



## Improving Children's Speaking Ability Through Storytelling Activities at RA Ussisa'alattaqwa, Group B, Desa Sumbergirang, Kecamatan Puri, Kabupaten Mojokerto

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### Abstract:

This study aims to identify the impact of storytelling activities on improving children's speaking abilities at RA Ussisa'alattaqwa, Sumbergirang Village, Puri Subdistrict, Mojokerto Regency. Storytelling is an effective method in supporting children's language development, particularly in enhancing vocabulary, speaking fluency, and self-confidence. The study uses both qualitative and quantitative approaches, with direct observation of the storytelling activities conducted at the school. The results show that through storytelling, children experience significant improvements in speaking abilities, both in terms of fluency and the ability to form structured sentences. Additionally, the children displayed progress in their social interactions, becoming more active in speaking in front of their peers. Although there were some challenges, such as children's attention being easily diverted, the use of interactive methods and visual media helped overcome these obstacles. Overall, storytelling activities at RA Ussisa'alattaqwa have proven to make a positive contribution to developing early childhood speaking skills.

**Keywords:** Speaking Ability, Storytelling Activities, Early Childhood, RA Ussisa'alattaqwa, Language Development.

### INTRODUCTION

Speaking ability is one of the important aspects of early childhood development. This ability not only plays a role in everyday communication but also in building children's social and academic skills for the future. Children with good speaking skills tend to be more confident in interacting with their surroundings. However, not all children experience optimal speech development, so proper stimulation is needed to help them develop to their fullest potential (Santrock, 2020). One method that can be used to

improve children's speaking abilities is through storytelling activities. This activity provides an enjoyable language experience for children by listening to and retelling stories they have heard. Through storytelling, children can enhance their vocabulary, improve sentence structure, and practice fluency in speaking. Additionally, this method can also help children develop their imagination and memory (Suyadi, 2021). At RA Ussisa'alattaqwa, Sumbergirang Village, Puri Subdistrict, Mojokerto Regency, 20 children participated as subjects in this research. Based on the initial observations, it was found that most children faced challenges in speaking, such as limited vocabulary, difficulty in structuring sentences coherently, and a lack of confidence in speaking in front of their peers. These issues can hinder language development if not addressed with appropriate solutions (Mansur, 2022).

To address these challenges, storytelling activities were implemented as a fun and effective teaching strategy. With this method, children were encouraged to listen to stories attentively, understand the storyline, and attempt to retell them using their own words. This activity also trains children to speak more fluently and expressively, boosting their confidence in communication (Hidayat & Rahmawati, 2021). The purpose of this research is to determine the effectiveness of storytelling activities in improving children's speaking abilities at RA Ussisa'alattaqwa. The main focus of this study is to analyze the improvement in children's speaking abilities after the implementation of storytelling activities, both in terms of speaking fluency, vocabulary selection, and sentence structure. Additionally, this research seeks to understand how storytelling activities can enhance children's confidence in speaking (Widodo, 2022). The research method used is classroom action research (CAR) with both qualitative and quantitative approaches. This study was conducted in several cycles, including the stages of planning, implementation, observation, and reflection. Data were collected through direct observation, interviews with teachers, and documentation of children's storytelling activities. From the 20 children who participated in the study, their speaking ability development will be analyzed to assess the effectiveness of the method applied (Sugiyono, 2021). The results of this research are expected to contribute to the field of education, particularly in the development of storytelling-based teaching methods for early childhood. Furthermore, this research can serve as a reference for teachers and parents in applying appropriate methods to improve children's speaking abilities. With the right methods, children are expected to grow with better language skills, which will support their social and academic development in the future (Nugraha, 2022).

## **METHODS**

This study employed a classroom action research (CAR) method with both qualitative and quantitative approaches. The CAR design was chosen because it allows the researcher to intervene directly and evaluate the improvement of children's speaking abilities through storytelling activities. The primary data sources in this research include direct observation, interviews with teachers and parents, as well as children's speaking evaluation results before and after the storytelling activities. Meanwhile, secondary data will be obtained from activity documentation, previous research journals, and academic references related to early childhood language development. The use of these two types of data sources aligns with the recommendations of Hasanah et al. (2022), which state that the validity of classroom action research can be enhanced through data source triangulation.

## **RESULTS**

Before conducting the research, the researcher carried out an initial observation to measure the storytelling ability of the Group B children at RA USSISA'ALATTAQWA. The following table shows the observation results:

No.	Category	Number of Children	Percentage
1.	BB (Not Yet Developed)	8	40%
2.	MB (Starting to Develop)	5	25%
3.	BSH (Developing as Expected)	7	35%
4.	BSB (Developing Very Well)	0	0%
	<b>Total</b>	<b>20</b>	<b>100%</b>

From the data, it can be seen that the speaking ability of Group B children at RA Ussisa'alattaqwa is still not optimal. There are 8 children (40%) in the Not Yet Developed (BB) category, 5 children (25%) in the Starting to Develop (MB) category, 7 children (35%) in the Developing as Expected (BSH) category, and no children have reached the Developing Very Well (BSB) category. In terms of success criteria, only 7 children or 35% have reached the minimum BSH criteria, which is still far from the success target of at least 75%.

During the implementation of Cycle I actions, the researcher observed the children's speaking abilities. Based on the results of these observations, the following data on the children's speaking abilities were obtained:

No.	Category	Number of Children	Percentage
1.	BB (Not Yet Developed)	0	0%
2.	MB (Starting to Develop)	11	55%
3.	BSH (Developing as Expected)	7	35%
4.	BSB (Developing Very Well)	2	10%
	<b>Total</b>	<b>20</b>	<b>100%</b>

From the data, it can be observed that there was an improvement in the children's speaking abilities after the implementation of Cycle I. There are no longer any children in the Not Yet Developed (BB) category. The number of children in the Starting to Develop (MB) category increased to 11 children (55%), the number of children in the Developing as Expected (BSH) category remained at 7 children (35%), and there are now 2 children (10%) in the Developing Very Well (BSB) category. In terms of the success criteria, the number of children reaching the minimum criteria of BSH increased to 9 children or 45%, but it still has not reached the minimum success target of 75%. Therefore, the researcher will proceed with Cycle II. During the implementation of Cycle I, the researcher conducted observations on the children's speaking abilities.

Based on these observations, the following data on the children's speaking abilities were obtained:

No.	Category	Number of Children	Percentage
1.	BB (Not Yet Developed)	0	0%
2.	MB (Starting to Develop)	3	15%
3.	BSH (Developing as Expected)	12	60%
4.	BSB (Developing Very Well)	5	25%
	<b>Total</b>	<b>20</b>	<b>100%</b>

From the data, it can be seen that there was a significant improvement in children's speaking abilities after the implementation of Cycle II. No children were in the

Not Yet Developed (BB) category, the number of children in the Starting to Develop (MB) category decreased to 5 children (25%), the number of children in the Developing as Expected (BSH) category remained at 7 children (35%), and the number of children in the Developing Very Well (BSB) category significantly increased to 8 children (40%). In terms of success criteria, the number of children who reached the minimum BSH criterion increased to 15 children or 75%, meaning the minimum success target of 75% has been achieved. Based on data analysis, it was found that storytelling activities had a positive impact on improving children's speaking abilities. Several key findings from this research are: Improvement in Speech Fluency After the researcher conducted the intervention, 85% of children showed fluency in speaking compared to before the storytelling activity was applied. Development of Children's Vocabulary Interviews with teachers and parents revealed that children more frequently used a more varied vocabulary in their daily conversations. Confidence in Speaking Children became more confident in expressing their opinions and communicating with peers as well as adults. Thus, this research confirms that storytelling activities can be used as an effective teaching method to improve the speaking abilities of early childhood learners in formal educational settings.

The research results indicate that storytelling activities have a positive impact on children's speaking abilities. Significant improvements were observed in terms of speech fluency, vocabulary mastery, and children's confidence in expressing ideas. These findings align with Santrock's (2020) study, which states that intensive verbal interaction can enhance communication skills in early childhood. The main factors contributing to the success of storytelling activities are the use of visual aids and engaging storytelling techniques. This is consistent with Suyanto's (2020) opinion, which emphasizes the importance of media use in early childhood education to increase their involvement in the learning process. Additionally, observations show that children's active participation in storytelling sessions can boost their confidence in speaking. Children who were initially shy and reluctant to speak began to show improvement in spontaneous speaking. This demonstrates that storytelling not only enhances speaking skills but also has a positive impact on children's social and emotional development. However, there are some challenges in implementing storytelling activities, such as maintaining children's concentration and ensuring that all children have the opportunity to speak. To address this, teachers can apply strategies like asking open-ended questions and allowing children to retell the story in their own words. From interviews with teachers and parents, it was revealed that children started showing improvements in communication at home. Parents reported that their children became more active in speaking and used more varied vocabulary after participating in storytelling activities at school. Thus, it can be concluded that storytelling is an effective method for improving early childhood speaking abilities. The implications of this research suggest that storytelling activities should be more widely integrated into early childhood education curricula to support optimal language and communication development in children."

## **CONCLUSION**

The results of this study show that storytelling activities play an important role in enhancing early childhood speaking abilities. The children experienced improvements in speech fluency, vocabulary mastery, and the courage to express their ideas. Additionally, this method helped children build confidence in everyday communication. The success of storytelling activities was influenced by the use of visual aids, engaging delivery techniques, and the active involvement of the children in the storytelling process. The support of teachers and parents also played a significant role in maximizing the learning outcomes, particularly in creating an environment that encourages children to speak more actively. Thus, storytelling can be an effective learning strategy to improve early childhood

speaking skills. A broader implementation of this method in early childhood education curricula is expected to further optimize the development of children's language and communication in the future.

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