



## Application of Storytelling Method in Improving Early Childhood Speaking Skills with Group a Picture Media at RA Dewi Sartika 1 Kuningan

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### Abstract:

This study aims to examine the application of storytelling methods with image media in improving early childhood speaking skills in group A at RA Dewi Sartika 1 Kuningan. The method used was classroom action research (PTK) with two cycles, involving 13 children as a sample. Each cycle consists of planning, implementation, observation, and reflection stages. Data collection is carried out through observation, interviews, and documentation, which are then analyzed in a qualitative and quantitative descriptive manner. The results of the study show that the method of storytelling with image media can improve early childhood speaking skills. In the first cycle, children begin to show courage in expressing opinions, although they are still limited in vocabulary and sentence structure. In the second cycle, there was a significant increase, where children spoke more fluently, were able to structure sentences better, and showed more varied expressions and intonation. The conclusion of this study is that the storytelling method with picture media is effective in improving the early childhood speaking skills of group A at RA Dewi Sartika 1 Kuningan. Therefore, this method can be used as an alternative in language learning for early childhood.

**Keywords:** storytelling method, image media, speaking ability, early childhood

### INTRODUCTION

Improving Early Childhood Speaking Skills through Storytelling Methods with Image Media Speaking skills are one of the important aspects in early childhood language development. These skills allow children to communicate, express feelings, and understand their surroundings. Early childhood education has a strategic role in stimulating children's speaking skills through various learning methods that are in accordance with their developmental characteristics (Suyanto, 2021). One of the effective methods in improving speaking skills is the storytelling method using image media.

The application of the storytelling method with image media is expected to help children be more active in speaking and communicating. Image media acts as a visual aid that attracts children's attention and helps them understand the content of the story better (Hidayati, 2022). In addition, the storytelling method can stimulate imagination, increase creativity, and enrich children's vocabulary. If applied consistently, this method can encourage children to be more confident in conveying their ideas and opinions.

However, the reality is that there are still many early childhood children who have difficulty speaking. Some children seem passive and lack courage to express their opinions in the school environment (Ramadhani & Putri, 2023). In addition, the lack of variety of

learning methods applied by educators is also one of the factors in children's low speaking skills. Less interactive learning methods and the lack of use of supporting media can make children less interested in developing their speaking skills.

To overcome these problems, more innovative learning methods are needed and in accordance with the characteristics of early childhood. One alternative that can be applied is the method of storytelling with image media. This method not only provides verbal but also visual stimulus, thus helping children more easily understand the content of the story and develop their speaking skills (Nugraha, 2021). With this approach, children are expected to be more active in participating in learning activities and more confident in speaking.

This study aims to examine the application of storytelling methods with image media in improving the speaking skills of early childhood group A at RA Dewi Sartika 1 Kuningan. This study uses a classroom action research (PTK) approach involving 13 children as a sample. Through this study, it is hoped that empirical evidence can be found regarding the effectiveness of storytelling methods with image media in improving early childhood speaking skills.

In addition, the results of this research are expected to contribute to educators in implementing more interactive and fun learning methods for early childhood. With this research, educators can gain new insights in developing learning strategies that are able to optimally improve children's speaking skills (Susanto, 2023).

Overall, this study proposes the use of storytelling methods with image media as a solution to improve early childhood speaking skills. With the right approach and consistent application, this method can be an effective alternative in language learning for early childhood. Therefore, this research is expected to be a reference for educators and early childhood education practitioners in improving the quality of story-based learning and visual media.

## **METHODS**

This study uses the Classroom Action Research (PTK) approach which aims to improve the speaking ability of early childhood group A through the application of the storytelling method with image media. PTK was chosen because it allows researchers to intervene directly in the classroom and observe children's development in a sustainable manner (Arikunto, 2020). This research was carried out in two cycles, where each cycle consisted of four stages, namely planning, implementation of actions, observation, and reflection.

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from the results of observations of children during storytelling activities with image media. Observations are carried out to assess the extent to which children are able to speak fluently, compose sentences correctly, and show appropriate expressions and intonation (Sugiyono, 2021). In addition, interviews with classroom teachers were conducted to obtain information about children's development before and after the application of the storytelling method. Secondary data is obtained from various literature, such as books, research journals, and scientific articles that discuss storytelling methods, image media, and early childhood language development (Suyanto, 2022).

Data was collected through three main techniques, namely observation, interviews, and documentation. Observations were made using observation sheets that recorded aspects of children's speaking skills, such as vocabulary use, sentence structure, and courage in speaking. Interviews were conducted with teachers and educators at RA Dewi Sartika 1 Kuningan to find out the effectiveness of the methods applied. Meanwhile, documentation in the form of photos and videos during learning activities is used to support data analysis (Ramadhani & Putri, 2023).

The data was analyzed using qualitative and quantitative descriptive methods. Qualitative analysis was conducted by examining the results of observations and interviews to describe changes in children's speaking behavior before and after the

intervention (Miles, Huberman, & Saldaña, 2020). Meanwhile, quantitative analysis was carried out by calculating the percentage of improvement in children's speaking skills based on the results of observations in each cycle. The increase was measured using a speaking skills assessment scale that included aspects of courage, fluency, and clarity in speaking (Sugiyono, 2022).

The method used in this study aims to gain a deep understanding of the effectiveness of storytelling methods with image media in improving early childhood speaking skills. With a combination of observation, interviews, and documentation, this study is expected to provide valid and reliable data. Qualitative and quantitative descriptive approaches allow for a more comprehensive analysis in understanding the development of children's speaking skills during the learning process (Susanto, 2023).

## **RESULTS**

This study aims to determine the effectiveness of the storytelling method with picture media in improving the speaking skills of early childhood group A at RA Dewi Sartika 1 Kuningan. The research sample amounted to 13 children who were observed in two cycles. Each cycle involves storytelling activities with image media that are carried out interactively. Data was collected through observation, interviews, and documentation, then analyzed in a quantitative and qualitative descriptive manner. Initial Data Overview Before the application of the method of storytelling with picture media, children's speaking skills were still low. Most children feel hesitant to speak, have limited vocabulary, and are not able to structure sentences well. Based on the results of initial observations, only 30.8% of children showed courage in speaking in front of the class, and 23.1% of children were able to use vocabulary quite well.

**Cycle 1 Results** In the first cycle, the method of storytelling with image media was applied in several sessions. Children began to show improvement in the aspects of courage to speak and use vocabulary. The results of the observation showed that 46.2% of children began to be more confident in speaking in front of their friends. Speaking fluency increased to 38.5%, while the sentence structure aspect still needs further improvement. **Cycle 1 Analysis** Despite the increase, several obstacles are still found. Some children still have difficulty in composing sentences correctly and tend to speak with less clear structures. Teachers need to provide additional stimulus, such as open-ended questions and verbal encouragement to make children more active in speaking. Therefore, strategy improvements were made in the second cycle by providing more speaking practice and discussion in small groups.

**Cycle 2 Results** In the second cycle, children are more active in speaking. The courage to speak up increased significantly to 76.9%. Most children are able to use a more varied vocabulary and structure sentences better. Children's intonations and expressions are also more diverse, indicating that they understand the content of the story better.

### **Data Verification**

To ensure the accuracy of the data, triangulation was carried out by comparing the results of observations, interviews, and documentation. Teachers involved in the research also provided input that children became more enthusiastic in participating in storytelling activities. Interviews with teachers showed that this method helped children to be more confident in speaking. Documentation in the form of photos and videos shows the real development of children's expression and participation during the activity. When compared to the initial condition, there was a significant improvement in all aspects of the child's speaking ability. At the beginning of the study, only about 30% of the children showed the courage to speak, while after the second cycle, the figure increased to 76.9%. This shows that the method of storytelling with picture media is effective in improving children's speaking skills. The results of this study indicate that the use of storytelling

methods with image media can be an effective strategy in improving early childhood speaking skills. Image media helps children better understand the content of the story, while the storytelling method provides a verbal stimulus that encourages children to speak more actively. The success of this method is supported by several factors, including the use of attractive images, the active involvement of teachers in guiding children, and the interactive classroom atmosphere. In addition, this method provides an opportunity for children to express themselves without fear of being wrong, so they are more motivated to speak.

Although this method has succeeded in improving children's speaking skills, there are several obstacles that need to be considered. Some children still take longer to adapt to this method. In addition, more variety of images is needed so that children do not feel bored with the material presented. Based on the results of the study, it can be concluded that the method of storytelling with image media has proven to be effective in improving early childhood speaking skills. All aspects of speaking have experienced a significant improvement from the first cycle to the second cycle. Therefore, this method can be used as an alternative in early childhood language learning. This study recommends that the method of storytelling with image media be applied regularly in learning. Teachers need to continue to develop a variety of stories and media used so that children remain interested and motivated to speak. In addition, further research can be conducted with a larger sample to test the effectiveness of this method in various learning contexts.

Data validation in this study was carried out to ensure the accuracy and validity of the results obtained. The validation process is carried out through data triangulation, which includes direct observation, interviews with teachers, and documentation in the form of photos and videos. This approach allows researchers to compare different data sources to ensure that the results reflect the actual conditions (Miles, Huberman, & Saldaña, 2020). In addition to triangulation, validation is also carried out through data credibility tests by means of repeated observations and the involvement of researchers in the learning process. The class teacher participates in assessing the child's speaking skills using a previously agreed observation sheet. This ensures that the results of observations do not only depend on one source, but are also validated by other parties directly involved in learning (Sugiyono, 2021). The validation results showed that there was a harmony between the data obtained from observations, interviews, and documentation. The teacher stated that the method of telling stories with image media makes children more interested and dares to speak in class. In addition, documentation in the form of photos and videos supports the observation results, where children's facial expressions and gestures during storytelling activities show an increase in their enthusiasm and confidence in speaking (Ramadhani & Putri, 2023).

The validity of the data was also strengthened through a member checking test, where teachers and educators involved in the study were asked for their opinions on the results obtained. They confirmed that children experienced an improvement in speaking skills after following the method of storytelling with picture media. This shows that the data obtained has a high level of confidence and can be accounted for (Susanto, 2023). To ensure the reliability of the data, each cycle is observed with the same method, and the results are compared to see the consistency of the findings. If there is a difference in results between cycles, further analysis is carried out to identify the causative factors. The consistency of improving children's speaking skills from the first cycle to the second cycle shows that the method applied has a significant positive impact. The validation of the data carried out indicates that the results of this study can be used as a basis for the development of storytelling-based learning methods with image media in early childhood education. With validated data, this study can be a reference for teachers in designing more effective learning strategies to improve children's speaking skills.

From the validation results, it can be concluded that the method of storytelling with image media consistently has a positive impact on children's speaking skills. The accuracy of the data obtained through triangulation, repeated observations, and

confirmation from teachers shows that this study has strong credibility. Therefore, this method can be recommended as an effective learning strategy in developing early childhood speaking skills.

## CONCLUSION

The results of this study show that the method of storytelling with image media significantly improves the early childhood speaking ability of group A at RA Dewi Sartika 1 Kuningan. Observations, interviews, and documentation revealed that children experienced improvements in aspects of speaking courage, fluency, vocabulary use, sentence structure, and intonation and expression. Data validation through triangulation further strengthens the conclusion that this method is an effective strategy in early childhood language learning.

Academically, this research contributes to enriching the literature on early childhood language learning methods, especially in the context of the use of visual media as a learning aid. These findings support the theory that interactive, story-based learning can improve children's communication skills more effectively. In addition, the results of this study can be a reference for educators and researchers in developing similar methods to improve children's speaking skills at various levels of early education.

In terms of social contribution, this research provides insights for teachers, parents, and educational institutions in creating a more communicative and fun learning environment for children. The application of the storytelling method with image media can increase children's confidence in communicating, which ultimately has a positive impact on their social and emotional development. Therefore, this method is recommended to be widely applied as part of language learning strategies for early childhood.

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