

Differences in Language Development Before and After The Provision of The Storytelling Method in PAUD Balqist Subi

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Article

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Abstract

Language ability is an indicator of all child development compared to other developments. This means that this aspect plays an important role in the development of children and affects the development of children in the future. To improve language development in children, proper stimulation is needed. One form of stimulation that can be given to children is storytelling. This study aims to determine the differences in language development before and after giving storytelling to preschool children at PAUD Balqist Subi. This research is a quasi-experimental study (quasi-experimental) with one group pre-test and post-test design. The sample in this study were all 28 students of PAUD Balqist Subi. The sampling technique used was purposive sampling with inclusion criteria and exclusion criteria. The research instrument used a 3-5-year language development questionnaire and data analysis used univariate and bivariate analysis. The average value of language development of preschool-age children before being given storytelling is 19.27 and after being given storytelling is 26.27. The normality test was performed on the pre-test data of 0.832 ($p > 0.005$) so that the pre-test data were normally distributed. The post-test data was 0.002 ($p < 0.005$) so the post-test data were not normally distributed. Bivariate analysis using the Wilcoxon test obtained p -value = 0.001 ($p < 0.005$). So that there are differences in language development before and after being given storytelling. Giving storytelling method is effective to improve language development in preschool-age children with a p -value of 0.001. Parents should get used to telling stories or storytelling to their children to stimulate language development.

Abstrak

Kemampuan berbahasa merupakan indikator seluruh perkembangan anak di bandingkan perkembangan lainnya. Artinya aspek ini memegang peranan penting dalam perkembangan anak dan mempengaruhi perkembangan anak di masa yang akan datang. Untuk meningkatkan perkembangan bahasa pada anak diperlukan stimulasi yang tepat. Salah satu bentuk stimulasi yang dapat diberikan pada anak adalah story

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telling. penelitian ini bertujuan untuk mengetahui perbedaan perkembangan bahasa sebelum dan sesudah pemberian story telling pada anak prasekolah di PAUD Balqist Subi. Penelitian ini merupakan penelitian quasi eksperimen (eksperimen semu) dengan one group pre-test and post-test design. Sampel dalam penelitian ini adalah seluruh siswa PAUD Balqist Subi berjumlah 28 orang. Teknik pengambilan sampel menggunakan purposive sampling dengan kriteria inklusi dan kriteria eksklusi. Instrumen penelitian menggunakan kuesioner perkembangan bahasa 3-5 tahun dan analisis data menggunakan analisis univariat dan bivariat. Nilai rata-rata perkembangan bahasa anak usia prasekolah sebelum diberikan storytelling 19.27 dan sesudah diberikan storytelling 26.27. Dilakukan uji normalitas pada data pre-test 0.832 ($p > 0.005$) sehingga data pre-test berdistribusi normal. Data post-test 0.002 ($p < 0.005$) sehingga data post-test berdistribusi tidak normal. Analisa bivariat menggunakan dengan uji Wilcoxon didapatkan nilai $p = 0.001$ ($p < 0.005$). Sehingga ada perbedaan perkembangan bahasa sebelum dan sesudah diberikan story telling. Pemberian metode story telling efektif untuk meningkatkan perkembangan bahasa pada anak usia prasekolah dengan p-value 0.001. Orang tua sebaiknya membiasakan bercerita atau mendongeng kepada anaknya untuk menstimulasi perkembangan bahasanya.

Introduction

Development is defined as an increase in abilities in more complex body structures and functions in a regular pattern as a result of the maturation process. At this stage, there is a process of differentiation of cells, tissues, organs, and organ systems that develop, so that they can fulfill their functions which include emotional, intellectual, and behavioral development as a result of interactions with the environment (Sulistiyawati, 2017). In the development process, there are more complex changes in several aspects of development which include gross motor skills, fine motor skills, speech, and language as well as socialization and independence (Kemenkes RI, 2013).

Gross motor or gross motion is defined as the child's ability to perform various movements involving large muscles such as sitting, standing, walking, jumping,

climbing stairs, and kicking a ball. Fine motor or fine motion is defined as the child's ability to perform movements that involve small muscles and certain body parts, but require careful coordination to be able to do it such as observing something, holding a pencil, writing, drawing, and stacking cubes. Speech and language are defined as the child's ability to respond to sounds heard, such as speaking, communicating, and following orders given. Socialization and independence are defined as children's independent abilities such as eating alone, dressing themselves, tidying up toys after playing, washing hands after eating (Kemenkes RI, 2013).

Based on data from the Riau Islands Provincial Health Office Profile (2020) in 2019, an examination of speech and language development disorders in preschool children using KPSP was carried out and the results were 11.5% of



104,200 children experienced speech and language development disorders. Based on the 2020 DDTK Polygraph at PAUD Balqist Subi, 12.5% of the 16 students with developmental disorders have developmental disorders. In 2019, the SDIDTK examination using KPSP at Balqist Subi PAUD showed that 6.25% of 16 students experienced doubtful detection of speech and language delays. (Subi Health Center, 2019).

Language ability is an indicator of all child development compared to other developments. Because language skills are sensitive to delays or abnormalities in other systems. This means that this aspect plays an important role in the development of children and affects the development of children in the future (Kemenkes RI, 2016). A language is a form of communication both spoken, written, and sign based on a symbol system. Language functions as a communication tool. Through language, children can relate to each other, share experiences, and can improve their intellectuality, namely in order to develop their knowledge and language skills (Enny. 2017)

One of the risk factors that affect child development is inadequate early stimulation. Stimulation is a stimulus (sight, speech, hearing, and touch) that comes from the child's environment. Stimulation will be effective if it pays attention to the child's needs according to the stages of development. Children who get proper stimulation will develop faster than children who don't even get stimulation. One form of stimulation in children is using the storytelling method, this activity is an effort made by storytellers in conveying the contents of feelings, thoughts, or stories to children orally (Sulistiyawati. 2014). The storytelling method can affect speech and language development in preschool children Nurjannah (2018). Storytelling is also called storytelling. Storytelling is storytelling based on oral tradition.

Storytelling is an effort made by storytellers in conveying the contents of feelings, thoughts, or stories to children orally. Nurjanah (2018) said that effective storytelling is used to help the development of speech in children.

Based on observations made at PAUD Balqist Subi, 3 out of 5 children find it difficult to communicate and answer questions from researchers, when asked to tell stories, children cannot tell simple stories from their daily lives, because children's speaking skills are not fluent. This can be seen when children try to tell simple stories from their daily lives, children are still confused with the words to be spoken, which makes children less confident when speaking.

Method

This research was conducted at PAUD Balqist Subi, Subi Village, Subi District, Natuna Regency, Riau Islands Province. The study was conducted for four consecutive days from November 29 to December 2, 2021. This study is a quasi-experimental study with one group pre-test and post-test design. The population and sample in this study were all 28 students of PAUD Balqist Subi. The sampling technique used was purposive sampling with inclusion criteria and exclusion criteria. The research instrument used a 3-5 year language development questionnaire and data analysis using univariate and bivariate analysis. The data normality test was performed using Shapiro Wilk. The results of the pre-test data were 0.832 ($p > 0.005$) so the pre-test data were normally distributed. The post-test data was 0.002 ($p < 0.005$) so the post-test data was not normally distributed. And the different test using the Wilcoxon test obtained p -value = 0.001 ($p < 0.005$). So that there are differences in language development before and after being given storytelling.

Results and Discussion



This study aims to determine the differences in language development before and after giving the storytelling method at PAUD Balqist Subi, Subi Village. Storytelling is given four times for four consecutive days. Respondents in this study amounted to 15 people and the total initial respondents amounted to 28 people. These 15 people are the same children who participated in storytelling activities for four consecutive days. On the first day, the researcher conducted a storytelling activity about the Plastic

Bottle Adventure which was attended by 15 children. On the second day, the researchers conducted a storytelling activity about the Horned Chicken which was attended by 16 children. On the third day, the researchers conducted a storytelling activity about the Origin of the Mermaid, which was attended by 18 children. On the fourth day, the researchers conducted a storytelling activity about the Kind-hearted Elephant which was attended by 17 children.

Distribution of respondents by gender

Table 1 Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Man	11	39
Woman	17	61
Total	28	100

Based on table 1, respondents who are male are 39% and female respondents are 61%. According to Suherman (2016), there is a relationship between gender and language development. Girls on average speak faster than boys where

girls have a significantly larger vocabulary than boys. This is because the brains of newborn girls are more developed in the areas that regulate speech and language skills.

Distribution of respondents by age

Table 2 Distribution of respondents by age

Age	Frequency	Percentage (%)
3 years	13	46
4 years	15	54
Total	28	100

Based on table 2 respondents aged 3 years as much as 46% and respondents aged 4 years as much as 54%. Soedjatmiko (2018) said that children's

language skills with age will increase and be accompanied by increased experience and knowledge.

An overview of the differences in language development before and after giving the storytelling method

Table 3 is an overview of the differences in language development before and after giving the storytelling method

Language Development	N	Minimum	Maximum	Mean	Standard Deviation
Before	15	16	23	19.27	1.831
After	15	25	27	26.27	0.799

Based on table 3 above, the results of data analysis show that the average language development of preschool-age children before giving the storytelling method is 19.27. While the average value of

language development of preschool-age children after giving the storytelling method is 26.27. So that there is an increase in language development that occurs in preschool-age children. Indatul

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Siti and Lestari Indah (2014) say that there is an effect of storytelling on language development in preschool-age children (TK B) because by being given storytelling to children, they can add new vocabulary to their vocabulary which will then help improve speaking skills so that children can answer questions that are asked of them. proposed by the storyteller (Solihudin. 2016). Storytelling is the art of storytelling that can be used as a means of instilling values in children without the need to teach children. Storytelling is a creative process in children's development and imagination that not only prioritizes the ability of the left brain but also the right brain. The storytelling method can be said as one of the early childhood learning media that can provide positive benefits for children's development, especially moral, language, and social-emotional development. Stimulation of children's growth and development can be done in several ways, one of which is storytelling because in this case, the child will play an active role as a listener (when listening to the teacher's story) as well as a speaker (when telling stories with the teacher). and other children (Amalia & Sa'diyah. 2015).

Based on the observation results of language development assessment through questionnaires, several question indicators such as displaying their own pronouns, providing information about family, sorting and describing the contents of the picture, mentioning other names from the week, using and answering 5W+1H, knowing the antonym ex day and night. and mentioned three adjectives that were still lacking at the time of measurement before being given treatment. After being given treatment, the seven indicators have increased. This is in line with Nurjanah's research (2018) which says that storytelling is effectively used to help the development of speech in preschool children. This is in line with the theory put forward by Martini (2014)

that after being given certain treatment children can state identities such as their name, gender, date and month of birth as well as complete home address, can tell pictures in clear order and language, can distinguish sounds or sentences. certain voices can communicate verbally in their own language and can speak fluently using complex sentences.

In telling stories, researchers use pictorial media containing animal stories and folk tales. Picture media is an image media related to learning material that serves to convey messages from teachers to students. Widiandi et al (2015) said the story method with illustrated media was to display speaking skills in children. By giving the illustrated story method, children will be more interested in seeing and listening to what the storyteller has to say. Through picture stories, children can see the real shape of the characters in the story, related to color, size, and shape. Picture story media can foster a sense of interest in learning so that children become the focus of storytelling activities. In accordance with research conducted by Nugraha, Marhaeni, Tika (2013) that the application of storytelling methods with picture media can improve children's language skills and independent attitudes of children in group A of the Bangli State Kindergarten. For preschoolers, listening to stories and seeing colorful pictures according to the stories told in a fun activity. Storytelling with illustrated media provides a very complete learning experience for children, besides practicing listening to stories told by storytellers, it also trains children's vision through the images displayed, trains children to recognize colors, recognize animals or grow, train children's memory to remember pictures. -image shown. Through hearing and seeing, children get various information about the knowledge, values, and attitudes played by the characters in the story, children are able to pick moral messages from the



stories told and can be applied in everyday life.

The results of the research conducted by the researcher are in line with the research conducted by Astuti, Sofiyanti, Setyowati (2019) which shows that there are differences in language development before and after giving storytelling in TK Summarejo 01. This research is also in line with research conducted by Wulandari, Minarti, Kumalawati (2018) which shows that language development in preschool-age children after being given storytelling therapy has increased. This research is also in line with research conducted by Wahyuni (2013) that storytelling activities can develop children's oral language skills in group A in RA Perwanida, Kadipaten Andong Boyolali in the 2012/2013 academic year. In his research, Sriyono (2020) said that children's language skills can be improved through the storytelling method. Because storytelling can increase the mastery of new vocabulary and encourage children's activity which in turn can improve children's language skills

Conclusions and recommendations

Conclusion

Based on the results of research and discussions that have been carried out at PAUD Balqist Subi, it can be concluded that: the average language development of preschoolers before the storytelling method was 19.27 and the average language development of preschoolers after the storytelling method was 26.27. Giving effective storytelling method to improve language development in preschool-age children with a p-value of 0.001. It is hoped that parents can do storytelling activities at home to stimulate language development in their children.

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