

# Children's Language Skills Through the Illustrated Story Method in Kindergarten

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## **Abstract:**

*This research uses a descriptive qualitative approach; using a descriptive type of research, the problem studied in the form of an implementation method to develop language skills will be described using an exemplary system based on the results of the analysis of the issues that occur in children's language skills, especially expressive language. The data collection technique is carried out through observation; the data obtained is analyzed, and a conclusion is drawn. Activities that can be done to overcome existing problems are telling stories using pictures with listening-revealing exercises, question and answer activities, giving rewards, and telling stories using props or not. The subjects of this study were protégés in kindergartens. Based on the results of observations made by researchers, it can be concluded that children's language skills can be developed through various activities through storytelling activities using illustrated media.*

**Keywords:** Language; picture story method; early childhood.

## **Abstrak:**

Perkembangan bahasa anak penting karena menjadi pendukung bagi perkembangan lainnya diantaranya perkembangan kognitif, sosial, dan emosional. Penggunaan media dalam mengembangkan bahasa anak penting karena media yang menarik merupakan bagian dari kebutuhan belajarnya dan sebagai pemberi daya tarik anak dalam belajar. Penelitian ini menggunakan pendekatan kualitatif deskriptif, masalah yang dikaji adalah penggunaan media cerita bergambar dalam mengembangkan kemampuan berbahasa anak. Teknik pengumpulan data yang dilakukan yaitu melalui observasi, selanjutnya data yang diperoleh dianalisis untuk ditarik menjadi sebuah kesimpulan. Subjek penelitian ini merupakan anak didik di Taman Kanak-kanak Khadijah 128 Banyuwangi. Kegiatan metode bercerita menggunakan gambar diterapkan melalui aktivitas menyimak-mengungkap, kegiatan tanya jawab, bercerita menggunakan media audiovisual, dan pemberian reward. Kesimpulan penelitian ini adalah penggunaan metode bercerita menggunakan media gambar menjadikan anak menyimak materi dengan baik, aktif dalam menyampaikan pertanyaan dan pendapat, serta memiliki motivasi belajar yang baik, yang dilihat dari aktivitas akan selama mengikuti kegiatan pembelajaran.

**Kata Kunci:** Bahasa; cerita bergambar; anak usia dini.

## INTRODUCTION

Language skills are critical because it is the initial foundation in growing children's speech skills; this is also stated by Isna (2019) that the development of speech goes through several stages of development, namely the external phase, the egocentric stage, and the internal stage. Fulfillment of these three stages can determine the level of thinking ability of children. The shallow step is everything that exists in the child's mind sourced from the outside or not his desires directly but comes from other people who give directions/instructions to the child in a certain way. The egocentric Stage is a stage where at this stage, adults are no longer the leading benchmark in determining the way of thinking of children. The Internal Stage is the stage where the child independently processes his thinking ability without the intervention of outsiders field (Putra et al., 2018).

According to Tofield Anggalia & Karmila (2014), through language, children can develop the ability to socialize with others; this opinion is also strengthened by Lee & Fox (2009), who state that children's social ability is formed by language mastery at the beginning of their development. Soemiatr (2000) said there are two types of language: receptive and expressive. Receptive language is the child's ability to listen and read to understand and absorb the language addressed to him. At the same time, explicit language is a child's ability to express words and sentences verbally, non-verbally, or in written form. This research on the development of expressive language, an opinion put forward by Yuniati & Rohmadheny (2020), states that explicit language is the ability of children to pronounce a word or sentence with a whole part that is expressed clearly and perfectly. Speaking skills in children of pre-school age have entered a stage where the speaking skills he possessed have been able to lure the interlocutor. Early childhood development that has entered the age of two will be more active and look for new things about various things such as the names of objects, knowing themselves, the environment, or even other bends; this effort can increase the vocabulary in the child and will continue to happen because basically, the child has a very high curiosity trait.

According to Ulfah & Umiasih (2021), children's language skills are the main form of expressing what is in their minds and what they know. Children's understanding of vocabulary, grammatical rules, and an increased vocabulary obtained through daily conversation can be a stimulus for children in improving language skills. It can also be stated that language skills, according to Smilansky (Jafar & Surningsih, 2021), have three main functions, namely children can imitate speech, the ability to imagine, and can manage games. Mustakim et al. (Bahar et al., 2022) stated that children's expressive language is the language used to speak and write. Meanwhile, according to Talib (Jafar & Surningsih, 2021), graphic language skills are a process of child development in cognitive terms that has the function of thinking, remembering, including storing memories of what is listened to. Re-expressing what the child thinks or what is heard is one of the efforts to increase the production of the number of words, but the role of the environment and the bearing can also be one of the factors driving language skills.

Storytelling is one of the methods that can be taken so that children's language skills can develop; storytelling can be done by two or more people who can create a communication with the interlocutor so that it can improve children's language development, but at the early childhood level play activities are activities that are very popular with children, so that storytelling activities and play activities can become a unified method taken to develop language skills in children. Amal & Herlina (2021) said that early childhood has its physical, psychically, socially, emotionally, and morally characteristics. So children need learning coaching through the provision of educational stimuli to help physical and spiritual growth and development so that they can enter further education and do not lose essential opportunities and momentum in their growth and development. Early childhood is a unique creature because it has different characteristics, so it requires special attention and guidance through stimulus in the process of implementing learning; these differences can be seen in terms of physical, natural, psychic, moral, and emotional aspects of children. In line with Field Harini & Al-Halwani's (2003) opinion, group play encourages children to communicate. Elihami et al. (2020) explains that the child's ability to express self-expression through body gestures, facial expressions, gestures, and words is defined according to complex rules for expressing themselves.

Storytelling is an attempt by a person to express something verbally without any coercion, express feelings freely, and even say what he knows using the suitable and correct language to others, which can be modified in play activities so that children are more active in expressing things freely,

this activity can also help children to increase vocabulary and use sentences well and clearly. Meanwhile, according to Sukanto (2001), a story is an activity of establishing interaction between two people who have beauty because being able to compile verbatim is a beautiful art that teachers in teaching and learning activities can apply, parents with their children, and fellow humans. According to Musthafa (2008), storytelling is the same as storytelling, which is an activity of describing the events of a character or imaginary events or actions in a particular context (Gunarti, 2012).

Storytelling, according to Ernayanti et al. (2017), is an activity of conveying messages or information to others or a fairy tale story carried out by the teacher during the implementation of learning activities, expressed orally or in the form of written works to convey moral messages contained in the report. The story material uses the main character that the child likes so that they are more proactive, fun, and creative. One way to foster children's interest in learning is to use image media. Poerwadarminta (2002) says a drawing imitates an item made with paint, ink, doodles, portraits, and so on or paintings.

Moeslichatun (1997) explained that the illustrated story method is one of the activities that invite the attention of people, including students because it reveals a story from a picture by the learning theme presented; the teacher tells about a painting by conveying to the child funnily and creatively will attract children to listen to the story being told, and it will be easier for children to understand what the teacher says through body movements as well as mimics and appropriate facial expressions, children will more easily understand the content of the story and be able to stimulate children's thinking ability. Storytelling activities using illustrated media can be a high attraction to attract children's attention and also the stories given more concretely to touch the reader's heart more, the selection of exciting story themes, stories related to the child's world, family, and inspirational stories can be a reference used in learning activities, because fun and motivating stories will touch a child's feelings more and become the motivation for himself and can be an experience for the child.

Various problems faced by children, such as lack of confidence when asked to express something and lack of vocabulary that is understood, are problems that often occur, as well as for students at TKM Khadijah 128 Banyuwangi. Based on some of the explanations above, it can be explained that the illustrated story method is one of the activities of conveying something from an image to students with good messages. The storytelling method is one of the methods of conveying messages or learning materials packaged in a story to attract better children's attention based on the theme and learning objectives to be achieved. This is also explained by Moeslichatun (1997) as follows: 1) conveys the theme and objectives of learning; 2) develop classroom rules so that they are more comfortable to use during learning and children can describe what will be conveyed; 3) starting the activity with an opening activity and continuing the core activities, namely storytelling, the teacher invites children to tell experiences according to the learning theme; 4) when storytelling activities, it would be nice to use props / provide media according to the theme so that children can more easily understand the content of the story and the message to be conveyed; 5) then, the closing activity of the teacher asks some questions about the story told by the previous teacher. The development of language skills is significant in life. Language skills can be stimulated through various means, but proper implementation is needed. The purpose of this study is to determine the development of the use of the illustrated story method through multiple activities to develop language skills in children.

## METHOD

This research uses a descriptive qualitative approach, using the type of literature study research; the results of studies obtained from various books and journals will be described using descriptive methods based on the results of problem analysis that occurs to improve children's language skills, especially receptive language. The data collection technique carried out is through observation and interviews.

Table 1. Variables and data collection techniques

No	Data Shapes	Data Sources	Instrument Form
1.	Language Skills	Child Observations	Observation Sheet
2.	Illustrated Story Method	Teacher and Child Observations	Observation Sheets and interviews

Activities that can be done to overcome existing problems are telling stories using pictures with listening activities, questions and answers, rewards, and telling stories using props. The population of this study was kindergarten students with samples in this study of children aged 5-6 years group B. Data obtained from will be analyzed using descriptive analysis.

## RESULTS AND DISCUSSION

The results of children's language skills obtained are based on observations through observation sheet instruments that refer to indicators of language skills. Namely, children can express the desired ideas/information/intentions and compose words and sentences. The variables that will be described are language skills and storytelling methods. Based on the findings in the field, children's speech skills show very high development through storytelling methods using illustrated media through listening activities – revealing, question and answer, rewards, and the use of teaching aids. The actions to develop children's language skills can be described as follows.

The first activity of the learning activity is that the teacher tells a story using illustrated media; after the training, the teacher invites the child to review the report that the teacher has said. This is useful so that the child can express the content of his thoughts; the teacher asks the child to ask questions from the scope of the story, then the child is asked to tell a story in front of his friends. On this occasion, the teacher asked the children about the content of the stories that had been listened to before to *review* the children's learning outcomes. This activity meets the achievement indicators of children's ability to speak. Namely, children can express ideas, thoughts/information and complete the hands of children's achievement in compiling words and sentences.

The second activity is carried out outside the classroom with natural nuances; the learning activities are more conducive, and children are more active in participating in learning activities through questions and answers held by the teacher. In this activity, the teacher communicates the goals and themes, the teacher starts the implementation of learning using illustrated media, the teacher invites the child to express the child's experience with the article with his friends and conducts a question and answer activity about the music presented, then the teacher closes the learning activity. This question and answer activity show that the child can express ideas, thoughts/information through the responses given, then the indicators of the child being able to compile words and sentences show the results when the child strings word by word or sentence to be spoken.

Third, the implementation of learning is carried out in an open place or with natural nuances. Teachers provide storytelling activities using picture books; during the performance of education, children are very active during activities through giving *rewards*, as one of the efforts made to approach, and also have a high sense of pleasure. Many children can express the content of their thoughts in front of their friends. This can stimulate the development of children's language. Through rewarding, children can confidently describe the content of their reviews, ideas/information / desired intentions, and compose words and sentences when telling stories.

The fourth activity is carried out outside the classroom with natural nuances; the learning activities are more conducive, and children are more active in participating in learning activities through teaching aids. In this activity, the teacher asked the children to tell stories using props according to the theme presented. The resulting action is that children seem to be able to express ideas when telling stories, stringing words and sentences, and carrying out storytelling activities using teaching aids provided by the teacher.

The results stated that the activities carried out can develop children's language skills based on indicators of language proficiency achievement. From the first to the fourth learning activity, use the illustrated story method by presenting different activities so that it can develop aspects of child development. Several results can be stated in the learning process that four activities are found to

develop children's language skills. According to the results of the explanation, it was noted that the illustrated media was used to tell stories with the method of listening-expressing, questioning, answering, giving rewards, and using props. The use of metode storytelling can influence the development of language skills in children, especially the ability to tell stories field (Juniati et al., 2022). Through storytelling activities using images, children can better organize self-development through question and answer exercises. This activity can invite children to respond and find answers to the stories they hear. It provides opportunities for children to focus on listening to the stories told by the teacher, and children are trained to express responses to the teacher's questions. In addition, this storytelling activity can increase children's imagination to express ideas and their vocabulary (Anggraeni et al., 2019).

This is also in line with the opinion of Paul Torrance (Fakhriyani, 2016), who explains the characteristics of creativity, namely: 1) a child is said to be creative, children can think with new things to find an answer; 2) creative children will have a high level of attention such as paying attention to the story being told; 3) a creative child will be able to make something more than what others think to have a higher level of self-confidence; 4) the creative child will structure things in different ways, combining new, more amazing ideas; 5) have a high level of fantasy achievement through their experience to solve a problem, such as when the storyline child who has a higher level of fantasy when doing story listening activities will stimulate the imagination that the child has; 6) creative children will naturally do things without paying attention to others, children will be engrossed in their activities to channel the ideas they have into something new.

This success is inseparable from every freedom of children when allowed to do things independently and more actively so that they can improve their ability to do so. Language development increases because children's freedom to spend their ideas is the main supporting factor. This is also stated by Hurlock (1999) that every implementation of motivational activities given to children through rewards or gifts will provide a sense of pleasure for children to develop; even more, this activity can also stimulate children to solve the problems they face so that they can contribute to learning actively. The development of children's language skills has increased significantly with the realization of exciting and innovative education to provide high motivation for children to be active in implementing knowledge.

## CONCLUSION

Based on the results of the research conducted, it can be concluded that the low language skills in children are a concern that must be resolved. This is found in many children in kindergartens who have relatively low children's language skills, so based on the analysis of data that has been studied according data collected in the field in the implementation of learning activities can be used storytelling methods to develop children's language skills from an early age through various activities, namely listening-revealing, questioning and answering, giving rewards, and the use of props can be an activity that stimulates the development of language skills in children. Storytelling activities can be one of the teaching methods that can be applied to improve children's ability to express ideas, thoughts/information they want; children can say things in words or sentences and increase self-confidence.

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