



THE EFFECT OF STORYTELLING AND SOCIAL SKILLS METHODS ON SPEAKING SKILLS AGE 5-6 YEARS AT PAUD RA AL-MAHIR PERCUT SEI TUAN

Raodah¹

State University of Medan, Indonesia

E-mail : rraodah22@gmail.com

Sri Milfayetty²

State University of Medan, Indonesia

E-mail : sri.milfayetty@gmail.com

Aman Simare-mare³

State University of Medan, Indonesia

E-mail : tuansimare@unimed.ac.id

Abstract

Research it aims to: (1) Knowing the difference in the speaking ability of children taught by the storytelling method compared to children taught using the conversation method; (2) Knowing the difference in speaking ability of children with high social skills and children with low social skills; and (3) Knowing the interaction of learning methods and social skills in influencing early childhood speech skills. The sample in this study is children in grades B1 and B2 as many as 32 students. Collecting data in this study used the observation guidelines for social skills and observation guidelines for early childhood speaking skills. Hypothesis testing is done by using the Two Way Anova test. The results showed that: (1) There is a significant difference between the children's speaking skills taught by the storytelling method compared to the conversational method ($F_{count} = 26.925$ and $sig. 0.000 > 0.05$); (2) The speaking skills of children who have high social skills are higher than those who have low social skills ($F_{count} = 11.867$ and $sig. 0.043 > 0.02$); and (3) There is an interaction between learning methods and social skills in influencing children's speaking skills ($F_{count} = 13.618$ and $sig. 0.001 > 0.05$)

Keywords: *Storytelling Methods, Conversation Methods, Social Skills, AUD Speaking Skills*

A. Introduction

Talking is a skill for children, so speaking can be learned in several different methods. According to Hurlock (1978: 183), speaking can be obtained by children by: (a) imitating, namely observing a model both from peers and from older people; and (b) training, that is, with guidance from adults. One aspect of language skills that has a very important role in the effort to give birth to future generations who are intelligent, critical, creative, and cultured is speaking skills. Mastering speaking skills, children will be able to express their thoughts and feelings intelligently according to the context and situation when they are talking. Speaking skills will also be able to shape future generations that are creative or communicative, clear, coherent, and easy to understand.

There are several problems that often occur at the age of 5-6 years with the development of speaking skills. One of them is that the child is not fluent in pronouncing the letters of the alphabet correctly such as letters, R, S, C, J and so on. Lack of fluency in pronunciation results in the child being unable to pronounce the words perfectly, the minute when the word is damaged when pronounced becomes corrupted, both become cama-cama. This is realized by the lack of attention from parents to children's growth and speaking skills. In line with Hukmi (2016), it is based on the observation that some children aged 4-5 years cannot speak well, especially with regard to their pronunciation, especially regarding the sound of consonants.

Hurluck (1978: 184-185) states that there are six important things in learning to speak as follows: Physical preparation to speak, mental

readiness to speak, good models to imitate, opportunities to practice, motivation, guidance. The potential for children to speak is supported by several things: (1) The maturity of the speaking tool. Speech skills also depend on the maturity of the speech tools. For example, the throat, palate, the width of the oral cavity and others can affect the maturity of speech. These tools can only function properly after being able to form or produce a word properly as a start talking; (2) Readiness to speak. The mental readiness of children is very dependent on the growth and maturity of the brain. This readiness usually starts when the child is between 12-18 months old. If there is no disturbance, the child will immediately be able to speak even though the meaning is not clear; (3) There is a good model that is emulated by children. Children can need a certain model in order to pronounce words correctly so that they can be combined with other words so that they become meaningful sentences. This model can be obtained from other people, such as parents or siblings, from the radio that is often listened to or from TV, or from film actors whose speech is clear and meaningful. Children will experience difficulties if they never get the model as mentioned above; (4) Opportunity to practice. If the child does not get enough speaking skills training, there will be frustration and even often anger, which the parents or their environment do not understand: In turn, the child does not get the motivation to learn to speak, which is generally called "this child is slow" in speech; (5) Motivation to learn and practice to motivate and train children to speak is very important for children because it fulfills their needs to exploit children's potential. Parents should always try so that the child's motivation to speak is not disturbed or not given direction; (6) Guidance. Guidance for children is very important to develop their potential, therefore parents should like to provide examples or models for

children, speak slowly that is easy for children to follow and parents are ready to criticize or correct when in speaking children make a mistake.

Educators or teachers should facilitate by using learning methods in activities that can stimulate children's interest to take an active role in learning activities. Educators or teachers identify and explore learning resources to be used as assistants in improving children's speaking skills, and create a conducive learning environment, because creative teachers will always look for new approaches to solving problems, not fixated on monotonous learning methods or strategies, but rather choose methods. learning that is interesting, meaningful and fun according to the needs of the child.

Nurhayati etc (2016) said that there was an influence in the storytelling method to improve children's speaking skills. With an average result of 70.11, the pretest had an average of 60.39. In addition, interviews also have positive data results on the use of this method. Based on the results of the data obtained, it is concluded that the storytelling method can provide additional vocabulary for children in answering simple questions when learning because it is marked by increasing the average result in the posttest when the child is able to answer simple questions. In line with that Masitoh (2008: 35) says that the storytelling method is a way of delivering or presenting learning material orally in the form of stories from teachers to students.

Vitri Sejati (2018) assumes that improving children's speaking skills occurs due to storytelling methods accompanied by media, so that children play an active role in speaking activities, research shows that there is an increase in speaking skills. This is evidenced by the results of the observation of children's speaking skills in pre-action, namely 25%, then increased to 50% in Cycle I and in Cycle II it increased to 83.3%. This

increase occurred because the storytelling method accompanied by hand puppet media was more attractive and made children play an active role in learning so that children's speaking skills could improve.

Susanto (2014: 42) social skills are proficient abilities that appear in action, able to seek, sort and process information, be able to learn new things that solve daily problems, have communication skills both oral and written, understand, appreciate and able to cooperate with other diverse people, able to transform academic abilities and adapt to the development of global society.

A child will grow and develop if he goes through the stages well, as well as the development of children's social skills. The stages of the development of children's social skills include changes in increasing knowledge in the form of a spiral about themselves and others. The development of social skills of a child is influenced by the experiences and social relationships of children with adults in their life, and by their cognitive development.

B. Method

This type of research is an experimental study with a 2x2 factorial design. This research was conducted in PAUD RA Al-Mahih Deli Serdang. The sample in this study were 31 students of class B1 and B2. The data collection used in this study used the observation guidelines for social skills and observation guidelines for early childhood speaking skills. The data analysis technique used in this research is descriptive and inferential statistical techniques. Hypothesis testing is done by using the Two Way Anova test with a significant level of 0.05. Before the Two Way Anova test is carried out, first the analysis requirements test is carried out, namely the normality test and the homogeneity test of the data. The normality

test was performed using the Shapiro-Wilk test, while the data homogeneity test was carried out by the Levene test with a significant level of 0.05.

C. Finding and Discussion

1. Research result

a. Children's Speaking Skills Taught by Storytelling Methods

Based on the data obtained and the results of statistical calculations, it is known that the speaking skills of children who are taught by the storytelling method get the lowest score of 76, and the highest score is 100, with an average of 87; the variant is 80.20 and the standard deviation is 8.96. The frequency distribution of children's speaking skills scores taught by visual storytelling methods can be shown in the form of the following histogram image:

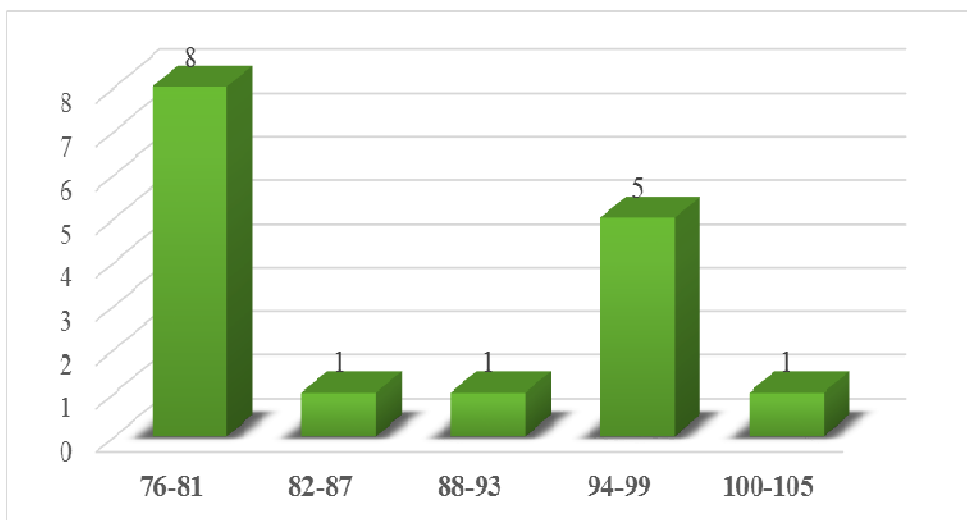


Figure 1. Histogram of Group A's Speaking Skills

b. Children's Speaking Skills Taught by Converting Methods

From the data obtained and the results of statistical calculations, it is known that the speaking skills of children who are taught by the method of converse get the lowest score, namely 65, and the highest score, namely 90, with an average of 79; the variant is 38.27 and the standard deviation is 6.19. The frequency distribution of children's speaking skills scores taught by the conversing method is visually shown in the form of the following histogram image:

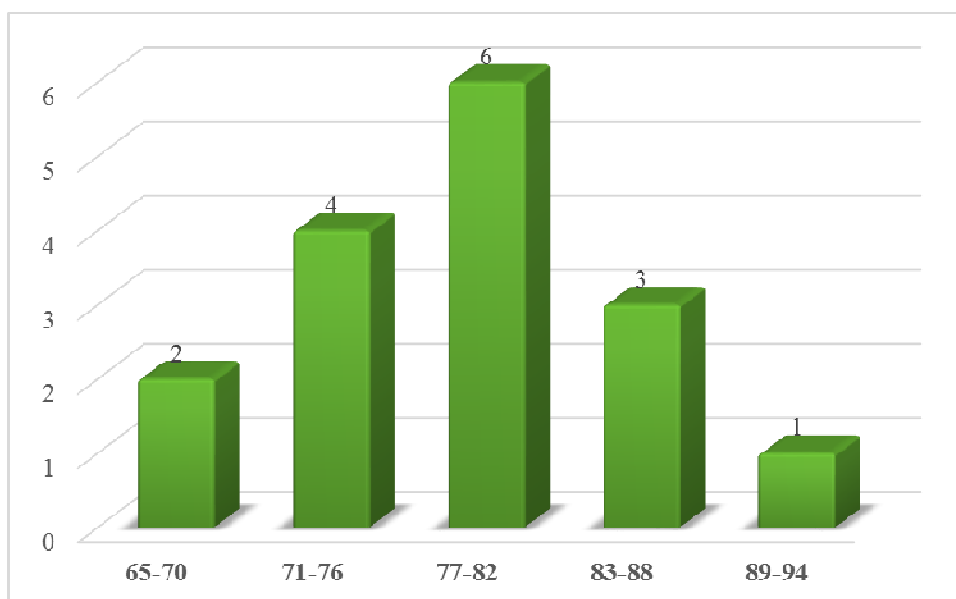


Figure 2. Histogram of Group B's Speaking Skills

c. Speaking Skills for Children with High Social Skills

From the data obtained from the results of statistical calculations it is known that the speaking skills of children who have high social skills get the lowest score, namely 65, and the highest score is 100, with an average of 84.73; the variant is 127.21 and the standard deviation is 11.28. The frequency distribution of the speaking skills score of children

who have high social skills is visually shown in the following histogram image:

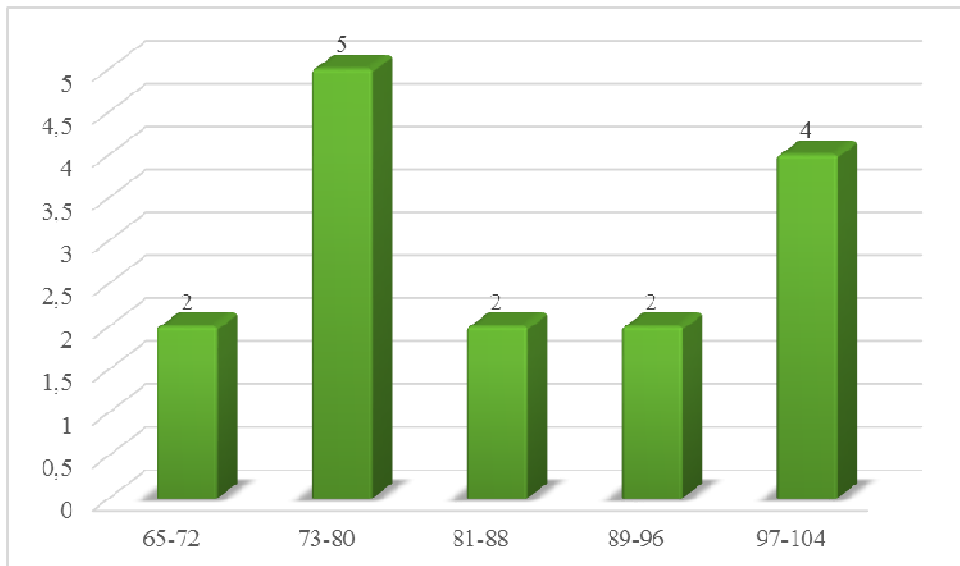


Figure 3. The histogram of children's speaking skills with high social skills

d. Speaking Skills of Children with Low Social Skills

From the data obtained and the results of statistical calculations it is known that the speaking skills of children who have low social skills get the lowest score, namely 75, and the highest score is 95, with an average of 80.94; the variance is 28.18 and the standard deviation is 5.31. The frequency distribution of the speaking skill scores of children with low social skills is visually shown in the following histogram image:

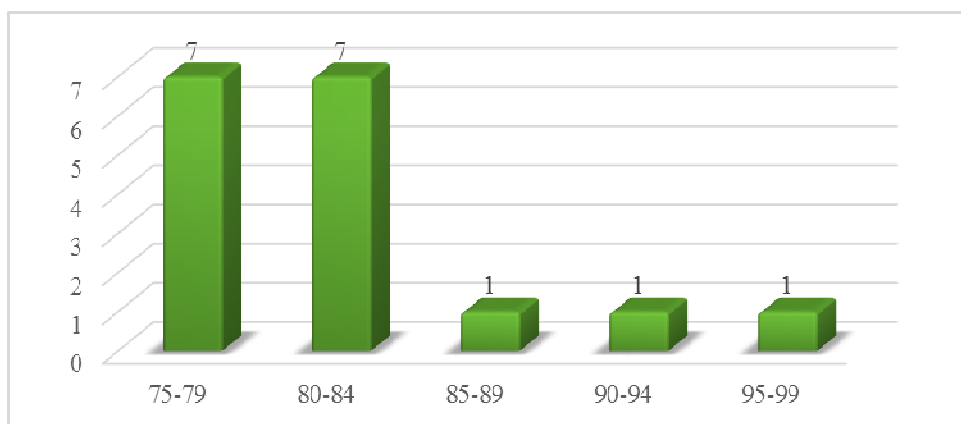


Figure 4. The histogram of children's speaking skills with low social skills

e. Normality test

Data normality testing was carried out by using the Shapiro-Wilk statistical test using SPSS version 23. The overall normality test of research data can be seen in the following table:

Table 1. Data Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statisti cs	df	Sig.	Statisti cs	df	Sig.
Standardized Residual for Speaking Skills	,129	32	,188	,964	32	,351
a. Lilliefors Significance Correction						

Based on the table, it can be seen that the results of the post-test data normality test with the Shapiro-Wilk test obtained a probability value or a significant value of $0.351 > 0.05$, thus it can be concluded that the post-test data is normally distributed.

f. Homogeneity Test

After carrying out the normality test, this study also conducted a homogeneity test. The homogeneity test aims to determine whether the [418]

research sample is homogeneous or not. A summary of the homogeneity test calculation can be seen in the following table:

Table 2. Homogeneity Testing of Posts-test Data

Levene's Test of Equality of Error Variances a			
Dependent Variable: Speaking Skills			
F	df1	df2	Sig.
2,225	3	28	, 107
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + Learning_ Methods + Social_ Skills + Learning_ Methods * Social_ Skills			

Based on the table, it shows that the post-test data homogeneity test obtained a probability value or a significant value of $0.107 > 0.05$, thus it can be concluded that the research data group is relatively the same or is homogeneous.

g. Hypothesis test

Hypothesis testing in this study uses two-way ANOVA with 2x2 factorial, hypothesis testing is calculated with the help of SPSS version 23. Hypothesis testing data can be seen in the following table:

Table 3. SPSS Output ANOVA Calculation Results

Tests of Between-Subjects Effects					
Dependent Variable: Speaking Skills					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1397,426a	3	465,809	13,743	, 000
Intercept	203471,132	1	203471,132	6003,095	, 000
Learning methods	912,601	1	912,601	26,925	, 000
Social_ Skills	402,229	1	402,229	11,867	, 002

Method_Learning *	461,568	1	461,568	13,618	,001
Skills_Social					
Error	949,042	28	33,894		
Total	221303,000	32			
Corrected Total	2346,469	31			
a. R Squared =, 596 (Adjusted R Squared =, 552)					

Table 4. Comparison of Speaking Skills Based on Learning Methods

1. Learning Methods				
Dependent Variable: Speaking Skills				
Learning methods	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Storytelling Method	89,845	1,570	86,629	93,062
Method of Conversation	78,567	1,503	75,487	81,646

Table 5. Comparison of Speaking Skills Based on Social Skills

2. Social Skills				
Dependent Variable: Speaking Skills				
Social skills	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
KS High	87,950	1,594	84,684	91,216
Low KS	80,462	1,477	77,436	83,488

Table 6. Comparison of Speaking Skills Based on Social Skills

3. Learning Methods * Social Skills					
Dependent Variable: Speaking Skills					
Learning methods	Social Skills	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Storytelling method	KS High	97,600	2,604	92,267	102,933

	Low KS	82,091	1,755	78,495	85,687
Method of	KS High	78,300	1,841	74,529	82,071
Conversation	Low KS	78,833	2,377	73,965	83,702

- **First Hypothesis**

The statistical hypothesis tested is:

$$H_0 : \mu A1 = \mu A2$$

$$H_a : \mu A1 \neq \mu A2$$

Based on the SPSS output in Table 4.17 regarding speaking skills based on the learning method, it is found that the value of $F_{count} = 26,925$ and the probability value or significant value of the learning approach is $0.000 < 0.05$. So that the hypothesis testing rejects H_0 and accepts H_a . Thus it can be said that there is a significant difference between the average speaking skills of children taught by the storytelling method compared to the conversing method. Furthermore, based on the SPSS output on the comparison of speaking skills based on the learning method in Table 4.18, it was found that the average speaking skill of children taught by storytelling methods was 89.845. Meanwhile, the children's speaking skills taught by converse methods amounted to 78.567.

- **Second Hypothesis**

The statistical hypothesis tested is:

$$H_0: \mu b1 \leq \mu b2$$

$$H_a : \mu b1 > \mu b2$$

Based on the SPSS output in Table 4.17 regarding speaking skills based on social skills, it is found that the value of $F_{count} = 11.867$ and value probability or significant value of $0.002 < 0.05$. Thus it can be said that there is a significant difference between the average speaking skills of children who have high social skills compared to the speaking skills of

children who have low social skills. Furthermore, based on the SPSS output on the comparison of speaking skills based on children's social skills in Table 4.19, it was found that the average speaking skill of children who had high social skills was 87.950. Meanwhile, the speaking skills of children who have low social skills are 80,462. This shows that the average speaking skills of children who have high social skills are higher than the average speaking skills of children who have low social skills. So that the hypothesis testing rejects H_0 and accepts H_a . With the conclusion that the speaking skills of children who have high social skills are higher than children who have low social skills.

- **Third Hypothesis**

The statistical hypothesis tested is:

$$H_0 : A \times B = 0$$

$$H_a : A \times B \neq 0$$

Based on the SPSS output in Table 4.17, it is found that $F_{count} = 13.618$ and a significant value of 0.001 with $\alpha = 0.05$. Then it can be seen that the sig. 0.001 < 0.05 so that the hypothesis testing rejects H_0 and accepts H_a . With the conclusion that there is an interaction between learning methods and children's social skills in influencing children's speaking skills. The interaction of learning methods and social skills in influencing children's speaking skills can be seen in the following figure.

2. Discussion

Talking is a skill for children, so speaking can be learned in several different methods. According to Hurlock (1978: 183), speaking can be obtained by children by: (a) imitating, namely observing a model both from peers and from older people; and (b) training, that is, with guidance

from adults. One aspect of language skills that has a very important role in the effort to give birth to future generations who are intelligent, critical, creative, and cultured is speaking skills. Mastering speaking skills, children will be able to express their thoughts and feelings intelligently according to the context and situation when they are talking. Speaking skills will also be able to shape future generations that are creative or communicative, clear, coherent, and easy to understand.

There are several problems that often occur at the age of 5-6 years with the development of speaking skills. One of them is that the child is not fluent in pronouncing the letters of the alphabet correctly such as letters, R, S, C, J and so on. Lack of fluency in pronunciation results in the child being unable to pronounce the words perfectly, the minute when the word is damaged when pronounced becomes corrupted, both become *cama-cama*. This is realized by the lack of attention from parents to children's growth and speaking skills. In line with Hukmi (2016), it is based on the observation that some children aged 4-5 years cannot speak well, especially with regard to their pronunciation, especially regarding the sound of consonants.

Sukarsoono (2010: 47) explains that in developing speaking skills there are four components consisting of understanding, developing vocabulary, arranging words into sentences and utterances. The four developments have an interrelated relationship with each other, which is one unit. These four skills need to be trained in early childhood because with these speaking skills children will learn to communicate with other people, as in the 2004 Curriculum it is revealed that the basic competencies of language development for early childhood are that children are able to hear, communicate orally, have different words. and get to know the symbols that symbolize it. Given that language is a system

of symbols, humans can think and talk about something abstract, next to the concrete. Children before entering the world of education (entering school) tend to use language forms that are able to be understood by their parents and the people around them.

According to Wothman (2013: 122) states that children's readiness to interact with adults means that their understanding of the rules and functions of language with adults will provide a relationship with concepts, in this case the child will get a learning experience about speaking from the environment around where he lives. Imitating the language styles of the surrounding adults as well. Therefore, language skills in early childhood and after adolescence will greatly depend on the acquisition of language skills acquired from now on, it will result in success in language in the future.

The development of speaking is one of the basic skills that children must have, according to the stage of their age and developmental characteristics. By the age of 4-5 years the child has been able to express language starting by repeating simple sentences, answering simple questions expressing feelings and adjectives (good, happy, naughty, stingy, kind, brave, ugly etc.), and mentioning words known to express opinion to others states the reasons for something you want or disagree with.

D. Conclusion

Based on the discussion previously described, several conclusions can be drawn including the following:

1. There is a significant difference between the children's speaking skills taught by the storytelling method compared to the conversational method ($F_{count} = 26.925$ and $sig. 0.000 > 0.05$).

2. The speaking skill of children who have high social skills is higher than children who have low social skills (Fcount = 11.867 and sig. 0.043 > 0.02).
3. There is an interaction between learning methods and social skills in influencing children's speaking skills (Fcount = 13.618 and sig. 0.001 > 0.05).

Bibliography

- Hurlock, Elizabeth B. (1978). *Perkembangan Anak Jilid 1*. Jakarta: Erlangga.
- Nurhayati dkk. (2016). *Infantia. Pengaruh metode bercerita terhadap keterampilan berbicara pada anak usia 4-5 tahun*. Vol 4, no 2
- Rahmadhani Rizka. (2018). *Pengaruh kegiatan bernyanyi terhadap keterampilan berbicara anak usia 5-6 Tahun di Tk Hikmatul Fadhillah Kota Medan. Bunga Rampai usia emas*. 4 (1)
- Siska, Yulia. (2011). *Penerapan Metode Bermain Peran (Role Playing) dalam Meningkatkan Keterampilan Sosial dan Keterampilan Berbicara Anak Usia Dini (Penelitian Tindakan Kelas di Kelas B Taman Kanak-kanak Al-Kautsar Bandarlampung Tahun Ajaran 2010-2011)*. Edisi Khusus. No. 2.
- Sukarsono. (2010). *Pengembangan Berbahasa dan Informasi*. Jakarta: Gramedia.
- Syahisnu Adrianindita. (2015). *dalam jurnal belia universitas unnes dengan judul "Upaya Meningkatkan Keterampilan Sosial-Emosional Anak Usia 2-3 Tahun Melalui Metode Bercerita Di Kb Siti Sulaechah 04 Semarang*. Vol 4 (2)
- Vitri Sejati. (2018). *dalam jurnal pendidikan PAUD Universitas Negeri Yogyakarta dengan judul "Meningkatkan Keterampilan berbicara Melalui Metode Bercerita Dengan Boneka Tangan Kelompok A Tk Kuncup Melati*. vol VII. no 2
- Wothman. (2013). *Pengembangan Bahasa Anak Usia Dini*. Bandung: Alfabeta.