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Improving the Development of Listening to 3-4 Years Old Children through Storytelling Methods



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Abstrak

Tujuan penelitian ini untuk mendeskripsikan proses dan hasil pembelajaran menggunakan metode bercerita yang dapat meningkatkan perkembangan menyimak anak usia 3-4 Tahun di PAUD Ceria Banjarrejo Lampung Timur. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif dan kuantitatif. Analisis data kualitatif digunakan untuk mengumpulkan data melalui catatan lapangan, lembar observasi, catatan wawancara, dan catatan dokumentasi. Analisis data kuantitatif digunakan untuk mengetahui persentase peningkatan perkembangan menyimak anak setelah tindakan menggunakan metode bercerita. Hasil dari penelitian ini menunjukkan bahwa adanya peningkatan perkembangan menyimak anak menggunakan metode bercerita. Pada siklus I, diperoleh peningkatan sebesar 63% dan meningkat menjadi 83% pada siklus II. Berdasarkan data kuantitatif tersebut, diperkuat dengan temuan data kualitatif bahwa metode bercerita dapat meningkatkan perkembangan menyimak anak usia 3-4 tahun di PAUD Ceria Banjarrejo Lampung Timur. Implikasi hasil penelitian ini adalah bahwa dalam proses pembelajaran anak usia dini haruslah menerapkan metode dan media yang sesuai dengan tahapan usia anak serta dilakukan dengan cara yang menyenangkan sehingga anak usia dini mampu menyerap dan mengoptimalkan seluruh aspek perkembangan.

Abstract

The purpose of this study is to describe the process and learning outcomes using storytelling methods that can improve the development of listening to children aged 3-4 years in PAUD Ceria Banjarrejo Lampung Timur. The data analysis techniques used in this study are qualitative and quantitative data analysis. Qualitative data analysis is used to collect data through field notes, observation sheets, interview notes, and documentation record. Quantitative data analysis is used to find out the percentage improvement in listening development of children after the action using the storytelling method. The results of this study indicate that there is an increase in the development of listening to children using the storytelling method. In the first cycle, an increase of 63% was obtained and increased to 83% in the second cycle. Based on these quantitative data, it is strengthened by qualitative data findings that the method of storytelling can improve the development of listening to children aged 3-4 years in PAUD Ceria Banjarrejo, East Lampung. The implication of the results of this study is that in the process of early childhood learning, it must apply methods and media that are appropriate to the stage of the child's age and be done in a fun way so that early childhood is able to absorb and optimize all aspects of development.



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INTRODUCTION

Education for early childhood, of course, must start as early as possible, even if the child is still in the womb. Some developments that can be developed include cognitive development, language development, social emotional development, art development and the development of religious and moral values (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014). These six aspects of development need to be given the right stimulation in order to develop optimally. To optimize child development, parents have responsibility for the child's development. Usually parents will also be assisted by the teacher and the environment around the community.

Each aspect of development is related to one another, where one aspect of development can influence or will affect other developments. Therefore, parents and teachers need to stimulate each aspect of development as a whole in order to get optimal child development. Teachers and parents do not only focus on one aspect of development such as cognitive, but also require other developments including language development.

Language development in early childhood is considered very important in order to gain new knowledge and experiences from the surrounding environment. Language development is also useful for children to communicate with other people (Suhartono, 2005, p. 7). Children need to express themselves which can be done through aspects of language development. Language development is not limited to writing and reading as many children do in kindergarten. Language development has four aspects, namely listening, speaking, reading, and writing (Dhieni et al., 2015, p. 1.14). These four aspects are important for optimizing early childhood language development. Thus, it is hoped that the language development carried out by teachers and parents will not only prioritize the reading and writing aspects but also pay attention to all aspects including the listening aspect.

Listening is included in receptive language which is very important for children to have because listening is an ability that children must pass to be able to achieve further language skills, especially speaking skills (Kurnia et al., 2009, p. 14). Of course, this reminds us that the development of listening skills must be optimized from an early age. Including the education sector, of course listening ability will be very important in teaching and learning activities. However, not all parents and teachers are aware of this importance so that

the results are not optimal in a learning activity. This is also because teachers often only focus on writing and reading skills. In addition, in the ability to listen, children need full attention so that they can listen optimally. In early childhood, of course this is not an easy thing, so the teacher needs to provide more appeal so that children want to listen well.

This can be seen based on the results of preliminary observations and interviews with Ceria Play Group, where learning activities, especially in aspects of language development, promote reading and writing. Most of the activities carried out are asking the child to read and then rewriting the words the teacher wrote on the board.

One of the things that teachers can do to attract children's attention is through the storytelling method (Azminah, 2018, p. 8). Using an interesting story that is in accordance with the child's developmental stages will help the child to focus and listen to what the teacher says. Of course, in the story there are values that are contained according to what the teacher will convey.

This also happened in Early Childhood Education Ceria Banjarrejo, East Lampung, where the listening ability of children was still not optimal. This was seen from the number of children who chatted with their friends while the teacher delivered the lesson. This was also caused by teachers who gave more importance to the aspects of reading and writing, as well as the lack of interesting storytelling activities for children.

LITERATURE REVIEW

Definitions of Listening

In language development, there is receptive language and expressive language (Morrison et al., 2012, p. 223). Receptive language consists of listening and speaking while expressive language consists of speaking and writing. Listening and reading are receptive in nature receiving and comprehending and message created by another orally (i.e. listening) or in written language (Otto, 2010, p. 3). This can be interpreted freely that listening and reading are receptive languages in which there are processes of acuity, auditory discrimination and auditing, because children are active listeners. Because when children as listeners, they use acuity and auditory in identifying sounds and various words, then translating them into meaningful words through auditing or understanding.

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Listening is an ability to understand what other people say (Tarigan, 1987, p. 100). Listening ability is the ability to understand utterance content (Santosa, 2007, p. 7.14). When an individual speaks and another individual is listening, this other individual will understand what the speaker is saying. Whether it's in the form of a question sentence or a statement sentence. Listening skills are needed to be able to understand other people's conversations, because listening is not just hearing but listening attentively. As expressed by Russel & Russell in Tarigan, they stated that listening means listening with full understanding and attention and appreciation (Tarigan, 2014, p. 30). Thus, when a person listens, it means that the person is not just hearing but listening with full understanding and attention so that of course he will understand what is being said. Listening requires understanding to interpret the words someone is saying.

It takes the ability to listen, this is because listening doesn't just happen but with effort. Listening does not work automatically but is a process that includes selective attention and understanding (Hermawan, 2012). A person needs to pay attention to an object to be able to listen and then understand what is conveyed by that object. According to Tarigan, listening is a process of listening to oral symbols with attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language (Tarigan, 2014, p. 31).

Listening certainly involves many organs, such as the hearing organ, the organ of thinking, and responding to something. As stated by Jalongo, listening can be defined into three word elements, namely hearing, listening, and comprehending (Jalongo, 2007, p. 78). It can also be described that listening begins with one's awareness and attention about the sound or speech pattern (receiving), which is followed by identification and recognition of specific auditory signals (deciphering the meaning) and ends with understanding (understanding) (Smaldino et al., 2011, p. 381). It can be concluded that listening is how someone pays attention to a conversation, gives attention and then digests it until he understands the conversation even to how he finally responds.

Function and Purpose of Listening

The development of listening certainly has a function and purpose, especially in early childhood. The main function of listening for children is as the first lesson to understand language (Anggraini, 2019, p. 37). As for several other functions, it is to become the basis for language learning, both first and second languages, to be the basis for developing written language skills, supporting other language skills, improving oral communication, adding information or knowledge (Dhieni et al., 2015, p. 4.15). There are many functions of listening that should be considered by the teacher to develop optimal children's listening development.

Apart from function, listening also has several objectives, such as according to Tarigan (in Nurbiani Dhieni, 2015), the purpose of listening is as follows: to learn, to solve problems, to evaluate, to appreciate, to communicate ideas, to distinguish sounds, to convince (Dhieni et al., 2015, p. 4.18). There are so many listening goals that can be achieved by children, of course, with the support of the right stimulation from teachers and parents.

Some purposes of storytelling method are stated by Musfiroh (2008, p. 81–97) which reveals some of the goals of storytelling methods including (1) helping the personal and moral formation of children (2) distributing the needs of imagination and fantasy, (3) stimulating children's verbal abilities, (4) stimulating children's interest in writing, (5) stimulating children's reading interest, (6) opening children's knowledge horizons. Thus, listening should be considered important in children's language development as well as other aspects such as writing, reading, and speaking.

Listening Stages

Listening activities have several stages, as expressed by Adler in (Hermawan, 2012, p. 36) that the listening stage consists of various elements such as acceptance, understanding, remembrance, evaluation, and response. When someone listens, he will go through several stages. At the acceptance stage, the child receives a message in the form of a voice delivered by the speaker. The next stage, namely the understanding stage, is the stage where the child understands what he has received or heard in the first stage.

After someone accepts and understands the message conveyed by the speaker, the next stage is the reminder stage, where during the listening process someone will try to

remember the information he received. Then, it proceeds with the evaluation stage. This stage is often not realized by the listener, which consists of assessing and criticizing the message. After all these stages have been passed, the last stage is the stage of response, where the listener can respond to the speaker based on what he has understood. This response can take place while speaking or after the speaker has stopped speaking. This also shows that listening is a complex activity that involves many elements.

Factors Affecting Listening

In the development of listening to early childhood there are several factors that influence it, as expressed by Bromley in Dhieni explaining several types of factors that affect the development of listening to children, namely listening factors, situation factors and speaker factors (Dhieni et al., 2015, p. 4.4). The listening factor is of course related to the child himself, to what extent the child's understanding is or how many goals the child wants to get from the conversation. Situation factors relate to how the environmental situation when the conversation occurs, whether the environment is conducive to listening activities or not. The speaker factor is also very important, especially in early childhood because the duration of the concentration of children is still very low. How the speaker's ability will be very influential, whether the speaker can convey the message attractively so that the child is willing and able to listen to what is being said.

Factors that influence the development of listening to children are not only supporting factors, but there are also factors that hinder the development of listening to early childhood, as stated by Herry, who stated that the obstacles could be internal factors such as hearing problems, excess input, personal interests and it can also be external such as noise and uncomfortable places (Hermawan, 2012, p. 50). Each person certainly has internal and external factors as a barrier to listening. For example in hearing, of course it will be a problem when someone has hearing deficiency because it will certainly result in listening delays too. Likewise for external factors such as noise, in noisy environmental conditions, of course anyone will find it difficult to listen to what is said. Especially in early childhood, children whose concentration is easily distracted will be disturbed if there is noise in the environment and therefore listening activities are not optimal.

Development of Listening in 3-4 Years Old Children

At this age, the child is also in a concrete pre-operational cognitive stage where the child cannot think abstractly. Teachers and parents provide stimulus through concrete objects or objects that can be seen, heard and touched by children. This will make it easier for children to understand something because children get various information through their senses. The stimulation that should be given to children is fun stimulation and not monotonous because at this time the child's concentration is still very short. Therefore, in any aspect of development it is necessary to consider the learning according to the stage of the child's age.

Bromley in (Dhieni et al., 2015, p. 4.4) stated that the active listening process occurs when children as listeners use auditory discrimination and acuity in identifying sounds from various words, then translating them into meaningful words through auding or understanding. Of course, the development of listening has occurred since childhood. At the age of 3-4 years the child is able to listen with several indicators, including: enjoying listening to the same story over and over again, understanding two commands directly, matching music sounds to the instruments that produce the sound, responding appropriately to questions during conversation (Dhieni et al., 2015, p. 4.7). There are many indicators of listening development that can be developed in children aged 3-4 years.

Storytelling Methods

learning activities, teachers need effective learning. One of the factors that influence the effectiveness of learning is method. Method is the most appropriate and fast way of doing something (Tafsir, 2002, p. 9). Thus, learning methods are needed so that teachers apply the most appropriate way to convey learning material to children. In early childhood, there are many methods that can be used, and can be considered according to the situation and conditions of the activity or learning material. One method that is often used in early childhood education is the storytelling method. This storytelling method is often chosen in learning activities in early childhood education because it has many goals and benefits that are suitable for children.

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Stories are usually familiar in children's lives. From an early age, many children have heard stories from their environment. Children in general like to hear stories (Yus, 2011, p. 182). This can be seen from how children often ask to listen to stories repeatedly. There are many stories that can be shared with children, both fiction and culture-related stories. As it is expressed by Isbel also that telling stories is an important tradition in many cultures. Stories are a way for young children to learn about the world of their ancestor (Isbell, 2008, p. 344). This means that storytelling is an important tradition in culture. Stories can be used as a habit for children to also introduce many things.

Although stories are something that children like, it cannot be denied that children's concentration is still not optimal. Therefore, when applying the storytelling method, it is necessary to pay attention to many things. Some things that need to be considered include the duration of storytelling activities. A story that is too long is not appropriate because it will cause boredom. Besides, the story that is told should also attract children's attention. The story that is told by the teacher must be interesting, and invite children's attention and cannot be separated from the educational goals for children (Moselihatoen R, 2004, p. 157). This is important so that the application of the storytelling method can run optimally according to the stages of the child's age. The effective application of the storytelling method by the teacher will help children to be willing and able to listen to the contents of the story optimally.

Every education certainly expects students to be able to receive the maximum learning delivered by the teacher. Of course, the storytelling method can be a method that is highly considered in early childhood education. The storytelling method is a learning method that uses the teacher's technique to tell stories about a legend, fairy tale, myth or a story in which moral messages are inserted (Fadillah, 2012, p. 152). There is so much that can be conveyed to children through storytelling methods. Both the moral values, good habits, to the culture that exists in each region. Not only that, an interesting teacher delivery will increase children's motivation to participate in ongoing learning activities. Therefore, storytelling method is deemed effective to be applied to early childhood, especially to improve children's listening development.

Storytelling Steps

As previously discussed, the storytelling method also requires the teacher's ability to apply it optimally. Therefore, teachers also need to pay attention to the right steps in implementing storytelling methods in early childhood. Moeslihatoen mentioned several steps that must be considered in storytelling, namely, first, communicating the goals and themes in storytelling activities to children, second, arranging children's seats, third, opening storytelling activities, fourth, developing stories told by the teacher, fifth, when the teacher presents the third and fourth steps, the teacher sets the design for the way of speaking, and sixth, closing the storytelling activity (Moselihatoen R, 2004, pp. 179–180). Based on the steps that have been mentioned, it can be concluded that in applying the storytelling method there are opening activities, core activities and closing activities.

The implementation of the storytelling method by adjusting the appropriate steps will certainly help the process of listening to children through the storytelling method to be optimal. Therefore, it is expected that learning in early childhood will become effective learning to improve aspects of child development, especially listening development.

Storytelling Method Using Media

The teacher can apply the storytelling method without or with the help of the media. The storytelling method can be done as interestingly as possible so that children don't feel bored with just one method, we can modify the storytelling method with various media to increase the appeal of the stories we tell (Gunarti, 2010, p. 5.5). Given that early childhood learning is through fun activities, of course the storytelling method will be more effective when used by using media. Using the media in the storytelling method for early childhood, of course, must consider the safety of the child.

Miarso in (Hermawan, 2012, p. 11.12) emphasized that learning media is anything that can be used to stimulate thoughts, feelings, attention, and the will of students so that it can encourage the learning process in students. Based on this opinion, there are many media that can be used in the application of storytelling methods for early childhood. Teachers can use media in the form of various types of interesting books, media from the surrounding environment, real media, imitation objects such as dolls or puppets and other media. Through

the use of this media, it is hoped that it can increase the attractiveness of children to listen to what the teacher says.

RESEARCH METHODS

This research used action research method. The action intervention design research cycle design used the Kemmis and Taggart model. The work procedure in action research according to Kemmis and Taggart in Arikunto includes the following stages: (a) planning, (b) acting, (c) observing, (d) reflecting , then proceed with replanning, acting, observing, and reflecting the next cycle, and so on so that it forms a spiral.

The type of instrument used as a data collection tool in action research was an instrument that refers to the development of listening. To see the progress of listening, observations were made using an instrument in the form of an assessment sheet. This assessment sheet consists of indicator items related to children's emotional development. In practice, this guideline was submitted to observers (researcher and peers) who made observations when the learning process took place. Data collection techniques used in this research consisted of observation, interviews, and documentation of learning activities that took place related to listening development.

RESULTS

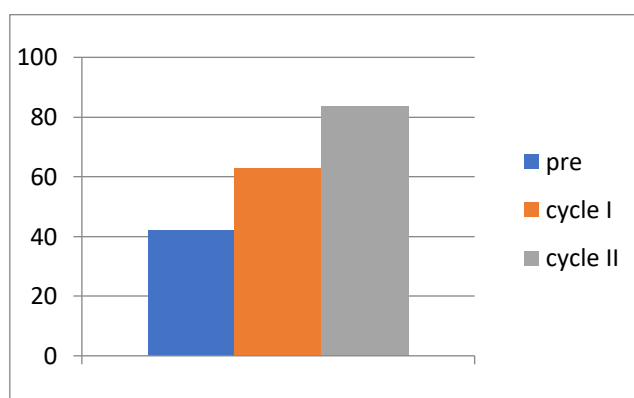


Figure 1. Graph of the Increase in Listening Development

Table 1. Percentage of the Increase per Cycle

Pre Cycle	Cycle I	Cycle II	Increase
42%	63%	83%	41%

The percentage of increase from pre cycle to cycle II was calculated by the formula: percentage of cycle II - pre cycle percentage = 84% - 42% = 41%. Based on the table and graph above, it is stated that there was an increase in the development of listening to children in the pre-cycle with data in the first cycle, there was an increase of 21%. This increase has not yet reached the research target, and therefore it is necessary to carry out a further cycle to monitor the significant increase. In cycle II, it is proven that the development of listening to children continued to experience a significant increase of 20%. The increase obtained in cycle II when compared with the results of cycle I was not much different.

Based on the data analysis results obtained, the overall percentage increase was 41% in cycle II. These results were obtained through a comparison between the pre-cycle of 42% and the percentage of increasing children's listening development in the second cycle of 83%. Therefore, researchers and collaborators felt the percentage results obtained were significant, so researchers and collaborators stopped the research in cycle II.

The results of qualitative data analysis prove that the application of storytelling methods can improve children's listening development. Through the storytelling method, children were more enthusiastic when learning activities took place, especially with the help of media when telling stories, helping children to want to listen so that they understand the contents of the story being told. The storytelling method was able to convey conversations in a more interesting and fun way so that children wanted to listen to what the teacher said.

During learning activities using the storytelling method, the teacher needed to pay attention to the appropriate storytelling steps, namely the first step was to communicate the goals and themes in storytelling activities to children, the second step was to arrange children's seats, the third step was to open storytelling activities, the fourth step was to

develop the story being told by the teacher, the fifth step was when the teacher presented the third and fourth steps, the teacher set the design for the way of speaking, the sixth step closes the storytelling activity (Moselihatoen R, 2004, pp. 179–180)

As applied during the research, prepare various things that are needed by children in improving children's listening development. The delivery of themes that would be delivered to children made children enthusiastic about listening to the stories told by the teacher. Seating arrangements make it easier for all children to listen clearly to what is conveyed by the teacher, because noise and uncomfortable places will be inhibiting factors in listening (Hermawan, 2012, p. 50). The division of the opening, core and closing activities helped children to maintain their concentration while listening to the stories being told. In addition, the teacher also prepared good narrative such as voice intonation, facial expressions so that children were interested in continuing to listen to what was being said. The selection of stories that are in accordance with the stages of child development was also carried out in this research so that the stories conveyed were in accordance with the length of concentration of the child's listening ability. The storytelling method can be done as interestingly as possible so that children don't feel bored with just one method. We can modify the storytelling method with various media to increase the appeal of the stories we tell (Gunarti, 2010, p. 5.5). Various media were also used such as hand puppets, finger puppets, and image media, of course with the aim of increasing children's interest in listening to stories told by the teacher. Based on the application of this storytelling method to children, it made children able to listen to what the teacher said. It can be seen that when the teacher communicated with the child during storytelling, the child was able to answer what the teacher asked, the child was also able to simply retell the story that the teacher just told.

CONCLUSION

Based on the results of the research and data analysis carried out, it could be concluded that the process of applying the storytelling method showed an increase in listening ability. Based on this research, it was found that several things the teacher had to do when carrying out the storytelling method which aimed to improve children's listening

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development included: a) choosing a story that was appropriate to the child's age development, including arranging the classroom so that all children could hear the story, b) using media as a teacher's aid in telling stories so that children could increase children's interest in stories conveyed by the teacher, c) providing motivation, teachers provided motivation to children so that children were more enthusiastic about listening not only to stories but also talking with other people, d) involving children in storytelling activities, the teacher could involve the child so that the teacher could also see to what extent the child listened to what was said, e) giving an example, before asking the child to listen, of course the teacher must also listen to the child when something was conveyed by the child. The storytelling method with hand puppets could improve children's listening development. This can be seen during the pre-cycle, the average development of listening to children in every aspect was 42%. After being given the action in the first cycle, the average listening development of children in every aspect reached 63%. Then, after being given the action in cycle II, the development of listening to children in every aspect increased to 83%.

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