

Improve Speaking Skills through Storytelling Methods with the Village Pop Up Playbook

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Abstract

This research aims to improve the speaking skills of group A children. This research method uses classroom action research which follows the Kemmis and Taggart model. The cyclical research procedure was carried out in 2 cycles where each cycle consisted of four stages, namely planning, implementation, observation and reflection. The research was carried out in June 2023 with research subjects of 12 students, while data was collected through tests, interviews and observations. The results of the research showed that there was a significant increase in learning outcomes for speaking skills in group A children aged 4-5 years. This was proven by the results of the average value of each cycle increasing, namely pre-action = 12.5, Cycle I = 22.23, Cycle II = 77.05 and the results of the interviews concluded that speaking skills through the storytelling method with Playbook Pop Up The Village are fun for students. This research concludes that the storytelling method using Playbook Pop Up The Village can improve children's speaking skills.

Keywords: Speaking skills, Storytelling method, The village pop up playbook.

1 INTRODUCTION

Early childhood education is a form of education that has an important role in developing children's personalities and preparing them to continue to the next level of education (Masitoh, 2005). One aspect that is important to develop is language skills. The aim of developing language skills is for children to be able to communicate effectively and arouse interest in being able to speak Indonesian well and correctly. STTPA is used as a reference for minimum criteria regarding the abilities that children can achieve in all aspects of development and growth which include aspects of religious and moral values, physical motor, language, social emotional, cognitive and artistic (Yusuf, 2011). As for language development, children aged 4-5 years old have important points, one of which is being able to express language by enriching their vocabulary or vocabulary, this affects their speaking ability (Miratanti, 2021). In this way, children will experience obstacles in the school environment. and social, but there are still cases of children experiencing problems with their speaking abilities, one of which is lack of clarity in the articulation of spoken words.

Many of these cases make parents feel anxious about the growth and development of their children, therefore there are several factors that can influence children's ability to speak, namely internal factors consisting of health conditions and independence, where healthy children will be able to recognize the environment and be able to express fully in the form of language and speaking and independent children will take advantage of their environment to learn to speak, while external factors consisting of the environment and the economy greatly influence children's speaking abilities, where the quality of children's interactions with their friends can encourage and hinder children's speaking development, as well as economic conditions, where the provision of nutritious food will affect the

development of brain cells, so that these brain cells will digest responses from the environment for the development of children's speaking skills.

There are several alternatives for solving problems with children's speaking skills, including speaking with body movements and facial expressions, using real vocabulary, and telling stories using supporting tools, frequently asking children questions, and responding to children's words. Teachers are able to use strategies in developing speaking skills such as telling stories and actively inviting children to learn by asking questions. so that children are motivated to answer and can increase their vocabulary. As a teacher, you need to use learning methods to support children's development. A method that can be used to develop children's speaking skills is the storytelling method.

The means that can support the achievement of learning activities in the classroom are learning media. Learning media that can develop and stimulate children's speaking skills is through pop up book media. A pop up book is a book that has parts that can move or has three-dimensional elements and provides an interesting visualization of the story from the display of images that can move when the pages are opened. Pop up books as an interesting and varied learning media can make children happy and confident in carrying out activities, especially in improving speaking skills in children aged 4-5.

2 RESEARCH METHODS

This research uses a classroom action research approach (*Classroom Action Research*). According to Kemmis, action research is a form of self-reflective research carried out by participants in social situations, including education to improve their own practices. This research is collaborative classroom action research, namely classroom action research where the researcher collaborates with the class teacher to solve problems in the class. In this collaborative research, the party carrying out the action is the teacher himself, while the person observing the action process is the researcher. McNiff stated, Classroom Action Research or PTK is a form of reflective research carried out by educators themselves regarding the curriculum, school development, improving learning achievement, developing teaching skills and so on.

From the description above, it can be concluded that what is meant by PTK is research carried out by teachers in a systematic, reflective manner on the various actions taken, from the preparation of a plan to the assessment of real actions, which can improve the quality of education. The research design used for this research is the Kemmis and Mc Taggart research model, each cycle of which consists of four components, namely planning, action, observation and reflection.

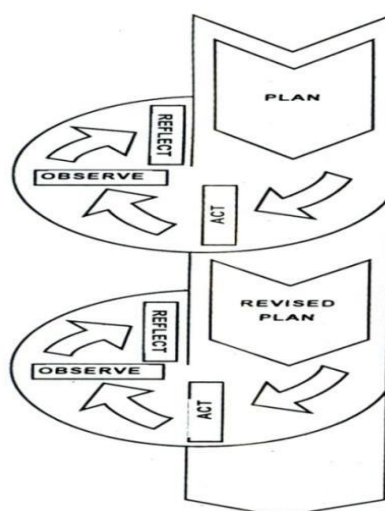


Figure 1. Classroom action research model Kemmis and Taggart

This classroom action research was planned in 2 cycles, where each cycle in this research consisted of four stages, namely: (1) planning, (2) implementation, (3) observation, (4) reflection. Each cycle consists of 2 meetings. However, this does not rule out the possibility that if the target has not been achieved, additional cycles can be carried out .

3 RESULT AND DISCUSSION

To find out the condition of the students before the research, pre-action was carried out. To find out the students' initial numeracy skills, the researchers made observations. For the first time, the researchers conducted observations. in May 2023 as supporting data from the actual research.

The actions taken in the pre-action research were storytelling activities using the Pop Up The Village Playbook with a rural theme using a hat, the child said the word according to the figuration picture such as; "Pak Tani" who was assisted by the teacher, then the children also made caping hats from origami paper, then observers assessed how the child's pronunciation, articulation, and vocabulary. While the teacher assesses the results of the development of children's speech through telling stories . The results of observing speaking skills through the storytelling method with the Pop Up The Village Playbook in group A aged 4-5 years RA At-Taqwa Cakung, East Jakarta .

In this study, researchers only examined 1 group, namely group A aged 4-5 years, totaling 12 students. The students involved as respondents were as follows: Alika (R1), Bayezid (R2), Farid (R3), Varisha (R4), Ferry (R5), Arsyah (R6), Kaniya (R7), Aisyah (R8), Nizar (R9), Nico (R10), Nathan (R11), Nabila (R12) .

Table 1 . Research Data

No	Name	Pre cycle	Cycle 1	Cycle 2
1	R1	27%	55%	82%
2	R2	30%	57%	80%
3	R3	25%	50%	82%
4	R4	27%	52%	82%
5	R5	27%	50%	82%
6	R6	27%	48%	80%
7	R7	32%	50%	80%
8	R8	27%	55%	86%
9	R9	27%	45%	80%
10	R10	30%	50%	89%
11	R11	34%	43%	94%
12	R12	27%	52%	88%

The results of the research I conducted for 4 days from 5 June 2023-16 June 2023 at RA At-Taqwa Cakung, there was an increase in speaking in group A children. In cycle I there was an increase in speaking with correct articulation, being able to tell stories. about his experience, answering questions compared to pre-action, even though the score obtained in cycle I was the lowest score of 19 with a percentage gain of 43% and the highest score was 25, a percentage gain of 57%. When compared with the pre-action, in cycle I there was an increase in speaking skills of 22.33%.

In cycle II, the lowest score was 35 with an acquisition percentage of 80% and the highest score was 30 with a percentage of 94%. Overall, in cycle II, an average of 77.05% was obtained. This value has reached the specified success criteria, namely 75%.

Based on observation of actions in cycles I and II, speaking skills through the storytelling method with Playbook Pop Up The Village Group A Age 4-5 years RA AT-TAQWA CAKUNG have improved.

Thus it can be said that Playbook Pop Up The Village can improve speaking skills. And the results obtained are in accordance with the established success criteria.

4 CONCLUSION

Based on the results of the analysis and discussion of research on Improving Speaking Skills through the Storytelling Method with the Pop Up Playbook The Village, Classroom Action Research (PTK) carried out in the A RA AT-TAQWA CAKUNG group can be concluded as follows:

It has been proven that using the storytelling method with Playbook Pop Up The Village can improve children's speaking skills. From the results of observations of the learning process through the storytelling method, it can be seen that there is an increase in the average value of pre-action, cycle I and cycle II. Learning completeness increases from Cycle I to Cycle II and has met the specified completeness, namely 75%

There is a difference between the results of pre-action values and cycle I, cycle II. In cycle I there was an increase in speaking with correct articulation, being able to tell about experiences, answering questions compared to pre-action even though the score obtained in cycle I was the lowest score of 19 with a percentage gain of 43% and the highest score was 25 with a percentage gain of 57%. When compared with pre-action, in cycle I there was an increase in speaking skills by 22.33% .

In cycle II the lowest score was 35 with a percentage of 80% and the highest score was 30 with a percentage of 94%. Overall in cycle II the average was 77.05%. This score had reached the set success criteria of 75%. Because the average learning completeness score had met the specified standards, the research was not continued in cycle III .
Anda.

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