



Elementary School Age Children, Do They Still Often Tell Stories?

Yudho Bawono^{1,a)}, Wasis Purwo Wibowo^{1,b)}, Samsul Muarif^{1,c)}, Puji Restu Aditiya^{1,d)} and Ar Liza Listiyana^{1,e)}

¹*Department of Psychology, Universitas Trunojoyo Madura, Indonesia*

^{a)} Corresponding author: yudho.bawono@trunojoyo.ac.id

^{b)} wasis.wibowo@trunojoyo.ac.id

^{c)} samsulmuarif942@gmail.com

^{d)} prestoaditya@gmail.com

^{e)} arlizalistiyana26@gmail.com

Abstract. The aim of this research is to find out whether or not elementary school age children are often told stories. This research method uses a quantitative approach with survey methods. The research subjects were all students of class IV and V from SDIT Ulil Albab, Kamal District, Bangkalan Regency, totaling 57 students. The data collection tool used in this research was the Storytelling Intensity Questionnaire. The data analysis used is Descriptive Statistical Test. The results of data analysis show that 7 students who are often told stories and 50 students are not often told stories. Based on the results of data analysis, it can be said that elementary school age children, especially those in class IV and V (aged 10-11 years), are not often told stories in their daily lives. One of the factors that is thought to be the cause of elementary school age children not being told stories often is because nowadays, children are more often exposed to gadgets in their daily lives. The advice given is to reduce the use of gadgets by children and parents to start spending time telling stories to their children.

Keywords: Elementary School Age, Children, Tell Stories

1. Introduction

A number of literature states that fairy tales are stories that do not really happen. Fantasy stories and imaginary stories [1][2]. These stories are told by storytellers to people, especially children, who are told the stories. It can be said that the activity of telling fairy tales is called storytelling. This storytelling activity is an oral tradition that has been passed down from generation to generation [3]. Through these fairy tales, it turns out that there is a lot of content contained in them. From the stories and fairy tale characters that storytellers give to children, many benefits can be gained [4].

One of the benefits of fairy tales is that they can healthily develop emotions [5]. When children listen to fairy tales, their emotions will be moved and influenced by the themes and problems of the fairy tales. When a storyteller tells stories that are supported by the storyteller's humor, the child's emotions will be moved to feel happy. What comes out from his face is the condition of his heart which is visible in the symptoms of a cheerful face. On

the other hand, when the storyteller tells sad and scary things, the child's emotions will be moved towards that too with signs of frightened behavior and an anxious mood [6].

Through fairy tales, children can also be trained to navigate various human feelings. Children can be taught to appreciate sadness, misfortune, suffering and sorrow. Children can also be invited to share joy, happiness, luck and cheerfulness. Through fairy tales, children's feelings or emotions can be trained to feel and appreciate various scenes of human life [7]. Besides that, fairy tales are effective in increasing children's interest in reading. One of the proofs is that children's attention has been diverted from gadgets and has become interested in fairy tales presented by storytellers and reading fairy tales [8].

With the various benefits of fairy tales, the question that arises is when should fairy tales be given to children? Some literature states that fairy tales can be given to children from a very early age. Even six month old babies can start to be told stories, even elementary school age children [4]. Previous studies also found that fairy tales are still effective in being given to elementary school age children [9–13] even though digital fairy tales were used [14].

Based on the description above, the aim of this research is to find out whether or not elementary school age children are often told stories. By knowing whether school-age children are often told stories or not, further action can be taken. If they often tell stories, then this activity needs to be continued. If they are not often told stories, then parents or adults in the child's life need to try to tell stories to them. This is because there are many benefits obtained through telling fairy tales.

2. Method

This research is a survey research by distributing a Storytelling Intensity Questionnaire consisting of 14 questions/ statements. The respondents involved in the research were 57 children in grades IV and V at SDIT Ulil Albab, Kamal District, Bangkalan Regency.

The data analysis used in this research is descriptive analysis. Descriptive analysis is the most basic analysis to describe the general state of the data. This descriptive analysis includes descriptive statistics such as frequency, descriptive, data exploration, cross tabulation and ratio analysis.

3. Result And Discussion

After all the entries in the Storytelling Intensity Questionnaire were filled in, the researcher then took 5 question items/statements that were directly related to fairy tales and elementary school age children. Next, researchers began processing and analyzing the data. The research results are as follows:

1. When I was a toddler, I was told stories

To this statement, the subjects who gave the answer "yes" were 23 children (40.35%) and the answer "no" was 34 children (59.65%). The calculation results can be seen in table 1 below.

Table 1. Answer to Statement Item Number 1

No	Statement Items	Amount and Percentage			
		Yes	%	No	%
1	When I was a toddler, I was told stories	23	40.35	34	59.65

2. Even though I am in elementary school, I still often get told stories

In this statement, the subjects who gave the answer "yes" were 7 children (12.3%) and the answer "no" was 50 children (87.7%). The calculation results can be seen in table 2 below.

Table 2. Answer to Statement Item Number 2

No	Statement Items	Amount and Percentage			
		Yes	%	No	%
2	Even though I am in elementary school, I still often get told stories	7	12.3	50	87.7

3. Since kindergarten, I have never been told a story

In this statement, the subjects who gave the answer "yes" were 25 children (43.86%) and the answer "no" was 32 children (56.14%). The calculation results can be seen in table 3 below.

Table 3. Answer to Statement Item Number 3

No	Statement Items	Amount and Percentage			
		Yes	%	No	%
3	Since kindergarten, I have never been told a story	25	43.86	32	56.14

4. Until now I have never been told a story by my parents

In this statement, the subjects who gave the answer "yes" were 26 children (45.61%) and the answer "no" was 31 children (54.39%). The calculation results can be seen in table 4 below.

Table 4. Answer to Statement Item Number 4

No	Statement Items	Amount and Percentage			
		Yes	%	No	%
4	Until now I have never been told a story by my parents	26	45.61	31	54.39

5. Before kindergarten, I already liked being told stories

To this statement, the subjects who gave the answer "yes" were 22 children (38.6%) and the answer "no" was 35 children (61.4%). The calculation results can be seen in table 5 below.

Table 5. Answer to Statement Item Number 5

No	Statement Items	Amount and Percentage			
		Yes	%	No	%
5	Before kindergarten, I already liked being told stories	22	38.6	35	61.4

Based on the results, it was found that elementary school age children at SDIT Ulil Albab were not often told stories are 50 children (87.7%). This research also found: (1) Thirty-four children (59.65%) said that when they were toddlers, they were not told stories; (2) Thirty-two children (56.14%) said they had been told stories since kindergarten and there were 35 children (61.4%) who said that before kindergarten, they did not like being told stories; and (3) As many as 31 children (54.39%) said that until now they had been told stories by their parents.

4. Conclusion

The results found that elementary school age children, especially those in class IV and V (aged 10-11 years), are not often told stories in their daily lives. One of the factors elementary school age children not being told stories often is because nowadays, children are more often exposed to gadgets in their daily lives. The advice given is to reduce the use of gadgets by children and parents to start spending time telling stories to their children. Some ways that can do are by doing fun activities together with children, for example cycling, fishing, gardening and others.

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