



Story to Improve Language Abilities of Early Children

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Abstract

Language skills in PAUD Terpadu Mutiara Yogyakarta children are still low. This matter is caused by less attractive and varied educational procedures and media. Therefore, the use of exciting techniques such as telling is expected to improve children's language skills. This research aims: to identify the skills in telling children in improving the language skills of children PAUD Terpadu Mutiara Yogyakarta; to recognize the increase in language skills of children in PAUD Terpadu Mutiara Yogyakarta through telling. This research's procedure involves action research, consisting of 2 cycles, the first cycle of 8 actions and the second cycle of 3 steps. The study subjects were children in group B, with 16 children consisting of 5 boys and 11 girls. Methods of collecting information through observation, interviews, and documentation. The method of information analysis was tried descriptively, qualitatively, and quantitatively. The action's success criterion is if the average class score in improving language skills reaches 75%. The research results show that: the media implementation process includes three stages, namely preparation, implementation of activities, and assessment; in Cycle I, it increased from the results of pre-action by 27% to 36%, and in Cycle II, it increased to 75%. So it can be concluded that telling can improve PAUD Terpadu Mutiara Yogyakarta children's language skills.

Keywords: Storytelling; improve capabilities; language ability; children; early childhood.

Introduction

Learning is an everyday activity in human life. In essence, learning is an effort for humans to humanize humans themselves. Therefore, the concept of lifelong learning becomes a guide in enhancing human dignity (Vadakalur Elumalai, 2019). The nation's children must not be left behind by other countries in the world. Therefore, early learning must be instilled in them—one of the government policies in the learning zone supports early childhood learning recognition (PAUD) (Lebel et al., 2016). Implementing learning for early childhood on official roads is the Children's Page (TK) or RA similar institutions. On the other hand, learning organizers on non-official streets are organized by residents at the residents' needs themselves. Therefore, PAUD underlies the next level of learning (Friedman et al., 2019).

The stimulation of learning in early childhood shares experiences that are invaluable for subsequent growth. Giving inspiration through early childhood learning needs to be given comprehensively, in the sense that children are wise in their brains and intelligent in other aspects of life, such as refinement of mind and feeling or emotion, physical implications, and social aspects of relationships (Zimmerman, 2018). As well as language. One of them is the intelligence that needs to be stimulated, namely, the growth of language (Christiner & Reiterer, 2018). Language is the main form of expressing thoughts and knowledge when children bond with other people (Capobianco & Cerniglia, 2017). Suitable for its use,

language is a communication tool used by people in their association or relationship with other people. Thus, language has an influential position in enhancing children's intellectual, social and emotional growth (Hilvert et al., 2020). Early childhood learning holds a significant position in children's development because it is the basic foundation of children's character (Weismer et al., 2018). Children have a period of rapid intellectual growth, so this period is called the Golden Age.

This period is the initial basis for increasing various activities in developing children's abilities from an early age. A power that is no less important for the growth of children's intelligence is the creativity of children's spoken language (Hadley, 2020). Language growth is related to cognitive growth, which means that the intellectual/mental aspects significantly affect language skills growth (Kwok et al., 2018). Toddler's academic level has not yet grown and is still very simple. Continue to be a toddler who develops and grows and begins to master the area until language begins to grow from an elementary level towards an environmental language (Li & Tan, 2016).

The acceleration of children's language growth is intertwined as a result of growth for symbolic purposes. Suppose the development of language symbols has grown (Peng & Wang, 2019). In that case, this will allow children to expand their skills in uncovering issues experienced and enable children to learn from the language spoken by other people (Miller et al., 2019); (Caciolo et al., 2018). Without language, a person does not want to talk to other people (Nittrouer et al., 2020). Children can express their thoughts using language so that other people can understand what the children are thinking. Communication can be well established through language so that children can build bonds. Children begin to dare to say something about their language skills to initiate the process of increasing their speaking skills (Dolscheid & Penke, 2018).

The selection of procedures must be adjusted to the purpose of the activity, namely, developing children's language, by telling approaches. The narrative technique provides learning experiences for children of the Children's Pages through stories told orally—telling means a story that tells about an act or an event and is informed orally to provide experience and knowledge to others (Chen & Ren, 2019). Whereas in early childhood education, telling can be said to improve the language skills of children who are deaf and tell it again to train children in conversation to deliver inspiration in oral form (Tambyraja et al., 2019). Telling a story contributes to the child's growth in totality due to developing other aspects of development with good language skills.

Based on observations that coincided with February 22, 2020, the reality was that the level of oral language skills or the absorption energy of PAUD Terpadu Mutiara Yogyakarta children varied greatly. This means that children can speak orally, and others find it challenging to communicate orally (Bowers et al., 2018). Meanwhile, the core of spoken language generates inspiration, ideas, or comments from others (Kaushanskaya et al., 2017). Therefore, a PAUD teacher must strive with various methods to improve children's oral dialogue skills. However, judging from the observations, some children still have low language skills, most notably their spoken language (Madden et al., 2018). For example, it

seems that the child cannot say 4-5 words back (Zhang et al., 2017). Also, children cannot say the objects around them, not only that children are not yet able to display skills in singing, charring prayer, charring lines, telling stories and having a dialogue with their friends. When asked to appear in front of the class, few children dare to display language skills (spoken language) in front of friends (Venker et al., 2019).

One session has a significant role in language and communication because the child's vocabulary can convey intentions and goals to friends, teachers, parents, etc. Therefore, language needs to be taught or instilled from an early age in children (Aramaki et al., 2016). One of the language skills reports that language is: listening, dialogue, reading, and writing. Dialogue is a skill that needs to be learned for early childhood as an activity that means socializing. There are several main dialogue tasks, including pronunciation of words, developing vocabulary, making sentences (Vadakalur Elumalai, 2019). Making sentences is the third task of learning to dialogue in significant early childhood development (Lebel et al., 2016). From the above problems, the lack of language can formulate why children cannot speak orally properly.

From this situation, it is appropriate for a PAUD teacher to carry out a revision effort; teachers can try to sort out the right educational strategy. In connection with these problems, researchers are interested in further researching how to improve children's language skills by telling at PAUD Terpadu Mutiara Yogyakarta.

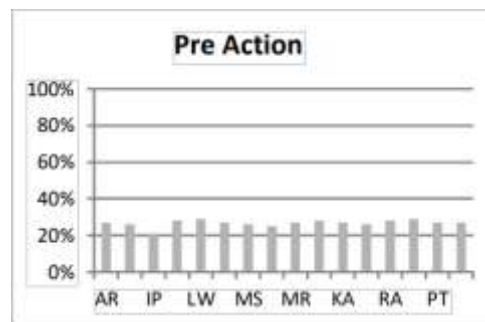
Methods

The type of research used by researchers is classroom action research (PTK). Classroom action research is a form of research carried out by teachers in carrying out its primary task, which manages teaching and learning activities (KBM) in a broad sense. Classroom action research is research attempted by teachers in their classes through self-reflection to correct their performance as teachers to increase student learning outcomes.

Class action research plays a role in changing teacher teaching attitudes, students' attitudes in class, improving the educational process to produce reliable teachers and graduates with competitive energy (Friedman et al., 2019). Class action research is attempted in a collaborative and participatory manner, which means that research is tried in pairs between the parties acting and the parties observing the action process. Researchers participate directly in the research process by planning, implementing, monitoring, reflecting, analyzing the information, and ending with a research report's production. In this research, classroom action research was attempted collaboratively (Christiner & Reiterer, 2018). The researcher acted as the implementer of the action, and the teacher played a role in observing the action process. This classroom action research aims to improve children's language skills through telling at PAUD Terpadu Mutiara Yogyakarta.

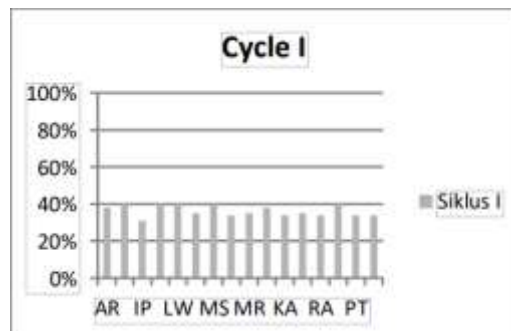
Result/Findings

The results obtained were sourced from the collection of observational information tried in February 2020, reflecting children's attention in exploring educational activities telling stories to group B at PAUD Terpadu Mutiara Yogyakarta obtained from 16 children. Based on the information from the observations, it was found that the growth of children with the criteria began to grow in exploring the educational activities of telling stories. For the authors, it was considered still lacking. This can be seen in the children who are not interested and focus on the teacher's reports. Not only that, when the teacher asked about the stories that had been read, most of them did not raise their hands to re-describe the stories that the teacher had read. The state of pre-action children's attention can be seen in graph 4.1



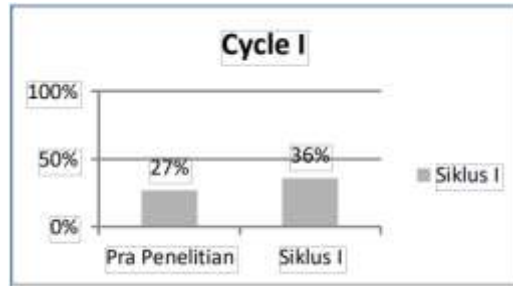
Graph 4.1

Results of the Percentage of Research Practices Improving Language Skills through Storytelling at PAUD Terpadu Mutiara Yogyakarta

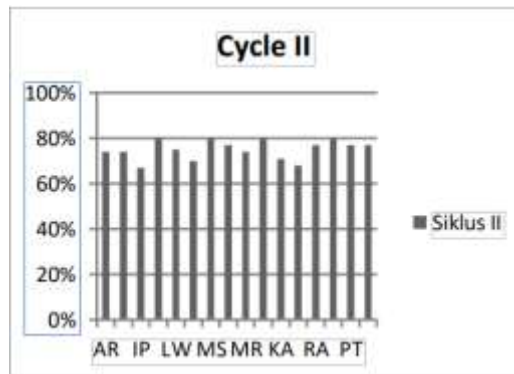


Graph 4.2

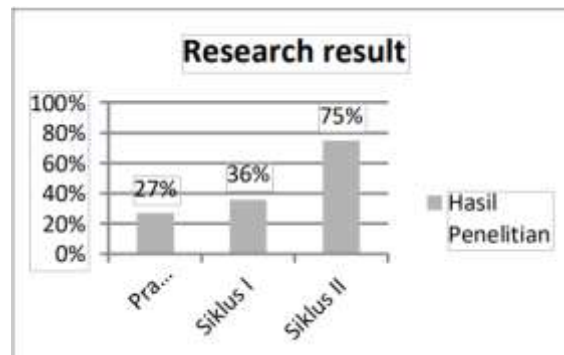
Results of the percentage of language skills through the storytelling of children after the implementation of the cycle I



Graph 4.3
Comparison of Pre-Action Results After Cycle I Improves Language Skills through Storytelling of Children



Graph 4.4
Cycle II Graph



Graph 4.5
Research Result Graph

Discussion

The information analysis was also tried out qualitatively based on field notes and interview notes. The percentage increase in totality was 27%, with a yield of 36% at the end of the cycle I and an increase of 31% in cycle II. Researchers and collaborators feel that the rise generated in this second cycle has been significant because the percentage increase has been located above the predetermined minimum limit of 75%. Continually, the percentage above is located on a growth scale that matches the expectations included in the success classification.

This means that what has been the target of this research has been achieved. Which is the target in this research has been completed.

The achievement was that the teacher ordered the children to imitate the sound of a buffalo, the teacher called the children to emulate the small and the crocodile, the teacher called the children to tell about flying turtles as best they could, the child imitated a flying pigeon, the child chatted with his friends about lions and mice, children tell about financial and monkeys, children tell about financial, not cucumber thieves, children talk with their friends about stories of butterflies and ants, children tell about greedy apes, children tell about cunning monkeys and turtles, children imitating the mouse deer and snails who are racing.

Implementing the procedures for telling the story in PAUD Terpadu Mutiara Yogyakarta, from cycle I to cycle II, is facing a steady increase. During the first cycle, the children still had difficulty focusing and could not explore the provisions when giving meaningful action. But inaction 6, action 7, action 8, and entering cycle II, the children began to appear focused when the activity was telling stories using flannel cloth. The children started to explore the provisions and were very interested in telling stories. Teachers' use of procedures and media to improve children's language skills through telling stories at PAUD Terpadu Mutiara Yogyakarta is still not optimal.

The procedures and media used have not varied so that the children are less enthusiastic and the language skills of the children have not increased, it can be seen from the results of the pre-action that get a percentage of 27%. But after trying research and giving action through telling, little by little, the children's language skills faced improvement, and the children also seemed excited when carrying out the initial reading activity. In the first cycle, the children got 36%, and in the second cycle, the results were 75%. The procedure used in this research is to tell using a flannel cloth. The display shown is flannel with an element of fauna pictures that matches the theme being said to improve children's language skills; the teacher tells what is there with makeshift media to master what is being said by the teacher quickly.

Before implementing the telling stories, researchers and collaborators first discuss the activities to be tried through the Daily Education Program Plan, manage classes, manage student participants, and check the telling media equipment to be used. As already informed in the interpretation of the analysis results, this research is said to be successful if there is an increase in children's early reading skills by 75%. Based on the percentage of results obtained in cycle II, the development of children's language skills at PAUD Terpadu Mutiara Yogyakarta has reached the success criteria agreed upon by researchers and collaborators with a result of 75%, so it can be concluded that action research overrides the use of telling media to improve children's language skills. Therefore, in PAUD, Terpadu Mutiara Yogyakarta has increased its success, with the final result reaching 75% in cycle II.

Conclusion

Based on the discussions that have been described, researchers can formulate that the telling process includes three stages, namely: (1) preparation, (2) application of activities and

(3) assessment. This session is tried to recall the activities that have been tested that day or the education yesterday, and the children can formulate data from the teaching.

Based on the analysis of information in cycle I and cycle II, it can be concluded that in the early assessment in the pre-research study, the class average percentage was 27%. After that, in the first cycle, it increased to 36%. After trying the action in cycle II, face an increase with the class average percentage of 75%. As already informed in interpreting the analysis results, this research is said to be successful if the markers' ability is increased by at least 75%, seen from the class average. From the results of this research, it can be concluded that children's language skills at PAUD Terpadu Mutiara Yogyakarta have increased after being given action through telling.

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