttest of the students, the research then continued on testing the research hypothesis. In this study, there are three hypotheses tested, namely: The first hypothesis: there is a positive effect of the application of the storytelling method on the language skills of children aged 5-6 years in TK Negeri 3 Brang Rea. The second hypothesis: there is a positive effect of the application of picture word cards on the language skills of children aged 5-6 years in TK Negeri 3 Brang Rea. The third hypothesis: there is a positive effect of applying the storytelling method and picture word cards together on the language skills of children aged 5-6 years in TK Negeri 3 Brang Rea. The results of testing the research hypotheses are presented in Table 1, Table 2, and Table 3.

Table 1. Results of the First Hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	33.441	2.924		11.437	0.000
Storytelling Method	0.799	0.046	0.979	17.396	0.000

Table 2. Results of the Second Hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26.903	12.965		2.075	0.058
Picture Word Cards	0.856	0.195	0.774	4.401	0.001

Table 3. Results of the Third Hypothesis

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1187.090	2	593.545	232.434	0.000 ^b
Residual	30.643	12	2.554		
Total	1217.733	14			

Based on Tables 1, 2, and 3, it can be seen that in hypothesis 1 the value of $t_{\text{count}} > t_{\text{table}}$ ($17.936 > 2.160$), then there is a positive influence of the application of the storytelling method on the language skills of children aged 5-6 years in TK Negeri 3 Brang Rea. Furthermore, hypothesis 2 shows the value of $t_{\text{count}} > t_{\text{table}}$ ($4.401 > 2.160$), which means that there is a positive influence on the application of picture word cards on the language skills of children aged 5-6 years in TK Negeri 3 Brang Rea. The results of Hypothesis 3 show that the calculated $F_{\text{value}} > F_{\text{table}}$ ($232.434 > 3.81$), which means that there is a positive influence on the application of the storytelling method and picture word cards together on the language skills of children aged 5-6 years in TK Negeri 3 Brang Rea.

Discussion

The results of the research analysis show that there are three main findings in the study regarding the application of storytelling methods and picture word card media to improve children's speaking skills. The first finding shows that the use of the storytelling method can significantly improve children's speaking skills. Storytelling method is able to stimulate the child's desire to participate in the story and speak according to the story being discussed. The storytelling method is carried out by conveying a story orally to students with the aim that the contents of the story can be conveyed and received well by children (Sablez & Frances, 2020; Lilis Sumaryanti, 2020). In the process of applying the storytelling method the teacher must choose an interesting story, use facial expressions that match the content of the story, and use various intonations to attract students' interest to listen (Aliputri, 2018; Amini & Suyadi, 2020; Hendriani, 2020). The learning process by applying the storytelling method is believed to be able to improve children's language skills because through the storytelling process children will be taught to observe and listen directly to data and vocabulary delivered through speakers (Pransiska, 2017; Widyaningrum et al., 2022). Through the process of listening, children will be able to retell the contents of the fairy tales that have been read, it will indirectly stimulate children's dialogue skills (Aulinda, 2020; Hasanah & Sugito, 2020; Maulana & Mayar, 2019).

The second finding shows that the use of picture word cards can significantly improve students' speaking skills. There is an increase in children's speaking skills after being given media in the form of picture cards because the media is able to stimulate children's desire to tell the contents of the pictures shown by the teacher (Pertiwi, I. N., & Dwi, 2019; Septiana, P., & Suaebah, 2019; Widiatmoko et al., 2020). The use of picture card media is done by showing pictures to students to stimulate the child's brain in receiving information quickly related to the images given by the image (Aliputri, 2018; Amini & Suyadi, 2020). Such a learning process is effectively used to improve speaking skills, recognizing numbers and letters from an early age (Fahrudin et al., 2022; Kartini, 2021). A good picture word card is a picture card that is authentic, simple, has a relative size, and is in accordance with the learning objectives to be achieved (Pradana & Gerhni, 2019; Ramadanti, E., & Arifin, 2021).

The third finding in this study shows that there is a positive effect of applying the storytelling method and picture word cards together on the language skills of children aged 5-6 years. The findings then show that the storytelling method and picture card media are very suitable for the characteristics of students aged 5-6 years. In this case the image media can be a concrete object that is able to stimulate the thinking process of students, especially in terms of speaking. The results obtained in this study are in line with the results of previous research which also revealed that the application of the storytelling method in the learning process can significantly improve children's early literacy skills (Hasannah, R. G. U. Hasannah, 2019). The results of other studies also reveal that the use of storytelling methods has effectiveness in improving children's speaking and reading skills (Hidayat, 2022). Subsequent research revealed that there

was an increase in children's early reading ability after being taught to use the direct instruction model assisted by picture word card media (Asmonah, 2019).

The implications of this research provide an overview of the application of storytelling methods and picture word card media on language ability for children. The results of this study will be useful for educators, especially early childhood teachers, in choosing appropriate learning media to improve students' language knowledge. This research still has many shortcomings. One of them is the scope of the research which is still very limited because it only involves one kindergarten school as the research subject. It is hoped that future research will be able to deepen the scope of research related to storytelling methods and picture word card media in improving students' language knowledge.

4. CONCLUSION

Based on the results of the study, it can be concluded that there is a positive effect of applying the storytelling method and picture word cards together on the language skills of children aged 5-6 years. Through the results of this study, PAUD educators can apply storytelling methods and picture word cards in learning to improve the language skills of children aged 5-6 years.

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