



The application of storytelling in pre: School children towards language ability

Mamik Ratnawati^{1*}, Monika Sawitri Prihatini², Heni Maryati³, Ririn Probawati⁴, Fitri Firanda Nurmalisyah⁵, Edi Siswanto⁶

^{1, 2, 3, 4, 5} Nursing Program at STIKES Pemkab Jombang, East Java, Indonesia

⁶ Diploma of Nursing Program STIKES Dian Husada Mojokerto, East Java, Indonesia

Abstract

The development of children under five is very important part. At this time, children also experience a critical period. Various forms of disease, malnutrition, lack of and love stimulation at this age will lead a negative impact that persists until adulthood even to old age. The purpose of this study is to determine the differences in language skills of children with the treatment of *storytelling* methods without *storytelling*.

Method: The method this study used quasy experiment with pretest – posttest design of treatment and control group. A sample of 50 children in the Nusantara and Kasih Bunda play ground in Sudimoro Village, Megaluh, Jombang. Data collection was taken from August 20 to September 6, 2018. Sampling was carried out using a simple random sampling. The dependent variable in this study was language ability, the independent variable was storytelling. Data analysis used t-test.

Results: The results of study found that treatment group had an influence of *storytelling* on language skills in pre-school children, whereas there were no differences in *story telling* of language skills in the treatment and control groups.

Conclusion: This study was expected that teacher could help children in developing children's language skills used story telling using other methods.

Keywords: storytelling, preschool, language

Introduction

Children under five years. Because they get the high and best improvement in daily live. They cover the physical and physics improvement, the improvement of children under five becomes the most important thing. In this age, children also get critical period. Various diseases, malnutrition, lack of love and lack of stimulation will give negative impact since they are in this age until mature (Kemenkes RI, 2013) [3].

Recent study shows the problem of elderly people is related with their childhood In Lancet 2007, more than 200 million of children in the world are difficult to comprehend their optimal growth in the first five years (Allen & Kelly, 2015) [1]. The countries which have development problems of children like cognitive delay, language, behavior, autism, and hyperactivity. The prevalence delay in language development in Indonesia has never been extensively studied. The Data in the RSCM Medical Rehabilitation Department in 2006, from 1125 children visit, found 10.13% of children diagnosed with speech and language delay. A study conducted in the Nusantara Play Group stated that the 25 children and 35% of them experiencing language skills in public.

Children who have difficulty speaking and language also influence to difficult in learning, reading and writing. This can continue into adulthood. Furthermore, adults with low academic achievement due to the delay of speech and language will affect behavioral problems and psychosocial adjustment.

Stimulation should be given early and appropriate to children's development [14], which included the ability of gross motion and subtle movements, speech and language skills, as well as the ability of socialization and independence. Optimization of children development could be done by stimulating children's abilities according to their age. The stimulation of children under 5 could provide in the form of game with learning method. One of them was the story telling method. By using *storytelling*, it could train absorptive capacity, children's power of thought, children's concentration, and develop children's language in social interaction.

Research Methodology

The study used quasy experimental with pretest – posttest in control group and intervention. In this design, it compare between treatment group and without *story telling* method with puppet stage. The populations were all pre – school children in KB Nusantara as many as 30 children and KB Kasih Bunda as many as 27 children. The sample of study as many as 25 children, the technique of sampling used *simple random sampling*. Dependent variable of this study was the language ability. The independent variable was *storytelling*.

The instrument used observation sheet contain 20 questions. It used to improve the language, interview, direct observation and asked to the instructor. This observation sheet was adopted from previous study and validity test.

Results and Discussion

Table 1: Distribution of respondent based on the gender of the treatment group

Gender	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Male	13	52.0	52.0	52.0
Female	12	48.0	48.0	100.0
Total	25	100.0	100.0	

Source: Primary data, 2018

Table 2: Distribution of respondent based on the job of the treatment group

Job	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Work	7	28.0	28.0	28.0
Workless	18	72.0	72.0	100.0
Total	25	100.0	100.0	

Source: Primary data, 2018

Table 3: Distribution of mother respondent based on the education of the treatment group

Education	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Middle education	23	92.0	92.0	92.0
Higher education	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Source: Primary data, 2018

Table 4: Distribution of respondent based on gender in control group

Gender	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Male	10	40.0	40.0	40.0
Female	15	60.0	60.0	100.0
Total	25	100.0	100.0	

Table 5: Distribution of mother's respondent based on job in control group

Job	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Workless	25	100.0	100.0	100.0
Total	25	100.0	100.0	

Source: Primary data, 2018

Table 6: Distribution of mother's respondent based on education in control group

Job	Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Middle Education	25	100.0	100.0	100.0
Total	25	100.0	100.0	

Source: Primary data, 2018

Table 7: Distribution of frequency of storytelling to the treatment and control group

Story telling	Pre				Post			
	Treatment group		Control group		Treatment group		Control group	
	f	%	f	%	f	%	f	%
Do	0	0	0	0	25	100	25	100
Do not	25	100	25	100	0	0	25	100

Source: Primary data, 2018

Table 8: Frequency distribution of language ability to the treatment and control group

Language ability	Pre				Post			
	Treatment Group		Control group		Treatment Group		Control group	
	f	%	f	%	f	%	f	%
Less	3	12	4	16	0	0	0	0
Enough	16	64	13	52	14	56	15	60
Good	6	24	8	32	11	44	10	40

Table 9: Statistical result of pre intervention of treatment group and control group

	Result
Mann-Whitney U	268,000
Wilcoxon W	593,000
Z	-,866
Asymp. Sig. (2-tailed)	,386

Grouping Variable: Pre language

Based on table 9 the statistical test output in the *Mann-Whitney* test above showed that the value of Asymp. Sig. (2 –tailed) was 0.386 greater than the probability value of 0.05. This showed no significant difference in language skills between two groups. Then it could be interpreted, that the two groups had the same language skills.

Table 10: Result statistic group at treatment and category post intervention

	Result
Mann-Whitney U	309,500
Wilcoxon W	634,500
Z	-,059
Asymp. Sig. (2-tailed)	,953

Grouping Variable: Post Language

Based on table 10 the statistical test output in the *Mann-Whitney* test above showed that the value of Asymp. Sig. (2 -tailed) was 0.953 greater than the probability value of 0.05. This showed that no difference in language skills between the control and treatment groups. So it could be concluded, that there was no effect of giving storytelling to children's language skills

Table 11: Statistical results of treatment groups and control groups pre and post intervention

	Post control – pre control	Post – pre Treatment
Z	-3,071 ^b	-4,251 ^b
Asymp. Sig. (2-tailed)	,002	,000

Based on table 11 the statistical test output in the *Wilcoxon* test above showed that the value of Asymp. Sig. (2 -tailed) in the control group was 0.002 smaller than the probability value of 0.05. This showed that there were differences in language skills in the control group. So it could be concluded that children's language skills changed even though no storytelling. Based on the statistical test output in the *Wilcoxon* test above it was found that the value of Asymp. Sig. (2 -tailed) in the treatment group was 0,000 smaller than the probability value of 0.05. This showed that there were differences in language skills between before and after treatment. Then it could be concluded that there was an effect of

giving *storytelling* to children's language skills.

Based on table 11 the statistical test output in the Wilcoxon test found that the value of Asymp. Sig. (2-tailed) in the treatment group was 0,000 smaller than the probability value of 0.05. This showed that differences in language skills before and after treatment. That there was an effect of giving storytelling to the language ability of the children of the treatment group because during the intervention the respondents were listening to the story with puppet stage for 10 times treatment. Statistics showed that an effect of storytelling on language skills in pre-school children. This was in accordance with several studies on story telling of language skills among 1) Elisa Dinasari in 2016 with the title Increased Ability to Speak through Story Telling with Puppet Media. The results showed that there was an increase in speaking skills through puppets (S. Elysa Dinasari, 2017), 2) Tri Wahyuni Tevi in 2012^[8] with the title of Development of Oral Language Ability Through Story Telling in Group A Students at the Perwanida Duchy of Andong Boyolali RA results of study showed that the development of children's oral language skills through story telling activities (Wahyuni, 2013)^[8], 3) Yulia Indah Firyati entitled Story Telling Improved Early Childhood Language Development Resulted The study showed that there was an effect of using the story telling method on the language skills of children aged 4 - 5 years in kindergarten of Nurul Amal Bandar Lampung (Yulia Indah Firyati, n.d.), and 4) Ayi Sobarna with the title Effectiveness of the Story Telling Method Media Dolls for the Development of Communicative Ability there is a correlation between storytelling and communication skills (Sobarna, 2010)^[5].

Based on table 11 the statistical test output in the Wilcoxon test above showed that the value of Asymp. Sig. (2-tailed) in the control group was 0.002 smaller than the probability value of 0.05. This showed that a difference of the ability of the language of control group. So it could be concluded that children's language skills experience changed even though they were not given a story telling. This was because learning everyday had applied many methods of *storytelling* even though it did not use hand puppets. Story telling is a method that can be used to improve children's language skills, because there will be a process of getting new vocabulary (Azkiya, Psikologi, Malang, Bahasa, & Storytelling, 2016)^[2].

Based on table 9 the statistical test output in the Mann-Whitney test found that the value of Asymp. Sig. (2-tailed) was 0.386 greater than the probability value of 0.05. This showed no significant difference in language skills between the two pre-intervention groups. Then it could be interpreted, that the two groups had same language skills. This was because maternal education in the two groups was almost the same, in the treatment group was found that most mothers did not work the characteristics of the respondent's mother in terms of employment were no different. Another one that affect the education of mothers in the two groups was also almost the same. It was there are the point is all mother are graduated from high school. So that in two groups each has the same characteristics in terms of work. Soleymani's research also shows that there is no significant difference between story telling and creative drama group (Soleymani, Hemmati, Rizi, & Shahrzadi, 2017)^[6].

The statistical result showed that there was no significant difference between the treatment and control group on language skills in pre-school children as in table 5.10 the statistical test output in the Mann-Whitney test above showed that the value of Asymp. Sig. (2-tailed) was 0.953 greater than the probability value of 0.05. So it could be concluded that no effect of giving storytelling to children's language skills. This was influenced by learning factors in the classroom where in the control group. The teacher was accustomed to giving children the opportunity to share experiences.

Conclusion

Based on the results of the study it could be concluded there was no significant difference between the treatment group the with control group on language skills in pre-school children because there were similarities in the characteristics of education and the work of mothers which were supporting factors in children's language stimulation. To get the difference in results, can be given to children by retelling, personal stories, and understanding stories (Storytelling, Spencer, & Petersen, 2014).

The limitation of this study was the implementation of the method that used puppet stage for 10 times, so it was possible to bring boredom of children and lack of sample.

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