

## ANALYSIS OF SPEAKING ABILITY THROUGH STORYTELLING METHOD IN RA ZAHIRA KID'S LAND

**Maryanti**

*UIN Sumatera Utara*

*antyhasugian.45@gmail.com*

### ABSTRAK

Berbicara merupakan salah satu aspek dari pengembangan bahasa, bahkan berbicara menjadi alat berinteraksi paling penting bagi manusia. Penelitian ini bertujuan untuk mendeskripsikan kemampuan berbicara dan menyimak melalui metode bercerita yang mencakupi aspek kosakata, kefasihan, lafal kata dan ucapan, struktur bahasa dan pemahaman isi cerita pada anak usia 4-5 tahun di RA Zahira Kid's Land pada semester ganjil TA 2020/2021. Metode penelitian yang digunakan ialah deskriptif dengan pendekatan kualitatif. Teknik penelitian yang dipakai adalah teknik observasi, wawancara, dan dokumentasi. Subjek dalam penelitian ini sebanyak 17 orang. Sumber data diperoleh dari guru kelas dan guru pendamping. Oleh karena itu, tujuan dari penelitian ini untuk menganalisis kemampuan berbicara anak usia 4-5 tahun di RA Zahira Kid's Land. Dari hasil analisis penelitian diperoleh bahwa kemampuan berbicara anak sudah berkembang dilihat dari fasihnya anak berbicara, suka menceritakan kembali cerita/dongeng/kisah yang disampaikan guru.

**Kata kunci:** Kemampuan berbicara, metode bercerita, anak

### ABSTRACT

*The purpose of this study was to determine the ability to speak through the storytelling method. Storytelling is one aspect of language development, even speaking is the most important means of communication and interaction for humans because through telling stories the intentions and desires are easily conveyed to others. The study also aims to describe speaking and listening skills through the storytelling method which includes aspects of vocabulary, fluency, pronunciation and pronunciation, language structure and understanding of story content in children aged 4-5 years at RA Zahira Kid's Land in the odd semester of the 2020 academic year/2021. The research method used is descriptive with a qualitative approach. The research techniques used were observation, interview, and documentation techniques. The subjects in this study were 17 people. Sources of data were obtained from class teachers and accompanying teachers. Therefore, the aim of this study was to analyze the speaking ability of children aged 4-5 years in RA Zahira Kid's Land. From the result of the research analysis, it was found that the children's speaking ability had developed, seen from the children speaking fluently, liked to retell stories/tales/stories conveyed by the teacher, able to compose their own stories and dare to speak in front*

*of the class*

**Keywords:** *Speaking ability, storytelling method, children.*

## INTRODUCTION

Early childhood education is education before basic education level is a coaching effort aimed at children from birth to 6 years old which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter new/advanced education which is held formally, non-formally, and informally. (Madyawati, 2016).

Early childhood education is one form of education that focuses on laying the foundation for the growth and development of children, namely religious and moral development, physical development of fine and gross motor skills, cognitive (thinking power, creativity), socio-emotional (attitudes and emotions), language and communication, according to the uniqueness and stages of development according to the age group through which the child passes. Early age is a period of laying the foundation or initial foundation for further growth.

One aspect that needs to be developed is the language aspect. Language development includes

reading, writing, listening and speaking. Speaking is inseparable from language skills. According to Vygotsky, there are three stages of language development (speech) in children, namely: (1) the external stage, at this stage the source of the child's speech comes from outside of himself the source comes from adults who provide direction (2) the egocentric stage, namely in where adult speech is no longer a requirement, meaning that the child can speak with his own mind (3) and the internal stage, at this stage the child fully appreciates processing his thoughts with his own thoughts (Elya: 2020). Meanwhile, according to Yusuf, language development has certain types (Yusuf, 2012), namely: (1) *egocentric speech*, which is a child who talks to himself (2) *socialized speech*, something that occurs when there is contact between himself and his friends or occurs with others. environment where the child lives. Furthermore, *socialized speech* is further classified into two groups, namely (a) *adapted information*, where there is an exchange of ideas or

the existence of a common goal that is sought (b) *criticism*, which involves the child's assessment of the speech or behavior of others. (c) *commands* (orders) requests and threats (d) *questions* (questions), and (e) *answers* (answers). In addition, language development also has certain tasks. Namely: (1) understanding, namely the ability to understand the meaning or intent of others. Understanding of activities or body language movements (2) developing vocabulary. Children's vocabulary begins slowly at the age of the first two years, then experiences a fast tempo in preschool age and continues to increase after the child enters school. (3) arrangement of words into sentences. The ability to compose words into sentences generally develops before the age of two. The form of the first sentence is a single sentence (one word sentence) accompanied by body language to complement and represent his way of thinking. For example, the child speaks and says the word "Lamp" at the same time as pointing at the lamp with his index finger. As children get older and the extent of socialization that children do, the sentences they

say will be longer and more complete. (4) Speech. The ability to pronounce words is the result of learning through imitation or commonly referred to as imitation of the sounds and speech that children hear from the people around them. Especially from his parents and family. In infancy, between the ages of 11-18 months, in general, children cannot speak or pronounce words clearly so they often cannot understand what they mean. Clarity of speech has only been achieved in about three years. The results of studies on sounds and sound combinations show that children experience ease and difficulty in pronouncing certain letters. Vowels (a, i, u, e, o) include letters that are easy for children to pronounce and consonants (consonants) such as t, p, b, m, and n are also easy. Meanwhile, single consonants such as z, w, s, g and diphthongs (dual consonants) st, str, sk, and dr. Included in the group of letters that are difficult for children to pronounce. Difficulties in speaking are caused by several factors including: (1) his friends (2) intelligence. The ability to speak is also greatly influenced by the intelligence or intelligence of the

child. Children who have normal or above normal intelligence will be able to talk faster. Intelligence is inherited by children from their mothers, so children whose mothers have low education experience speech delays due to lack of stimulation from parents (Hasanah and Sugito, 2020)

(3) Family socioeconomic status. Many studies have been conducted by experts on the relationship between family socioeconomic status and language development. Children whose socioeconomic status is middle to upper class develop faster language than the socioeconomic status of lower middle class families. This is probably due to differences in intelligence and learning opportunities. (4) gender. Girls show language development more quickly than boys. (5) family relationships. The relationship referred to here is the experience of interacting and communicating with the family environment. A healthy relationship between parents and children is full of attention and affection from their parents. Facilitating the development of children's speech with the media of books and other tools. Unhealthy relationships cause slow language

development. Examples unhealthy relationship that's like saying the rough or harsh on children, lack of affection or lack of attention, lack of communication in children tends to make children slow to speak, stammering, vocal prolonged and did not dare to express his opinion.

The five factors above influence each other. However, family factors are the factors that most influence the speech development of children aged 4-5 years. It can be said that the family's contribution to the development of children's speech is very large. Speaking is included in the productive language group which early childhood to interact with the surrounding environment. Interaction with family, school friends and neighbors. Speaking is an advantage that is entrusted to humans and is expected to be maintained and used as well as possible. But unfortunately not everyone can speak fluently and precisely. Especially speaking to early childhood (4-5) years who have difficulty in pronouncing words and lack of vocabulary (vocabulary). Speaking is a major need for children to develop language and social skills. Speaking is not a type of skill that can

be passed down from generation to generation, although naturally every human being can speak. However, formally speaking, speaking skills require practice and direction. Therefore, the development of speaking skills needs to be carried out by teachers by designing good learning (Hermansyah: 2017). Therefore, the needs to be done at home and also at school (PAUD). The ability to speak has certain characteristics that need to be present in speaking learning activities, namely, among others: (a) must there be an interlocutor, (b) mastery of pronunciation, structure, and vocabulary, (c) there are themes/topics to be discussed, (d) there is information to be conveyed or otherwise asked, and (e) pay attention to the situation and context. Learning to speak for children aged 4-5 years needs to be chosen so that their speaking skills can develop optimally. Such as telling stories, expressing opinions, telling stories over the phone, asking questions, express opinions, express desires, express, communicate thoughts, ideas, pronunciation that is still slurred, and some are stuttering. Then, the

structure of language, vocabulary, fluency in repeating the contents of the story or conversation are the reasons why children are less daring to repeat/retell the contents of stories/fairy tales. Storytelling is an activity carried out by individuals orally to other individuals about what they want to convey in the form of messages and information that can be heard and fun. (Madyawati: 2016). According Yaumi, storytelling are a way to convey or describe an event or events through words, pictures, or sounds given some additional improvisation of the narrator so as to beautify the course of the story (Anggraeni, Hartati, and Conscience, 2020) Storytelling is a powerful way for children's language development which can then develop other aspects, such as psychological and cognitive aspects. The storytelling method is an inculcation of learning experiences for early childhood by telling stories to children orally. The purpose of the storytelling method is (1) to develop speaking skills and enrich children's vocabulary, (2) give a happy impression, (3) stimulate children's imagination and creativity, (4) hone children's intelligence, (5) early

stages of growing interest children's reading. By bringing a story that attracts children's attention, the purpose of the storytelling method itself will be achieved. (Khadikah: 2016) Storytelling can use media that can attract attention children's. Like hand puppet media. A hand puppet is a puppet that is moved by hand which is a representation of the shape of the character in the story, it can be an animal character or an imitation of a human. The hand puppet serves to create a fun atmosphere for children and creates eye contact and direct interaction between the storyteller and the child so that storytelling activities can work well (Anggraeni, 2019). Storytelling cannot be separated from learning to speak, because storytelling is one of the techniques in learning to speak. Speaking activities can be divided into seven, namely: (1) talking based on pictures, (2) speaking based on sound stimuli, (3) speaking based on pictures, (4) telling stories, (5) interviews, (6) discussing and debating, (7) giving speeches. (Lester, 2018). Based on the above pemaparan, researchers interested in conducting research on speech through storytelling in children aged 4-5 years

in RA Zahira kid's purpose of the storytelling method itself will be achieved. (Khadikah: 2016) Storytelling can use media that can attract attention children's. Like hand puppet media. A hand puppet is a puppet that is moved by hand which is a representation of the shape of the character in the story, it can be an animal character or an imitation of a human. The hand puppet serves to create a fun atmosphere for children and creates eye contact and direct interaction between the storyteller and the child so that storytelling activities can work well (Anggraeni, 2019). Storytelling cannot be separated from learning to speak, because storytelling is one of the techniques in learning to speak. Speaking activities can be divided into seven, namely: (1) talking based on pictures, (2) speaking based on sound stimuli, (3) speaking based on pictures, (4) telling stories, (5) interviews, (6) discussing and debating, (7) giving speeches. (Lester, 2018). Based on the above pemaparan, researchers interested in conducting research on speech through storytelling in children aged 4-5 years in RA Zahira kid's.

## **METHODS**

Methods The research used in this study is descriptive with a qualitative research approach. According to Nawawi, the descriptive method can be interpreted as a problem solving procedure investigated by describing or describing the state of the subject or object of research, whether in the form of people, institutions, communities and others at the time. now based on the facts that appear or as they are (Nawawi, 2015). n17 children aged 4-5 years including 7 boys, 10 girls, 1 class teacher and 1 assistant teacher. The research location was conducted at RA Zahira Kid's Land Jl. Ibrahim Umar No. 19 District of Medan Struggle, Medan City. The data collection techniques used in this study. The data collection techniques in this study were participatory observation techniques interview techniques, unstructured, documentation and triangulation (Sugiyono: 2019). According to Sugiyono, analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that they can be easily understood and the findings can be

informed to others (Sugiyono, 2013).

### **Participatory observation techniques**

- 1) The perpetrators are children aged 4-5 years RA Zahira Kid's Land Medan Perjuangan
- 2) Learning activities through the storytelling method carried out by the teacher and the attitudes of children aged 4-5 years show the ability to speak at RA Zahira Kid's Land Medan Struggle.

### **Unstructured Interviews were Techniques**

Interview conducted with class teachers and accompanying teachers, researchers were free to ask questions and did not use interview guidelines.

### **Documentation Techniques**

Documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works of a person. Documents in the form of notes such as diaries, life histories, stories, biographies, policy regulations. Documents in the form of images in the form of photos, live images, sketches and others. The documentation in this study is data in

the form of videos obtained during the storytelling process accompanied by photo and other references.

### **Triangulation**

In data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. At the same time testing the credibility of the data with various data collection techniques and various data sources. (Sugiyono: 2019)

Then, the data collection tools that researchers use are: (1) observation sheets to observe the extent to which the development of the ability to speak with the form (*check list*). (2) the interview list is not structured, the researcher does not determine the questions but sees the storytelling activities directly and there are only made questions about what they want to ask. (3) Documentation is carried out in the form of video recordings, photos, school profiles, RPPM and RPPH during the learning process.

Data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection within a certain

period. Miles and Huberman argued that the activities in qualitative data analysis were carried out interactively and continuously until they were completed, so that the data was saturated. Miles and Huberman suggested activities in analyzing data, namely: data collection. *Data collection* /data collection, carried out when researchers are in the field. While in the field the researcher took and collected as much data as possible. The data obtained can be obtained from interviews, observations and documentation. documentation. (2) *data reduction* , namely the selection process, focusing on simplifying and transforming 'rough' data that emerges from written notes in the field. (3) *data display* (data presentation) (4) *conclusion drawing/verification*. (Sugiyono: 2019).

In this study, the researchers summarized, taking data from the class teacher of children aged 4-5 years RA Zahira Kid's Land, Medan Perjuangan District, Medan City to obtain information about the speaking ability of children aged 4-5 years at RA Zahira Kid's Land, Medan Perjuangan District City. Medan



about the accuracy of the vocabulary of children aged 4-5 years, the accuracy of the pronunciation of letters for children aged 4-5 years, the ability to talk back to stories that have been told by the teacher, the ability to ask and answer questions from the teacher.

## DISCUSSION

This research was conducted on children aged 4-5 years in RA Zahira Kid's Land, Medan Perjuangan District. In children aged 4-5 years, researchers witnessed the learning process directly through the storytelling method carried out by the teacher and the reactions of children aged 4-5 years showed that they had the ability to speak after learning with the storytelling method was completed. This study aims to describe the speaking ability of children aged 4-4 years in RA Zahira Kid's, Land District, Medan Perjuangan, Medan City, North Sumatra. In this study, the researcher conducted an interview with Mrs. Kikin as the caretaker for the class A group RA Zahira Kid's Land, Medan Perjuangan District, Medan City, North Sumatra.

The interview was conducted to obtain information about the language development of children aged 4-5 years at RA Zahira Kid's Land, Medan Perjuangan District, Medan City. The questions are raised by researchers to the mother Kikin in May 2021 How smoothness son spoke, how the accuracy of the pronunciations and how child answered questions from the teacher. Mrs. Kikin explained that the teacher conveyed learning in class in the usual way, such as taking turns reading on the blackboard and also reading or memorizing in groups. The development of children's speech while learning has developed as expected so that children are able to repeat memorization or show that what the child reads on the blackboard itself is correct.

However, there are several more that need to be developed and guided because there are still some difficulties. Like not clearly mentioning vocabulary and not understanding what the child wants to ask. The teacher teaches the material in class in simple and monotonous language or in the same way every day.

Based on the results of initial observations made by researchers, it was found that the speaking ability of children aged 4-5 years in RA Zahira Kid's Land, Medan Perjuangan District, Medan City, it is known that most of the children's vocabulary is not appropriate and has not been able to ask and answer questions from the teacher. Researchers continue to conduct research on the accuracy of vocabulary and understanding of answering questions correctly. The results of interviews, observations, and documentation on the speaking ability of children aged 4-5 years at RA Zahira Kid's Land, Medan Perjuangan District, Medan City, most of the children can ask questions and speak with the right vocabulary. It can be seen from the ability of children aged 4-5 years to answer questions from their class teacher even though they are still provoked or assisted by the teacher so that children aged 4-5 years can speak according to the right sentence structure and vocabulary. The researcher conducted an interview with Mrs. Kikin. The purpose of conducting interviews with classroom teachers for children aged 4-5 years at

RA Zahira Kid's Land Medan Perjuangan Medan City. The interview was conducted at the end of April 2021. Mrs. Kikin explained that the children's fluency in speaking from the elements of vocabulary and understanding of stories was quite good, for some children aged 4-5 years RA Zahira Kid's Land, Medan Perjuangan District, Medan City whose speech development has developed as expected. However, there are some more children who need to be guided in terms of language structure and the ability to answer questions from the teacher. Based on interview data about how fluency in speaking, vocabulary mastery, language structure, and the ability to answer teacher questions can be said to develop according to expectations.

From the initial observations made by researchers, it is known that the speaking ability of children aged 4-5 years in the elements of language structure, answering teacher questions is not yet fluent because children aged 4-5 years are still shy (not confident) and the learning method is monotonous. So it causes boredom and lazy to ask. Therefore, the

researchers concluded that the development of speaking skills of children aged 4-5 years in class A RA Zahira Kid's Land Medan Perjuangan after being studied by researchers, it is known that the speaking ability of children aged 4-5 years in the elements of vocabulary and the ability to answer questions finally partly big children aged 4-5 years RA Zahira Kid's Land Medan Medan city struggle has gone smoothly. This can be seen from the teacher giving the opportunity to speak in front of the class.

### **Discussion of Research Results**

In this section the researcher trying to get and explain the results of research on children aged 4-5 years which was carried out at RA Zahira Kid's Land, Medan Perjuangan District, Medan City regarding the analysis of abilities speaking children aged 4-5 years through the storytelling method. For this reason, in this section the discussion is divided into five parts, namely how to correctly pronounce words in children aged 4-5 years at RA Zahira Kid's Land, Medan Perjuangan District, Medan City, How is the structure of language when retelling what has

been told by the teacher to children aged 4- 5 years at RA Zahira Kid's Land, Medan Perjuangan District, Medan City, how is the vocabulary used by 4-5 year old children in RA Zahira Kid's Land, Medan Perjuangan District, Medan City when asking the teacher, How is the fluency of 4-5 year old children in RAZahira Kid's Land, Medan Perjuangan Sub-district, Medan City, in retelling stories they heard from class teachers, and how to understand the answers to questions from teachers for 4-5 year olds at RA Zahira Kid's Land, Medan Perjuangan District, Medan City.

From the results of the research above, it is found that speaking skills include aspects of word pronunciation, and pronunciation, structure language, vocabulary, fluency, story content, understanding in answering questions about story content. It can be concluded that the speaking ability from the aspect of word pronunciation and pronunciation in retelling stories to children aged 4-5 years at RA Zahira Kid's Land, Medan Perjuangan District is already developed. Of the 17 respondents only 5 have not developed. The structure of language in retelling

stories to children aged 4-5 years. Based on direct observation of 17 children, which the researchers conducted for 3 meetings, it can be seen that the structure of language in retelling stories to children aged 4-5 years RA Zahira Kid's Land, Medan Perjuangan District, Medan City, is as shown in the table.

Based on the results of the study, it can be concluded that the ability to speak about aspects of vocabulary in retelling stories in children aged 4-5 years at RA Zahira Kid's Land, Medan Perjuangan District, Medan City is developing. From the research, it can be concluded that fluency in retelling the contents of stories for children aged 4-5 in Ra Zahira Kid's Land, Medan Perjuangan District, Medan City has developed. From the results of the study, it can be concluded that the ability to speak about aspects of understanding in answering questions about story content for children aged 4-5 years at RA Zahira Kids Land, Medan Perjuangan District, Medan City has developed very well.

## CONCLUSION

Based on the results of research

conducted at the RA Zahira Kid's Land school, Medan Perjuangan District, Medan City, it can be concluded that speaking skills taught through the storytelling method for children aged 4-5 years at RA Zahira Kid's Land, Medan Perjuangan District, Medan City have developed, which includes (1 ) pronunciation of words and speech in retelling stories, (2) language structure in retelling stories, (3) vocabulary in retelling stories, (4) fluency in retelling stories, (5) understanding in answering questions about story content. Of the five indicators have developed very well.

## REFERENCES

- Anggraeni, D., Sofia, H., & Yulia, N, (2019). Implementation of Storytelling and Self-Esteem Methods in Improving Early Childhood Speaking Ability. *Journal of Obsession, Journal of Early Childhood Education, Vol. 3* DOI: 10.31004/obsesi.v3i2.224.
- Hasanah, N., & Sugito, S. (2020). Analysis of Parenting Patterns Against Speech Delay in Early Childhood. *Obsession Journal, Early Childhood Education, Vol. 4*. DOI: 10.31004/obsesi.v4i2.456.
- Hermansyah, A., Suyono, S., & Hasanah, M. (2017). Speaking Instruction Design to Introduce Humanity Moral Values Through

- Role Play. *Journal of Education*, Vol. IV (1). doi.org/10.19184/jukasi.v4i1.5089.
- Hotma , Monica., Nadiroh, & Nurani, Y. (2020) The Effect of Storytelling Methods and Learning Styles on Early Childhood Speaking Ability, *Obsession Journal, Journal of Early Childhood Education*, Vol. 4. DOI: 10.31004/obsesi.v4i1.326
- Khadijah. (2016). *Preschool Education*. Medan: Perdana Publishing.
- Khadijah. (2016). *Early Childhood Cognitive Development Theory and Its Development*. Medan: Perdana Publishing.
- Lestari, I. (2018). Preliminary Analysis of Storytelling Skills in Children 5-6 Years Old, *Scientific Journal of Vision Pgtk Paud and*
- Dikma, Vol. 13, DOI: <https://doi.org/10.21009/JIV.1302.10>
- Madyawati, Lilis. (2016). *Language Development Strategies in Children*. Jakarta: Prenadamedia Group.
- Septiyani, S., & Kurniah, N. (2017). The Effect of Big Book Media on Speaking Ability in Early Childhood. *Journal of Potential, PG-PAUD FKIPUNIB*, Vol. 2 1. DOI: <https://doi.org/10.33369/jip.2.1.47-56>
- Sugiyono. (2019). *Educational Research Methods*. Bandung: Alfabeta.
- Yusuf, Shams. (2012). *Developmental Psychology of Children and Adolescents*, Bandung: PT. Rosdakarya.