

EARLY CHILDREN'S LANGUAGE DEVELOPMENT THROUGH STORYING METHOD

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Abstrak

Perkembangan berbahasa anak usia dini melalui metode bercerita di taman kanak – kanak adalah perkembangan anak dalam mengolah kata secara efektif secara lisan maupun tulisan. Tujuannya sebagai alat komunikasi, memperluas wawasan dan ilmu pengetahuan. Dan membantu anak untuk berinteraksi dengan baik dengan lingkungan sosialnya. Metode bercerita merupakan salah satu upaya dalam mengembangkan perkembangan berbahasa pada anak usia dini. Untuk itu permasalahan yang diangkat dalam penelitian ini adalah bagaimana perkembangan berbahasa anak usia dini melalui metode bercerita, untuk menjawab masalah penelitian digunakan jenis penelitian kualitatif dengan pendekatan deskriptif. Subjek penelitian guru dan siswa, teknik pengumpulan datanya observasi, wawancara dan dokumentasi. Hasil penelitian adalah perkembangan metode bercerita sudah berkembang untuk perkembangan berbahasa anak usia dini. Dalam pelaksanaan guru sudah optimal dalam menggunakan metode bercerita. Analisis data kualitatif bersifat induktif yaitu suatu analisis berdasarkan data yang diperoleh, selanjutnya dikembangkan..

Kata Kunci: Perkembangan Berbahasa, Metode Cerita, Anak Usia Dini

Abstract

The development of early childhood language through the storytelling method in kindergarten is the development of children in acquiring words effectively orally and in writing. Its purpose as a means of communication, broaden horizons and knowledge. It helps children to interact well with their social environment. The storytelling method is one of the efforts in developing language development in early childhood. For this reason, the problem raised in this study is how the language development of children after an early age through the storytelling method is used, to answer the research problem, a qualitative research type with a descriptive approach is used. The research subjects were teachers and students, the data collection techniques were observation, interviews and documentation. The result of the research is that the development of the storytelling method has developed for early childhood language development. In the implementation of the teacher has been optimal in using the storytelling method. Qualitative data analysis is inductive, namely an analysis based on the data obtained, then developed.

Keywords: Language Development, Story Method, Early Childhood

INTRODUCTION

Early childhood education (PAUD) is essentially an education organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality. Childhood in the Perspective of Islamic Psychology According to Abdul Mujib, the childhood phase, is a phase where the condition of an individual is still weak, due to incomplete development, both physical, spiritual and spiritual. This phase starts from the age of one month until the age of about seven years. In this childhood phase there are developmental tasks that must be fulfilled, including: The growth of sensory and psychological potentials, such as hearing, vision, and conscience. Then prepare the child by getting used to a good life, such as in talking, eating, socializing, adjusting to the environment, and behaving. This habituation is mainly carried out on the affective aspects. Affective aspects must be immediately accustomed to in childhood so that later the individual is accustomed to doing these aspects. The third is the introduction of the doctrinal aspects of religion, especially those related to faith. In the childhood phase, parents must introduce the concept of divinity to children. Children often ask critical questions about who created them and where God exists (Mujib, 2003).

Early Childhood Education 4 - 6 years is a formal education that focuses on efforts to develop physical abilities, intelligence, emotional, spiritual intelligence, emotional social, language and creativity of students. In everyday life, humans cannot escape from language. Language skills are 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 other people. In early childhood (4-5 years) the most common and effective language skills carried out is the ability to speak, this is in accordance with the general characteristics of children's language skills at that age. Learning to speak can be done by children with the help of their parents or adults who are around them, through conversation, by talking children gain experience and increase their knowledge and develop their language.

That is, language skills are the ability to communicate with other people. Language is closely related to the development of individual thinking. Language development in children is very important because through language, children can express thoughts, so that other people understand it and create a social relationship. So, it is not surprising that language is considered as one of the indicators of a child's success. This is because language is used as a means of communication between one person and another, as well as a means of connecting people from one nation to another. Thus, language is one of the factors that can strengthen relations and create an attitude of mutual understanding between nations. Children learn language, children learn language so that they can understand each other's desires, it can also be used as a tool that will be used to communicate in their daily lives.

Language skills need to be honed and cared for from an early age by both parents and teachers in schools and their environment. There needs to be a special method in stimulating early childhood language. There are many methods in developing early childhood language, including: exemplary method, habituation method, storytelling method, field trip method, assignment and question and answer method. From the various methods above, the writer is interested in one method of storytelling because in the world of education, the storytelling method is a very effective method, because it helps students to find answers on their own efforts based on facts or correct data. As a method of presentation, storytelling cannot be separated from explanations. orally by the teacher. Storytelling method is one method that can develop children's language. Tells a story is an activity that is carried out by someone to convey messages, information or a back story, which can be done orally or in writing (Indriyani, 2015).

There are several advantages and disadvantages of the Storytelling Method, the storytelling method has advantages and disadvantages, namely:

- a. Can reach a relatively large number of children.
- b. The available time can be used effectively and efficiently.

- c. Class settings become simpler.
- d. The teacher can master the class easily.
- e. It's relatively inexpensive.

While the disadvantages of the storytelling method are as follows:

- a. students become passive
- b. more listening or receiving explanations from the teacher.
- c. does not stimulate the development of creativity and the ability of students to express their opinions.
- d. the absorption or grasping power of students is different and still weak so it is difficult to understand the purpose.
- e. the main content of the story, quickly grows boredom, especially if the presentation is not interesting.

There are several objectives of the Storytelling Method, which are as follows:

- a. Developing language skills, including listening skills, listening skills, speaking skills, speaking skills and increasing their vocabulary.
- b. Develop their thinking skills because by telling stories children are invited to focus their attention and fantasize about the storyline and develop the ability to think symbolically.
- c. Embedding moral messages contained in stories that will develop moral and religious abilities, for example the concept of right and wrong or the concept of divinity.
- d. Develop children's socio-emotional sensitivity about the things that happen around them through the stories conveyed.
- e. Train the child's memory or memory to receive and store information through the speech of the events delivered.
- f. Develop children's creative potential through the diversity of story ideas told. (Tepoeiory, 2014)

There are several functions of the storytelling method that can make the learning atmosphere fun and exciting with full encouragement and motivation so

that the learning delivered can be easily understood by children. Storytelling to children plays an important role not only in fostering interest and reading habits, but also in developing children's language and thoughts. Thus, the function of storytelling activities for children aged 4-6 years is to provide stimulation to aspects of child development. The opinion above confirms that the storytelling method can help optimize the ability to express language, by increasing the vocabulary, the ability to pronounce words, training in stringing sentences according to the stage of development, and then the child can express himself.

From some of the opinions of the experts above, the writer can conclude that the storytelling method is a way of speaking and conveying stories or giving applications to children orally. The objectives are: to train children's grasping power, train their thinking power, train their concentration power, help the development of children's fantasy/imagination, create a fun and intimate atmosphere in the classroom.

There are several kinds of storytelling techniques that can be used, including: teachers can read directly from books, use illustrations from picture books, use puppets, role-play in a story, or tell stories using their fingers. Storytelling should be done in small groups to make it easier for the teacher to control the ongoing activities so that it will run more effectively. The storytelling techniques that can be used include:

- a. Reading directly from story books: The technique of telling stories by reading directly is very good if the teacher has appropriate poetry or prose to read to kindergarten children. The measure of the goodness of poetry or prose is mainly emphasized on the messages conveyed that can be captured by children: understanding the action is wrong and the action is right, or this is good and it is bad, or the incident is funny, the incident is interesting, and so on.
- b. Storytelling Using Illustrations from Picture Books: If the story told to kindergarten children is too long and detailed by adding picture illustrations from books that can attract children's attention, then this storytelling technique will work well. Listening to stories without

picture illustrations demands greater concentration than when children listen to stories from picture books. To become someone who can tell a good story, a kindergarten teacher requires preparation and practice. The use of picture illustrations from storytelling is intended to clarify the messages spoken, as well as to bind children's attention to the story.

- c. Telling Tales: Fairy tales are the oldest form of art. Storytelling is a way of passing on cultural heritage from one generation to the next. Fairy tales can be used to convey policy messages to children. Therefore, the art of fairy tales needs to be preserved from the child's life. Many good fairy tale books can be purchased in the market, but a creative kindergarten teacher can create fairy tales from the middle of nowhere on conditions with policy values.
- d. Storytelling Using a flannel Board: The teacher can make a flannel board by covering an area of the board with a neutral color, such as gray. The pictures of the characters that represent the characters in the story are patterned on paper which is covered with the smoothest sanding paper to attach to the flannel board so that it can stick. The pictures can be purchased in the market, or created by the teacher themselves, according to the theme and messages to be conveyed through storytelling.
- e. Storytelling Using Puppets: The choice of storytelling using puppets will depend on the age and experience of the child. Usually, the doll consists of a father, mother, son and daughter, grandmother, grandfather, and can be added other family members, the dolls made are each showing the character of certain role holders. For example, a patient father, a fussy mother, a brave son, a spoiled daughter, and so on.

- f. **Dramatization of a Story:** The teacher in storytelling plays the character in the characters in a story that children like and is a universal attraction for Universal. Favorite children's stories: Timun Mas, the mouse deer stealing cucumbers, and so on.
- g. **Storytelling While Playing with Fingers:** an example according to Hildebrand is as follows: teachers can create various stories by playing with their fingers, according to the creativity of each teacher. As already stated, being a good kindergarten teacher requires preparation and practice. Important preparations include mastering the content of the story completely and telling skills quite well and smoothly. To be skilled at telling stories, kindergarten teachers must always practice rhythm and voice modulation continuously and intensively. In order to attract children's attention in telling stories, teachers can use various stage equipment that invites children's attention because teachers by using an equipment can create emotional situations according to the theme of the story.(Sutikno, 2014)

Indicators of Early Childhood Language 4-5 Years used are:

Table 1
Early Childhood Language Indicator 4-5 years
old

	Indicator	Sub Indicator
Language Development	Phonology (sound system)	Can imitate animal sounds
	Morphology (rules for combining minimal units of meaning)	a. Child can say two words b. Saying poetry with expression
	Syntax (rules for making sentences)	a. Make a question sentence b. Telling

		experiences/events in a simple way
	Symantics (meaning system)	a. Children can make question sentences. b. State the meaning of various forms
	Pragmatic (rules of use of conversation)	a. Interact / ask a friend or teacher

From the results of the pre-survey on child development, it can be seen that there are still 4 children who have not developed, and 8 children have started development according to the expectations of 3 children. Based on the research pre-survey that of the 15 children observed and the indicators to be achieved, it shows that the language skills possessed by the children have met the predetermined standards and given the importance of children's language development from an early age. The teacher has used the storytelling method in the learning process. However, the implementation is still not optimal, this finds various problems such as the application of learning methods that are not appropriate when teaching sometimes causes various problems such as the lack of student participation in learning in class. The opportunities given by the teacher to students to ask questions about subject matter that have not been understood are not used properly by students. In addition, if the teacher teaches using a monotonous method, students tend to be bored in learning and less attractive to students in following the subject matter. Considering that learning media is one of the most important components in learning and can be seen as an effective alternative strategy in helping to achieve learning objectives, learning media should be in accordance with the learning objectives, the characteristics of the participants and the material to be taught, as well as the methods and learning experiences used. given to students according to language dance is an ability to say articulations or words to express, convey thoughts, ideas and feelings.

Thus is, the activity of students in answering completing tasks is still very

lacking, and students find it difficult and take a long time to understand the subject matter being taught. Under these conditions, it is necessary to improve the implementation of the learning process to improve student learning outcomes, one of which is One way to improve the implementation of the learning process is that educators must be able to choose and use appropriate methods in teaching. In presenting subject matter, an approach and method can be used that can facilitate students in learning, one of which is the storytelling method, either directly or through the use of teaching media that are relevant to the subject or material being presented. From the indicators described, the development of children's language skills will be measured in this study divided into several categories, namely:

- Not Developed: If students have not shown early signs of behavior that are stated indicators well. Based on the total value of the assessment based on the language development indicators, the score is below 59
- Starting to Develop: If students have started to show the initial signs stated in the indicators but have not been consistent. Based on the total value of the assessment based on language development indicators, there is a score of 60-69.
- Develops According to Expectations: If students have shown various signs of behavior stated in the indicators and are consistent. Based on the total value of the assessment based on language development indicators, there is a score of 70-79.
- Very Well Developed: What if students continue to show the behavior stated in the indicators consistently or have been civilized. Based on the total value of the assessment based on language development indicators, there is a score of 80-100.

Moving on from the description above, the author is interested in knowing more about the learning process, methods and various efforts made by teachers in developing the language skills of their students. Attention will be focused on the methods used by teachers in children's language development after 4 -6 years through the storytelling method. Thus, the results of this study can be an inspiration for other kindergartens for similar

purposes.

METHODS

In general, the research method is defined as a scientific way to obtain data with a specific purpose and use. Because the focus of this research is to obtain an overview in the field of how the teacher's efforts in early childhood language development through the storytelling method, this study uses qualitative research and the method used is descriptive analysis. Qualitative research is research that uses a descriptive format in the form of written words or descriptions of people and observable behaviors. Qualitative research method is a research method based on post positivism philosophy used to examine the condition of natural objects (as opposed to experiments) where research is as a key instrument sampling of data sources is carried out proportionally and snowball collection techniques with a combination of inductive/inductive data analysis qualitative research results emphasize meaning rather than generalization. In technical data collection, researchers used observation, interviews and documentation, data analysis. What the researchers will observe here is the way teachers process early childhood vocabulary through the Question-and-Answer method.(Arikunto, 2019; Sugiyono, 2020)

RESULTS AND DISCUSSION

The storytelling method activity was carried out to develop children's language, it turned out to have resulted in the development of a fairly good storytelling method. Although there are some children whose language skills are still lacking. Data processing analysis of data obtained through researchers conducted. Where the authors get the data from the results of interviews and observations as the main method in collecting data to take an objective decision and can function as facts. This research started from the observations that the author made to observe how the language development of early childhood through the storytelling method for early childhood. In analyzing the data used descriptive qualitative method, which means this method draws

conclusions from observations, teaching and learning activities, and interviews with teachers and early childhood children in kindergarten. After the data is collected, it is continued with inductive, namely analyzing the data that has been obtained.

The story method is one way of providing learning experiences for kindergarten children with the teacher bringing stories to children orally. The stories told by the teacher must be interesting and invite the attention of children and cannot be separated from the learning objectives of early childhood education. Stories that are conveyed to students can be linked to the world of children's lives so that children can understand the contents of the story. For example: the teacher tells a story using the theme of a cowherd child. The first step: The child adjusts the sitting position based on the observations of the teacher in front of the children while the children or students in front of the teacher while listening to the story conveyed by the teacher. the teacher tells the story, while the children/students are attentive and enthusiastic. The second step is the teacher prepares the tools that will be used in storytelling. Because props support the continuity of storytelling activities. For example, the teacher prepares pictures of animals such as pictures of cows, pictures of goats. Based on the research, the teacher always prepares supporting tools and explains the function of each tool. The third step: the teacher chooses the theme to be told in class. In its activities, the learning process has become a demand that teachers must create an interesting learning environment. And achieving maximum learning goals in learning the storytelling method, therefore the teacher is required to be attractive, besides that the teacher's facial expression must be attractive so that it can attract the attention of the students. in learning the storytelling method because the children's focus period is only 15 minutes. The fourth step: the teacher uses a thematic approach and chooses a theme that can attract children's interest. And as close as possible to the child's life, it is intended to be able to attract and excite children and can encourage children's active involvement, in order to provide a fun learning experience. The theme chosen by the children is a zoo, in essence, in preparing story material, it

includes activities, studying the content of the story, and training in assembling the storyline so that the storytelling can be in sequence. In this case, do not give too much approach and try to practice to hone story skills, for example practicing in rhythm, modulation, voice, body work, and mimicry. The fifth step is: in the opening of learning activities in the classroom, the children are enthusiastic about listening to the theme or title that will be told by the teacher. The teacher asks the students questions "what is this?" This step is made so that children feel curious so that children want to know and want to hear stories from their teachers. In class the teacher always gives direction to his students to always listen when other people talk, and listen when the teacher tells stories. In addition, the teacher provides broad opportunities for children to ask questions, and provide answers to a number of questions asked by the teacher.

The sixth step is: the teacher chooses the theme that the teacher will tell in the class. In the learning process, it has become a demand for teachers to create an attractive learning environment and achieve maximum learning goals. The teacher tries to apply the principle of "play while learning" in order to create a learning environment that makes children happy. So that children are interested, excited, ready, and happy, with storytelling method activities. For example, the teacher prepares pictures of animals: pictures of cows, pictures of goats, pictures of chickens. Based on the teacher's observations always prepare supporting equipment. Such as: story books, finger puppets, gestures. The seventh step is: the final learning activity is the closing of a series of activities in the teaching and learning process. Based on the research, it can be seen that in this final activity, the teacher does question and answer again to the story that has been conveyed by the teacher. The aim is to find out whether students listen well, understand the content of the story and can retell. Based on observational observations, it appears that only some children are able to answer the questions asked by the teacher and even then the answers are not as expected by the teacher.

Indicators of Early Childhood Language Development Through Storytelling Methods, on the indicators of the Application of Phonology (Sound System) from

the results of research that the authors observed regarding early childhood language development through the storytelling method with indicators regarding phonology (sound system). Children tend to be happier and like learning like this because children directly communicate and interact in real learning such as children's activities in imitating animal sounds and telling the benefits of animals through the storytelling method. From the observations that the author made, there are 2 who have developed very well, it can be seen from the children talking, communicating and understanding commands simultaneously, 7 children have developed as expected, while 5 children are starting to develop. understand the teacher's orders. On the indicator of the rules for Combining Units of Minimal Meaning (Morphology). Based on the results of interviews in the field, the early stages of early childhood language learning through the storytelling method will be conveyed through rules activities to combine minimal units of meaning. In this stage, the teacher first teaches new sentences, the goal is for children to easily understand the development of the language. This step is constructive and develops the child's cognitive ability to walk. This is in line with the results of the author's interview with a teacher who stated that rule activities combine meaning, for example, children can tell experiences or events to peers or teachers in the classroom. so that participants better understand and add more language development.

In the Synthesis Indicator (rules for making sentences) based on the results of the author's interview with one of the teachers, it is also necessary to make a question sentence in language learning. For example, why is the train so long? Furthermore, on the semantic indicators (rules for making sentences), at this stage the teacher immediately carries out storytelling activities in children's language development, children are taught to make sentences with the teacher and their friends. So that children have more vocabulary. From the results of the interview, it was found that the teacher first communicated with the students, in order to increase vocabulary and the child also had more language development so that the child was able to interact with other people. In pragmatic indicators (rules of use

in social settings), at this stage, children understand more and have more words due to the teacher's learning method using the storytelling method, as the results of interviews where children have reached the peak of success with children being able to interact/ask with friends or teachers in the classroom, which is obtained in the learning process using the question and answer method so that children can express themselves enthusiastically and confidently.

Furthermore, based on the description of the results of the final observations and interviews above, it can be concluded that there is language development in early childhood through the storytelling method as much as possible with the implementation of the steps taken by the teacher by adjusting to the ability of the child still showing less than optimal results. However, found in children several different developments. Many children in Kindergarten are research locations, the indicators of phonological development (sound system) have not yet developed and morphology (rules for combining minimal meaning units) have not yet developed, then syntax (rules for making sentences) have not developed and semantics (meaning systems) have not developed yet. pragmatics (rules of using conversation) have not developed, so your development is in the undeveloped category. Some other children in the development of phonology (sound system) began to develop and morphology (rules for combining minimal units of meaning) developed as expected, then syntax (rules for making sentences) developed according to expectations and semantics (meaning systems) began to develop then pragmatic (rules for using conversations)) begins to develop, so the development of children is included in the category of starting to develop, many children are still in this development category. Several other children found that the development of phonology (sound system) had not yet developed and morphology (rules for combining minimal meaning units) developed as expected, then syntax (rules for making sentences) developed according to expectations and semantics (meaning systems) developed as expected and then pragmatic (rules of use. conversation) begins to develop, so child development is categorized as expected. Another child's phonological development (sound system) began to develop and

morphology (rules for combining minimal units of meaning) developed very well, then syntax (rules for making sentences) developed very well and semantics (meaning systems) developed very well and then pragmatic (rules for using conversations).) begins to develop, so the child's development is categorized as very well developed. From the results obtained, it can be seen that language development using the storytelling method shows an improvement that is still not good even though there are some children who are in the category of developing very well in their development.

CONCLUSION

The use of the storytelling method is good but still not optimal for developing children's language development in general, the indications are that the teacher is not able to convey stories systematically, put forward simple and easy-to-understand language and examples for children. And doing inspiration / appreciation of the storyline either through facial expressions, voice, tone of voice, as well as hand and foot movements. This is due to a lack of thorough preparation, namely choosing an interesting theme, studying the content of the story, storytelling skills, designing the opening and closing and learning. And prepare the necessary props as creatively as possible. The impact is that the child's language development is less improved, this can be seen from the lack of vocabulary that the child has, speaking fluently with words or sentences that are easy to understand, sounding the language, and pronouncing the correct pronunciation, and also using question words. such as "who", "what", "why", and "how"

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