

The Influence of Storytelling Methods on Early Childhood Expressive Language Skills

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Abstract

Early childhood education is a level of education before basic education which is a coaching effort aimed at children from birth to the age of six. This study aims to determine the influence of storytelling methods on early childhood expressive language skills. The research method used is experimental. The sampling technique uses a pre-experimental design while the data collection technique is in the form of an initial test (pretest), treatment and final test (posttest). The sample in the study consisted of 9 children, consisting of 5 girls and 4 boys. Based on the results of the n-gain calculation, which is a normalized gain of $0.6 < 0.7$ with a percentage of 0.60 or 60.80. It is included in the medium category, which means that the method of storytelling for early childhood expressive language skills is included in the category of quite effective. This study shows that the ability of expressive language in children such as children's ability to answer more complex questions, children's ability to group pictures in storybooks, the ability to communicate orally by having vocabulary, and the ability to express opinions in simple sentences and also retell the content of the story.

Keywords

Early Childhood; Expressive Language; Storytelling Method.



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INTRODUCTION

Early childhood education is a level of education before basic education which is a coaching effort aimed at children from birth to the age of six. This education is carried out through the provision of educational stimuli to help the growth of entering further education, which is held on formal, non-formal, and informal channels. (Nurachadijat & Selvia, 2023)

One of the scopes of early childhood development is expressive language skills. Expressive language is the ability that children have to express what they want (Susanti, 2020). To develop this expressive language, a child needs a way that corresponds to his stage of development with the attention factors that affect the child's personality (Please, 2019).

Expressive language skills in early childhood can be obtained through storytelling and encouragement from parents, teachers, and the community (Madyawati, 2020). Expressive language skills in early childhood can be obtained through storytelling and encouragement

from parents, teachers, and expressive language skills in early childhood can be obtained through storytelling and encouragement from parents, teachers, and the community (Madyawati, 2020). This can be done by stimulating the acquisition of language that children have so that they can develop actively and creatively in receiving and conveying the messages they hear (Madyawati, 2016).

The boring way of learning and the lack of use of methods, and learning media during the learning activity process at Dewi Sartika Sendawar Kindergarten. This less varied learning can reduce children's interest in improving the development of expressive language. The data above is also supported by the opinion that in accordance with the mental development of children, at the age of kindergarten, children are only required to be able to hear and speak properly and correctly according to their age development, all of which will be realized, one of which is by teaching good language skills in kindergarten. (Susanti, 2018)

The results of the previous study "teachers' efforts in developing expressive language through the method of telling stories to children" stated that the level of achievement of children's abilities varies so that educators need to assess the results of activities carried out by children and provide continuous guidance and motivation to children. From the activities carried out by children, especially in developing language skills through storytelling methods, there are a lot that children can not only develop language concept skills but can develop their potential. regarding the purpose of the storytelling method, namely developing basic skills for early childhood language development through creativity, in the sense of making children creative, namely fluent, flexible, and original in speaking, thinking, and exercising hands and exercising as fine motor exercises and gross motor exercises. Development of basic skills in language development so that students can be able to communicate orally with the environment (Susanti, 2018).

According to it, language is an important element in human daily life because language is used to communicate. In the development of language, it is divided into two, namely receptive language and expressive language, receptive language is the ability of children's language to listen, while expressive language is the ability of children's language to express the content of their thoughts and express what children say, expressive language can be characterized by characteristics such as children have mastered several vocabulary and syntax used and develop quickly in listening and answering. (Nurhamida & Tressyalina, 2019)

Several studies have discussed the importance of expressive language skills to expressive language skills in early childhood, but there are still gaps or shortcomings in research specifically following the effectiveness of the method. Most of the existing findings are conceptual or based on literature studies, so empirical research is needed to examine more deeply how the storytelling method affects early childhood experimental language skills.

METHODS

This research will be carried out in 2025 in one of the Private Kindergartens in West Kutai district. This study uses a quantitative approach with experimental research methods. The

quantitative approach is called the conventional approach, because it has been used for a long time so that it has become a research tradition. The quantitative approach is a scientific approach because it meets scientific principles, namely concrete and empirical, objective, measurable, practical and systematic. This approach is called the quantitative approach because the research material is in the form of numbers and statistics used in the analysis.

The sampling technique used in this study is a sampling technique, which uses a non-probability sampling technique with purposive sampling, which is sampling with certain considerations decided by the researcher. So the sample of this study is children aged 4-5 years at Dewi Sartika Kindergarten, which totals 20 children consisting of 9 boys, and 11 girls who have almost the same level of expressive language skills.

The research method that will be used in the research is using a type of pre-experimental research approach with a One-Group Pretest-Posttest Design. Pre-experimental design is a research design that is not classified as an actual experiment. Researchers conducted pre-tests or initial tests on the group that would receive treatment. Then the researcher provides treatment. At the end of the treatment, the researcher conducts a post-test. By comparing the results of the pre-test with the post-test, the magnitude of the effect of the treatment can be determined more precisely. The data validity test technique used in this study uses the opinion of expert judgment. Then the research instruments that have been declared valid will be tested on the group which will then be assessed. The data analysis techniques used in this study to determine the comparison of results from before (pre-test) and after (post-test) were given treatment to the pre-experimental group was the normality test and the N gain test.

The research instrument was used in the collection of data on this research on the influence of storytelling methods on the experimental language skills of early childhood in Dewi Sartika Kindergarten. In this study, the research instrument used was question items or questions in the form of checklists before and after treatment. In this study, the researcher used an ordinal assessment scale consisting of four main categories, namely, Not Developing (BB), Starting to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB).

This research instrument was used in collecting data on this research on the influence of storytelling methods on the experimental language skills of early childhood in Dewi Sartika Sendawar Kindergarten as a predetermined research sample. In this study, the research instrument that has been determined is a question test in the form of a quiz. Before and after treatment. Therefore, research instruments as a measurement tool that can be used or standards to collect valid data in research must pass the validity and realism test of data.

FINDINGS AND DISCUSSION

Description of pretest data

Based on the data contained in the appendix, it is known that of the 9 children the highest score obtained was 45.00 and the lowest score was 35.00. The following is the classification of the results of the children's pretest. According to the pretest and posttest tables, children who have experimental language skills with the highest score is 45.00 and the lowest score is 35.00.

The children who have expressive language skills are starting to develop are 3 children, with 45 being 1 child, the score of 42.5 being 2 children. Then the others with an undeveloped ability level are 6 children with a score of 38.75, which is 3 children, a score of 36.25, which is 2 children, a score of 35, which is 1 child. No one has the ability to develop as expected and develop very well. This means that children's expressive language skills are still relatively low/undeveloped and are only starting to develop. Therefore, from the pretest data above, the researcher made 9 students as a group that would be given theater using the storytelling method.

Table 1. Pretest Results for Kindergarten Dewi Sartika

NO	Name	Value of Children's Pretest Results							Total	Shoes
		1	2	3	4	5	6	7		
1	ASP	40	20	20	20	20	40	180	45	45,00
2	AND	25	15	20	15	15	20	170	42,5	42,05
3	DEAR	20	20	20	20	15	20	155	38,75	38,75
4	GQA	20	15	15	20	15	20	145	36,25	36,25
5	JR	20	30	15	20	15	20	140	35	35,00
6	JWZ	30	20	20	20	20	15	145	36,25	36,25
7	LS	20	60	20	15	15	20	170	42,5	42,5
8	RF	20	15	15	40	15	20	155	38,75	38,75
9	UAA	40	20	15	20	15	25	155	38,75	38,75
Total		270	235	60	160	40	145	200	1415	353,75
Average		30	26,11	23,88	17,78	21,11	16,11	22,22	157,22	39,30

Based on Table 3, it can be concluded that the pretest data that has been collected by the researcher, there are children who have average expressive language skills that have not been developed, it is said that they have not developed because the children who at the time of the pretest were invited to answer more complex questions that the child was not able to do, also grouped pictures in the storybook, the child also did not dare to express his opinion in simple sentences.

Table 2. Number and Categories of Pretest Data Results for Children's Expressive Language Ability at Dewi Sartika Sendawar Kindergarten

Interval	Rating Categories	F	%
1-40	Not yet developed	6	60%
41-60	Start growing	3	30%
61-80	Grow as expected	0	%
81-100	Develops very well	0	%
1-40	Not yet developed	6	60%
41-60	Start growing	3	30%

Posttest Data Description

After all activities were carried out, i.e. through meetings 1 to 7, the researcher made another observation together with the teacher at Dewi Sartika Sendawar Kindergarten, where the results of the posstest will be compared with the results of the pretest. The data of the researcher posstest is as follows.

Table 4. Pretest Scores

No	Name	Value of Children's Posttest Results							TOTAL	Shoes
1	ASP	80	40	45	60	30	45	40	400	100
2	AND	30	30	30	60	80	40	30	385	75
3	DEAR	60	40	60	40	30	45	40	375	76,25
4	GQA	30	60	60	45	40	40	20	335	71,25
5	JR	40	30	40	30	40	40	30	280	55
6	JWZ	60	40	60	40	30	30	40	350	72,5
7	LS	40	60	60	40	30	40	20	370	70
8	RF	60	30	60	40	80	30	40	370	80
9	UAA	60	30	60	30	40	80	40	410	85
Total		460	360	60	355	420	380	300	2740	685
Average		51,11	40	60	39,45	47,00	42,22	34,00	304,88	77,11

Based on Table 4, it can be concluded that children who have experimental language skills with the highest score is 45.00 and the lowest score is 35.00. The children who have expressive language skills are starting to develop are 3 children, with 45 being 1 child, the score of 42.5 being 2 children. Then the others with an undeveloped ability level are 6 children with a score of 38.75, which is 3 children, a score of 36.25, which is 2 children, a score of 35, which is 1 child. No one has the ability to develop as expected and develop very well. This means that children's expressive language skills are still relatively low/undeveloped and are only starting to develop. Therefore, from the pretest data above, the researcher made 9 students as a group that would be given theater using the storytelling method.

Table 5. Number and Categories of Posttest Data Results for Children's Expressive Language Ability at Dewi Sartika Sendawar Kindergarten

Interval	Rating Categories	F	%
1-40	Not yet developed	0	%
41-60	Start growing	1	10%
61-80	Grow as expected	6	60%
81-100	Develops very well	2	20%
1-40	Not yet developed	0	%
41-60	Start growing	1	10%

From Table 5 above, it can be understood that posstest there is 1 child with a category that begins to develop. There are 6 children with expressive language skills developing as expected. And the child with very well developed expressive language skills is 2 children.

The difference in the results of obtaining pretest and posttest scores can be seen in the appendix, here are the differences between pretest and posttest harsil attached in Figure 1.

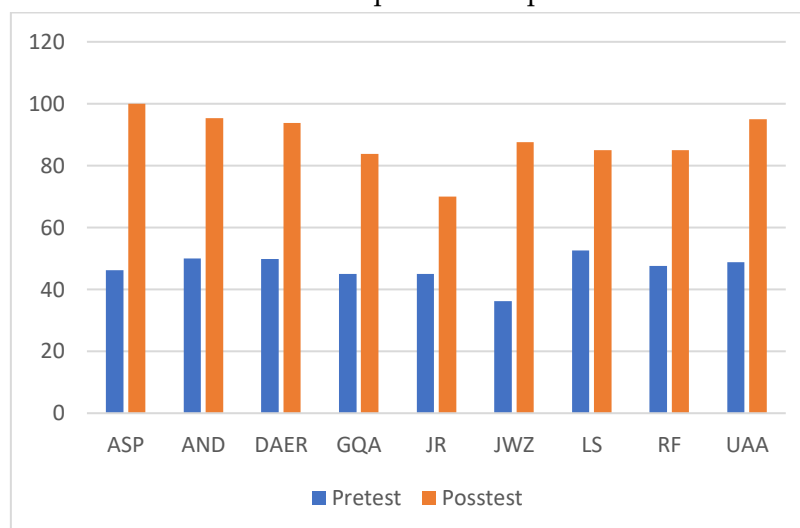


Figure 1. Pretest and Post Test Differences Graph

From the results that the researcher has explained, it can be seen that the child's expressive language willingness has increased from the previous pretest with an average score of 39.30 after treatment/treatment, the average post-test score is 76.11 The graph above illustrates that all children have experienced an increase in the expressive language proficiency score.

Test Data Analysis

1. Normality Test

The formula used by the researcher is the Komogrov Smirnov rumpus using the help of the SPSS application. By using the rrseaid rumpus to find out whether the frequency distribution of each variable is normal or not, the value of Asymp.sig can be seen in decision-making in the normality test according to namely, (Ghozali, 2019)

a. If the sig (significance) < 0.05 then the distribution is abnormal

b. If the sig (significance) > 0.05 data is normally dissected.

With the help of SPSS version 26 for windos statistical data processing software, the normality test results are shown in the following table

Table 6. SPSS Normality Test Results

Kolmogorov-Smirnova			Shapiro-Wilk		
Statistic	df	Say.	Statistic	df	Say.

Pretest	.139	9	.200*	.971	9	.902
Posttest	.179	9	.200*	.943	9	.613

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the *output of one sample kolmogrov-smirnov*, the significant data obtained is $0.000 < 0.25$, meaning 0.200 is less than 0.005, therefore the above data is normally distributed.

2. Uji N-gain

The results of the calculation of *the n-gain score* on the pretest and posttest scores are as follows

Table 7. N-gain Score Pretest and Posttest Results

Student Name	Value		N-Gain
	Pretest	Posttest	
ASP	45	100	1.00
AND	42,5	75	.54
DAER	38,75	76,25	.62
GQA	36,25	71,25	.55
JR	35	55	.24
JWZ	36,25	72,5	.63
LS	42,5	70	.41
RF	38,75	80	.70
UAA	38,75	85	.78
Overnight Score N-Gain		0,4	
Category		Moderate due to $0.4 < 0.7$	

Table 7. SPSS N-Gain Score Results

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	9	.24	1.00	.6080	.21762
Ngain_Persen	9	23.58	100.00	60.8008	21.76218
Valid N (listwise)	9				

Based on the results of the n-gain score, a mean/average result of 0.6 with a percentage of 60.80% was obtained. Where the result of n-gain score is $0.6 < 0.7$ so it is in the medium category. As for the effectiveness with a rate of 60.80% so that it is in the category of quite effective. Based on the results of the n-gain score, a mean/average result of 0.6 with a percentage of 60.80% was obtained. Where the result of n-gain score is $0.6 < 0.7$ so it is in the medium

category. As for the effectiveness with a rentabf of 60.80% so that it is in the category of quite effective.

Discussion

Based on the results of the study, it was shown that the researcher introduced a storytelling method for children's expressive language skills carried out on 9 children. The results of the pretest show the ability to express language have not developed with a percentage of 60% percent of children, and who have expressive language skills begins to develop as much as 30% percent of children, this can be interpreted as the development of children's expressive language skills has not yet developed, the child's expressive language has not developed before being treated. The results of the treatment and posttest showed that children who had expressive language skills with the category began to develop 10%, children with the category developed as expected amounted to 70%, and children with the category of developing very well were 20%. This can be interpreted that most children who have been treated get a value of developing language skills.

CONCLUSION

Based on the results of the research and data analysis that has been carried out, it can be concluded that inferentially there is a significant improvement in children's expressive language skills. Based on the results of the pretest and posttest, the results of the n-gain score were obtained from the criteria of the effectiveness of expressive language skills in the category, medium, namely normalized gain of $0.4 < 0.7$ with a percentage of 44.48 which means that the use of storytelling methods to improve children's expressive language skills is in the effective category.

The effectiveness of interactive play can also be proven from the results of observation and also the results of documentation, which show the enthusiasm and enthusiasm of children in interactive play activities. Children who are directly involved in play activities, this allows children to learn to work together from an early age, learn to answer more complex questions, be proficient in grouping pictures in storybooks, be able to communicate verbally by having word differences, and the ability to express opinions in simple sentences in early childhood. The results of this study show that there is a significant improvement in early childhood expressive language skills. However, there are some weaknesses that need to be noted, namely, the duration of the study, the relatively short period of research may not be enough to see the long-term impact of interactive play.

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