

The Influence of Storytelling Method on Children Language Development

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Abstract—This study aimed to analyze the influence of storytelling through picture card on expressive language development of children aged 5 to 6 years. This study used a quantitative approach method. The independent variable was telling story method through picture card while the dependent variable was expressive language development. The sample was group B students of some kindergartens. Data were collected using observation and analyzed using one-way ANOVA. The results showed that storytelling method through image card influenced the children's expressive language in East Java. It is suggested that early childhood teachers can utilize visualization media that can attract the students' attention using storytelling through picture card which is interesting, funny and can make children laugh.

Keywords—storytelling method; picture card; expressive language

I. INTRODUCTION

Early childhood education concerns the whole effort and action like taking care, nurturing, and educating children by creating an environment where children can explore their learning experiences.

The problem faced by group B children of kindergarten in sub-district of Sidoarjo is linguistic aspects such as the ability to listen and speak that are still low. It may be caused by some internal factors such as children are ashamed to express their opinions like repeating the story that has been played, children get bored easily that makes them difficult to concentrate, children are drilled to read, write and count to prepare them for the next level of education. Another factor are the external factor, such as the teachers use the monotonous learning method and the teachers cannot handle the class well, the teachers are more likely to use children's worksheets to learn to write and count in the preparation of children to the next level, learning media presented in the learning process is less varied. The result of those problems could be seen when the teachers asked children and they were ashamed and unable to answer and express their ideas because of vocabulary limitation. Thus, these problems make the children have a low ability in mastering the language aspects especially listening and speaking.

Early childhood intelligence is an ability to express ideas about themselves and to understand others and to learn new vocabulary or other languages [6]. Richard states [1] that

listening is a part of learning process to speak naturally and through the process, children learn to speak.

According to Musfiyah, storytelling is a way used by the teachers in learning based on basic purpose of language skills of children. The writer chooses storytelling method to stimulate aspects of language development in terms of listening and speaking of group B children in Kindergartens because this learning method can develop the imagination, creativity, and thinking power of children language development, especially the ability to speak children.

Referring to background, the writer conducted research entitled "The Influence of Storytelling Methods on Children Language Development". Therefore, this study aimed to analyze the influence of telling method on expressive language development of children aged 5-6 years.

The regulation of ministry of national education No. 58 year 2009 states that the level of achievement describes the growth and development that is expected to be achieved by children in a certain age.

Samantaray suggested that language is a central to society. Language forms the basis of perception, communication, and daily interaction. Language is a symbol system that categorizes, organizes, and clarifies the thoughts of each individual [2].

Speaking is included in expressive language skills. It also defines as the ability to speak is an expression in the form of words. Some are receptive (understandable and acceptable) or expressive. Gordon and Browne in Dhieni add [3] that expressive language shows how to express wishes, needs, thoughts, and feelings to others verbally.

The capability to express an expressive language of children aged 3-5 years old according to Oduolowu and Oluwakemi [3], includes in combinatory development where they have been able to speak in structured grammar understood by others and can respond to the opponent both positive and negative in a conversation. In line with Sugonodalam [4], he states that the subject matter or the mode of expression is the language generated by using organ of speech in the form of phoneme as its basic element [5]. Thus, it is inferred that the development of the expressive language is the ability to use all language skills to express and interpret

the language that consists of pronunciation and the grammar (the forms and the structure of the sentences).

II. METHOD

Early childhood intelligence is an ability to express ideas about themselves and to understand others and to learn new vocabulary or other languages [6]. Richard states [1] that listening is a part of learning process to speak naturally and through the process, children learn to speak.

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III. RESULTS AND DISCUSSION

The type of this research was experimental study. Experimental studies by Creswell (2008: 299) were used when researchers want to establish possible causes and effects between independent variables and dependent variables. The independent variable is the variable that causes the change of the dependent variable.

There are two variables; independent variable and dependent variable. The independent variable in this research was a storytelling method through picture card (X) and the

dependent variable was the development of expressive language (Y).

The storytelling method can be an activity to listen to oral speech that tells an event that can be listened and felt directly, not only through listening but also vision where the teacher presents the story through the picture card.

The activities continued with some of the stories that have been played by the teacher and able to answer characters in the story.

The populations in this study were Kindergarten children in sub-district of Sidoarjo. The sample was 22 group B students. The sample was selected using random sampling.

The data were collected using observation before and after the telling story through picture card. Data collection on research variables was the data of children's activities through observation during storytelling. The observation sheet of children's activity was the instrument used in this study. Observation was done by looking at the children's activities in telling story through picture card.

The quantitative data were collected in this study then analyzed using statistical formulas using computer services (SPSS). According to Sugiyono (2012: 207), the activities in data analysis consists of grouping or tabulating data based on variables of all respondents, presenting data of each variable studied, performing the calculations to answer the formulation of the problem, and performing the calculations to test the hypothesis that has been proposed.

Data obtained were analyzed using one-way ANOVA used to test between 3 or more groups of interval-scale data or ratios derived from 1 independent variable. The purpose of this design was to study influence of free and simultaneous variables from two or more independent variables on the final result. The variables in this study consist of two dependent variables and one independent variable (Winarsunu, 2012: 12). One-way ANOVA was used to see the effect of variable X on variable Y.

Descriptive analysis was used to describe group B children's expressive language development in Sidoarjo sub-district consisting of 3 children in control group and 13 children in the experimental group.

Test of ANOVA

The significant level is greater than 0.05. This test was aimed to know whether there is or not deviations on the variables in the model. This test used samples Kolmogorov-Smirnov, where the result of variables in this study showed that the score of asymp.sig (2 tailed) for the language development variables in pre-test and post-test is 0.593 and $0.141 \geq 0.05$, meaning that data are normally distributed.

The homogeneity could be done by using Levene's Test, based on significance level score of Levene F observed. The ANOVA data analysis was done after analyzing requirements analysis, which aimed to test the hypothesis that is "there is influence of storytelling method through picture card on expressive language development of group b children aged 5-6 years in kindergarten in sub-district of Sidoarjo". Here is the

result of statistical analysis by using ANOVA Test with SPSS 20:

TABLE I. ANOVA SCORE

ANOVA					
Perkembangan Bahasa Ekspresif (Post Test)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.303	1	2.303	8.087	.010
Within Groups	5.697	20	.285		
Total	8.000	21			

Source: Processed data (2018)

ANOVA test shows that F observed of significance level is 0.010 < 0.05, meaning that there is the different development of expressive language between the control group and experimental group. It can be said that image storytelling method through picture card influences group B children's expressive language development in sub-district of Sidoarjo. Thus, the hypothesis was accepted.

The results of the study showed that storytelling through picture card influences expressive language development of group B children of Kindergarten in sub-district of Sidoarjo. Average score of children's expressive language development in the experimental group in post-test is 3.7692 (categorized as capable without teacher's assistance) better than control group of 3.1111 (categorized as capable with teacher's assistance).

The results is in line with Hurlock (in Madyawati, 2016: 90) states that children's speaking skills should be supported by vocabulary that is appropriate to the children's level of language development. Learning to speak at early age can be used as a means of socialization like making friends and training their independence. This result of the study was also supported by Muliadi (2007: 66) who suggests that early childhood teachers can develop telling story activities for children so that they can have good speaking skill because children learn to speak in a pleasant style and add to his vocabulary and language when storytelling.

IV. CONCLUSION

It can be concluded that there is a significant influence of storytelling method through picture card on expressive language development of group B children in Kindergarten the sub-district of Sidoarjo. It can be seen from significant differences in expressive language development of experimental groups with telling story method through picture media) which has better score than control group with conventional method.

It is suggested that early childhood teachers can utilize visualization media that can attract students' attention using storytelling through picture card which is interesting, funny and can make children laugh. If the teachers use interesting picture card, it can play as an important role as means of communication.

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