

The Effect of Storytelling and Self-Confidence about Children's Talking Ability

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ABSTRACT

The purpose of this study is to determine the effect of storytelling and self-confidence in the ability to speak the children's group B Kindergarten in Sawahlunto city in 2018. This research method using experimental research type with factorial design 2X2. The population of this study is all children of group B Kindergarten in Sawahlunto with multistage stratified sample random sampling technique. Data analysis techniques use descriptive statistics and inferential statistics with the help of SPSS version 20. Descriptive analysis includes descriptive data of research results followed by normality test and homogeneity test. While inferential statistical analysis in the form of two-track ANOVA test and Tukey test with significance level $\alpha = 0.05$. The results of the research are: 1) The ability to speak of children given storytelling activity has a higher influence than storytelling activity of storybook, 2) There is influence of interaction between storytelling and confidence in ability to speak, 3) Ability of speaking children who have confidence high given the storytelling activity of the song has a higher influence of children's score of the ability to speak given storytelling activities of storybooks, 4) The ability to speak children who have low self-esteem given storytelling activities storybook has a higher value than the ability to speak children which is given media storytelling songs.

Key Words: Storytelling, early childhood, linguistic intelligence, speaking ability.

A. INTRODUCTION

Education in Kindergarten is one of fundamental education, in which early child who is in golden age (golden age) is stimulated so that all aspects of its development can develop optimally. DalilaLino (2016) in his research explains that early childhood education is important because it is a set of educations that are oriented towards the development of individual characters, not on values obtained through tests and so on. The impact of quality education in early childhood education has short-term and long-term effects. Therefore, early childhood needs to be equipped with skills in communicating with others, because wherever the children

are, will never be separated from interaction and communication with others.

One of the communication skills that need to be mastered by early childhood is the ability to speak. KiriT. Mealings et al (2015) (in his research on child development states that the main purpose of communication built into formal education (Kindergarten) is the ability to speak and listening ability, where children spend an average of 45% to 60% of their time in school. Therefore they should be able to distinguish the various sounds they hear in the school environment. The interaction and communication made by children in school greatly affects their speaking and communication skills.

In addition Stauffer in Isbell (2011) explains that "the function of language is to communicate, and communication is the main purpose of language. The function of language is to communicate, and communication is the main purpose of the language. In a personal setting of storytelling environments, storytelling languages and stories together build relationships that encourage children to connect to stories using their own language and experience. "This explains that children's speaking skills relate to language and communication skills with others. In this study the child is used to repeat the story he heard and accustomed to reveal the contents of his mind so that the ability of language children also increased.

Based on the results of observations and interviews that researchers do with teachers in group B Kindergarten Nurul Huda Sawahlunto with the subject of 60 children obtained information that the ability to speak children is still low. This is evidenced by the following facts: 1) most children's vocabulary is still minimal, 2) most children still cannot use sentences in the correct and orderly grammar, 3) there are still many children who have difficulty in pronunciation various letters, especially some letters consonants, 4) there are still many children who are not fluent and timid in speaking.

Based on the results of these interviews obtained information that the main cause of problems in developing the ability to speak children is still low confidence of children to convey opinions or experiences in front of his friends. Furthermore, based on the observation of the researcher, the cause of the low confidence of the children to dare to talk with friends and teachers is because the learning activities are still monotonous, where children are given more children activity sheet (LKA) in the form of calistung rather than activities that support the development of children's speaking ability . In addition, less attractive learning media and lack of opportunities and support given to children to express their opinions

and experiences are also the cause of low child speaking skills. the reality at a glance shows how important the learning activities should be made as simple as possible, so that children have confidence in speaking, so that children easily understand and master the skills taught to them.

In developing children's speaking skills, learning activities used by teachers should attract children's attention and foster children's interest in language. One of the learning activities that can support the learning process of teachers and children is storytelling. Ljubica Marjovic Umek et al (2012) in her research explained that children who are often told by their parents various stories through storytelling, the ability to speak is increasing rapidly. The children are not only able to communicate well but also able to retell the story they hear with trace. Children who are accustomed to listening to stories, will gradually increase their vocabulary and find patterns from the story, which will make it easier for them to understand the stories told to them.

One of the storytelling activities that can be used is storytelling with songs. Based on research Amanda Dillan (2012) mentioned that the song for early childhood is a center of communication and interaction. Songs give fun and add vocabulary to early childhood. Based on the results of this study can be seen that the song is also one way children develop communication skills and make it easier for children to understand many things. With tones, melody and harmony in the song will stimulate and enhance the child's ability to listen to stories, remember and recite new vocabulary so that the vocabulary of the child increases and makes them confident to talk about the stories they have heard and also confident to speak in various other opportunities.

Based on the relevant research and the facts of field problems that have been described, it is necessary to do research about the influence of storytelling and confidence in the ability to speak in Group

B Kindergarten, Kota Sawahlunto. Where researchers will see the effect of storytelling by using songs and storytelling using images is connected with the level of confidence of children to their speaking ability.

B. MATERIALS AND METHODS

This research was carried out in 2 kindergartens in Sawahlunto City that is in Nurul Huda Kindergarten and Kindergarten of Pertiwi IV, Sawahlunto city, and focus on the children of group B. This research was conducted for less than two months with frequency twice a week. So the total number of meetings is 8 times. The details of the activities include the test of the measuring instrument used to test the feasibility of the research instrument, namely the speaking ability and self confidence instruments, to be known the validity and reliability of the instrument, then the field data acquisition and data analysis.

This research was conducted by using experimental method. According to Handini the experimental research method is intended to examine the causal relationship between risk factors and a particular effect, by giving treatment to one or more experimental groups and comparing them with one or more "similar" but different control groups in terms of treatment acquisition (Myrnawati:2012). In this research, there are two sample groups: experiment group conducted storytelling activity with song (A1) and control group with storytelling activity with picture (A2).

Furthermore, the data analysis techniques using descriptive statistics and inferential statistics with the help of SPSS version 20. Descriptive analysis includes descriptive data of research results followed by normality test and homogeneity test. While inferential statistical analysis in the form of two-track ANOVA test and Tukey test with significance level $\alpha = 0.05$.

C. RESULT

Based on the results of data analysis that has been done before by using approach

of variance analysis (ANOVA) and continued with Tukey test (t-test) hence obtained data as follows:

Table 4.13 Advanced Calculation Result Tukey Test

		Multiple Comparisons				
		Kemampuan Berbicara				
(I) Story Telling dan Kepercayaan Diri	(J) Story Telling dan Kepercayaan Diri	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	12.05000*	1.23339	.000	8.8101	15.2899
	A2B1	11.90000*	1.23339	.000	8.6601	15.1399
	A2B2	8.30000*	1.23339	.000	5.0601	11.5399
A1B2	A1B1	-12.05000*	1.23339	.000	-15.2899	-8.8101
	A2B1	-.15000	1.23339	.999	-3.3899	3.0899
	A2B2	-3.75000*	1.23339	.017	-6.9899	-.5101
A2B1	A1B1	-11.90000*	1.23339	.000	-15.1399	-8.6601
	A1B2	.15000	1.23339	.999	-3.0899	3.3899
	A2B2	-3.60000*	1.23339	.023	-6.8399	-.3601
A2B2	A1B1	-8.30000*	1.23339	.000	-11.5399	-5.0601
	A1B2	3.75000*	1.23339	.017	5.101	6.9899
	A2B1	3.60000*	1.23339	.023	3.601	6.8399

*. The mean difference is significant at the 0.05 level.

Speaking Ability

Tukey HSD

Story Telling dan KepercayaanDiri	N	Subset for alpha=0.05		
		1	2	3
A1B2	20	71.5500		
A2B1	20	71.7000		
A2B2	20		75.3000	
A1B1	20			83.6000
Sig.		.999	1.000	1.000

Means for groups in homogeneous subsets are displayed

Based on the table, can be seen the results of research as follows: firstly; Ability to speak to groups of children who use storytelling activities higher songs dibandingkan groups of children who use storytelling activities storybook. This is based on two-way analysis of variance (ANOVA) on the difference in effectiveness between the two learning activities as a whole, it shows that significant level of data = 0,000 < significant level $\alpha = 0.05$, thus H_0 is rejected and H_1 alternative hypothesis is accepted.

The second; Interaction between storytelling activities with confidence in the ability to speak group B. It is based on the results of ANOVA calculations can be seen that the results of testing the second hypothesis presented in the table ANOVA obtained F value of $KD * ST = 80.500$ with a significance value $0,000 < 0.05$ so H_0 is rejected.

Then; Ability to speak groups of children who have high confidence given the treatment of storytelling activities of the

song is higher than the group of children given storytelling treatment of story books. The results of the analysis were reinforced by a further test or Tukey test to compare the speaking ability of a group of children with high self-confidence given the storytelling activity of the song and the storytelling of the story book obtained by $A1B1 = 83.6000$ and the value for $A2B1 = 71.5500$ with $\text{Alfa} = 0.005$ so $A1B1 > A1B2H0$ rejected and alternative hypothesis $H1$ accepted.

The fourth; The ability to speak the group of children who have low self-confidence given the storytelling of the song is lower than the group of children given storytelling storybook. The results of the analysis are reinforced by the advanced test or Tukey Test The calculation of the analysis of the advanced stage variance with Tukey's test is to compare the speaking ability of the low-confidence children group given the big learning media and given the learning media of the story book obtained $A1B2 = 71.5500$ and the value for $A2B2 = 83.6000$ with $\text{Alfa} = 0.05$, thus $H0$ is rejected and $H1$ alternative hypothesis is accepted.

D. DISCUSSION

Based on the results of data processing and calculations that have been done previously to prove that there is a difference between children given storytelling activities of the song with the children given storytelling activities story books. The results showed that the overall group of children given the storytelling activity of the song is higher than the group of children given storytelling of the story book. Based on this it can be stated that to achieve the goal, storytelling is more effective to use than storytelling of storybook in improving children's speaking ability.

Based on these differences explained that the storytelling activity of the song more attention to the child because of the melody or tone of the song that is fun for the child, in addition to the attention or teacher

attention can be focused on the child, then the interaction of teachers to children with various expressions of emotion, facial expression, and the intonation of a particular moment in the sung story can cause deep curiosity in the child. in this way the child will listen to the song with more serious because curious about the story line that he heard.

According Musfiroh (2008), storytelling is a fun activity, because it provides lessons and advice through the story. Storytelling is a good and smart way to educate. Educating and advising children through stories provides a satisfying effect on the need for imagination and fantasy. The learning process takes place more fun and filled with the interaction of children's activity so that confidence is higher.

The storytelling technique using storybooks with little illustrations of images will require a greater concentration of attention (Moeslichatoe; 2004). So that causes children to get bored quickly because they just sit and listen to a story from a book read by the teacher without being able to see directly illustrated a story line. This kind of learning technique reduces children's activity because they only listen and see one or two pictures of the entire series of stories.

Based on the results of the research, although both of these learning activities have the same effect on the ability to speak children, but the storytelling activity of the song provides better results in learning activities conducted compared storytelling storybook. This finding is consistent with the results of the study indicating that after the storytelling activity in the Kindergarten group B children, the storytelling of the song showed significant results.

Implementation of storytelling activities prioritizes the interaction and activity of children because a song has a beautiful melody and rhythm. Sentences or words heard by the child in a song are very easy for children to remember if words end in the same rhyme, if there is a strong rhythm, and if the words used are easy to remember. When children sing songs it can

strengthen the phonology and relationship of words in long-term memory and act as a reminder aid when the children then read the words (Walton; 2014).

Another thing is expressed by Mustafa (2008), according to him because the presentation of storytelling involves the listener, storytelling method has the potential to stimulate and educate. Through virtual reality involvement, children will be attracted into the series of events and fights the fate of story characters (plot story). Armed with emotions, intelligence and imagination, children will experience the events in the story. With regard to communication skills, storytelling methods can foster a grammar story that enables children to develop language skills with all aspects, including verbal reasoning.

The child's ability to retell the story, convey his or her opinion about the story affects the literacy and development of the child's language (Dunst et al; 2017). Then, Santrock (2010) states that language is a form of communication, whether oral, written, or sign based on the symbol system. The child can develop the ability to speak by conveying directly the story he has heard, be it about the plot or the opinion of the child about the story or figure in the story. Just like in this research where used storytelling activity of song and storytelling of story book to develop child's speech ability.

Furthermore, if it is linked to the self-confidence that can be avoided from the child's ability to believe that they can perform the challenges that exist in their presence, in this case including the ability to understand the story and memorize new vocabulary. Perry (2006) believes in self-confidence is the ability to trust his own abilities. Having the ability to trust oneself can produce courage in the self not to worry about the consequences of failure. Children who have confidence will be more focused on what can be done and can overcome obstacles without having to feel the stress because they believe they can overcome them.

Furthermore Desmita (2010) explained that self-confidence is one aspect of psychosocial development of students that must be understood by a teacher. Because confidence is one of the variables that determine the educational process. Students who experience difficulty in learning, more due to the attitude of students who see themselves unable to perform tasks at school. Therefore, the teacher as a facilitator needs to stimulate the child's confidence so that children have positive judgment and confidence.

Brown (2005) expressed his opinion that "self-confidence is the learner's belief that at least partially a factor in their eventual success attaining the task." Self-confidence is the belief that students have in common they will be able to complete a task gradually, which is a factor of success in the completion of the next task. So the use of storytelling with songs in addition to attracting children also makes children understand easily the story so that the child self confidence express opinion about the story or repeat the story.

According to research results Doriet Berkowitz (2011) "telling children a familiar story or using a repetitive phrase within a story helps them feel comfortable and confident". Berkowitz explains that telling a story that is familiar to a child by using simple sentences and repeated use of certain sentences in the story, will make children comfortable listening to stories and make it easier for children to memorize new vocabulary and increase confidence in talking children.

In this study the ability to speak children developed in the activities of storytelling, became one of the containers to express himself where in each story has different emotions. When the child tells the story of the face, the gestures of the body and the expression that the child is showing influence the delivery of the story. When the child is able to convey the story eloquently to others or peers, the listener will get the message content from the child's story or story.

E. CONCLUSION

In optimizing the ability of speaking children who have high confidence should use storytelling activities with songs. As for children who have low self-esteem should use storytelling activities with story books. Teachers are one important component in determining success in the learning process. For that before conducting learning activities, teachers should know and recognize the characteristics, attitudes, and behavior of children in designing learning activities to improve children's speaking skills. Findings using the use of storytelling activities with songs are an effective activity in influencing the ability to speak children. It's just that in using this activity it is expected that the teacher is creative enough to put the story into the song and do it in a relaxed and fun atmosphere with the child.

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