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## **EFFORTS TO IMPROVE EARLY CHILDHOOD RECEPTIVE LANGUAGE SKILLS THROUGH STORYTELLING METHODS**

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### **Abstract**

This research was motivated by the need for teachers for methods and media that can help improve the receptive language skills of children aged 5-6 years because of the lack of learning media for children's receptive language skills, this causes children's receptive language development to be hampered. The purpose of this study is to develop children's receptive language so that children are able to achieve the following indicators: 1) Able to answer questions, 2) Compose simple sentences, 3) Have more words to express ideas to others, 4) Able to convey back. The method used in this study is Storytelling and the media used is Pesona Bahasa media which aims to develop or convey the purpose of the story to be conveyed to students. The type of research used is Classroom Action Research through 2 Stages after doing Pre-Cycle. Each cycle is carried out at different times with the same students. Data collection instruments in the form of children's receptive language skills instruments were used in the validation process by researchers in this study. The results of using the storytelling method using Pesona Bahasa Media have proven effective in the process of developing children's receptive language. This shows that the method of storytelling using the Pesona Bahasa media is suitable for children aged 5-6 years. In the future, the author hopes that storytelling methods and language charm media can be applied as educational props that help children's language development.

**Keywords:** *Storytelling; Pesona Bahasa; Receptive Language Skills; Early Childhood.*

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## INTRODUCTION

Education is a conscious and planned concept to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Husnuzziadatul, 2018). As a human foundation that must be fulfilled from an early age, education is for permanent individual aspirations so that later life can become competent for themselves, their native people, and the state. At the Kindergarten (TK) level, the implementation of Early Childhood Education begins. The regulations of the Early Childhood Education organizers, experts and observers or sympathizers of the government say the concept given by Education at the TK level (Kholilullah et al., 2020). According to the guidelines in Article 20 of Law Number 20, Article 6 of the National Education System in 2003, the 14th Early Childhood Education is a mutual assistance program aimed at children from birth to six (six) years of age (Khoirotun, 2020). This is done through the implementation of stimulating education to support physical and spiritual development and growth so that children have the ability to continue their education. PAUD is a conscious effort to facilitate physical and spiritual growth and development from birth to the age of six which is carried out through the provision of experiences and stimulation that are of an integrated and comprehensive nature so that children can grow and develop healthily and optimally in accordance with the values, norms and expectations of society (Prihantoro et al., 2019).

Regulation of the Minister of Education and Culture No. 137 of 2014 concerning Early Childhood Education Standards, namely as moral, religious, physical motor, cognitive, language and social emotional development that must be developed (Ulfiani, 2019; Burhanuddin, 2016; Enny, 2014). One important factor in infant development is growth. Language where the development of this language is closely related to other developments. As previously mentioned, every child has critical attributes in each area that will be addressed by their early education. Therefore, I begin this chapter with a phenomenon that I observed in the RA environment where I study, namely the difficulty of understanding reflective language in learning at school.

## METHODOLOGY

The approach used in this study is a qualitative approach. A qualitative research approach is an approach that uses descriptive data in the form of written or spoken language from people and actors that can be observed. This qualitative research aims to determine the description of efforts to improve children's receptive language skills using the observation method in Group B RA Al-Izzah, Ciledug District, Cirebon Regency. This type of research is called Classroom Action Research (CAR). Classroom Action Research (CAR) is a type of research activity that uses the classroom context to analyze learning problems faced by teachers, improve student performance and learning outcomes, and identify new learning objectives based on student performance and progress. CAR is a type of research activity that can be done independently or collaboratively. Individual CAR refers to research in which a teacher conducts research in his or her own class or in another class with other teachers. However, collaborative CAR research involves several teachers conducting research systematically while other students join the class to study the project.

## RESULTS AND DISCUSSION

### Pre-Cycle

Before conducting cycle I, the researcher conducted a pre-cycle stage which was carried out on Wednesday, October 26, 2022. Activities carried out at this stage include asking for permission to conduct research, collecting research subject data, conducting interviews with teachers, and observing language development through direct observation of students. In the pre-research stage, students are in an undeveloped stage, students are still not confident, shy, and do not dare to express themselves in words so that researchers do not yet know how much knowledge students have mastered in the classroom.

In the pre-cycle activity, letter recognition is carried out using alphabet poster cards. Letter recognition is carried out in core activities. Children are conditioned to sit on their respective benches facing the front. The results of the researcher's observations, children are less enthusiastic about learning to recognize letters. This is evidenced by observations made by researchers in the last weeks of semester 1, there are still many children who need help in recognizing letters. This condition is the basis for researchers to take action to improve the learning conditions.

After identifying problems related to student language, the researcher then appoints class teachers as collaborators and together they prepare an action plan that will be given to improve students' cognitive development. Furthermore, the researcher also prepared a learning model and assessment aspects used as guidelines for determining the results of the study. Based on the results of observations in the pre-cycle, a list of learning development values for children aged 5-6 years was obtained as seen in the table.

Based on Table 1, the results of pre-cycle observations, the average percentage obtained in this pre-cycle was 51.75%, from these results it is described that language development has not met the target. The researcher collaborates with collaborators (teachers) for the next steps. The researcher will continue the cycle II action, which starts at the planning, action, observation and reflection stages.

### Cycle I

Cycle I was carried out in week 14 of semester 1 with the theme of Animal learning, sub-theme Animals around us, the researcher took action for 1 day, and carried out letter recognition actions through language methods.

#### 1) Initial Activities of Cycle I

The children lined up outside to say the oath and carry out activities to stimulate gross motor skills. The children entered the classroom, the teacher conditioned the children by sitting on their respective chairs, greeting them, praying, and taking attendance. Then the teacher informed what activities would be carried out today.

#### 2) Core Activities

Children carry out core activities according to those listed in the RPPH. Introduction to letters in this activity by having children sit on their respective chairs and pay attention to the teacher's explanation. The teacher shows the language charm media to the children while mentioning the letter shapes of the words with pictures of animals. The next step is for the teacher to open the picture of the Animal with the appropriate letter and mention the letters one

by one. Introduction to numbers is done in stages. Cycle I The first meeting, the teacher introduces how to recognize letters through the Language Charm media.

### 3) Final Activities

In the final activity, the teacher asks about the day's activities and the children's feelings during the activities. At the end of the cycle, the teacher and researcher take data on the receptive language skills of group B using an observation sheet to obtain data. The results of observations in cycle I, the indicator of children's ability to answer questions got a result of 23%, while the indicator of composing simple sentences was 20%, the third indicator had more words to express ideas to others was 17%, and the fourth indicator was being able to tell stories again was 19%

## Cycle II

Cycle II was carried out in the 14th week of semester 1 with the theme of Animals, sub-theme Animals that live in the Forest.

### 1) Initial Activities

The children line up outside to say the oath. The children enter the classroom, the teacher conditions the children by sitting in a circle, greeting, praying, and taking attendance. Then the teacher informs what activities will be carried out today according to what is listed in the RPPH.

### 2) Core Activities

In the core activities in cycle II, the Pesona Bahasa media is used as a learning activity. Cycle II The first meeting, children are given a booklet-type book with the names of animals that live in the forest written on it, then the teacher tells a story and the children are asked to listen together, then after telling the story the teacher asks questions about animals such as "What animals are in the story, what is the name of this animal, what is the writing of this animal, mention the letters, then the children are given the opportunity to express their opinions and retell what the teacher has said.

### 3) Final Activities

The teacher recalls or asks again what activities were carried out n today. Then ask how the child feels after doing the activity. Observation results of cycle II, Indicator of children's ability to answer questions got a result of 31%, while the indicator of composing simple sentences was 21%, the third indicator had more words to express ideas to others was 24%, and the fourth indicator was able to convey the story again was 25%. The results of the study conducted for two cycles showed that the Pesona Bahasa media can improve children's receptive language skills. This is in accordance with the theory expressed by Gagne that the use of media is various types of components that are in the student's environment and can stimulate students to learn. Pesona Bahasa media can be used as a teaching aid that helps children recognize letters and language, not only that, Pesona Bahasa media can also be used to develop other aspects of child development such as cognitive, NAM, motoric, artistic and social emotional.

## CONCLUSION

The receptive language ability of children aged 5-6 years at RA Al-Izzah, Ciledug District, Cirebon Regency after the media trial has increased by 70%, including in the Fairly Good category. This percentage shows that children's receptive language ability has increased compared to the percentage before the media trial, which was 52% in the Less Good category.

Based on the percentage, the receptive language ability of children aged 5-6 years at RA Al-Izzah, Ciledug District, Cirebon Regency has increased after the development of the Pesona Bahasa media.

Researchers in the development of the Pesona Bahasa media used 5 systematic development stages starting with the initial information collection stage, Pesona Bahasa media design, media development, implementation or limited trial of media use. The development of the Pesona Bahasa media was said to be feasible by the Supervisor. This shows that the Pesona Bahasa media is feasible to be tested in the field.

The suggestion that can be recommended is that schools should facilitate learning media that can help children in learning to develop and improve their abilities. Teachers should be able to utilize the Pesona Bahasa media more creatively to improve children's receptive language skills, especially to acquire new vocabulary, and can also increase children's interest and motivation to learn.

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