

THE EFFECTIVENESS OF THE STORY-TELLING METHOD WITH STORY APRONS ON INDONESIAN SPEAKING SKILLS IN EARLY CHILDHOOD

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ABSTRACT: *This study aims to determine the effectiveness of a Story Telling Method using story aprons on the ability to speak Indonesian in early childhood. Quasi-experimental research to determine the effect of treatment. Sampling using a random sampling technique. The research instrument was a test of Indonesian speaking ability in children which was developed through theoretical studies from several experts, then continued with normality tests, homogeneity tests, and hypothesis testing using the t-test. The results obtained were that the t-value was greater than t-Table thus the Story Telling method with the media of story aprons is effective in improving the ability to speak Indonesian in early childhood. The ability to speak Indonesian well from an early age will affect the child's development in the future.*

Keywords: Storytelling Methods, Story Aprons, Indonesian Language Skills, Early Childhood

ABSTRAK: *Penelitian ini bertujuan untuk mengetahui efektivitas dari sebuah Metode Story Telling dengan menggunakan media celemek cerita terhadap kemampuan berbicara Bahasa Indonesia pada anak usia dini. Penelitian eksperimen semu untuk mengetahui pengaruh perlakuan. Pengambilan sample menggunakan teknik random sampling. Instrument penelitian ini adalah tes kemampuan berbicara bahasa indonesia pada anak yang dikembangkan melalui kajian teori dari beberapa ahli, kemudian dilanjutkan dengan melakukan uji normalitas, uji homogenitas, dan uji hipotesis menggunakan uji t-tes, Hasil yang diperoleh nilai t-hitung lebih besar dari t-tabel dengan demikian metode Story Telling dengan media celemek cerita efektif dalam meningkatkan kemampuan berbicara Bahasa Indonesia anak usia dini. Kemampuan berbicara Bahasa Indonesia yang baik sejak dini akan berpengaruh terhadap perkembangan anak di masa depan.*

Kata Kunci: Metode Story Telling, Celemek Cerita, Keterampilan berbicara Bahasa Indonesia, Anak Usia Dini

INTRODUCTION

Children are active learning creatures that can build their knowledge (Badrudin et al., 2022; Mualim & Saputra, 2021; Sabri et al., 2020; Saleha et al., 2022a). This knowledge is gained by children by actively building through interaction with their environment (Mulyanti & Bayan, 2022; Nuha & Munawaroh, 2022). Early childhood is an individual who is undergoing a developmental process where it takes place very rapidly to continue life at a later age (Rahayu, 2013; Sari, Warmansyah, & Husna, 2022; Sari, Warmansyah, Syaiful, et al., 2022).

Knowledge is gained by children through the environment in the form of providing stimuli or stimulation from adults (Khamidah & Sholichah, 2022; Safitri et al.,

2023; Saleha et al., 2022b). The provision of these stimuli can be done through early childhood education (ECE) (Dwi Permata, 2020; Mudita et al., 2016; Nuha & Munawaroh, 2022; Utami et al., 2023). Early childhood education (ECE) is education given to children from the age of 0-6 years. Through this institution, the child receives care, care, services, and affection that will help in the process of development and growth of the child. At this time the child will experience very rapid development and growth or often referred to as the *golden age* period (Laela et al., 2023; Yulsofriend, 2021).

Education provided from an early age is an effort carried out in the form of providing guidance, nurturing, stimulation, and providing learning as an effort to improve children's

skills and abilities (Warmansyah et al., 2022; Warmansyah & Amalina, 2019; Yuningsih et al., 2022). The provision of stimulation in early childhood must be in accordance with the level of development of the child which is comprehensive to all aspects of development. These developmental aspects include cognitive aspects, language aspects, motor physical aspects, social emotional aspects, moral and religious value aspects, and art aspects (Aulia & Amra, 2021; Azhari, 2021; Mufidah, 2021).

A very important aspect developed in early childhood education (ECE) is language. Language is a tool for communication that is very important in human life as a tool to express thoughts and feelings to others as well as a tool to understand the feelings and thoughts of others (Abubakar & Asni, 2019; Yuningsih & Wahyuni, 2021). The ability to speak is the ability to communicate by conveying information, or intruding with others. The ability to speak Indonesian in children is very important for every educator to pay attention to, in order to optimize the five senses of children well through what is heard, what is seen, and felt by the child. In addition, the ability to speak Indonesian is very important for further education, because if the child is used to speaking the mother tongue, the child will have difficulty expressing his ideas and thoughts. While in the education unit, of course, children will meet friends and teachers who have different languages (Azhari, 2021).

Childhood is the most appropriate age to develop the ability to speak Indonesian in children because at that time the child's development was very rapid, both physically and mentally (Fitriani et al., 2019). Considering that Indonesian is the unifying language of the nation, where although Indonesia is rich in languages, the solution to many of these language differences is to develop the ability to speak Indonesian in children (Supardi et al., 2021). The benefits of knowing and developing Indonesian to children from an early age are: 1) children value and develop Indonesian as a unifying language and state language, 2) Children are able to understand the form of meaning, function, and use of appropriate and creative Indonesian in communicating, 3) Children already have the ability to use Indonesian in

improving intellectual abilities, maturity, emotional, and social maturity for their future lives, 4) Children are able to be disciplined in thinking and speaking (speaking), 5) Children are able to enjoy and utilize literary works to develop Indonesian strata and culture (Muhammad, 2020).

But in its development, researchers found several obstacles and obstacles to the developmental ability of speech Indonesian in children. This can be seen from the observations made at Pertiwi IV Talawi Kindergarten, Sawahlunto City in August 2022, especially in the use of good and correct Indonesian. Some of these obstacles are in the form of differences in pronunciation accents in speaking Indonesian and the variety of languages used by children is a mother tongue whose language characteristics are different from region to region, not infrequently this is inherent in children until adulthood, the two researchers also found difficulties in children in understanding or communicating with children who have language differences in interpreting sentences.

In addition, researchers also found some teachers who still use regional languages in the learning process, so that it becomes an obstacle in getting used to using good and correct Indonesian in early childhood. If this is not considered, children will be accustomed to speaking in their mother tongue and have difficulty communicating with other people who have different languages, especially when participating in discussion learning in the next education (Bawono, 2017; Halijah, 2017; Yudistira & Wijayanti, 2016).

Seeing the phenomenon that occurs in the field where children have difficulty understanding and communicating by speaking using Indonesian, researchers previously tried to do simple *Story Telling* activities. One solution in overcoming the problems described above is to present a learning innovation through the provision of storytelling methods and so that these activities are more interesting for consumption by children, researchers use tools, namely with story apron media. Storytelling activities using apron media in storytelling can affect children's speech skills, especially in the development of speech skills in early childhood. The use of this apron media can improve communication effectively and

efficiently so that communication or conversation becomes pleasant or communicative. This is triggered by the child's desire to express his desires, thoughts, feelings, have a lot of vocabulary, express words to express, and begin to express his disapproval of something that is not liked (Yulsofriend, 2021).

Results of research conducted by Dahlia (2013) found evidence that the *story telling* method with the use of apron media can improve children's speech skills in everyday life using Indonesian, be it in communicating, asking questions, expressing opinions, and mentioning an object. Other studies also mention that the storytelling method is very efficient in helping the development of language skills in children. The *story telling* method can also create children's interest in learning because of explanations through what children hear, see, and feel. (Azhari, 2021).

Meanwhile, apron media is a learning medium in the form of illustrated fabric, which can be made by yourself using flannel by combining many colors and pasted interesting images according to the story you want to tell. This story apron media aims to attract children's attention and convey information, materials or development materials to make it clearer and more concrete so that children can understand the meaning of what is conveyed in a story heard (Derta, 2022).

Based on previous research problems and studies, this study aims to determine the effectiveness of a Story Telling Method by using story apron media on the ability to speak Indonesian in early childhood.

METHOD

This research is a quasi-experimental study with a *non-equivalent control group design* model. This research was conducted at Pertiwi IV Talawi Kindergarten, Sawahlunto City. Sampling in this study used *random sampling*. Samples were taken in a random way to determine the control class and experiments of 16 children each. The data collection technique by making observations by checking the development of speech Indonesian after 4 *treatments* and posttests were carried out on children.

Table 1. Pre-Test Post-Test Non-Equivalent

Kelas Eksperimen :	O1___X___O2
Kelas Kontrol :	O3_____O4

After obtaining the data, a research data analysis will be carried out with the aim of testing the correctness of the hypothesis carried out. Then a hypothesis test was carried out to see the difference in pretest and posttest results that had been obtained after treatment. Before conducting a hypothesis test with a t-test, the normality test and data homogeneity test will first be carried out.

RESULTS AND DISCUSSION

The results of the study were obtained through the collection of pretest and posttest data where the collection of pretest data was carried out before the next treatment was given or treatment after the *treatment* was given, posttest data collection would be carried out. Pretest and posttest data collection was carried out to compare the results of the treatment given to children in the control and experimental classes where the control class was given the treatment of storytelling activities with ordinary puppet media and in the experimental class was given treatment, namely story telling activities with story apron media.

Data Description

This study was conducted as many as 6 meetings in each class, both control and experimental classes which consisted of 1 pretest, 4 *treatments* and 1 posttest.

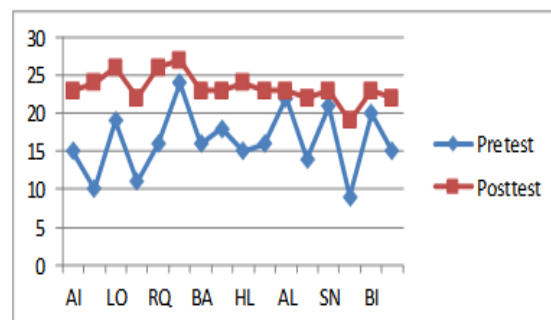


Chart 1. Comparison of Pretest and Posttest Values of Experimental Classes

Based on chart 1 that has been presented above, it can be seen that it turns out that the pretest and posttest results in the experimental class have increased a lot after being given 4 treatments using the *storytelling* method with the media of story aprons.

Hypothesis Test

After the data is declared normal and homogeneous, the next step is to test the hypothesis to find out whether there is a difference in the level of significance between the data results from the control class and the experiment. The hypothesis test results were carried out with IBM SPSS 26 software and the following results were obtained in Table 2.

Table 2. Paired Sample t-test
Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Dev	Std. Error Mean	95% Conf Interv of the Diff				
					Lower	Upper			
Pair 1	Pret-Posttest Cont	.812	1.047	.262	1.370	.255	3.105	15	.007
Pair 2	Preposttest Ex	2067	.227	.057	2.19	1.95	36.427	15	.000

After conducting statistical analysis of the t test, it was obtained that the t-test values in the control and experimental groups were 3.105 and 36.427, respectively, which will be compared with the t-table with a free degree of 0.05 and n-1=15, namely 2.13. In addition, the significance table shows that the value of each control group and experiment <0.05. Based on the results obtained by comparing the results of the t-test with the t-table and the results of significance with $\alpha = 0,05$ it can be decided that there are significant differences in each control and experimental group, namely pretest and posttest. The effectiveness can be seen in the larger t-test value, namely in the experimental group so that it can be decided that the experimental group is more effective than the control group. Thus, there can be evidence that there is an effectiveness of the *storytelling* method with the media of story aprons on the ability to speak Indonesian children.

Story telling activities using the media of story aprons make children interested and excited in listening to the stories presented with the media, children's curiosity is provoked to try to tell stories with these media (Mulyanti & Bayan, 2022). The ability to speak to children can be seen to increase from the way

children express themselves and their thoughts by speaking using Indonesian so that children

can communicate and socialize with their environment, especially if the environment they encounter does not use the same language as the area where the child lives. This is in accordance with Friantary's opinion (2020) mentioning the development of speaking Indonesia language in early childhood judging from the ability of children to be able to express their thoughts by speaking using Indonesian languageso that others can capture what the child thinks. Communication between children can also be well established with language so that children can build relationships with their social environment.

In line with the results of research from Nurhasanah (2022) shows that *the story telling* method can develop speaking skills in early childhood. In addition, research conducted by Yulsyofriend (2021) found a significant difference between the results of children's speech ability in the experimental class who were given the treatment of telling stories with story aprons compared to the control classes that were not given the treatment. This research is also in line with the results of Mawardi (2021) which states that children's ability to speak can be developed through the use of story apron media.

Based on the results of the research and discussion described above, the storytelling method with the media of this story apron can be used to stimulate children's ability to speak Indonesian in early childhood. In the implementation of storytelling activities with the media of this story apron, children showed a very good and enthusiastic response in participating in the activity.

CONCLUSION

This study showed that the stimulation of Indonesian speaking ability through the story telling method with the medium of story aprons is stated to be effective and can be used by teachers in learning in kindergarten. Thus, teachers can use the storytelling method using a variety of media that varies not only apron media in stimulating early childhood development in kindergarten. This indicates that teachers should not use conventional methods in learning so that the stimulation of child development runs optimally. This must also be accompanied by attention from the principal and the cooperation of teachers that introducing Indonesian language from an early age will have a good impact on children's communication with others and have a positive impact on children's development in the future.

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