



Improving Storytelling Ability Using Implications of The Read-Aloud Method in Early Childhood

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Abstract: Basically, a school for early childhood takes work. Many factors influence this, including the shy factor that makes you afraid to speak or tell stories. If the problem is not resolved immediately, it will be difficult for the child to express his feelings. The Read-Aloud method trains children to be able to retell the contents of fairy tales and stories to increase children's vocabulary. Packaging the Read Aloud method uses the media of illustrated children's story books and fairy tale books that can make young children interested in following them. In this study, the authors used a qualitative descriptive method. Data collection techniques used are observation, interviews, and documentation. The results of this study indicate that the implications of the Read Aloud method can stimulate early childhood development by increasing vocabulary so children's language skills can develop properly. Obstacles in this study were limited by changes in the behavior of research subjects which made researchers increase research time.

Keywords: Early Childhood; Implication; Read Aloud Method; Storytelling Ability.

Introduction

The provision of stimulation for early childhood education is intended from when the child is born until he reaches the age of six. This is necessary for helping growth and physical and spiritual development so that children are ready for the next level of education. The age of 0-6 years is the golden age for children, so children's talents and potential can be developed in this phase. Early age (0-6 years) is the time when all the personalities and abilities of children develop properly (I Ketut Sudarsana, n.d.). If the method of educating children is suitable, then they will grow in a good way too.

A method is a tool that functions to realize the activity's objective (Moeslichatoen, 2004). At the same time, Read Aloud is a technique or method used in reading aloud. With a broad meaning, this method can be defined as reading stories or fairy tales using several tools in the form of media, such as books with pictures in a loud and loud voice. In order for children to be more enthusiastic about listening, facial expressions are needed that match the characters in the storybook. Thus this method is very interesting for children's attention so they can listen to stories well.

After the listening stage is complete, a discussion or question-and-answer session is held so that the class atmosphere becomes excited with the interactions that make communication occur well (Wiyani, 2012). The Whole Language approach is a way of developing language with the Reading Aloud method. In this method, children's language skills will be honed using some of the experiences in the storybook. During learning, educators or teachers can use a tool as a medium in the form of a large book so that it is easy for children to digest the explanation of the story (Weaver, 1990).

The Read-Aloud method (Nurmadiyah, 2016) uses a tool in the form of a picture book media, which is commonly used. Media is a comprehensive tool that can be understood and enjoyed everywhere. Meanwhile, in the opinion (Dhieni, 2011), something that is used in conveying messages or words from the sender to the recipient so that the thoughts and feelings of the child are stimulated, then a goal is achieved from this early childhood.

The purpose of developing storytelling abilities in early childhood with the Read Aloud method is for children to be able to communicate with their peers and with other adults. Storytelling combines speaking and listening skills (Mukhlis, A. & Mbelo, 2019). From these storytelling activities, children can naturally build their knowledge and understanding (St. Amour, 2003). They can retell experiences that have been experienced or retold to them. Therefore, children are concluded as natural storytellers (Jim Trelease, 2013).

Literature Review

This research is in line with a study called FebriYuridnirRahima entitled Implementation of the Read Aloud Method to Improve Storytelling Skills in Group B Children at Nur Rahimah Banjarbaru Kindergarten 2013/2014 Academic Year (Rahimah et al., 2015). In the research conducted by Febri Yuridnir Rahima, the aim of this study was the same as discussing the Read Aloud Method in early childhood and equally involving group B class teachers.

Although still on the same theme, there are still differences between the two; namely, in the research, Febri Yuridnir Rahima used a quantitative method, and the results of the study showed that the children's mastery of telling stories increased from 24% to reach an average value of 58.8 in the first cycle of 48% with an average of 71.4. The second cycle is 80%, with an average value of 81.84. In this lesson, the effectiveness of learning to tell stories to children has increased or progressed. Furthermore, this study involved 25 children and group B teachers. The data in this study indicated that implementing the Read Aloud method could improve children's ability to tell stories in group B at Nur Rahimah Banjarbaru Kindergarten in the 2013/2014 Academic Year.

Meanwhile, this study used a qualitative method which showed the results that the implications of the Read Aloud method were very influential in improving the ability of young children to speak and the activeness of learning. Read Aloud aims to invite children to love books and increase children's interest in reading or recognizing letters in books; read Aloud develops children's imagination so that they can encourage children to think more creatively;

read Aloud is also able to train children's courage according to the meaning of the word Read Aloud which means reading aloud, when the teacher in class uses the Read Aloud method by itself makes children more courageous to appear when told to tell stories ahead.

Based on the analysis results and discussion of observations, interviews, and documentation at RA Luqman Al-Hakim Kalangan, Central Tapanuli. The Read-Aloud learning method occurs every time learning starts at 09:30 after the dhuha prayer and memorizing short surahs/tahfidz al-Quran. After the activity is over, the teacher starts learning by greeting accompanied by yelling, starting activities that are usually carried out in class.

Methods

This research uses a qualitative descriptive method with a case study approach (Sugiono, 2012). Data collection in this study was carried out using observation, interviews, and documentation. At the same time, the subject of this study was at the RA Luqman Al-Hakim Kalangan school, North Sumatra. The informants used in this study were taken from class teachers and school principals RA Luqman Al-Hakim Kalangan, North Sumatra.

The data analysis used in this study is by Miles and Huberman, by collecting data containing information on the implications of the reading-aloud method, reducing data deemed appropriate, and presenting information related to the reading-aloud method to arrive at conclusions. In completing the research, the author takes approximately one month.

Result/Findings

Based on the analysis results and discussion of observations, interviews, and documentation at RA Luqman Al-Hakim Kalangan, Central Tapanuli. The Read-Aloud learning method takes place every time learning starts at 09:30 after the dhuha prayer and memorizing short surahs/tahfidz al-Quran. After the activity, the teacher starts learning by greeting accompanied by yelling, starting activities usually carried out in class. The Read-Aloud method is usually carried out according to learning themes such as the theme of needs (Madyawati, 2016). The teacher tells the story using a picture book in front of the children with the title nutritious food four healthy five perfect.



Fig. 1. Teacher teaches in the class

The teacher explains the children's four healthy and five perfect food pictures. Every time the teacher begins learning, use the Read Aloud method to develop ideas still hidden in the child. Some children complain that they do not like to eat vegetables, and the teacher makes up a story with some of the roles of vegetables and the types of nutrients and vitamins they contain. The teacher also explains how the body is when it is deficient in nutrients and vitamins with enthusiasm accompanied by changing expressions. It makes the children seem serious about understanding the story. Even the children are scrambling to ask questions and tell their imaginations. After the storytelling activity, the teacher gave the children the task of coloring pictures of four healthy five perfect according to their respective colors (Mulyaningtyas & Setyawan, 2021).

Previously the teacher had explained to the children about the colors in each picture (James Trelease, 2017). After finishing coloring, the teacher invites the children to talk about the food they like, thus making the children more courageous to speak and increasing their vocabulary. This method plays a vital role in the child's growth period. According to (Hahn, 2002), The primary material of reading aloud represents limitless learning and teaching opportunities, especially in classrooms where literacy is valued, promoted, taught, expected, and modeled every day, all day long. Reading aloud is not a separate activity in a literacy-rich classroom from a clever teacher. It is embedded in the teaching and learning an entire day, unit, or year.

In the process of the Read Aloud method, it was found that RA Luqman Al-Hakim was very effective in learning activities. After implementing this method, it can be seen how the ability to tell stories in children has dramatically increased. The use of the Read Aloud method is very influential in improving the ability to tell stories in children which includes children being able to like books, adding new vocabulary, increasing the ability to express ideas, developing children's imagination, and increasing curiosity (Widayati, S. & Simatupang, 2019). The atmosphere in the class is full of imagination which can be seen from the confessions of children's stories that make children more enthusiastic about school activities. As for the children who were initially shy to speak, they became very enthusiastic about expressing their imagination, and that made the children more active in expressing their hearts.

McGee, Lea M., & Schickedanz (2007) explains that the Read Aloud method dramatically influences the development of sentence and vocabulary acquisition, retelling, and text-containing sentences that contain information. Based on the contents of the description above, it can be concluded that the Read Aloud method is a method of stimulating language development in children by using reading aloud (Arsyad, 2016) with the help of fairy tale books or books about children's stories, read aloud and loud, the reading is also carried out with an appropriate expression. Full of expression so that you can appreciate how it is delivered.

Speaking, reading, and listening are essential skills (Anggraeni, 2016). Because of this, children already have good primary capital in facing even higher levels of schooling (Gurdon, 2019). This research shows that children who often hear stories will more easily succeed in

pursuing higher education because children become accustomed to hearing long sentences and digesting them into meaning (Soehendro, 2011).

This method is divided into three stages of introduction: reading the book, introduction to the book, and discussion after reading the book. The explanation is as follows:

Table 1. Step Discussion

| No. | Step | Book introduction | Book reading | Discussion |
|-----|-----------------|---|---|--|
| 1. | The first stage | There are several expressions to describe the primary role figure in the story, along with the problems that exist. By using illustrations on the cover of a picture book and fairy tales, the sentence on the cover or more precisely called the title of the book, is needed. | Increasing the vocabulary from 6 to 20 words by referring to illustrative images, using dramatic gestures, or adding a few meanings. Providing comments so children can explain their ideas in expressing their thoughts and feelings, coupled with asking exciting questions based on the previously given opinions. | The most important thing is the discussion carried out by the teacher by asking the child "why" in order to find an explanation. A follow-up question is needed so that the child is interested in giving an answer. The teacher also has to demonstrate how to answer questions by saying the sentence "I think..." so that the child understands how to compose the answer sentence. |
| 2. | Second stage | For the child to remember the roles in the story or fairy tale, the teacher reminds them by asking several questions about the primary role and problems in the story or fairy tale. | In a more verbal sense, vocabulary can be inserted for children so that children can achieve an improvement in speaking or listening to stories. The teacher gives comments so that he can explain some of the contents in mind and feelings of other roles. Provide critical questions from the comments given. | In asking the question "Why?" or "What happens if..." the teacher uses questions that can encourage thought patterns in children. |
| 3. | Third Stage | In identifying problems and describing solutions, the teacher involves children in solving | As for the way before the teacher opens the activity by reading a story, the teacher usually always | At this stage, the teacher can include easy questions for children to understand, such as |

| | | |
|---|---|---|
| <p>them. The teacher invites the children to mention today's lesson again, such as the title on the book's cover.</p> | <p>explains illustrations or pictures as well as the question, "What is going on here?"... after that, the teacher also follows up on children's questions about the discussion by extending each comment or question so that everything is complete by giving questions that form answers to all questions to children in the class.</p> | <p>"How could..." "Why could..." and "If it is like this, then what will happen..."</p> |
|---|---|---|

As for the results of interview statements with class teachers regarding Improving Storytelling Ability Using the Implications of the Read Aloud Method in Early Childhood at RA Luqman Al-Hakim.

"Every day, the child's mood is different, some are enthusiastic about school, and some are not, so as a teacher, you should not force your child to continue learning with enthusiasm. Teaching children requires several methods, such as Read Aloud, which is very useful for improving children's moods, increasing children's vocabulary, and making them more confident of appearing in front to express what is on their minds and is very useful for their growth" (Sri Susanti)

"Children in class like to tell stories rather than study, but when asked, some are silent. That is because they do not dare to express what is on their minds. Some children are afraid when he speaks, and some of his friends laugh at him because what he says is very different from what his friends think. Therefore researchers agree with the Read Aloud method because this method has a positive impact on the development of children's thinking and speaking; the Read Aloud method is also beneficial for teachers in explaining some lessons easily understood by children" (Lisdar Yanti Jawa).

Based on the results of the researcher's discussion with the teacher RA Luqman Al-Hakim Group B, Read Aloud plays an essential role in improving children's abilities; children can like books, add new vocabulary, improve their ability to express ideas, develop children's imagination, and increase curiosity. Read Aloud also makes it very easy for teachers to explain something difficult for children to understand so that it is easy for children to understand, thereby making the classroom atmosphere more effective in learning.

Discussion

This research is limited by changes in the behavior of research subjects that make researchers add more time to research. This qualitative research explains that the implications of the read-aloud method can help children improve language skills and increase early childhood vocabulary. Many methods can be used to improve children's storytelling and speaking skills. One of the methods used is the read-aloud method. This read-aloud method is used not only in schools; teachers need to explain to parents that children's language is developed more at home. Therefore there is a need for cooperation between teachers and parents in building children's language skills by telling stories and speaking.

Conclusion

The results of this study indicate that the implications of the Read Aloud method can stimulate early childhood development in their language. This method is also very influential in stimulating the ability to tell stories and speak in early childhood. Read Aloud trains children to be able to retell the contents of fairy tales and stories to increase children's vocabulary. In packaging this method, Read Aloud uses the media of children's story picture books and fairy tale books that can make early childhood enjoyable in following them. There are several stages in the Read Aloud method, namely, reading the book, introducing the book, and discussing after reading the book. Read Aloud also plays a vital role in improving children's abilities; children can like books, add new vocabulary, improve their ability to express ideas, develop children's imagination, and increase curiosity, and also make children like books and make it easier for teachers to explain something difficult to understand. Understanding children becomes easy for children to understand, thus making the classroom atmosphere more effective in learning.

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