

THE IMPLEMENTATION OF STORYTELLING METHOD IN IMPROVING THE ABILITY TO SPEAK EARLY CHILDHOOD IN TOLANGOHULA STATE KINDERGARTEN

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ABSTRACT

This study was conducted to determine the role of the method of storytelling with hand puppets and big books and self-esteem in improving the ability to speak children aged 5-6 years. This research was conducted because many children who have low ability to speak. The method used is an experimental method, with treatment research design by level 2 x 2. The number of samples in this study were 40 students taken using stratified random sampling techniques. The research data were obtained through filling out questionnaires and observation sheets. Testing requirements conducted in this study are normality and homogeneity tests, normality tests using the liliefors test technique and homogeneity tests using the barlett test technique while to determine the hypotheses in the study were tested using a 2x2 two-way variant analysis. The results of this study are the method of storytelling using hand puppets and big books as well as self-esteem can improve children's speaking abilities.

INTRODUCTION

Every child is created by God as a unique individual because each child has a different pattern of development from one another. Therefore, parents and educators in schools are expected to be able to accept the child's self as a whole and not compare the abilities of one child with other children. Acceptance from the family environment is the main basis for children to grow and develop properly. This is because the family is the first environment for children to be born into the world, a place where children get affection and acceptance from adults the first time children see, namely parents. The second environment that plays an important role for children is school, school is the second most important environment besides the family because the school is where children socialize and communicate with teachers and peers.

According to (Hurlock, 1978) Development factors that play an important role in children's lives are languages. Language is the core of every child's life. Language is used by children to communicate with others. The role of language that is very important is what draws the attention of the writer to conduct research on one of the speaking skills, namely speaking skills. The ability to speak is a means for children to express opinions, ideas or desires to others so that others can understand the desires that exist in children. But the reality that appears in the field there are some children who feel afraid, ashamed, lack of confidence to answer questions raised by the teacher, the words used by children are less interesting, the child does not understand the contents of the story the child has heard, the child is difficult to express themselves they are in communication, children have difficulty when asked to speak in front of the class, children have difficulty in speaking Indonesian properly and correctly, and children's vocabulary is still limited to make it difficult for children to understand the words contained in the story. One way to stimulate a child's ability to speak in young children is the ability to speak early in life. The method of storytelling has many uses in learning activities because the method of storytelling can create an interesting learning atmosphere and establish interactive communication between children and teachers.

An expert (Irwanto, 2016) states the method of storytelling is a learning that is delivered by storytelling. Another opinion expressed by (Yaumi, 2013) which states storytelling or the method of story telling is a way of conveying or describing an event or event through words, pictures, or sounds given some improvised

additions from the narrator so that it can beautify the story. This is supported by statements (Wasik.A & Alice, 2001) which state that during book reading, there has interaction frequently going beyond the text of the story and invite dialogue between the adult and the children. In storytelling activities there are interactions between reading in books and creating interaction between adults (narrators) and children. The method of storytelling is a way of learning to convey events, knowledge, feelings, ideas or events through words, pictures, or sounds that are done with improvisation to beautify the storyline and can entertain children. One of the media that can be used in the method of storytelling is the big book. According to (Fitriana, 2017) states Big Book is a book which has a big size as well as the font. Big Book can improve student's ability in reading and speaking. It can be concluded that Big book is a large book that can be used to develop children's abilities in reading and speaking. Meanwhile according to (Adriana, Alamsyah Syachruji, & F.Sumirat, 2017) expressed the opinion of the Big Book is especially featured storybook that being enlarged, both the text and the picture, so it can make the reading together activities between the teacher and the students become possible, a big book story book is a book that has a large size of both writing and drawing so that it can facilitate reading activities between teacher and child.

Other opinions expressed by the experts below, (Andini & Supardi, 2015) state that big books are large-sized picture books and have special qualities or characteristics such as cumulative repetition patterns, rhythms, reading patterns based on cultures known to children and story lines predictable. Other experts (Santi & Anna, 2016) stated Big Book as a large format book with big print texts and illustrations that are highly visible for learners as the teachers read it to the entire class. big book is a book that is made with large writing and pictures and can allow children to read stories in front of the class.

Another opinion expressed by Curtain and Dahlberg, these two experts stated that the Big Book is a tool that gives children the opportunity to learn to read by remembering and repeating readings. Big book is a picture book that has a large size accompanied by several special characteristics, namely large writing and drawing, has a cumulative repetition pattern, rhythm and reading patterns based on children's culture. Big books have a function that can stimulate children to dare to speak in front of the class and provide opportunities for children to develop reading skills by remembering and repeating the reading that children have listened to. Other supporting media that can be used in the story telling method are hand puppets. According to the opinion (Putri, Peduk, & Suharno, 2015), the opinion of the doll is a representation of the forms of various objects that are loved by children and can represent objects involved in the story. . Another opinion was expressed by (Sulianto, Asri, & Fitri, 2014) who stated that a doll is a doll that has a size larger than the size of a finger and can be inserted into the hand. A hand puppet is a puppet that is moved by a hand which is a representation of the form of a character in the story, an imitation of a human or animal. The function of hand puppets is to liven up the fun atmosphere for children and create eye contact between the narrator and the child so that the storytelling activity can be successful.

Another factor that affects the ability to speak of an early child is self-esteem. (Brenecke & Amick, 1978) defines Self-Esteem is the value you place on yourself, self-esteem is a value that individuals give to themselves. While other experts, namely (Passer & Smith, 2001) Self Esteem (how positively or negatively we feel about ourself). Self Esteem is related to many positive behaviors and life outcomes. self-esteem is related to the overall good or bad traits that exist within oneself. An observer of child development (Santrock, Life-Span Development, 2002) defines self esteem refers to global evaluation of the self. Self Esteem is also referred to as self worth or self image. Self-esteem is more directed towards an overall evaluation of oneself which is often also interpreted as a self-image. Whereas (Boyd & Bee, 2006) states Self-Esteem is a child's evaluative judgment has several interesting features. It is this global evaluation of one's one worth. self-esteem is a result of a child's self-evaluation evaluation of one's own abilities. Self-esteem or self-image is a value that individuals give to themselves that is either positively or negatively obtained from the results of establishing social relationships with others. Self-esteem is needed by children in daily life because it will lead children to behave in dealing with every event that the child faces every time. Self-esteem has several functions in a child's life. According to (Berecz, 2009) there are two kinds of esteem needs: a desire for personal competence and achievement, and respect and recognition from others - status, fame, appreciation, and recognition.

There are two types of self-esteem that often arise in children, namely: the desire for self-competence and self-acceptance that is a sense of being valued and recognized by others. The second statement regarding the

function of self-esteem was stated by (Alwisol, 2014) stating that Esteem Needs or self-needs consist of respect for oneself because they feel themselves valuable and able to complete tasks, and the second function is the need to be respected by others. A child development expert (Santrock, Life-Span Development, 2002) suggested Therefore, children should be encouraged to identify and value areas of competence. These areas of height include academic skills, athletic skills, physical attractiveness, and social acceptance. Self-esteem for children functions as self-competence which consists of several aspects of ability, namely academic ability, athletic ability, physical appearance and social acceptance.

Meanwhile, according to (Boyd & Bee, 2006) which states the function of self-esteem for children is the Evaluation of their own abilities becomes increasingly differentiated with quite separated judgment about academic or athletic skills, physical appearance social acceptance. The function of self-esteem for children is as an evaluation of self-ability which is divided into academic ability, athletic or physical ability of a person and physical appearance that is socially accepted by a community. Self-esteem has a function as self-competence (regarding the need for power, strength, competence, independence and appreciation from others) and self-respect (related to status, fame, dominance of being important, respect being received and appreciation of others for the existence of individuals the). Self-esteem is divided into two classifications of self-esteem, the first is children with high self-esteem (children feel valuable to others, able to carry out and complete tasks, have happiness in life, are able to solve problems, and have good achievements). The second classification is children with low self-esteem (children who feel worthless, low self-esteem, feel unhappy in life, have many problems and have many illnesses, do not have many friends and also feel unable to complete tasks properly).

According to (Santrock, Life-Span Development, 2002) states Parenting attributes are associated with boy's high self esteem: expression of affection, concern about the child's problems, harmony in the home, participation in joint family activities, availability to competence, organized help to the boys when they need it, setting clear and fair rules, abiding by these rules and allowing the children freedom within well-prescribed limits. Parents play an important role in the formation of a child's self-esteem because of the attention parents need, especially when facing problems, creating a harmonious atmosphere in family life, developing the ability to share with others, making clear and fair rules, and giving freedom to children to express opinion. Other determinants of self-esteem according to (Boyd & Bee, 2006) as follows: the key to self-esteem, first is the children acquire more sophisticated information processing skills, they are able to make mental comparisons of their ideal selves and their actual experiences to form experience-based-self-esteem judgment. The second major is an influence on the child's self-esteem is the overall support the child feels she is receiving from the important people around her, particularly parents and peers. The main key to the formation of Self-Esteem is: the first child has the skills to process information so that the child makes a mental comparison between what is good according to him with real experience, secondly the support that the child receives from people around the child namely parents and peers . According to child development experts (Papalia, Old, & Feldman, 2008) states the determinant of self-esteem is the child's view of their productive work abilities.

Developments in middle childhood are industry versus inferiority of views that look at oneself capable of mastering and skill and completing tasks. Children must learn skills that are valued by their community. Meanwhile according to (Suhron, 2016) factors that affect self-esteem are age, race, ethnicity, puberty, weight and gender. The experts have put forward their respective opinions so it is concluded that the factors that influence self-esteem are: age, race, ethnicity, puberty, gender, weight, children's ability to master productive skills. Other experts namely (Septiyani & Kurniah, 2017) expressed the opinion that speaking ability is very important because through speaking children can express their thoughts and feelings in accordance with the situation when the child is talking. According to (Nuryanti, Wirya, & Maylani, 2014) speaking is the ability of someone to convey ideas, thoughts, feelings, verbally to others or listeners correctly, accurately and completely so that listeners can understand clearly what we want to convey to him. Meanwhile, according to (Jackman, 2009), language can be defined as human speech, the written symbols for speech or any means of communicating. Language can be defined as the ability to speak humans by writing as a symbol used when speaking. Other experts namely (Plant & Addysg, 2008) stated that speaking involves children producing sounds, having an understanding of language development and developing the ability to speak for different and make sense of their world. Speaking involves the child's ability to produce various sounds, which need to be understood that each child's language development and speaking ability is different. (Byrnes, 2009) which

states that spoken language competence involves other abilities communicative competence involves more than phonology, semantic, and grammar. Speaking includes several abilities such as communication skills including phonology, semantics and grammar. speaking ability is the result of coordinating the sound-producing muscles that produce sound articulations or words that have meaning.

Speaking is a part of communication that is used to convey ideas, thoughts, feelings verbally to others correctly, accurately and completely so that the listener can understand clearly what the speaker is trying to convey. The main function of the ability to speak according to (Hurlock, 1978) is as a communication tool for children with others. The first step in a child's speech development is that children imitate the language of adults. At this stage it is expected that the parents of early childhood children will get used to speaking properly and correctly because the parent language will later be used by children. Parents who always speak politely will stimulate children to speak politely to others, but parents who always speak disrespectfully will be imitated by children who also speak disrespectfully. The development of speech is also directed to respect the presence of others so that children are taught to reduce the ego so that they want to budge and wait their turn to speak so that good communication is established with others.

Several factors can affect a child's speaking ability, such as semantic development (word and sentence structure), syntax development (a combination of phrases and sentences or word choices), phonology (pronunciation and intonation), morphology (meaning of words or content of speech in speaking), and pragmatic (systematic discussion, how to start and end the conversation and appearance). The stages of the development of speaking skills of children aged 5-6 years are as follows: increased understanding of words (children recognize irregular verbs, conjunctions, adjective nouns, verbs), vocabulary spoken by children is more varied, knowing about differences, comparisons, distance and surface, children already have a vocabulary of 2,500-50,000 words, children are better able to understand and use more complex grammar.

METHOD OF RESEARCH

This research is included in the type of experimental research in which two schools were chosen as research subjects. One school will be designated as the subject of an experimental group, that is, a group that will be given special treatment giving the hand puppet method and one school as the subject of the control group given the story telling method only read by the media of the big book story books. The purpose of this activity is to see and observe the differences in the ability to speak of children given media hand puppets with the ability to speak children given the media story books. The process of conducting research starts from testing the measuring instrument to test the feasibility of research instruments so that validity and reliability are known.

In this research design begins by holding a preliminary test of the child's speaking ability or what is referred to as a pretest. Children from the experimental and control group read a story that is "Jack and the magic bean", after reading the story the child is asked to retell the story in accordance with the child's opinion in front of the class. Pretest activities are carried out to see the child's early speaking skills before being given research. Data collection tool is done by preparing a questionnaire to measure the self-esteem of young children and the ability to speak children aged 5-6 years. In the research process will observe changes in self-esteem tables and speaking abilities that occur during the course of the study.

The research process was carried out by reading 8 stories to the experimental and control groups with the titles: Cinderella, Princess Aurora, Ariel the Mermaid, The Ant and The Grasshopper (The Ant and Grasshopper), The Lion and The Fox (Lion and Fox), Pinocchio, Little Red Riding Hood and Hansel and Gretel. In the experimental group children were read stories using hand puppet media while in the control class children were read stories using only story books. After giving treatment to the experimental group and the control group then the post test observation is then carried out which is to assess the child's speaking ability after receiving treatment. Treatment design research design by level 2 x 2. The number of samples in this study were 40 students taken using the stratified random sampling technique from the population of grade I students in kindergarten COUNTRIES COACH TOLANGOHULA totaling 138 students.

The speaking ability data was obtained through filling out a questionnaire, then the self-esteem data was obtained through filling out a questionnaire which was also accompanied by filling out an observation sheet. Testing requirements conducted in this study are normality and homogeneity tests, normality tests using the

liliefors test technique and homogeneity tests using the barlett test technique while to determine the hypotheses in the study were tested using a 2x2 two-way variant analysis (ANAVA).

RESULTS AND DISCUSSION

Results

Based on the analysis of variance (ANAVA) two 2x2 paths there are several hypotheses namely, the first hypothesis; in the ANAVA table, the Fcount value of 12.669 is greater and $F_{table} = 4.11$ at the real level $\alpha = 0.05$ ($F_{hit} = 6.760 > F_{tab} (\alpha = 0.05) = 4.11$). The second hypothesis: the calculated value of $Q = 0.50$ is smaller than the value of $Q_{table} = 3.88$ at the real level $\alpha = 0.05$. Third hypothesis; Q value calculated = 6.90 I higher than the value of $Q_{table} = 3.88$ at the real level $\alpha = 0.05$. The fourth hypothesis, in the ANAVA table, a Fcount of 9,496 is greater than $F_{table} = 4.11$ at the real level $\alpha = 0.05$ ($F_{hit} = 9,496 > F_{tab} (\alpha = 0.05) = 4.11$). This proves there is an interaction between learning media and self-esteem with the ability to speak. The effect of storytelling method on speaking ability was obtained through descriptive analysis with data obtained Fcount 9.496 greater than $F_{table} = 4.11$ at the real level $\alpha = 0.05$ ($F_{hit} = 9.496 > F_{tab} (\alpha = 0.05) = 4.11$). This proves that there is an interaction between the method of storytelling and the ability to speak. Based on the research results obtained by the hand puppet story telling method attracts attention and interest in grade 1 elementary school students, students look very happy and interested in the stories conveyed through hand puppets.

The results of this study are in accordance with the opinion (Dickinson, Jonothan, & Shenton, 2006) which states that the method of storytelling is a very important method to stimulate children to express words and develop children's imagination so that the child's ability to speak can be increased. This opinion is also supported by the opinion of (Jennings, 1992) who revealed that the method of storytelling is a method that can be used as a media to stimulate the ability to speak early childhood. Another expert (Sulisworo Kusdiyati, 2010) stated that the method of storytelling with hand puppets can improve children's speaking abilities, especially in the ability of phonological, morphological, semantic and syntactic language structures. (Wiyani, 2014) argues that the method of storytelling has a very big role in developing children's language skills, especially speaking skills because the method of storytelling can add to the vocabulary of the child, by increasing the amount of vocabulary the child has, the child can develop speaking skills more quickly.

DISCUSSION

Based on the results of research and opinions expressed by experts, it can be concluded that there is a significant effect between the method of storytelling on the ability to speak because the method of storytelling in the form of hand puppets and big books turns out to affect the ability to speak clearly, logically and precisely, adding new vocabulary vocabulary to children, can develop children's imagination to understand the contents of the story being told and can stimulate children to want to express ideas or opinions of children to others so that through the method of hand puppet story telling and big books, the ability to speak early childhood can be increased. The results of the second hypothesis are the effect of self-esteem on the ability to speak, in groups that have high self-esteem, through descriptive statistical approaches do not provide differences in the average ability to speak between groups of students who learn by learning methods to tell hand puppets with groups of students with learning methods to tell stories storybook. The magnitude of the average score is 47.6 and 47.1. Both of these average scores do not give a difference, so descriptively it can be said that both are the same. So the hypothesis is generated that there is no significant difference in the speaking ability of students who are taught with the learning method of hand puppet story telling and with the learning method of big book story telling.

With these facts it can be said that using the hand puppet storytelling learning method will obtain the same results by using the big book storytelling learning method in improving the speaking abilities of students who have high self-esteem. This fact is consistent with Agathangelou's opinion in (Grimaldy, Nibaningtyas, & Haryanto, 2017) which states that someone with low self esteem will lead to negative thoughts about oneself, whereas someone with high self-esteem will have positive thoughts about themselves alone. Other experts who support Agathangelou's statement are Pyszynski, Greenberg, Solomon, Arndt and Schimel in (Kristin D.Neff, 2009) stating "the part of self-esteem's appeal is it's link to positive state such as happiness and optimism, as well as it's negative. linkto dysfunction state as depression and anxiety "which can be concluded that self-esteem is basically divided into two, firstly high self-esteem that produces feelings of happiness and

optimism that the self is able to do all activities, secondly low self-esteem which will produce feelings of depression and anxiety.

The impact of stimulation carried out in this study is to add a lot of vocabulary of children. Children have more information and understanding of the meaning of new words to be used by children in conversations with teachers and peers. Different things are shown in groups with low self-esteem, where the score of speaking ability that is taught using the hand puppet storytelling learning method is higher than using the big book storytelling learning method, which are 47.10 and 46.60, respectively. This statement is in accordance with the opinion of experts namely (Juwita, 2017) and Coopersmith in (Hastuti, 2016) suggested that groups of children with low self-esteem will have problems with speech, this is apparent because children with low self-esteem will look shy, timid, and feel worthless so that children feel not well received by peers, this is in accordance with the facts encountered by researchers in the field, children with low self-esteem will look very scared when asked to speak in front of the class.

Based on the opinions of the experts above, it can be concluded that self-esteem has a significant influence on speech ability, especially in groups of children who have low self-esteem. Groups of children with high self-esteem will have happiness and optimism, while children in the group of children who have low self-esteem will have shy, timid, low self-esteem, depression and have high anxiety. The results appear in this study that children in the low self-esteem group have been treated with the method of storytelling by building high self-esteem values that can turn into children who have high self-esteem and experience rapid development of speech. This happens because with high self-esteem the child has the courage to be able to speak confidently in front of others. Whereas the high self-esteem group that received treatment stimulation did not bring a great influence on the child's speaking ability because the child with high self-esteem did already have good speaking skills.

Another result obtained from this study is that there is an effect of the method of storytelling and self-esteem on the ability to speak, based on the overall results of the analysis that has been described both with descriptive analysis and with inferential analysis, it is reasonable to say that the learning method of telling stories using hand puppets is more effective in improving students' speaking skills compared to the use of the big book storytelling learning method. In applying the learning method of storytelling using hand puppets, it is important to consider the characteristics of students based on their self-esteem, because this method provides more effective results at low self-esteem. This is proven by the existence of a very significant difference in the ability to speak produced between low self-esteem. According to the opinion (Hurlock, 1978) early childhood still very much like stories and through stories can instill positive values in children, besides that stories can be used to develop positive self-esteem in children.

This opinion is supported by other experts namely (Cockburn & Handscomb, 2013) stating that the method of storytelling will build high self-esteem in children and with high self-esteem the child will have high speaking abilities as well. Based on the opinions of the two experts, it can be concluded that the method of storytelling is the best method for developing positive self-esteem and can change children who have low self-esteem into high self-esteem, through the method of storytelling and self-esteem will stimulate children's speech ability optimally. Thus based on the results of research and opinions of experts, it can be concluded that the method of storytelling and self-esteem has a significant effect on the speaking ability of first grade elementary school children.

CONCLUSION

The method of storytelling using hand puppets and big book media has a role to improve the ability to speak in children aged 5-6 years, because the media of hand puppets and big books can attract children's interests and can help to instill good life values that will develop positive self-esteem in children aged 5-6 years.

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