

Children's Language Development Through the Storytelling Methods of Picture-Card Media

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Abstract- The purpose of this research is to describe the development of children through the storytelling method of picture-card media. The child's development is the ability to speak. Research methods use quantitative research with quasi experiments. The population is kindergarten students aged 5-6 years. Data collection techniques using observation guidelines with an indicator of the ability of the child can answer questions of characters and characters in the story and the child can continue some of the stories listened to. Data analysis techniques using one-way variance analysis test. The results showed that the value of F_{count} 5.167 with a significance of 0.026, meaning that children's development for the ability to speak is influenced by the storytelling method of picture-card media.

Keywords- *children's language development, storytelling methods, picture-card media, kindergarten children*

I. INTRODUCTION

Early childhood developments include the six aspects of religious and moral values, physical-motor, cognitive, language, social-emotional, and the arts mentioned in regulation of the Minister of National Education number 137 year 2014 on national standards Early childhood education [1].

Basically, early education includes all the efforts and actions undertaken in the process of care, parenting and education in children by creating an environment where the child can explore his or her learning experience. It is this environment that gives the child the opportunity to know and understand something through the way of observing, imitating and experimenting repeatedly and involving all its potential intelligence.

Language is a means of communication and plays an important role in various lives. People not only think of using brains but also need language as the media of delivery. A good language disclosure through verbal and writing will help others understand how to think. Language gives a role in the development of early childhood into the whole person. According to Vygotsky (in Susanto, 2017:73) A language other than giving concepts and categories to think, language is also a tool for expressing ideas and asking questions [2].

The development of early childhood language skills is influenced by activities related to science, mathematics, music, social and other activities that can provide opportunities in early childhood. According to Yus, early childhood intelligence is his ability to express ideas about him and understand others and to learn new vocabulary or other languages [3]. A variety of spoken languages and a variety of writing languages is the language used in everyday life. The first language to be ruled

by early childhood is an oral variety or can also be called an oral language skill. Hearing and listening are the process of learning to speak naturally and through the process children learn to speak [4].

The results of the research conducted by Farihah (2015), the increase in the ability to speak children through the method of storytelling with the image media [5], it is also in line with the research results Maharani (2014) that there is influence of media storytelling method Picture card to the ability to know the literacy of children [6], as well as the research result of Asih (2011) that there is an increase in children's language skills through picture card media [7].

Speaking is a productive language skill: the delivery of thoughts, creative ideas, and opinions can be done with a person's speaking ability. The development of speech is a process that uses expressive language to form meaning. The study of developmental speech in the child is not separated from the fact that the speed difference in speech, as well as the quality and quantity of children in producing language. This is in line with the research Masfiah (2013), that the display of the word card media is one of the media that can be used to improve the ability to speak child group B in kindergarten [8].

According to Harris & Sipay that at the age of 5-6 years, the child can understand about 8000 words, and in the next year the child's ability can reach 9000 words [9]. This is reinforced by indicators of achieving children's language development in the Ministry of Education and Culture regulation of the Republic of Indonesia number 137 year 2014 on national standard for Early childhood education [10], that the level of development achievement Children's language of expressive language and demonstrate expressive language skills (expressed verbal and non-verbal language) in children aged 5 to 6 years are: (1) answering more complex questions, (2) mentioning the group of images Having the same sound, (3) communicating orally,

having a vocabulary, as well as identifying symbols for the preparation of reading, writing and Counting, (4) composing a simple sentence in a complete structure (sentence-predicate matter) , (5) Have more words to express the idea of others, (6) continuing some of the stories or fairy tales that have been listened to, (7) demonstrating the understanding of the concepts in the storybook. Research conducted by Oktavia (2018), that there is influence of the use of Image card media to the development of speaking children aged 5-6 years [11], as well as research Sholihah (2015), gained that the existence of an increase in the skills Talking child through the media picture card in the child group A [12].

The appropriate method for early childhood learning can be applied in kindergarten in particular to stimulate the development of early childhood language according to the level of its linguistic development. (a) The method of storytelling, (b) The method of conversation, (c) Question and answer method, (d) The method of demonstration, (e) The socio method of play/role-playing, (f) method of assigning assignments, (g) Methods of tourism works, Learning methods are designed in meaningful and fun play activities for children. This is as stated in regulation of the Minister of Education and Culture of Republic of Indonesia number 146 year 2014 [13], Appendix IV to Curriculum 2013 Early Childhood Education Learning Guidelines [14].

From some of the early childhood learning methods mentioned above, it is very clear that the storytelling method is one of the methods that will be researched to achieve the level of development of early childhood languages. Aspect of early childhood language development in kindergarten institution can be reached by one method that is method of storytelling. The storytelling method can be implemented by conducting storytelling activities in the learning process. According to Musfiroh, the method of storytelling is a way used by teachers in learning, according to the basic

purpose of children's language skills [15]. The use of storytelling methods can be applied to all aspects of development contained in the content of the PAUD curriculum [16].

Researchers use visual media, especially through picture cards for children, image card media can be a link between the child's imagination and the real world through the presented images and can stimulate the child's memory of the experience. Before so from the picture card media presented this child can speak to the teacher that the experience of the previous child is similar to that of the story presented so it can be said that the picture card can be presented to Children and can be used to stimulate the development of children's language in particular speaking.

There are visual emblems to clarify the verbal emblem to make it easier for children to understand the meaning of the message conveyed in learning, because visualizations depict the nature of a message in a form that resembles the actual state of [17].

With regard to the problem that the ability to speak as well as part of the child's language development is important then researchers are interested in describing the development of children's language through the storytelling method of media drawing cards.

II. IDENTIFICATION, RESEARCH AND COLLECT IDEA

This research uses the quasi experiment with non-equivalent control group design. There are 2 experimental groups and 2 control groups. The experimental group is given a learning treatment with the storytelling method of image card, while the learning control group is without the storytelling method of image card media. Measurement of observations conducted before and after learning using the rating scale calculation 1-4. Scale Rating is a scale used to collect raw data in the form of

numbers that are then interpreted in a qualitative sense [18]. The scale Rating used refers to the following table 1:

Table 1. Research Instrument Assessment [19]

Score	Description
1	Undeveloped
2	Start Growing
3	Evolving as expected
4	Excellent growth

The following observation grids are as follows:

Table 2. Speech Ability Indicator Grid Observation Instruments

Development Achievement Level	Indicator	Item Statement
Demonstrate understanding of concepts in storybook	Remembering story titles	1. Mentioning the title of the played story.
		2. Mentioning the characters in the story.
		3. Mentioning character characters in the story.
	Understand the content of the story	4. Mentioning events in the story.
Continuing some stories/that have been heard	Retelling the content of the stories that have been heard	5. Tell the storyline in sequence.
		6. Retelling the content of the story correctly and completely.

III. RESULT OF FINDINGS

Results of the observation that the influence of the storytelling method of media card to the

development of language in terms of speaking children aged 5-6 in Sidoarjo District Sidoarjo. The second hypothesized acceptance in research is seen from the average value of the development of language in terms of speaking in the control group of 3.266 which means growing well while the average value of language development in terms of speech in the experimental group of 3,533 meaning it develops very well, it proves that there is a significant influence between the storytelling method of image card media to the development of languages in terms of speaking at kindergarten Group B in District Sidoarjo Sidoarjo Regency.

As a proof of whether the storytelling method of the media card has an effect on the development of the child's responsibilities, then a test of one way ANOVA (Analysis of Variance), in this case the data analyzed is Post test data on the experiment Group and Control group. According to the test of one way ANOVA (Analysis of Variance) obtained the value of $F_{count} = 5.167$ and a value of 0.026, it proves that there is a significant influence between the storytelling method of image-card media to the development of languages in terms of listening and speaking at the kindergarten group B in District Sidoarjo District Sidoarjo.

The method of telling the story of a picture card that has been applied to kindergarten children aged 5-6 years in the District Sidoarjo District Sidoarjo affects the development of language in terms of children's talk include (1) mention the title of the story that has been heard ; (2) Mentioning the figures in the story; (3) mentioning character in the story; (4) Mentioning the events in the story; (5) Tell the storyline in sequence; and (6) retelling the content of the story correctly and completely.

Bromley stated that despite the difference in language-speaking speed in children, the components in the language did not change [20]. These components consist of phonology, morphology, syntactic, semantics and pragmatic. In line with Bromley, Otto argues that the development

of the phonology is concerned with the growth and production of sound systems in the language, resulting from babies born to the age of one. The vocal phoneme was first outspoken than a consonant phonemes. Morphological developments related to the growth and production of the meaning of the language, for example children who are still young say "mam" which means to eat. The development of syntactic is a meaningful word production and is in accordance with the rules that result in complete thought and sentence. The child experimented with syntactic since the first six years of development.

The ability of the child continues to evolve characterized by the seemingly apparently question word: what, who, why, where and how. Semantic developments occur at slower and longer speeds than children's development in understanding phonology, morphology and syntax. Semantic developments begin when the child is nine to twelve months old, when the child uses verbs, nouns and as a child develops using adjectives or adverbs [21]. Pragmatic developments relate to the use of language in expressing the interest and intent of a person to achieve the expected objectives. Since children are still early, when the child is still using one word, the child has already involved a Pragmatics component in order to achieve [22].

This is in line with the research results of the Penthiernitasari (2017) that the method of storytelling with the image media affects the ability to speak early childhood [23]. It is also in line with the research results of Sanura (2018) that the use of picture card media can develop the ability to tell the children of early childhood [24]. It is also in accordance with the results Yhuaningsih (2010) that the use of the image card media by means of showing the object/objects will facilitate, motivate, and attract the child in the development of language, especially the establishment of speech [25]. Similarly, the research results of Wijayanti (2017) that there is an increase in the ability to speak

through a method of storytelling with the image card Media [26].

Based on the above research, it can be concluded that the method of storytelling in media pictures can develop language development in terms of speaking children aged 5-6 years in Sidoarjo District Sidoarjo and proves the influence of Significant between the storytelling method of the media card to the development of language in terms of speaking in the children's nursery B group in Sidoarjo district Sidoarjo.

IV. CONCLUSIONS

Based on the research that has been conducted and test the difference with the Analysis of Variance (ANOVA), it was concluded that the development of the child in this case the ability to speak is influenced by the storytelling method of drawing cards in the kindergarten Group B Sub District Sidoarjo Regency.

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