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Developing Storytelling Skills Through Sequential Picture Media For Group A Children Blitar Regency

Wahyu Setyo Wulan, UIN Syahada Padangsidimpuan, *(wahyusetyo0708@gmail.com)*
Umul Ulfa Mufida, UIN Syahada Padangsidimpuan, *(ulfamufida01@gmail.com)*
Vina Afrida, UIN Syahada Padangsidimpuan, *(vinaafrida514@gmail.com)*
Yeni Tri Erna Wati, UIN Syahada Padangsidimpuan, *(triernawatiyeni@gmail.com)*
Vivi Syafyan, UIN Syahada Padangsidimpuan, *(vivisyafyan.lubis83@gmail.com)*

Abstract:

This research is based on the researcher's observations and experience, showing that sequential picture media is not just a reading tool, but also brings joy to children without creating pressure. Using sequential picture media can help train children's storytelling skills and improve their language abilities. Based on this background, the research problem is formulated as follows: "Can the application of learning through sequential picture media improve the storytelling abilities of Group A children at RA Perwanida Birowo, Binangun Subdistrict, Blitar Regency?" The research design used is collaborative Classroom Action Research. The subjects of the research were 14 children in Group A at RA Perwanida Birowo, Binangun Subdistrict, Blitar Regency. This study was conducted in three cycles, using instruments such as performance sheets to assess storytelling ability through sequential picture media and teacher observation sheets. Based on the results of the research conducted over 3 cycles, it was found that the students' learning mastery in applying the storytelling method using sequential picture media increased by 42.85% in the first cycle, 64.29% in the second cycle, and increased again to 85.71% in the third cycle. This indicates that sequential picture media can be used to improve storytelling learning. Therefore, it is recommended that teachers choose appropriate and creative media to address problems in storytelling learning to avoid boredom, such as using sequential picture media. The researcher hopes that this experience can be beneficial for colleagues in the field of education.

Keywords: Sequential Pictures, Storytelling Skills

INTRODUCTION

Language learning, specifically storytelling in early childhood education, is carried out by mentioning objects around the children, following the theme, such as the names of friends, fruits, animals, and so on. Learning should be designed so that children engage in more exploratory activities involving various forms of language they encounter in their daily lives. In reality, many teachers still practice conventional, teacher-centered learning, dominating the children, assigning tasks, and not giving the children opportunities to express their own ideas or thoughts. Children merely listen without being able to

articulate or, worse, they often don't listen or understand what the teacher is explaining. This condition is also found in Group A children at RA Perwanida Birowo, Binangun Subdistrict, Blitar Regency.

From the initial observations conducted by the researcher regarding storytelling skills, it was found that these skills were still relatively low. The data showed that out of 10 children, only one child received a four-star (⋆) rating, and one child received a three-star (⋆) rating, while three children received a two-star (⋆) rating, and five children received a one-star (⋆) rating. This is because, in the question-and-answer learning process in the language development field, the teacher only explained what was necessary and rarely included question-and-answer activities or encouraged the children to express themselves in more enjoyable ways, which ultimately made the children's learning experience less than optimal. Based on the above description, it is evident that there are still problems in both the process and the outcomes of developing storytelling skills in Group A children at RA Perwanida Birowo, Binangun Subdistrict, Blitar Regency. Therefore, the researcher is interested in conducting a study titled "Developing Storytelling Skills Through the Whisper Chain Game Method in Group A Children at RA Perwanida Birowo, Binangun Subdistrict, Blitar Regency."

METHODS

This classroom action research was conducted at RA Perwanida, Binangun Subdistrict, Blitar Regency. The subjects of this study were Group A children, consisting of 20 children—12 boys and 8 girls. The reason for conducting this research was the fact that the children's storytelling ability in learning activities was still lacking. Therefore, the researcher attempted to improve the learning process through the Whisper Chain Game method. The research procedure used in this study was collaborative between the researcher and the educator. The researcher was involved as a data collector, interpreter, analyzer, and reporter of the findings, while the educator implemented the actions. Furthermore, Kemmis and McTaggart (in Arikunto, 2002) stated that classroom action research is a cyclical process involving observation and reflection, which is then followed by subsequent cycles.

RESULTS

This research uses classroom action research consisting of three cycles, with each cycle having four stages: planning, implementation, observation, and reflection. The research was conducted at RA Perwanida Birowo, Binangun Subdistrict, Blitar Regency. The subjects of this research were Group A children, totaling 20 children, consisting of 13 boys and 7 girls. The learning activity used the Whisper Chain Game method, played outside the classroom. The playing method in this learning activity was aimed directly at the children, engaging them in outdoor play with a fun and enjoyable atmosphere.. Research Findings Description General Action Implementation Plan The first cycle was carried out as planned, with one meeting held on Saturday, January 24, 2015. In this meeting, 20 children attended, along with one observer as a colleague. The research design consisted of three repeated cycles, including cycles I, II, and III. Each cycle in this research included four stages: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. The results of the reflection served as the basis for deciding on improvements in the next cycle. Implementation of Cycle I Learning Action The first cycle was conducted as planned, with one meeting held on Saturday, January 24, 2025. In this meeting, 20 children were present, along with one observer as a colleague. Based on the scores obtained from 20 children, 6 children (30%) received one-star (⋆), 8

children (40%) received two stars (⋆), 4 children (20%) received three stars (⋆), and 2 children (10%) received four stars (⋆).

The learning achievement percentage shows that only 30% of the children achieved the learning goals, indicating that the learning process was incomplete and required improvements for the second cycle. Based on observations of the learning activities in this cycle, the following findings were discovered: Children still frequently needed assistance from the teacher during the play activities. The children's play did not fully align with what had been demonstrated by the teacher. Implementation of Cycle II Learning Action The second cycle was conducted as planned, with one meeting held on Saturday, January 31, 2015. In this meeting, 20 children were present, along with one observer as a colleague. Based on the scores obtained from 20 children, 3 children (15%) received one-star (⋆), 6 children (30%) received two stars (⋆), 7 children (35%) received three stars (⋆), and 4 children (20%) received four stars (⋆). The percentage of children's learning achievement reached 55%, indicating that the learning goals had not yet been fully achieved, and further improvements would be needed for the third cycle. The observations during the second cycle revealed the following findings: Children's play showed a significant improvement, although some still needed teacher assistance. Children started to play according to the rules demonstrated by the teacher. Implementation of Cycle III Learning Action The third cycle was conducted as planned, with one meeting held on Saturday, February 7, 2015. In this meeting, 20 children attended, along with one observer as a colleague. The success criteria for the children were determined by a learning achievement target of 75% in the storytelling indicators. Based on the data, the scores obtained from 20 children were as follows: 1 child (5%) received one-star (⋆), 3 children (15%) received two stars (⋆), 8 children (40%) received three stars (⋆), and 8 children (40%) received four stars (⋆), indicating that the third cycle was successful. Discussion and Conclusion Drawing Based on the research results, children's storytelling abilities improved through the Whisper Chain Game method, from pre-action, cycle I, cycle II, to cycle III. This improvement is reflected in the comparison of children's scores and learning achievement, as shown in the comparison table below:

No	Assessment Results	Pre-Action	Action Cycle I	Action Cycle II	Action Cycle III
1	⋆	35%	30%	15%	5%
2	⋆⋆	35%	40%	35%	15%
3	⋆⋆⋆	15%	20%	30%	40%
4	⋆⋆⋆⋆	5%	10%	20%	40%
	Total	100%	100%	100%	100%

Based on Table 4.7 above, it is evident that there was an improvement in the learning mastery of the students, from the pre-action stage to the third cycle of actions, with a learning mastery percentage reaching 80%. Thus, it can be concluded that the implementation of the "whisper chain" method can enhance the storytelling ability of children in Group A at RA Perwanida Birowo, Binangun District, Blitar Regency. Therefore, the action hypothesis in this research can be accepted.

CONCLUSION

Based on the data analysis that has been conducted, it can be concluded that there was an improvement in the children's storytelling abilities during the "whisper chain" game, starting from the pre-action stage, through Cycle I, Cycle II, and Cycle III actions. Therefore, the research hypothesis stating that learning through the "whisper chain" game method can improve the storytelling ability of children in Group A at RA Perwanida

Birowo, Binangun District, Blitar Regency, is accepted. The conclusion of the study titled *"Developing Storytelling Skills Through Sequential Picture Media for Group A Children in Blitar Regency"* is that the use of sequential picture media effectively enhances children's storytelling abilities. The engaging and visual nature of the media encourages active participation and helps children organize their thoughts, leading to significant improvements in their language and storytelling skills. The research demonstrated that implementing this media in learning activities results in better outcomes, making it a useful tool for fostering early childhood communication development.

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