

The Effect of Storytelling Method Using Story Table Technique in Improving Speech Ability of Preschool Children

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***Abstract:** This study aims to examine the influence of the storytelling method using the story table technique in improving the speaking skills of preschool children. This study uses a quantitative research approach with the Quasi-Experimental Design. The subjects of this study were children aged 4-5 years. Data on children's speaking skills is collected through observation. The data analysis technique used the independent t-test. The results indicated that the experiment group showed greater value than the control class at significance value sig. (2-tailed) is 0.002. Thus, it can be concluded that the storytelling method with the story table technique can improve the speaking skills of children aged 4-5 years.*

***Keywords:** storytelling, language development, speaking ability.*

INTRODUCTION

Learning activities through *storytelling* can be useful in increasing confidence in speaking and writing, improve vocabulary and language skills, foster creativity, increase understanding, and encourage ongoing discussion about opinions and beliefs. When the teacher provides *storytelling* activities, children not only listen to a story but also learn about various new vocabulary, which are important components in supporting children's speaking skills, as well as various types of story concepts so that they have an impact on improving aspects of development in children (Fauziddin, 2017).

Based on the results of initial observations in one selected kindergarten, out of 24 children in age group 4-5 years, there are 6 children who have problems in language development in the category of underdeveloped, 12 children in the category starting to develop and 6 children in the category of well-developing. One of the causes of the low development of children's language is the lack of the provision of stimulus. The instructional media used by teachers at the kindergarten mostly use the method of giving assignments or worksheets in class.

The efforts made by the teacher were less varied, namely giving assignments using children's worksheets and imitating the writing written by the teacher on the blackboard. This makes children less interested and bored. Teachers also tend to use classical learning models with monotonous learning methods frequently. This resulted in many children choosing to play alone to disturb their friends during learning activities.

In addition to the learning media factor, children are also not given the freedom to tell stories in class, and there is no feedback or response from the teacher on the stories expressed by the child so that the child's confidence in speaking and telling stories in class decreases which results in children being reluctant to speak or tell stories in the classroom. The role of the teacher to respond and provide feedback is needed to prove to the child that what the child conveys in class is heard and appreciated by the teacher (Laila, 2016). Based on these problems, in order to improve children's language skills in school, the authors created and developed a *storytelling method* using *the story table technique* to improve children's language skills in class. The *storytelling method* with *the story table technique* allows the teacher to sit around a table with the children to tell stories and listen to stories. This activity was inspired by a video *storytelling activity* entitled "*Engaging Children In Oral Storytelling To Support Oral Language Development*" at a *Center For Early Childhood Education* at the University of Windham, Connecticut, United States, named *Eastern Connecticut State University*, which was uploaded on the YouTube page on the 9th June 2016 with the account name *CECE Early Childhood Videos at Eastern CT State U*. The video shows early childhood learning activities in the classroom, which involve a lot of stimulation of developing speaking and language skills by the way the teacher gives a question or statement about something that will be followed by responses from all the children in the class, and this activity is called *the story table* (Yuliana, 2021)

The conventional storytelling method that we often see today and which is often used by many schools, usually children are only listeners and seem passive in activities that are able to stimulate their language development. Based on these problems, the researcher developed a new storytelling technique, namely *the story table*. The story table activity is an activity that is almost the same as the storytelling method in general, but in the *story table*, the story is told not only by the teacher but by both teachers and students at once. Teachers and children both have the opportunity to talk about everything they want to say, and both are free to respond to stories that have been told by one of the parties. Another difference is that the teacher and children tell the

story in a circle in front of a table in the story table. Tables here are free in shape and size according to the conditions and facilities available in the class. This table will make the child focus on staying seated and listening to stories during this *story table session*.

Story table activity is expected to be an opening activity in class before going to the core activities and can be considered as a stepping stone for children to be ready to enter learning in the next activity. This activity is also expected to be able to bring children to the expected level of language skills so that children have language and speaking skills and are able to increase children's confidence to communicate in public which can become a provision for children to carry out their daily activities both at school, at home and in the environment. public. Based on these reasons, the authors conducted a study entitled "The Effect of Storytelling Method Using Story Table Technique in Improving Speech Ability of Children Aged 4-5 Years.

One important aspect of early childhood development is the aspect of language development. Language is the basis for someone to be able to communicate and interact with others. Language is also a way for a person to shape his social life. Language can be used to form a person's self-identity and social life so that through the language used, we will be able to judge how a person is, such as when we listen to someone's way of speaking, we will be able to judge how someone is, the knowledge they have, where that person is come from, or the work he does, and besides that through language we will also be able to assess how the social life of a person is (Jalongo, 2014). Furthermore, Rahayu (2017) stated that language development consists of receptive language skills, namely listening and reading, and expressive language skills, namely speaking and writing. In line with that, language consists of the ability to listen, speak, read, and write (Mos, 2017). Based on this opinion, it can be seen that aspects of language development in children consist of receptive and expressive language skills, which abilities consist of listening, reading, speaking, and writing.

Referring to the four aspects of language that have been mentioned, one of the abilities of language development in childhood is speaking pre-school age is a period in which speaking skills develop rapidly. It can be interpreted that language abilities or skills, especially speaking, are abilities that develop at a young age in a systematic and interrelated sequence, as when a child develops his speaking ability, at that time the child has gained the ability to listen first (Khoiriyah, 2017).

Speaking is used to convey ideas orally. Thus, the ability to speak is an important ability and must be developed from an early age. Early childhood is a sensitive period in the development of psychical processes and all speech aspects (Platokhina, 2016). Through these speaking skills will be able to shape children to become confident, creative, and help children to be able to master and expand their learning skills.

Speech and language competence in the years before school is an important prerequisite for later achievements in literacy (McLeod, 2019). Speaking is an important ability and has an impact on literacy skills. Literacy is the ability to read, write, or solve a problem through verbal communication. The ability to speak will continue to develop as a child gets older. This can be seen from the stage of crying, babbling, and parroting to the stage where the child can speak fluently. The stage of fluently speaking is the stage where the child can express his wishes that can be understood by others, this stage will develop rapidly when the child is 4-5 years old. As the level of developmental achievements contained in Permendikbud number 146 of 2014 concerning the 2013 curriculum for early childhood education in Core Competency point 3.10. namely understanding receptive language (listening and reading) and at point 3.11. namely understanding expressive language (expressing language verbally and non-verbally).

Permendikbud 137 also states that at the age of 4-5 years, children are already able to express their opinions, answer questions, retell, recognize and name letters, and enrich their vocabulary. Based on Permendikbud number 137 it can also be seen that at the age of 4-5 years children can already speak fluently using various vocabulary and engage in a conversation that can be understood by others (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 About National Standards for Early Childhood Education).

Children's initial models of language are largely accepted based on interactions in their home environment; therefore, the level of language exposure children receive comes from their home environment. The results of this study indicate that the environment influences the mastery of a language used by children. This is because children in early childhood period learn by imitating things in their surroundings, and this also applies to the imitation of language or speaking. (McLeod, 2014).

In addition to interaction with the environment, other factors that can affect children's speaking abilities are strategies or the selection of activities that are implemented. There are several activities that can be conducted in improving children's speaking skills. As stated by Jyothsna and Rao in Hussain (2017) "*repetition of rhymes, look and say, oral composition, pronunciation drills, read aloud, open ended stories, narration, descriptions (festivals, celebrations, occasions) are important practices to improve speaking skills*". Activities such as repetition of rhymes, reading aloud, stories, and narration are activities that can be carried out in developing speaking skills. In line with this, Oradee (2013) states "*speaking skills can be developed through communicative activities*", that speaking skills are abilities that can develop through activities such as role playing, picture puzzles, problem solving, and storytelling. Communicative activities are activities that emphasize aspects of communication that aim to develop language skills in children, especially speaking, which activities can be carried out through activities that are fun for children, and one of the activities that are fun and can be applied to children is storytelling or in English is called *storytelling*. Thus, this study aims to explore the effectiveness of using *the story table technique* to improve children's language skills in classroom.

RESEARCH METHODS

This study uses a quantitative research approach. Quantitative is a type of research activity whose specifications are systematically planned and clearly structured from the start to the creation of a research design (Sugiyono, 2015). The research method used in this study is an experimental research method. The experimental research method is a research method used to find the effect of certain treatments on others under controlled conditions. The design in this study used a *Quasi Experimental Design* in the form of a *Nonequivalent Posttest-Only Control Group Design*. Sugiyono (2015) states that this design is almost the same as *the pretest-posttest control group design*, only in this design the experimental group and the control group are not randomly selected. In this design, both the experimental and control groups were compared, although these groups were selected and placed without going through randomization and using only *posttest-only assessments*. paradigm in this study, is illustrated as follows (Prasetyo, 2014):

Table 1. Research Design

Group	Treatment	Posttest
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Experiment Class	X	01
Control Class	0	01

Information :

- X : Use of the X technique method
 0 : Do not use the X technique method
 01 : *Posttest*

This study was carried out at the KB Jendela Ilmu Ngabul RT 03 RW 05 Tahunan, Jepara, Central Java, Indonesia for 2 months in the 2022/2023 academic year from 10th of April 2023 – 25th of May 2023 in twelve meetings, six meetings on control class and six meetings in the experimental class. The subjects in this study were 24 students aged 4-5 years in the KB Jendela Ilmu Ngabul. 12 students in class B1 were selected as a control group, and 12 students in class B2 were selected as an experimental group.

The data collection technique in this research is observation with data collection instruments in the form of observation sheets whose assessment indicators are derived from the standard level of language development of children aged 4-5. The scale used to measure is a Likert scale with 4 alternative answers, namely BB =1, MB=2, BSH=3, BSB=4.

The data in the experimental class and control class were analyzed using the t-independent samples test.

RESULTS AND DISCUSSION

The initial stage of the research, after the researcher obtained data on the initial abilities of the experimental class and the control class, both classes were given treatment, where the experimental class used the storytelling method with the story table technique in the learning process and the control class with conventional learning. After being given treatment, the experimental and control classes were given a post-test. Data collection was carried out by testing the instrument on 24 students consisting of 12 students for the experimental group and 12 students for the control group to determine the improvement in language skills, especially aspects of children's speaking.

This research was conducted on April 11 – May 25, 2023. This research was implemented in 6 meetings in the control class and 6 meetings in the experimental class so that the total meetings in this study were 12 times.

Based on the results of the validity and reliability tests of the instruments used in the study, 23 indicators were declared valid because each item produced $R_{count} > R_{table}$ and was declared reliable because the reliability test results obtained were $0.933 > 0.60$. After the instrument is declared valid and reliable, the research can be continued and the posttest results show a significant difference between the experimental class and the control class.

The results of the normality test, the experimental class normality test value data was $0.139 > 0.05$ and the control class was $0.200 > 0.05$, so the normality test for the experimental class and control class was normally distributed. And based on the results of the homogeneity test in this study, it can be concluded that it is significant at $0.410 > 0.05$, so the data has homogeneous criteria.

After the data is declared to be normally distributed and has homogeneous criteria, then a hypothesis test is carried out in the form of an *independent samples test* with the results of a

significance value in *the independent samples T test* if sig. (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted and vice versa if sig. (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected. Based on the results of *independent samples T test* both classes obtained sig. (2-tailed) of 0.002 < 0.05 then H_0 is rejected and H_a is accepted so that it can be stated that there is an influence of the storytelling method *with the story table technique* in improving the speaking skills of children aged 4-5 years in the KB Jendela Ilmu Ngabul.

Ability of Control Class Students in Speaking Without Using the Storytelling Method with the Story Table Technique

The development of students' language, especially in receptive (listening) and expressive (speaking) language skills in the control class showed a posttest result value of 509. The control class taught using conventional methods or not by using the storytelling method treatment with the story table technique.

Based on the frequency data of control class posttest results, in the BB (not developed) value, the most children have not yet developed on the 11th indicator as many as 6 children and on the 19th there are 6 children, which means that the child has not been able to express his opinion and the child has not been able to conclude the story. Whereas in the BSH (Developing According to Expectations) value, which is the highest range of values in this study, no children developed as expected on indicators 10, 19 and 21 where no children were able to express new vocabulary properly even though sometimes it was still lacking precise, no children were able to conclude the contents of the story well even though sometimes it was still not quite right, and no children were able to tell the story according to the order of the story properly even though sometimes it was still not quite right.

Ability of Experimental Class Students in Speaking Using the Storytelling Method with the Story Table Technique

The language development of students, especially in receptive (listening) and expressive (speaking) language skills in the experimental class showed a posttest result value of 677. The experimental class taught using the treatment method of storytelling (storytelling) with the story table technique.

Based on the frequency data of experimental class posttest results, in the BB (Not Developed) column, the most children who have not yet developed in the 11th indicator are 2 children, which means that there are only 2 students who have not been able to express their opinions. Whereas in the BSH (Developing According to Expectations) column, which is the highest range of values in this study, most children develop according to expectations in the 1st indicator as many as 9 children and in the 22nd indicator as many as 9 children which means that children are able to listen and listen to stories well although sometimes it's still not quite right and the child is able to tell a story even though it's not the same between the writing in the book and the language that is expressed properly, although sometimes it's still not quite right.

The effect of the story telling method using the story table technique in improving the speaking skills of children aged 4-5 years.

The ability to speak in children aged 4-5 years in the control class using conventional methods and the experimental class using the story table technique showed a significant difference where the posttest value of the control class was 509 and the experimental class was 677 so that it had a difference in value of 168 so that it can be stated that the posttest results of the experimental class are greater than the control class. This is also reinforced by the results of the posttest value hypothesis test between the experimental class and the control class which produces a score of t_{count} (3.589) > t_{table} (2.064) and sig. (2-tailed) of 0.002 < 0.05 so that H_0 is rejected and H_a is accepted. Therefore it can be concluded that the storytelling method using the story table technique can have an effect on improving the speaking skills of children aged 4-5 years in the KB Jendela Ilmu Ngabul .

Table 2. Posttest Results of Experimental Class and Control Class

Experimental Class		Control Class	
No	Posttest Value	No	Posttest Value
1	63	1	35
2	50	2	49
3	63	3	47
4	61	4	49
5	57	5	42
6	54	6	28
7	53	7	51
8	55	8	42
9	54	9	52
10	54	10	30
11	55	11	49
12	58	12	35
Total	677	Total	509

CONCLUSION

The Ability of Control Class Students in Speaking skills Without Using the Storytelling method with the story table technique showed lower posttest results with a total of 509. Most children had not yet developed the indicator "able to express their opinion about a problem" and the indicator "able to conclude the contents of the story read. In addition, none of the children achieved the expected development on the indicators "Be able to express new vocabulary that was heard", "Be able to conclude the contents of the story being read" and "be able to tell stories according to the order of the story". The Ability of Experimental Class Students in Speaking skills Using the Storytelling Method with the Story Table Technique showed higher posttest results with a total of 677. Most children in the experimental group developed as expected on the indicator "able to listen and hear stories" and on the indicator "able to tell a story even though it is not the same between the writing in the book and the language spoken". In addition, there were only a few children who had not yet developed on the indicator "able to express their opinion about a problem" and apart from this indicator, no children received an underdeveloped score, which meant that more children in the experimental group who received scores began to develop and develop as expected in each indicator tested. The difference in posttest results for the control class and the experimental class showed a significant difference where the posttest results for the control class were smaller than

the posttest results for the experimental class so it can be concluded that the storytelling method using the story table technique used in the experimental class was successful.

The results of testing the hypothesis between the control class and the experimental class obtained a score of $t_{\text{count}} (3.589) > t_{\text{table}} (2.064)$ and sig. (2-tailed) of $0.002 < 0.05$ so that H_0 is rejected and H_a is accepted. Therefore it can be concluded that the storytelling method using the story table technique can have an effect on improving the speaking skills of children aged 4-5 years.

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