

Language Development Of Early Children Through Storytelling Methods In Nu 01 Yosowilangun Muslimat Kindergarten

Cholis Wahyuniati¹, M. Fadil Djamali², Riza Wahyu Utami³

¹²³ Program Studi PG PAUD, Universitas PGRI Argopuro Jember

E-mail: ¹ choliswahyuniati18@gmail.com, ² mfadil_djamali@yahoo.co.id

³ rizawahyuutami0504@gmail.com

Article History:

Received: oktober, 20, 2023; Accepted: Nopember, 20 2023; Published: desember 30, 12 2023

ABSTRACT

Language development (linguistics) is a child's development in acquiring words effectively, both spoken and written. Children's language development from an early age through the story telling method applied at the Muslimat NU 01 Yosowilangun kindegarteen aim to broaden horizon and knowledge as well as as communication tool and help children to interact well wih their sosial environment. The story telling method is an effort to develop language skills in early childhood. So the reasercher raised the problem of how children 's language development occur after an early age through the story telling method at Muslimat NU 01 Yosowilangun Kindegarteen. To answer the research problem, a qualitative descriptive type of research was used. The research subject were teacher and student. The data collection technique were observation, interview, and docomentation. The result of reaserch are the development of story telling methode has been developed for children language development from an early age. In implementation the teacher has optimally used the story telling methode. Qualitative data analysis is inductive in nature namely an analysis based on the data obtained, then developed. The data revealed that out of 10 children, 3 children (20%), were included in the BSB (according to expextation) category, 1 children (6%) was included in the MB (developing) category, and no one children in the BB (not yet developing) showing that 94% of children's language skills are in very good category and developing as expected.

Key word : language, story telling method



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

The essence of early childhood education is the provision of education which aims to provide facilities for children's growth and development in a holistic, integrative manner and focuses on developing all aspects of their personality. There are many programs recommended by the government to improve the quality of national education, one of

which is the PAUD or early childhood education program (Syafi'i, 2021).

Explained in Law No. 20 of 2003 concerning the National Education System in chapter I, Article 1, "Early Childhood Education is an effort to develop children from birth until they reach 6 years of age by providing stimulation that can help their physical and spiritual growth and development. children so that they are ready to face further levels of education. (Law, No. 20, 2003).

Aspects of child development include language. Language is a very important aspect of growth and development in everyday life. Through language they can communicate. To become a professional educator, teachers are required to be able to have maximum interaction in the classroom with students. So if the interaction between teachers and students is well established, children will become more actively involved in learning activities in the classroom (Melani, 2022).

When the teacher carries out learning activities such as reading story books, the teacher indirectly provides meaningful learning to the child, which means that these activities can provide new knowledge to the child so that it can influence the child's language skills in the future. Teachers can use story books that contain various kinds of pictures to increase children's language development according to the child's age stage (Amalia, Rahmawati, & Farida, 2019).

Childhood is a phase where a person is helpless because their growth and development has not progressed perfectly. The childhood phase must of course be able to develop the potential of the child's five senses, psychology, as well as self-preparation through good habits in life, for example when talking, behaving and so on, especially in activities related to behavior with other people. (Ananda, 2017).

Formal education in early childhood focuses on efforts to create growth and development both physically and in concepts related to social emotional, moral, religious, language and creativity of children in living daily life which cannot be separated from the use of language. (Rosyidin, 2020).

Early childhood acquires language skills naturally through their adaptation activities to the surrounding environment as a medium for them to socialize and provide positive responses to other people. Ages 4-6 years, the language skill most often used is speaking skills, this refers to the character of each individual. Parents or other people near the child can stimulate the child's speaking ability by frequently inviting the child to have

conversations such as asking what activities the child has done, asking how the child is feeling that day and many other things (Azhari, 2021).

Language skills need to be stimulated from an early age by parents, educators or other people who are close to the child. It is necessary to apply methods that are appropriate to the character of early childhood with the aim of providing stimulation, one of which is through providing examples, getting children used to behaving well, telling stories, and many other activities. (Nikmah, 2018).

Of the many methods, the author intends to try one learning method, namely the storytelling method. By telling stories indirectly, students will find the answers they need based on the reality of what has happened. This method is very effective for giving to young children.

In the opinion of experts, the storytelling method is the activity of conveying messages or providing information to students, which is done orally using media or not, in order to increase the ability to capture information, help develop thinking, train children to fantasize and imagine according to their own thoughts and create closeness in the world. classes and other activities(Ratnasari & Zubaidah, 2019).

Based on observations I made on January 10 2023 at Muslimat NU 01 Yosowilangun Kindergarten, it appears that children's language skills have not yet developed optimally. This was proven by retelling the contents of the story that the teacher had conveyed, only a few students could do it, the rest could not convey the contents of the story. Children can name story characters after being helped by the teacher. When the teacher asks the children to talk, the children just stay silent, either because they don't understand what the teacher is saying or because the children can't express their thoughts. In memorizing short letters, easy hadiths and children's songs, the majority of them do not dare to appear in front and are not able to interact with their friends.

The above is because the method used by teachers is only in the form of giving assignments using textbooks, so that children are less actively involved, another cause is that the learning facilities in the keas are still inadequate, such as the institution does not have story books, so it seems monotonous in developing language skills. child. Teachers in learning activities never use media, therefore the researcher intends to improve children's language skills by using the storytelling method through story books with pictures..

The above is in line with the opinion (Anggrayni, Mamba'usa'adah, & Yunitasari,

2023), which explains that storytelling activities are one solution that teachers can implement with the aim of making students' learning experiences in understanding words and listening skills develop optimally. Because with stories, it is easier for children to accept and understand the contents of the stories contained in the storybook.

It is hoped that this activity can stimulate children's skills to think systematically and can increase children's vocabulary and various skills related to children's language abilities. By telling stories, the learning material that the teacher wants to convey can be easily imprinted in the child's brain slowly and consistently through the implementation of this activity. Apart from that, children can also recognize the names of objects around them and imitate the words one by one. Not only that, by telling stories, children will easily interact with other friends, teachers, parents and so on.

METHODS

In general, a research approach or method is defined as a scientific way to obtain data with specific purposes and uses (Wahidmurni, 2017). This research aims to obtain an overview in the field about how teachers make efforts to develop early childhood language through the storytelling method at Muslimat NU 01 Yosowilangun Kindergarten, so this research uses descriptive analysis with a qualitative approach.

This type of research is descriptive qualitative, namely research that aims to systematically describe facts found in the field, verbal in nature, sentences of phenomena, and not in the form of numbers. This description is used to discover principles and explanations that lead to conclusions.

Researchers use the main data collection techniques, namely: Observation, Interview, Documentation. The data that has been collected is then analyzed so that we can understand the importance of early childhood language development through the storytelling method at the Muslimat NU 01 Yosowilangun Kindergarten. In this research, the data was analyzed using qualitative descriptive, in order to strengthen the data, it was supplemented with theories from experts and opinions from the researchers themselves. After the data is analyzed, conclusions are then drawn in an inductive manner. The inductive method is a way of thinking, "based on specific knowledge, when wanting to assess a general event" (Gebang, 2020).

RESULTS AND DISCUSSION

Giving stories means that children are given learning experiences which are carried out by educators telling stories, both written and unwritten, to students. The stories used by educators should be able to make students interested and make children feel curious and not miss the planned learning objectives. The stories used can also be stories related to daily activities that children often do, such as teachers telling stories about playing with mud, and so on (Zahro, Fiorentisa, & Fatini, 2020).

The researcher arranged the child's sitting position by making a circle, then the teacher told a story in the part of the circle surrounded by the child. The teacher tells the story with an interesting tone and intonation and differentiates the sounds made when the story characters are different so that the children become excited.

The tools that the teacher wants to use in this activity should be completely prepared, for example on an animal theme, what the teacher needs to do is prepare various kinds of pictures of animals that will be used that day.

The themes that educators will use are selected starting from themes closest to the child, such as the theme of oneself, to the more general ones. In the world of PAUD, teachers should be able to create a pleasant learning atmosphere so that the learning objectives to be achieved will be optimal. When applying the storytelling method, the teacher's facial expressions must match the content of the story (Anggrayni, Mamba'usa'adah, & Yunitasari, 2023).

The use of a based approach starts from themes that are often encountered in everyday life. With the aim that children are encouraged to participate actively and have an exciting learning experience. The theme that can be applied to children is about animals, in which the teacher can tell simple stories, for example telling about the arrogant rabbit, the kind turtle, and so on. (Zahro, Fiorentisa, & Fatini, 2020).

At the end of the lesson the teacher carries out a recalling activity or repeats the activities carried out the day before and then asks how they felt when they were at school and playing with their friends. The teacher asks the children to bring back stories about the activities the children have done. After that, the child is asked to tell the story that has been read in his own language in order to find out whether during the learning the child was listening to the teacher's story or not.

Based on the results of observations before the research, out of 10 children, 3

children (33%) were included in the BSH category (developing according to expectations), 5 children (40%) were included in the MB category (starting to develop), 2 children (27%) included in the BB category (not yet developed). From the results of observations made by researchers, it shows that 67% of children's language skills are still in the undeveloped and beginning to develop category.

Researchers can explain that the learning process at Muslimat NU 01 Yosowilangun Kindergarten begins with welcoming students at the school gate. This starts at 07.00. A picket teacher will stand guard in front of the gate and welcome children who have just arrived at school with SOP smiles and greetings. Next, the children will go to their respective classes to carry out prayer habit activities. It begins with the teacher reading a classical demonstration for 15 minutes, after which the children come forward one by one to perform individual prayers. This activity trains children's patience, namely being patient in waiting their turn.

After individual prayers, children from all classes will gather on the field to take part in classical guided by a picket teacher accompanied by a student representative. This activity is filled with a flag ceremony (for Monday), reading the Asmaul Husna, Pledge, and memorizing short letters along with their translations. Then proceed with SOP reading in class and toilet training SOP.

After the line activity, the children will enter their respective classes. In class the teacher starts with greetings, asking about news, singing songs related to the theme and guessing words in alphabetical order. Teachers also prepare children to be able to participate in learning activities well. After that, we move on to teaching and learning activities. Then in the main activity the teacher explains what activities will be carried out today and what materials the children will need. After that the activities were carried out. The teacher accompanies the child and observes the child and directs the child to be patient in waiting their turn if one of the activities is still full. And try to direct it to other activities first. Closing the main point, children are invited to recite the prayer for entering and leaving the restroom, as well as the prayer for washing their hands.

After that, the children will leave the classroom to wash their hands by queuing, then read the prayer to eat and take a break to eat, then wash their hands again and pray after eating, then the children are invited to play outside under the supervision of the teacher.

In the closing activity the teacher reviews the day's activities and asks the students again. Then carry out an evaluation. After that, children can be invited to sing again with the songs they like. Before going home the children read daily prayers and a short letter then close with a short letter and read the promise of returning home from school.

Based on the results of observations after the research, out of 10 children, 3 children (20%) were included in the BSB category (developed very well), 6 children (74%) were included in the BSB category (developed according to expectations), 1 child (6%) are included in the MB category (starting to develop), and 0 children are in the BB category (not yet developing).

From the results of observations made by researchers after implementing the storytelling method, it shows that 94% of children's language skills are in the very well developed category and are developing according to expectations. From these results it can be concluded that the implementation of the storytelling method can optimize children's language skills.

CONCLUSION

Based on research conducted at Muslimat NU 01 Yosowilangun Kindergarten, it can be concluded that the preparation for implementing learning using the storytelling method at Muslimat NU 01 Yosowilangun Kindergarten is by making a learning plan in the form of an annual program which is distributed in semester, monthly and weekly programs (Weekly Learning Implementation Plan/ RPPM), and daily (Daily Learning Implementation Plan/RPPH).

Implementation of storytelling learning activities is by providing stimulation to develop children's language skills, strengthening and expanding children's language as well as observing and documenting children's development and progress. The teacher acts as a facilitator and students play an active role in learning activities. Meanwhile, for the evaluation used at Muslimat NU 01 Yosowilangun Kindergarten, there are 3 forms of evaluation, namely daily assessment, anecdotal notes, and work results (portopolio).

Supporting factors for implementing the storytelling method include: adequate, experienced and professional teacher skills; a learning environment that supports children's play activities; complete and supportive media, APE and learning resources; school operational funds; as well as support from students' parents. Factors inhibiting the implementation of the storytelling method include: the limited number of educators;

teachers' creative ideas which are sometimes difficult to come up with, RPPM & RPPH which sometimes they forget to fill in; students who are difficult to manage; and less than optimal use of time.

ACKNOWLEDGEMENTS

Terimakasih tak terhingga kami ucapkan kepada tim penelitian, TK Muslimat NU 01 Yosowilangun, serta Journal of Education Technology and Inovation Universitas PGRI Argopuro Jember yang sudah menerima dan bersedia mempublikasikan artikel penelitian ini.

REFERENCES

- Anggrayni, R., Mamba'usa'adah, M. S., & Yunitasari, S. E. (2023). Meningkatkan Kemampuan Bahasa Melalui Metode Bercerita Kelompok Usia 4-5 Tahun di TKIT Sultan Jakarta Utara. *Jurnal Ilmiah Potensia*, 8(1), 121-130.
- Amalia, E. R., Rahmawati, A., & Farida, S. (2019). Meningkatkan Perkembangan Bahasa Anak Usia Dini Melalui Metode Bercerita. *Institut Pesantren KH.Abdul Chalim (IKHAC)*, 1-14.
- Ananda, R. (2017). Implementasi Nilai-nilai Moral dan Agama pada Anak Usia Dini . *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* , 1(1), 19 – 31.
- Azhari, S. (2021). Pengembangan bahasa anak usia dini melalui metode bercerita di lembaga PAUD Meraje Gune. *jurnal pendidikan anak usia dini*, 2(2), 190-206.
- Gebang, A. A. (2020). *Analisis Data*. Bandung: CV. Media Sains Indonesia.
- Melani, Y. (2022). *Pengaruh Film Animasi Nussa dan Rara Terhadap Pengembangan Nilai Moral Dan Agama Anak Usia Dini 5-6 Tahun di TK Harapan Bangsa Lampung Barat*. Lampung: Skripsi: Tidak diterbitkan.
- Nikmah, N. I. (2018). Upaya meningkatkan Aspek Bahasa Anak Usia Dini Kelompok B Melalui Bermain Peran di TK Aisyiyah Bustanul Athfal II Rembang Tahun Pelajaran 2016/2017. *buana gender*, 3(2), 1-11.
- Pemerintah Indonesia. Undang-Undang (UU) Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Jakarta
- Ratnasari, E. M., & Zubaidah, E. (2019). Pengaruh Penggunaan Buku Cerita Bergambar Terhadap Kemampuan Berbicara Anak. *Universitas Negeri Yogyakarta*, 267-275.

- Rosyidin, A. (2020). Peningkatan Kemampuan Berbahasa Anak Usia Dini Menggunakan Media Cerita Bergambar di Kelas A1 Kelompok Bermain Roudhotul Jannah Klaseman Kecamatan Gatak Kabupaten Sukoharjo Tahun 2019/2020. *Skripsi*.
- Syafi'i, I. (2021). Pengembangan Kemampuan Mengenai Warna Anak Usia Dini Melalui Media Water Beads. *Yaa Bunayya Jurnal Pendidikan Anak Usia Dini*, 5(1), 28-33.
- Wahidmurni. (2017). Pemaparan Metode Penelitian Kuantitatif. *UIN Maulana Malik Ibrahim Malang*, 1-16.
- Zahro, M. F., Fiorentisa, I. F., & Fatini, A. (2020). pengembangan bahasa anak usia dini melalui bercerita dengan menggunakan boneka tangan. *Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 14-21.