The Relationship of Serial Storytelling Activities in Stimulating Early Reading Ability in Kindergarten

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DOI: 10.26858/tematik.v8i2.27568

Abstract:

The purpose of the study was to find out how storytelling activities relate to using series image media in improving initial reading skills. The formulation of the problem stated in this study is the low initial reading ability in children of AL-Karomah Kindergarten PGRI 4 Pujon. The type of research used is quantitative, using a correlation approach. The subject to be studied is a child, which amounts to 15 children. The required data collected through observation sheets, documentation, and data acquisition of relationships of two or more variables will be analyzed using descriptive and inferential statistics. The coefficient results obtained from the regression test analysis showed that the constant value was 1.975. In contrast, the serialized image storytelling value received a value of 0.902, so the regression model equation above can be described as \( Y = a + bX \) or \( 1.957 + 0.902X \). Following the results described, it can be concluded that there is a significant relationship between serial drawing storytelling activities and children's initial reading ability.

Keywords: Tell a story, serialized image, early reading.

INTRODUCTION

The ability to read is complex, so it requires coaching to improve it. This ability is not genetically inherited from parents but is obtained through learning activities and habituation given at an early age. The ability to read is one of the important (Harini, Sri. 2003) capabilities because having the ability to read will make it easier for everyone to obtain/find information and find information. Some of the findings today found that there are still many students with low reading skills; a wise teacher should have unique skills and strategies in providing learning to improve the ability of students to be fluent in reading. Several factors occur, namely in terms of design, skills, and lack of teaching staff, with a large number of students being one of the triggers that result in many students not having good abilities in terms of combining several
syllables into a word, from a comment into a simple sentence and then to a more complex one, so the need for attention, understanding and good skills of a teacher in becoming an educator and motivator for students to become the next generation in the future. (Fung, n.d., p. 2003).

Reading is a process that recognizes, understands, and can name letter phonemes that make up a word to obtain the information that the author wants to convey can be understood by the stimulated reader given early. The ability to read can be used as a non-verbal communication tool to find information in a reading that has meaning. Vygotsky (Tarigan, 1997) describes language that "language plays a key role in children's cognitive development" language skills can be one way to help cognitive abilities because children's vocabulary can communicate, early reading comprehension can create good communication (Rahmatika, P., Hartati, S., & Yetti, E.2019). Muchlison puts forward the limitations in the ability to read, namely reciting a piece of writing so that the reader can find the meaning contained in the content of the report, which in essence, according to Majid, A. (2001), Poerwadarminta understands the ability to (Rukmini,2000) read as the ability to obtain meaning or content contained through spelling letters that become a meaningful word or sentence. A fundamental skill that is instilled from an early age is the skill of reading because by reading, children can participate in learning and gain new insights to enter a higher level (Tjoe, J. L. 2013). From the description above, the ability to read is a skill in language that is instilled from an early age to recognize letters and then spell the letters to obtain the meaning or information that the author wants to convey through reading to be broad-minded.

In general, the essential ability to improve children's reading ability has several important parts: understanding and how a concept works, phonological awareness, phonics, and word recognition, and fluency. Improving skills in the form of understanding letters, phonology recognition, mentioning words and numbers, mentioning objects and colors, writing, and understanding phonology can help in improving reading skills in children (Brown, C. S. 2014). The ability to read in children at the initial level can be adjusted to the child's readiness to receive the rations given as explained by Jamaris that from an early age, children essentially can read and write, which is characterized by children being able to coordinate through movements visually, vocabulary comprehension ability, children's ability to distinguish phoneme sounds and children can discriminate visually (Aulina.2012).

The purpose of improving reading skills described by Prasetyono (Ardianto, n.d., p. 2007) is explained in detail as follows: a). Reading is a fun thing for children without involving a complicated thought process based on the age and stages of child development; b) reading also has the aim of increasing children's knowledge insight; reading activities can be carried out systematically from readings that are mild, moderate, and the more complex difficulty such as fairy tale books, stories about animals, novels, textbooks, and scientific articles; c). reading as a preparation for children to continue their next level of education. Nature improves the ability to read there are several stages, namely 1) Reading can provide pleasure, 2) sonorous when speaking; 3) by reading, we can obtain up-to-date information; 4) as well as the ability to connect one story to another; 5) answering the questions raised and more specific Blanton (Farida Rahim, 2008: 11-12). The purpose of reading y (Ardianto, n.d., p. 2007) and is stated in the Regulation of the Minister of Education and Culture Number 137 of 2014 concerning Early Childhood Education Standards in ra and kindergarten groups which explains that children can increase their mastery of words in order, communicate, and get to know symbols in preparation for reading.
According to Cochrane Efal (Dhieni, 2005), children aged 4-6 years have a developmental basis for the ability to read the beginning, which consists of five phases including a) the fantasy phase (magic phase); b) the phase of self-concept; c) the bridging reading phase; d) the initial reading phase, and; e) independent reading phase. Sukanto (2001) stated that stories are activities carried out by teachers to their students, fathers to their children, and teachers to give stories with pictures to children. Activity is art if the activity is related to beauty and uses words that are so beautiful that they can achieve the story’s purpose. Meanwhile, Moeslichatoen R. (2004) said that one of the mottoes often used in PAUD is the story. This illustrated story is an activity that can attract children's attention to educators that can be adapted to the theme of learning. It is easier for children to understand the content of the story if the content of the story is related to the child's daily life; besides that, the child can listen carefully and capture the content of the story quickly.

The Ministry of National Education (2001) stated that illustrated stories are props that use the tool's drawing, which can be in the form of loose images, images in books, or a series of photographs consisting of 2 or more images that make up a story. Moeslichatoen R. (2004) said that the picture story activity has a purpose, namely activities used by teachers to provide learning to children to help children better master the content of the stories taught. With this activity, children can understand the message conveyed through the actions of illustrated stories. Telling images containing a lot of information and values can be understood and applied by children. Children aged 4-6 years can understand a story if they have begun to understand the events and remember the information they get. This, according to the Ministry of National Education (2005: 5) can be known by the ability of the child: 1) (Hurlock, E. 2004) In communicating, can use my pronouns; 2) Have much vocabulary which includes verbs, adjectives, question words, and conjunctions; 3) Show understanding and understanding of something. 4) Can greet the content of their minds and what they feel with simple sentences; 5) From a picture, the child can read it and express something. Achieving language skills must have several skills as a provision in the future delivered by Wasik et al. (Dini, J. P. A. U. 2022), namely: a. encouraging the child to understand words; b. provide direction and assistance to continue so that the child recognizes the word; c. foster awareness of phonology comprehension in advance as a form of giving essential intake in reading; d. Increasing the child's understanding of completing the teacher's instruction provides reading comprehension and more.

For early childhood, illustrated stories aim to be listened to by children and get concentration and be able to express their feelings for the stories they hear. Furthermore, the purpose of providing the illustrated story method, according to the Ministry of National Education (2001), is: (a) Training children's understanding; (b) Training children's thinking skills; (c) Training children's concentration skills; (d) Developing children's imagination; (e) Creating learning conditions in the classroom that are fun and familiar (Musfiroh, Tadkiroatun. 2005). In improving reading skills in children, several strategies need to be considered, namely the concept of DAP (Developmentally Appropriate Practice). This concept uses an approach through play activities in children to create motivation and direct involvement of children in gaining experience; these two factors can create a significant influence on children (Hilaliyah, T. 2016)

The method of telling stories using pictures has several benefits for kindergarten children (Dhieni.2008), namely: (1) Providing a plan to train children's absorption or capture power to find out the content or ideas contained in the story presented thoroughly; (2) Provide guidance to train concentration to understand the plot of a story, study the relationships in each part of
the story, namely the causal relationship; (3) Provide arrangements to train children's concentration on the elements of the story as a whole to be able to detect the relationship between each part and obtain the ideas contained in the story; (4) Stimulating the child's imagination, through illustrated stories, children can cover or describe a situation that cannot be reached by the senses, the surrounding environment that can increase the child's insight; (5) Early childhood feels happy when listening to a story presented by the teacher interestingly, to stimulate the child's imagination well; (6) Stimulate children's development in terms of communicating effectively and efficiently so that children can become more active in communicating.

Illustrated media is one of the media used by teachers to help the learning process visually to support the expected learning achievements; this was explained by Wayan, Nayan (Rahmatika, P., Hartati, S., & Yetti, E. 2019). Serial image media is a story poured into a continuous series of images until the storyline is conveyed as a whole (Purwasi, N., & Yuliariatiningsih, M. S. 2018). The Gambat Berseri card is a medium with pieces of continuous stories between one card and another, forming a whole novel (Oktavia, E., & Fahruddin, F. 2020). The skill of understanding and strengthening memory can use a series of image media to develop children's interests as an effort to connect material and life in the real world; through the series of image media, children can find out various kinds of images and assist children in expressing their opinions (Asti, A. W., & Saodi, S. 2021).

Storytelling activities using visual media are carried out through several stages or steps that are adapted to the goals and themes of Moeslichatoen R. (2004), namely: (a) Provide an explanation of the goals and themes used in children's activities; (b) Set the classroom conditions conducive so that all children listen well and carefully; (c) The opening activity, starting with the teacher talking to the child to find out the child's experiences based on the theme raised; (d) The use of media or props that have high appeal to attract attention and establish a way of telling stories so that children are more excited; (e) Concluding, the storytelling activity ends with the teacher giving questions about the content of the story. Using picture cards can help stimulate children's reading skills, including captioned images so that children can recognize letters, mention letter symbols, mention syllables, and recognize letters with the same prefix (Dini, J. P. A. U. 2022). Using Serial Picture Cards in stimulating children's initial reading skills has several advantages, namely 1) Affordable and cheap prices because they use paper-based materials; 2) Using more efficient and planned time; 3) The term is easy to see and uncomplicated; 4) Provide detailed information on an idea or ideas contained (Dewi, N. N. D. P. T. 2020).

METHOD

This method uses a type of correlation research through a quantitative approach to describe the relationship of two or more variables using numbers. The research design used is a correlation. This study aimed to determine the relationship between storytelling activities through serial images and the ability to read beginnings. The population and sample used were students of group B of TK Al-Karomah PGRI 4 Pujon, which numbered children. Data collection using observation sheets and documentation. The collected research results will be analyzed descriptively to determine the character of each variable to be studied through calculating the mean, standard deviation, coefficient, and inferential test, a simple linear regression test statistical technique with an equation formula, namely, \( Y = a + bX \).
RESULTS AND DISCUSSION

The implementation of the study was carried out through direct observation based on references to indicators of the development of the ability to read the beginning and the steps of storytelling activities using serial drawing cards. This study was conducted to find a relationship between the variables. The two variables are the ability to read the beginning (X) and tell the story of the series image card (Y). The number of samples in this study was 15 students. During the serial picture story activity, the teacher, accompanied by the researcher as an observer, carried out observations based on observation sheets and recorded all the developments experienced and then the next stage of analysis of the results.

Table 1. Analysis of Statistical Results descriptive

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Range</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Variance</th>
<th>Skewness Statistic</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Reading Ability</td>
<td>15</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>13.20</td>
<td>1.320</td>
<td>1.743</td>
<td>.438</td>
<td>.580</td>
</tr>
<tr>
<td>Storytelling Serial Images</td>
<td>15</td>
<td>4</td>
<td>11</td>
<td>15</td>
<td>12.47</td>
<td>1.246</td>
<td>1.552</td>
<td>.471</td>
<td>.580</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ability to read the beginning shows an average value of 13.20 with a min value of 11 and a max of 16, the standard deviation obtained is 1.320 with a variance of 1.743. Meanwhile, serial picture storytelling activities have an average value of 12.47, a min value of 11, and a max value of 15 with a standard deviation of 1.246, a total variance of 1.552. The implementation of observations was carried out by researchers through the learning process through storytelling activities using serial drawing cards applied at AL-Kharomah Kindergarten, Pujon, East Java. The research variables described in this study are dependent variables (ability to read beginnings) and independent variables (story picture series), which will influence bound variables.

Table 2. Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.851*</td>
<td>.724</td>
<td>.703</td>
</tr>
</tbody>
</table>

The correlation value (R) of 0.851 and the coefficient value of determination or the magnitude of the influence of the free variable on the bound variable of 0.722 means that the impact caused by the series image storytelling activity on the ability to read the beginning shows a percentage of 72.2% this indicates a significant figure. Meanwhile, the influence of another 27.8% was received from other factors.

Table 3. Inferential test results

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Square</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>17.676</td>
<td>1</td>
<td>17.676</td>
<td>34.175</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>6.724</td>
<td>13</td>
<td>.517</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>24.400</td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The ANOVA table is a table that shows the result of the relationship between the two variables, so it can be deciphered that the value of F counts as much as 34.175 with a significance level of 0.000, where the significance value obtained 0.000 < 0.05, then it can be concluded that a regression model can be used to predict the outcome of the initial reading ability in a child. Table 4. Data from the Coefficient of Series Drawing Storytelling Activities on Children's Early Reading Ability

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficientsa</th>
<th>Coefficientsb</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standardized</td>
<td>Standardized</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coefficients</td>
<td>Coefficients</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.957</td>
<td>1.932</td>
<td>1.013</td>
<td>.033</td>
</tr>
<tr>
<td>Serialized picture</td>
<td>.902</td>
<td>.154</td>
<td>.851</td>
<td>5.846 .000</td>
</tr>
<tr>
<td>stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The coefficient results obtained from the regression test analysis showed that the constant value was 1.975. In contrast, the serialized image storytelling value received a value of 0.902, so the regression model equation above can be described as \( Y = a + bX \) or \( 1.957 + 0.902X \). Based on the description that has been described, it shows that the constant value is positive, it indicates that there is a positive influence on serial image storytelling activities, and when the X regression coefficient of 0.902 states that if the value of serial image storytelling activities increases by one unit, then the child's initial reading ability will increase by 0.902 or by 90.2%. From the results described, it can be concluded that there is a significant relationship between serial picture storytelling activities and children's initial reading ability.

The ability to read beginnings through the series drawing card storytelling method can improve the ability to read faces in children, which is fun and can increase children's enthusiasm in the learning process. This serialized image storytelling method closely relates to stimulating children's language development, especially in early reading. It is also stated by Vygotsky (Rahmatika, P., Hartati, S., & Yetti, E. 2019) that learning methods involving children's initiative in carrying out activities can stimulate child development. Vygotsky also stated that language plays a crucial role in children's cognitive development. In development, language skills in developing children can improve children's mental through the ability to communicate, which can control how a child shares generously.

**CONCLUSION**

Based on the results of the study description, it can be concluded that the second variable is described that the F value is calculated as high as 34.175 with a significance level of 0.000, where the significance value obtained is 0.000 < 0.05, it can be concluded that the regression model can be used to predict the results of the initial reading ability in children. The coefficient results obtained from the regression test analysis showed that the constant value was 1.975. In contrast, the serialized image storytelling value got a weight of 0.902, so the regression model equation above can be described as \( Y = a + bX \) or \( 1.957 + 0.902X \). Based on the description that has been described, it shows that the constant value is positive, which indicates that there is a positive influence on serial image storytelling activities, and when the X regression coefficient of 0.902 states that if the value of serial image storytelling activities increases by one unit, then the child's initial reading ability will increase by 0.902 or by 90.2%. Following the results
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REFERENCES


