

Efforts To Improve Listening Skills Of Children Using Storybook Media

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Abstract

This study investigates the enhancement of children's listening skills through picture storybook media. Results from three action cycles indicate a significant improvement. In the first cycle, only 20% of children demonstrated expected speech abilities, suggesting that the initial approach was ineffective. By the second cycle, the use of picture storybooks positively impacted children, with 60% reaching developing levels. By the third cycle, listening skills improved to 90%, with 9 out of 10 children achieving expected or higher developmental levels. This shows that picture storybooks are effective in enhancing listening skills and engaging children in learning. The research utilized the Classroom Action Research (CAR) model by Kemmis and Taggart, which includes iterative cycles of planning, action, observation, and reflection. The study involved 10 children from group B at Mgr Gabriel Manek Kindergarten, Bekasi.

Keywords: early childhood, listening skills, storybooks

1 INTRODUCTION

Language development is an important part of early childhood, because language is a tool for thinking and communicating, to send information to others. Gleason, J. B., & Ratner, N. B. (2022). Early childhood language development is influenced by internal factors such as brain development and external factors such as environmental stimuli. Interactive media is media that allows users to interact with the content presented, such as text, images, audio, video. or animation. STPPA Permendikbud 137 Early Childhood Language in 2012 is declared invalid as of February 4, 2022 and replaced by Presidential Decree Number 4 of 2022 concerning National Education Standards, Chapter III A regarding early childhood language skills, namely: being able to listen, having awareness of text messages, alphabet and phonemics, having the basic skills needed to write, understanding simple instructions, being able to express questions and ideas and being able to use their language skills to work together.

Listening is a big process of listening, recognizing, and interpreting oral symbols. Listening can also mean listening with full understanding, attention, and appreciation (Gischa Serafica, 2022; Samosir et.al., 2024). According to Djago Tarigan, listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication conveyed by the speaker through speech or spoken language (Sekeon, E., Rombepajung, P., & Kumayas, T., 2022; Oktariyani, 2020).

Listening is a process of listening to the symbols of spoken language seriously, attentively, appreciative understanding which can be accompanied by an understanding of the meaning of communication conveyed nonverbally (Ramadhana, M., 2022; Silaen, 2023). The purpose of this study was to determine how to improve the listening skills of group B children by using storybook media to prove that using storybook media can

improve speech skills in children aged 5-6 years at Mgr Gabriel Manek Kindergarten, Bekasi.

2 RESEARCH METHODS

Classroom Action Research (CAR) is research conducted by teachers in their classrooms through self-reflection, with the aim of improving the efficiency of their work as teachers and student learning outcomes. Classroom action research is conducted in a social situation involving students, principals, and other (Salim, Isran, 2020; Atmazaki, et.al, 2023) stakeholders who are interconnected with each other. Classroom action research has characteristics such as participation, collaboration, reflection, change and improvement. Below are the stages of the Kemmis Taggart Model of PTK research Rokhman, F., Yuniawan, T., & Pratama, H. (2021, November).

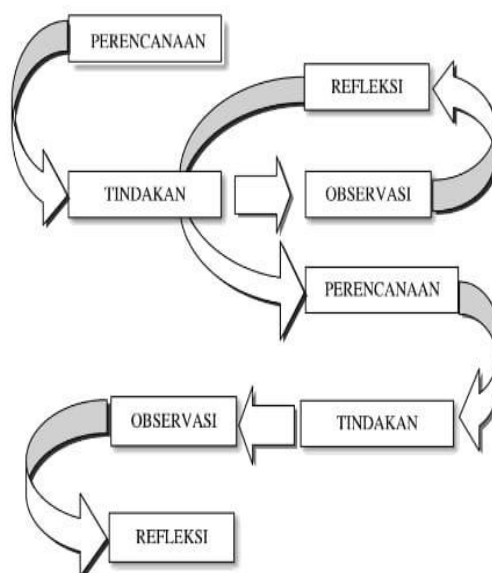


Figure 1. Stages of PTK Research Model Kemmis Taggart

3 RESULT AND DISCUSSION

1.1. Result

1.1.1. Pre-action

Based on the observations made in the pre-action cycle, it was found that the learning activities had gone well. The interaction between teachers and students showed good quality, where teachers were able to give instructions clearly and students gave positive responses. Students' activities during the learning process were also monitored well, with the level of children's participation still lacking. But the assessment results in this cycle many students still did not reach the expected level. This indicates the need to adjust or improvements in the learning methods used. On the other hand, the learning environment is considered very good, with physical conditions and classroom atmosphere that support the teaching and learning process optimally. The author observes all learning processes from the beginning to the end of how the teacher provides learning, how the teacher interacts with children and how children respond to the teacher's stories and questions. Based on observations in this pre-action cycle, the researcher sees that there are children who are able to respond and answer teacher questions, but more children still do not respond to teacher questions related to the storybook that is read.

Table 1. Pre-action Assessment

No	Name	Indicators							Amount	Score
		1	2	3	4	5	6	7		
1	Elis	1	1	1	1	1	1	1	7	BB
2	Fra	2	3	3	2	2	2	2	15	MB
3	Gabr	2	3	3	3	3	3	2	18	BSH
4	Ind	3	3	2	2	3	3	2	17	BSH
5	John	1	2	2	2	1	1	1	10	BB
6	Kev	2	2	2	1	1	1	1	10	BB
7	Nat	1	1	2	2	2	3	1	12	BB
8	Van	1	1	1	1	2	3	1	10	BB
9	Vlad	2	2	2	2	1	1	1	11	BB
10	Zef	2	2	2	2	2	2	1	13	MB
Total score									123	
Average									123/280	44

Table 2. Pre-action Assessment result

BB	MB	BSH	BSB	Amount of child	Total Score class average	Percentage of BSH
6	2	2	0	10	44	$2/10 \times 100\% = 20\%$

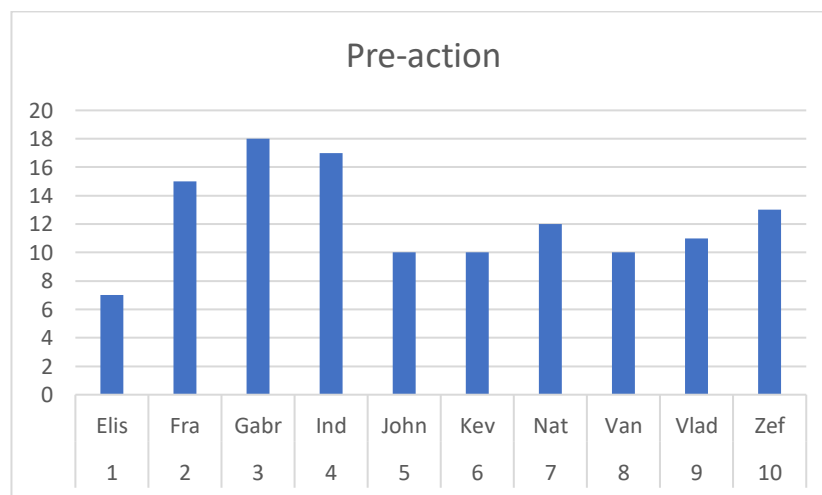


Figure 2. Pre-action results graph

1.1.2. Cycle 1

Based on the observations made in cycle 1, it was found that the learning activities had run better. The interaction between teachers and students showed better intensity than the previous cycle Fromm,et all (2021). Motivation given by researchers to children makes children want to try to tell stories, some children are able to tell stories briefly even though with not so many sentences but the ability and courage to tell stories shows the willingness and ability of children to improve, as in the following assessment table:

Tabel 3. Cycle 1 Assesment

No	Name	Indikator							Amount	Score
		1	2	3	4	5	6	7		
1	Elis	3	3	2	2	2	2	2	14	MB
2	Fra	3	3	3	3	4	3	2	21	BSB
3	Gabr	4	4	3	3	4	4	2	24	BSB
4	Ind	4	4	4	3	3	3	2	20	BSB
5	John	2	3	3	2	2	3	2	17	MB
6	Kev	3	2	2	2	3	3	2	17	MB
7	Nat	4	4	4	3	3	3	2	23	BSB
8	Van	2	2	2	2	2	3	1	14	MB
9	Vlad	4	3	3	3	3	2	1	19	BSH
10	Zef	4	3	3	3	3	2	1	11	BSH
Total score									180	
Average									180/280	64

Table 4 Cycle 1 Overall Child Assessment Results

BB	MB	BSH	BSB	Amount of child	Total score class average	Percentage of BSH and BSB
0	4	3	3	10	64	$6/10 \times 100\% = 60\%$

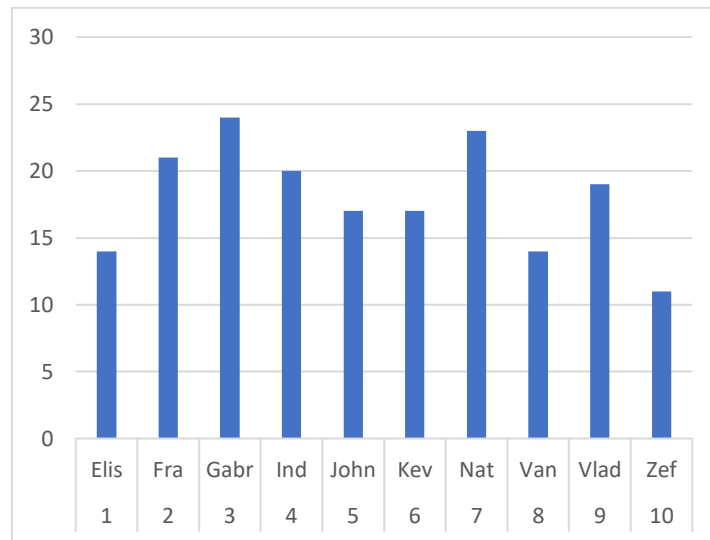


Figure 3. Cycle 1 Result Graph

1.1.3. Cycle 2

In the results of observations in cycle 2, finally children can bring stories from picture story books that they choose can understand the concept of storytelling in picture story books, children develop very well, the results can be seen in the cycle 2 assessment below.

Table 5. Cycle 2 Assessment Result

No.	Name	Indicator							Amount	Score
		1	2	3	4	5	6	7		
1	Elis	2	2	2	3	3	3	2	17	MB
2	Fra	4	4	4	4	4	4	3	27	BSB
3	Gabr	4	4	3	3	4	4	3	25	BSB
4	Ind	4	4	4	4	3	3	3	25	BSB
5	John	4	4	4	3	3	3	3	24	BSB
6	Kev	3	3	3	3	3	3	3	21	BSH
7	Nat	4	4	4	3	3	3	3	24	BSH
8	Van	4	3	3	3	3	3	3	22	BSB
9	Vlad	4	3	3	3	3	2	3	21	BSB
10	Zef	4	3	3	3	3	2	3	21	BSB
Total Score									227	
Class Average									227/280	81

Table 6. Cycle 2 overall child assessment results

BB	MB	BSH	BSB	Amount of children	Amount of class average	Presentation of BSB and BSH
0	1	4	5	10	81	9/10X100% =90 %

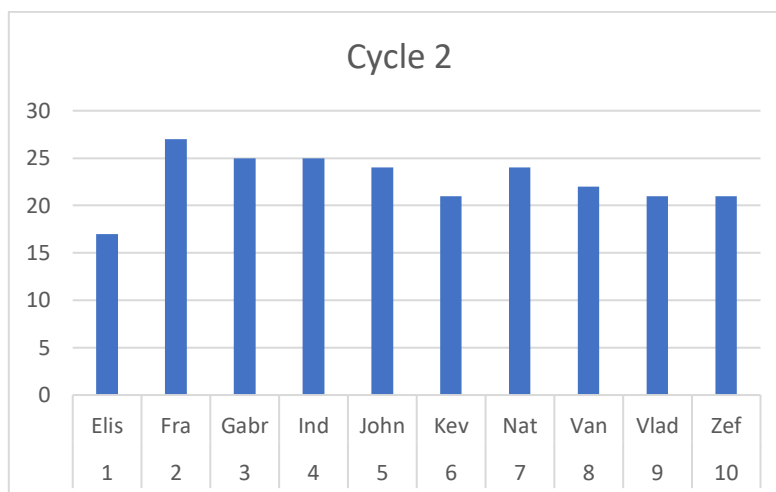


Figure 4. Cycle 1 Result Graph

Based on the results obtained from three cycles of action, it can be concluded that the use of picture storybooks significantly improves children's speaking ability. In the first cycle, the increase in children's speaking ability only reached 20%, with 2 out of 10 children Developing As Expected (BSH). This shows that the current learning method is not effective in improving children's speaking ability. In the second cycle, the use of picture storybooks began to have a positive impact, although still in the early stages, with an increase of 60%. At this stage, 3 out of 10 children developed as expected (BSH) and 4 out of 10 children developed very well (BSB). This shows that children are getting used to and actively involved in reading and storytelling activities. In the third cycle, children's speaking ability reached 90%, with 4 out of 10 children Developing As Expected (BSH) and 5 out of 10 children Developing Very Well (BSB). This increase shows that the use of picture storybooks is very effective in improving children's speaking ability. Overall, this study shows that picture storybook media is an effective tool in improving children's speaking skills. The use of picture storybooks not only makes the learning process more enjoyable, but also encourages children's active participation and engagement in learning activities

Table 5. Overall Cycle Result

Score of ability	Pre-action	Cycle 1	Cycle 2
BB	6	0	0
MB	2	4	1
BSH	2	3	4
BSB	0	3	5
Amount of child	10	10	10
Percentage	20%	60%	90%

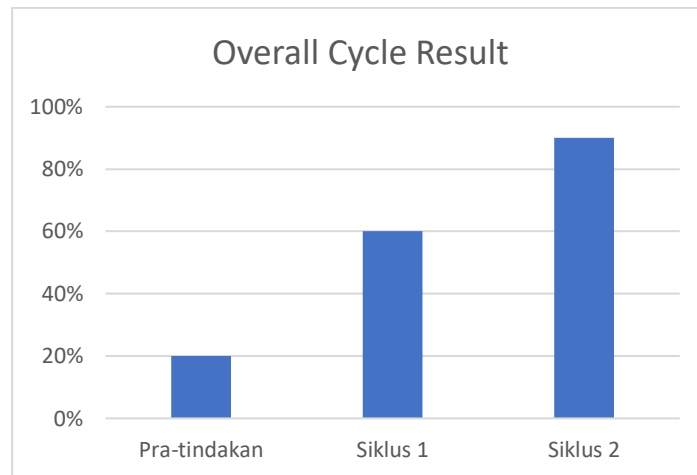


Figure 5. Overall Development Cycles Graph

1.2 Discussion

Learning using storybook media can improve listening skills in children by using storybook media children are very enthusiastic because conventional learning only listens to material without being inserted by stories, while in this learning activity children are asked to read pictures and retell what the teacher has told them so that children get new experiences in learning Sari, W. (2020).

In research on listening skills in children aged 5-6 years at Mutiara Kampung Godang Kindergarten. The purpose of this study was to test the hypothesis of the storytelling method on children's listening skills. This research method is a pre-experimental design with the type of One-Group Pre-test Post-test Design. The sample of this study were 15 children (7 boys and 8. and documentation. Technique analysis of girls). The data collection technique used is data observation using statistics with the t-test with the SPSS 16.0 program. Hypothesis testing was carried out using the t-test with the Independent T-test technique, obtained tcount of 0.000 at the significance level $\alpha < 0.050$. Thus, H_0 is rejected, and H_a is accepted because $0.000 < 0.05$. This proves that the storytelling method influences children's listening skills (Aulia Rahma, 2022)

4 CONCLUSION

Based on the results obtained from three cycles of action, it can be concluded that the use of picture storybooks significantly improves children's speaking ability. In the first cycle, the increase in children's speaking ability only reached 20%, with 2 out of 10 Berkembang Sesuai Harapan (BSH). This shows that the current learning method is not effective in improving children's speaking ability. In the second cycle, the use of picture storybooks began to have a positive impact, although it was still in the early stages, with the increase reaching 60%. At this stage, 3 out of 10 children were Berkembang Sesuai Harapan (BSH).and 4 out of 10 children were Berkembang Sangat Baik (BSB). This shows that children are getting used to and actively involved in reading and storytelling activities. In the third cycle, children's speaking ability reached 90%, with 4 out of 10 children Berkembang Sesuai Harapan (BSH).and 5 out of 10 Berkembang Sangat Baik . This increase shows that the use of picture storybooks is very effective in improving children's speaking ability. Overall, this study shows that picture storybook media is an effective tool in improving children's speaking skills. The use of picture storybooks not only makes the learning process more enjoyable, but also encourages children's active participation and engagement in learning activities.

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