

Improvement of Expressive Language Ability of 5-6 years old Children through Story-telling Using Flannel Board

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Abstract: *The study aims to describe the improvement of expressive language ability in 5-6-year-old children through storytelling using a flannel board. The research used the Classroom Action Research (PTK) design, using the PTK model developed by Kemmis and Mc Taggart. The study consists of three stages: planning, action, observation, and reflection. The research was conducted in two cycles, with Cycle I lasting for five days and Cycle II for two days. The study subjects were 14 children aged 5-6 years at TKN Paka. The data collection technique used was observation. The results of this study indicate that the average expressive language ability of 5-6-year-old children improved from the pre-action data to Cycle I and Cycle II. The success criteria in this research were set at 80% with the Meeting Expectations (BSH) category. In the pre-action data, four children were in the BB category with a percentage of 28.5%, ten children were in the MB category with 71.2%, and no children were in the BSH or BSB categories (0%). There was an improvement in Cycle I, with eight children in the MB category (57.1%), six children in the BSH category (42.9%), and none in the BSB category. There was further improvement in Cycle II, with two children in the MB category (14.2%), 12 children in the BSH category (85.8%), and none in the BSB category. Based on the data presented, it can be concluded that using the storytelling method with a flannel board in classroom learning can enhance the expressive language ability of 5-6-year-old children at TK Negri Paka.*

Keywords: *expressive language, storytelling, flannel board*

INTRODUCTION

Language plays a crucial role in human life. It serves as one of the communication tools. Without language, humans cannot interact and communicate with others, and vice versa; with language, humans can share with others. Language can also be defined as a symbolic system of sounds that acts as a judge that a society can use to communicate and identify itself. The symbols within the language system are in the form of sounds produced by human speech organs. Since the characters used are sounds, the primary aspect of language is considered to be spoken language or oral language. The development of early childhood oral language is highly influenced by the child's surrounding environment (Angkur, Gomes, 2022).

According to Sari (Syam, Oktariana, 2021), there are four types of language: listening, speaking, writing, and reading. According to her, language also has two characteristics: receptive language (understood and received) and expressive language (expressed). Speaking and writing are included in expressive language while listening and reading fall under receptive language. Suhartono in Anggalia & Karmila (2014) suggests that young children engage in language activities such as listening and speaking. Therefore, their receptive and expressive language skills need to be nurtured and developed. Developing a child's speaking ability involves improving the child's capacity to communicate orally according to their situation. Developing a child's speaking ability essentially involves a program to enhance logical, systematic, and analytical thinking skills using language to express their ideas.

According to Susanto in Khotimah & Mustaji (2021), language ability is one of the key development areas in kindergarten. Language can develop according to a person's age; the older a person is, the better their language tends to be. Language enables children to transform experiences into symbols that can be used for communication and thinking.

Young children are in the phase of expressive language development. Expressive language is the ability of a child to express their desires. They can express their wants, refusals, and opinions using spoken language. Furthermore, the aspects of language development in young children are based on the National Education Minister's Regulation No. 58 of 2009, which includes three aspects: language comprehension, language expression, and literacy (Hadi, 2018).

Several methods can be applied and used in the learning process. These methods have been tailored to the conditions and characteristics of young children. The methods include lectures, question and answer, habituation, role modeling, playing, storytelling, singing, nature excursions, problem-solving, and simulation methods (Afdalipah, Ummah, 2020).

Based on the initial observation results at TKN Paka, Satarmese District, in November, children's language abilities were found to be low, especially in expressive language. The observation was conducted in Class B with 14 children, six girls, and eight boys. The initial observation data for indicators such as answering more complex questions showed that four children were in the BB category (28%), nine children in the MB category (64%), one child in the BSH category (7%), and no children in the BSB category. Regarding oral communication, vocabulary, and familiarity with symbols for reading, writing, and arithmetic preparation, five children were in the BB category (35%), nine in the MB category (64%), and none in the BSH or BSB categories. Having more words to express ideas to others, five children were in the BB category (35%), nine children in the MB category (64%), and none in the BSH or BSB categories. Continuing part of a story or fairy tale that has been heard, five children were in the BB category (35%), nine children in the MB category (64%), and none in the BSH or BSB categories. Demonstrating understanding of concepts in storybooks, six children were in the BB category (42%), eight children in the

MB category (57%), one child in the BSH category (7%), and none in the BSB category (Gana, 2018, p. 133).

Based on the data presented, the researcher concluded that children's expressive language development needs special attention and various methods to improve their developmental level. This can be observed in children's inability to retell a story, their lack of knowledge of letters, and some children being confused when asked to identify letter A-Z, responding with silence or unclear speech by only nodding or shaking their heads.

Based on the researcher's interview with the Class B teacher at TKN Paka, Satarmese District, in November, the cause of the low expressive language ability in children is the lack of use of learning media in the teaching process, with the teacher relying solely on the question and answer method. Educators must create an enjoyable learning environment to enhance children's expressive language ability.

According to the Indonesian Ministry of Education and Culture's regulation No. 137 of 2014 on the national standards for early childhood education, the scope of language development for children aged 5-6 is divided into three parts: understanding language (receptive language), expressing language (expressive language), and literacy. Expressive language abilities for children aged 5-6 include (1) answering more complex questions, (2) oral communication with a vocabulary and understanding of symbols for reading, writing, and arithmetic preparation, (3) having more words to express ideas to others, (4) continuing part of a story or fairy tale that has been heard, and (5) demonstrating understanding of concepts in storybooks.

Furthermore, Hidayah in Faizin & Masruhim (2022) states that one method that can develop children's expressive language ability is storytelling. Storytelling is widely used in kindergartens. It involves orally narrating incidents or events to others. Storytelling is a beloved method among children because it allows for various media, making learning more effective and efficient, as it captures the children's attention when told correctly. Children's vocabulary gradually expands and is stimulated when included in the story. For example, telling stories related to children's lives helps them understand the stories faster. Storytelling can be done using various techniques, such as reading directly from illustrated storybooks, hand puppets, flannel boards, and more. This is expected to attract children's attention and improve their focus on the stories told by the teacher.

According to Pekerti in Hamsiani & Ramli (2020), the implementation of storytelling activities can be done in various forms, namely: (1) storytelling without props, relying solely on the verbal ability of the person delivering the story, (2) storytelling using props such as dolls, pictures, and other objects, (3) storytelling using storybooks, (4) storytelling using sign language or gestures such as pantomime, silent cartoon films, and opera, (5) storytelling through visual aids (audio-visual).

Sobarna in Sumiati, Sobarna (2018) stated that Expressive Language Ability in Early Childhood includes verbal and non-verbal language skills. Verbal language includes pronunciation, word understanding, vocabulary, and sentence fluency. Meanwhile, non-verbal language includes appropriate facial expressions, gestures or body postures, apparent voice volume, fluency in language, maintaining eye contact with the interlocutor, and self-confidence.

Storytelling is a method of delivering or presenting learning material orally through stories from the teacher to the children (Bangsawan, Eriani, 2021). Gunarti in Setiawati & Ulfah (2018) stated that storytelling is an activity carried out by someone to convey a message, information, or a mere fairy tale, which can be done orally or in writing. The narration of the story can be done using props or without props. In this study, the storytelling method is used to develop the expressive language ability of early childhood using the media of a flannel board. Qomariah (2022) stated that a flannel board is a flat board media covered with flannel fabric on which pieces of related pictures can be attached

to facilitate the learning process.

RESEARCH METHODS

The research used in this study is Classroom Action Research (CAR). Ni'mah (Ni'mah, 2017) stated that the understanding of classroom action research is to identify problems in the classroom while providing solutions to those problems. There are three stages to conducting research using the classroom action research method: planning, action, observation, and reflection. This research was conducted at TKN Paka, Satarmese Sub-district, Manggarai Regency. The subjects in the study were 14 children aged 5-6 years at TKN Paka, consisting of 6 girls and eight boys. The data collection technique used in this study was observation. Based on the agreement with the school, this research can be considered successful if the percentage of the average cognitive ability score of children reaches 80% with the criteria of BSH (meeting expectations). Thus, this research is considered successful if 12 out of 14 children at TKN Paka are categorized as developing as expected (BSH).

RESULTS AND DISCUSSION

Pre-action Data

Table 1 Pre-action Data Analysis

No	Name	Child Development Achievement Indicator:					Category
		1	2	3	4	5	
1.	MAS	MB	MB	MB	BB	BB	MB
2.	VEC	MB	MB	MB	MB	BB	MB
3.	EFJ	BB	BB	BB	BB	BB	BB
4.	AD	BB	BB	BB	BB	BB	BB
5.	GH	MB	MB	MB	BB	MB	MB
6.	RFL	MB	MB	MB	MB	MB	MB
7.	NJ	MB	MB	MB	MB	MB	MB
8.	FL	MB	MB	MB	MB	MB	MB
9.	PA	MB	MB	MB	MB	MB	MB
10.	BA	MB	MB	MB	MB	MB	MB
11.	YAD	BB	BB	BB	MB	MB	BB
12.	CT	MB	MB	MB	MB	MB	MB
13.	TSD	BB	BB	BB	BB	BB	BB
14.	ADT	MB	MB	MB	BB	MB	MB

Based on the data from the pre-action results of expressive language of 5-6-year-old children related to the five indicators of expressive language at TK Negeri Paka, 4 children are categorized as BB, 10 children are categorized as MB, and the children are still in the MB category.

The conclusion is as follows: BB (28.5%), MB (71.4%), BSH (0%), and BSB (0%). Overall,

the development of expressive language in children is still in the MB category with a percentage of 71.4%. From the data obtained, it can be seen that the pre-action results of expressive language ability in 5-6-year-old children at TK Negeri Paka have not reached the researcher's target of achieving 80% in the BSH category. Based on this problem, the researcher conducted cycle 1 using the flannel board media through the storytelling method for 5-6-year-old children at TK Negeri Paka.

Action Data

Cycle 1

Table 2. Data Analysis of Children's Learning Outcomes in Cycle I

No	Name	Days/ Development Achievement				Final Dev.Achievements
		2	3	4	5	
1.	MAS	MB	BSH	BSH	BSH	BSH
2.	VEC	MB	MB	MB	BSH	BSH
3.	EFJ	MB	MB	MB	MB	MB
4.	AD	BB	MB	MB	MB	MB
5.	GH	BSH	BSH	BSH	BSH	BSH
6.	RFL	MB	BSH	BSH	BSH	BSH
7.	NJ	MB	MB	MB	MB	MB
8.	FL	MB	MB	MB	MB	MB
9.	PA	MB	MB	MB	MB	MB
10.	BA	MB	MB	BSH	BSH	BSH
11.	YAD	MB	MB	MB	MB	MB
12.	CT	MB	MB	MB	MB	MB
13.	TSD	MB	MB	MB	MB	MB
14.	ADT	MB	MB	MB	BSH	BSH

Based on the data analysis results of cycle I, it can be concluded that the learning success of the children has not reached the predetermined criteria, which is in the BSH category with a percentage of 80%. It can be observed that 8 children are categorized as Moderately Developing (MB) with a percentage of 57.1%, while 6 children are categorized as Meeting Expectations (BSH) with a percentage of 42.9%. Therefore, it is said that the expressive language ability of 5-6-year-old children through the storytelling method using a flannel board in cycle I has not reached the target of 80% as set by the researcher. Thus, the researcher needs to continue to cycle II.

Cycle 2

Table 3. Data Analysis of Children's Learning Outcomes in Cycle II

No	Child Name	Days/ Dev.Achievements		Final Dev.Achievements
		1	2	
1.	MAS	BSH	BSH	BSH
2.	VEC	BSH	BSH	BSH
3.	EFJ	MB	BSH	BSH
4.	AD	MB	MB	MB

5.	GH	BSH	BSH	BSH
6.	RFL	BSH	BSH	BSH
7.	NJ	BSH	BSH	BSH
8.	FL	MB	BSH	BSH
9.	PA	BSH	BSH	BSH
10.	BA	BSH	BSH	BSH
11.	YAD	MB	BSH	MB
12.	CT	BSH	BSH	BSH
13.	TSD	MB	MB	MB
14.	ADT	BSH	BSH	BSH

It can be concluded that the achievement of expressive language development in 5-6-year-old children has reached the predetermined proficiency level. From the data obtained, it can be seen that the results of cycle II of expressive language ability in 5-6-year-old children at TK Negeri Paka have reached the set target, with an achievement of 80% in the BSH category. The research results indicate that the use of the storytelling method with a flannel board can improve the expressive language ability of 5-6-year-old children.

CONCLUSION

Based on the research data obtained at TK Negeri Paka, it can be concluded that the overall learning activities observed through the storytelling method using the flannel board can improve the expressive language ability of 5-6-year-old children. The assessment indicators in this study include five indicators: answering more complex questions, oral communication, having a vocabulary and understanding symbols for reading, writing, and arithmetic preparation, having more words to express ideas to others, continuing part of a story or fairy tale that has been heard, and demonstrating understanding of concepts in storybooks.

The use of the flannel board through the storytelling method can enhance the expressive language ability of 5-6-year-old children, as evidenced by the increasing scores obtained in each cycle. The scores in the pre-action of expressive language ability of 5-6-year-old children were low, with only 14.2% of children in the Meeting Expectations (BSH) category. In cycle I, there was an improvement, with 57.1% in the Meeting Expectations (BSH) category, and in cycle II, there was a significant increase to 85.8% of children in the Meeting Expectations (BSH) category. This shows that there was an improvement in the expressive language ability of children after the implementation of the storytelling method using the flannel board. Based on this analysis, it can be concluded that through the storytelling method using the flannel board, the expressive language ability of 5-6-year-old children at TK Negeri Paka for the Academic Year 2022/2023 has improved.

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