
Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang

Paper Type:
Research Paper**Tri Mega Asri and Anissa Puspitasari***Universitas Brawijaya*

Submitted 18 February 2019

Accepted 30 April 2019

Online 30 September 2019

* Correspondence:
Tri Mega AsriE-mail:
trimega@ub.ac.id***Abstract*****Background of the study:** The application of storytelling**Purpose:** This study aims to determine the level of the child's visit after the application of storytelling in the park read RW 3 Breadfruit Malang.**Method:** In the application of this storytelling, researchers divided into four cycles. Each cycle using a different media story that is stuffed hilt, drawing on HVS, the image of the picture book and flannel board. Different stories read at each meeting, but the story is still in one kind, IE fables (Fiction animal life that behaves like a human), Stages of story telling is done is the planning, implementation, observation, and reflection.**Findings:** Based on the research results, in the first cycle the final conditions are 6 children were keen to come back, in the second cycle increased to 34 children. However, in Cycle III, participants storytelling began to decline, the overall number of participants in Cycle III is 28 children, and in Cycle IV decreased again to 21 children.**Conclusion:** Children have decreased interest in returning, so the methods used should be more optimized.**Keywords:** *Story telling, application, child*



Introduction

The public interest is still low remain a discussion over the years that has no end. Interest in reading is a sense of attachment and positive attitudes within themselves against interest in books and reading activities (Sandjaja, 2005). Meanwhile, according Djamarah (2005) interest in reading is a strong willingness and desire to read at every opportunity. From various surveys show that the public interest in Indonesia so concern. In March 2016, the results of the study "Most littered Nation in the World" conducted by Central Connecticut State University is the state Indonesia ranks 60th out of 61 countries regarding interest in reading. Problem overcome, the government has made various efforts through programs and movements to get to read early.

The habit of reading needs to be fostered in order to someone familiar with the book, so that reading habits will be carried into adulthood. This is consistent with the statement of Sudarsana (2001: 27) that, "It would be difficult to grow it as an adult if they are not accustomed to making friends with the book since childhood." Golden age (early childhood) is a stage of development and growth, either mentally or physically is so rapid (Suyanto, 2005). Habits can we instill in children from an early age, because these habits will carry over until the child grows into an adult. Thus, if early accustomed to the reading habit will carry over into an adult.

Golden age or commonly referred to as the golden age (ranging from 4-6 years of age) is a period where the child seeks the development of potential in him. Early-old child is a bunch of kids in the process of development and growth in a very unique (Mansur, 2005). At that age a child has a high absorption capability, and can affect in various aspects, for example, comprehension, language development, an interest in a case, as well as curiosity. Shape attention of governments and communities cultivate early reading is to establish a reading garden that provides collections of books for children. As stated in the Act No. 43 Year 2007 on the Library, which reads "The local government and the community to encourage the growth of community and home garden reading read to support the cultivation love reading." The park itself has a sense read as a library that is informal and the coverage is not as extensive libraries formal (Sinaga, 2005).

Currently reading park that provides a collection of books for children already exist in various regions and places. Business reading park consists of groups in society, foundations and some individuals. However, not all garden reading gets a positive response from the community. This is shown by the low visits and the use of services provided by the park to read. One of them occurred in the park read RW 3 Village Breadfruit Malang.

Parks see RW 3 Sub Breadfruit is a reading park located in RW 3 Village Breadfruit Malang. The reading garden was established independently in 2014 by one of the residents of RW 3 Village Breadfruit Malang named Mrs. Dwi In 2017, a collection of garden reading RW 3 Sub Breadfruit are 1020 titles. I read, garden collection of textbooks, general knowledge books, natural science books, children's education, religious knowledge, magazines, journals, books, comics and novels. But a collection of books children aged ECD (Early Childhood Education) through kindergarten (kindergarten) are predominant.

A number of children's books with the number of 623 titles of books, apparently not fully draw visitors to the park child to read RW 3 Village Breadfruit. Based on information from park managers read, the number of visitors' children: 3 children per day. Most children who come rather spend time playing than reading the book provided in the park read RW 3 Village Breadfruit Malang. Looking at the phenomenon poor child visits, garden, see RW 3 Village Breadfruit Malang need to organize interesting activities for children to visit and read a book in the park read RW 3 Village Breadfruit Malang. The activity is related about the book, which is storytelling. Storytelling is a combination of words that have meaning Story tells stories and having a sense of storytelling (Aliyah, 2011). Storytelling can stimulate a child's interest in reading a book, or it can be mentioned that indirectly with storytelling narrator can inculcate interest in reading early on. Telling stories or storytelling is storytelling in oral form to another by using a tool or no tool that contains an informative, fairy tale, or a message delivered in an interesting (Dhieni, 2008). Another case with Bachir (2005) storytelling is

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)



delivered with an oral narrative that aims to share knowledge or experience with the audience. Storytelling activities can be applied because it is fun and can play while learning. The purpose of this activity is to encourage children to take advantage of the collection and the park service road through storytelling. According Bunanta (2008: 191) storytelling can be used as a means of promotion, dissemination, and utilization of a library or reading park for children. Storytelling or storytelling is one of the moral teaching methods appropriate for children as a role model in action (Musfiro, 2005). Storytelling activities can be applied because it is fun and can play while learning. The purpose of this activity is to encourage children to take advantage of the collection and the park service road through storytelling. According Bunanta (2008: 191) storytelling can be used as a means of promotion, dissemination, and utilization of a library or reading park for children. Storytelling or storytelling is one of the moral teaching methods appropriate for children as a role model in action (Musfiro, 2005). Storytelling activities can be applied because it is fun and can play while learning. The purpose of this activity is to encourage children to take advantage of the collection and the park service road through storytelling. According Bunanta (2008: 191) storytelling can be used as a means of promotion, dissemination, and utilization of a library or reading park for children. Storytelling or storytelling is one of the moral teaching methods appropriate for children as a role model in action (Musfiro, 2005). And utilization of a library or reading park for children. Storytelling or storytelling is one of the moral teaching methods appropriate for children as a role model in action (Musfiro, 2005). And utilization of a library or reading park for children. Storytelling or storytelling is one of the moral teaching methods appropriate for children as a role model in action (Musfiro, 2005).

Application of storytelling will be held 3 (three) times a week in the park read RW 3 Village Breadfruit Malang with participants early childhood and kindergarten children of 4-6 year age range. Prior to the application of storytelling should consider supporting facilities and infrastructure. Books for kids is the main asset that can be used in support of the application of storytelling. Parks see RW 3 Sub Breadfruit has a fairly complete children's book, In addition to considering the availability of collections, application of storytelling need to consider ways or methods of storytelling, because in presenting storytelling for children aged 4-6 years is not very easy to implement. Moreover, at that age children only concentrate on listening to the story in a very short time. Thus, storytelling with props would be more interesting to follow the children in storytelling activities. From the various considerations that exist in the field, the application of storytelling very suitable to be applied in the park read RW 3 Village Breadfruit Malang.

Research Method

Implementation cycle

In the application of this storytelling, researchers divided into four cycles. Each cycle using a different media story that handles dolls, drawings on paper HVS, picture books and pictures on the flannel board. Stories read will be different at each meeting. But the story is still in one kind, IE fables (Fiction animal life that behaves like a human).

Sages Storytelling

Stages conducted by researchers in storytelling activities are divided into four sections, namely: 1). Plan, at this stage, researchers assisted by park managers see RW 3 Sub Breadfruit to prepare a base to be used when storytelling and require children to be orderly, sitting in a circle. 2). Application, at this stage, the researcher started with storytelling activities give greetings and prayers. After researchers took the kids vows guided by researchers and imitated by participants storytelling. But at the end of the cycle of researchers replaced it with a "promise song" sung together. Furthermore, researchers started telling stories. 3). Observation, observation is an activity observed child visits each meeting on the activities of storytelling. Researchers observed that previous participants who have followed the activities of storytelling and anyone new participants' storytelling activities. To facilitate observation, the researchers confirm their attendance at each meeting participant storytelling.

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)



4).Reflection. Reflection is an evaluation after a string of storytelling activities completed in each cycle. The evaluation was done by asking participants about the reasons storytelling come and do not come with a storytelling activity.

Respondents

Respondents storytelling activity is an Early Childhood Education (ECD) and Kindergarten (TK) with an age range of 4-6 years RW 3 Village Breadfruit Malang.

Target Achievement

Researchers targeted the success of storytelling that is based on traffic levels in the park children ages 4-6 see RW 3 Village Breadfruit Malang is increased in comparison with the number of visits before held storytelling that is 3 children per day.

Determination of the term

Here is a term used researcher:

1. Participants old storytelling
Participants old storytelling is the participants who attended a storytelling activity conducted by researchers at least 1 time a meeting in the park read RW 3 Village Breadfruit Malang.
2. Participants new storytelling
Participants new storytelling is that participants who have not previously participated in the storytelling conducted by researchers in the park read RW 3 Village Breadfruit Malang.

Result and Discussion

Cycle I

Cycle held 3 meetings, namely on 7, 9 and 12, 2017. In the first cycle, the researchers delivered a simple story using puppets media hilt. On the first day of the implementation of the researcher *story telling* using the stories in the book fables entitled "Squirrel Kids Finally Jera". The medium used for *story telling* is stuffed hilt. On the first day of the meeting, there were 10 children aged 4-6 years who participated in the storytelling. On the implementation of the second day, the researchers conducted storytelling using the stories in the book fable entitled "Dobi and the Wolf". The medium used for storytelling is stuffed hilt. At the second meeting, there were 10 children aged 4-6 years who participated in the storytelling. On the implementation of the third day, the researchers conducted storytelling using fables, stories in the book entitled "Children Kera and the Sparrow". The medium used for storytelling is stuffed hilt. At the third meeting, there are 9 children aged 4-6 years who participated in the storytelling. The observations on the first cycle of meetings 1, 2 and 3 can be seen in the table below:

Table 1. Visits Children in Storytelling Event Cycle I in the Park
RW Read 3 Village Breadfruit Malang

3 Child / day (SebelumSt orytelling)	participants Lama	New participants	Number of participants
the first meeting	0	0	10
meeting II	5	5	10
meeting III	9	0	9

Source: The processed data (2017)

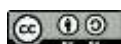
From this table, we cannot know at the third meeting storytelling activities decreased the

To cite this document:

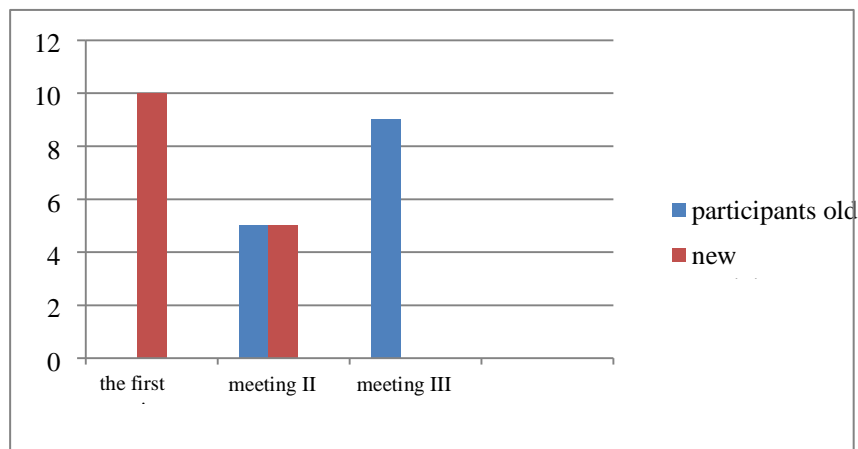
Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)



number of visits a child. However, the visit of children aged 4-6 years in the park read RW 3 Sub Breadfruit increase from before held a storytelling activity that is 3 children per day increased to 9-10 children per day. From the table it can be seen the following graph:



Graph 1. Traffic Children's Storytelling Event in Cycle I

Reflection in this study is an assessment after completion series storytelling activities at each of its cycles. An assessment was conducted by interviewing the children participants storytelling to know why they came and did not come on the activities of storytelling. Questions that researchers ask is "what is the reason the sister come / do not come when brother told me in the park read RW 3 Sub breadfruit?".

Based on the interview in children storytelling participants first cycle, shows that: 1). Five children who always come in storytelling activities in the park read RW 3 Village Breadfruit Malang say always come because they like storytelling activities. They love storytelling as the funny and nice story using puppets. 2). Four children who do not come in, one for many reasons, namely: Two children did not arrive at the second meeting since taking a nap, and Two more children does not come at the first meeting for new storytelling aware of any activity at the second meeting.

However, they came back on the next storytelling for love stories. They say if the story is funny and nice to use puppets. Based on the reflection on the first cycle, there were 9 children come back to the storytelling activities because they liked the story told by the researcher.

Cycle II

Cycle held 3 meetings, IE on 14, 16, March 18, 2017. In the second cycle, the researchers delivered a simple story with media images using the HVS.

On the implementation of the first day, the researchers conducted storytelling using fables, stories in the book entitled "New Song Kancil". The medium used for storytelling is an upbeat picture of the HVS. On the implementation of the second day, the researchers conducted storytelling using the stories in the book fable entitled "The Ant and the Old Granny". The medium used for storytelling is an upbeat picture of the HVS. At the second meeting, attended by 11 children aged 4-6 years.

On the implementation of the third day, the researchers conducted storytelling using the stories in the book fable entitled "The Lion instigator." The medium used for storytelling was a cheerful display at HVS. At the third meeting, attended by 14 children aged 4-6 years.

The results of observations of the second cycle of meetings 1, 2 and 3 can be seen in the following diagram:

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)

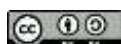
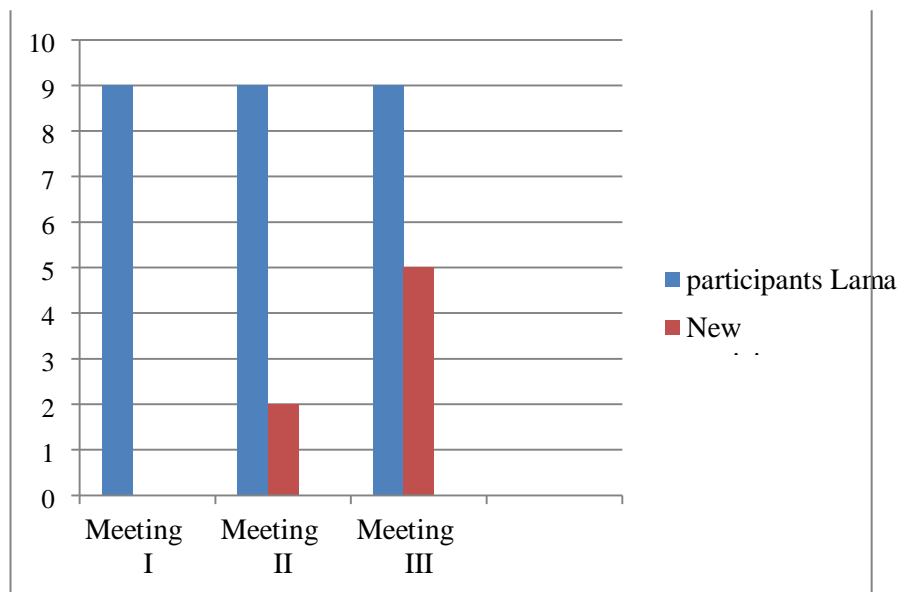


Table 2. Visits Children in Storytelling Event Cycle II Park Village Read RW 3 Breadfruit Malang

3 Child / day (Before Story telling)	Participants Lama	New participants	Number of participants
meeting I	9	0	9
meeting II	9	2	11
meeting III	9	5	14

Source: The processed data (2017)

From this table, we can know at every meeting has increased the number of visits a child. The visit children aged 4-6 years old in the park read RW 3 Village Breadfruit is also increased from the prior held storytelling activity that is 3 children per day increased to 9-14 children per day. From the table it can be seen in the following graph:



Graph 2. Traffic Children in Storytelling Activity at Cycle II

Reflection in this study is an assessment after completion series storytelling activities at each of its cycles.

An assessment was conducted by interviewing participants storytelling to children to find out the reasons to come and did not come on the activities of storytelling. Questions that researchers ask is "what is the reason the sister come / do not come when brother told me in the park read RW 3 Sub Breadfruit?"

Based on the interview in children storytelling cycle II participants, showed that: 1). Four children who always come in storytelling activities in the park read RW 3 Sub breadfruit for love to listen to stories. They like to listen to the story because the story is exciting and can be a lot of friends when it participated in the storytelling. 2). Five children do not come one at storytelling activities conducted by researchers for many reasons, namely: a). One child did not come at the first meeting for swimming lessons. b). One child did not come at the first meeting because the mother took her brother's house. c). One child did not arrive at the second meeting because the mother took her brother's house. d). One child did not arrive at the second meeting due to illness. e). One child did not arrive at the second meeting of seeing television shows.

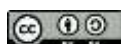
However, 5 the boy came back on the next storytelling activities for love stories. 1). Five new kid came one since learned their storytelling, the two boys followed storytelling activities for

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)



inviting friends to both the old and 3 children accidentally read past the park when the storytelling activities take place. They said at the time clock, usually they are watching television or playing play station. Based on reflection on the second cycle, there were 9 children come back to the storytelling activities because they liked the story told by the researcher.

Cycle III

Cycle held 3 meetings, IE on 21, 23 and March 25, 2017. In the second cycle, the researchers delivered a simple story with the media picture story in a picture book. On the implementation of the first day, the researchers conducted storytelling using the stories in the book fable entitled "cassowary and the Ostrich." The medium used for storytelling is an upbeat picture in picture books. At the first meeting, attended by eight children aged 4-6 years. On the implementation of the second day of investigators conducted storytelling using fables, stories in a book entitled "The advice of Grandmother Toad Wise." The medium used for storytelling is an upbeat picture in picture books. At the second meeting, attended by 10 children aged 4-6 years. On the implementation of the second day, Researchers do storytelling using fables, stories in the book entitled "The queen bee is evil." The medium used for storytelling is an upbeat picture in picture books. At the third meeting, attended by 10 children aged 4-6 years. The results of the observations on the third cycle of meeting 1, 2 and 3 can be seen in the table as follows,

Table 3. Visits Children in Storytelling Event Cycle III in Yosemite Village Read RW 3 Breadfruit Malang

3 Child / day (Before <i>Story telling</i>)	participants Lama	New participants	Number of participants
the first meeting	6 10	2 0	8 10
meeting II meeting III	9	1	10

Source: The processed data (2017)

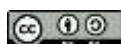
From this table, we can know at every meeting has increased the number of visits a child. Visits children aged 4-6 years who visit the park see RW 3 Sub Breadfruit increased from prior held storytelling activity that is 3 children per day increased to 8-10 children per day. From the table, we can see the graph below:

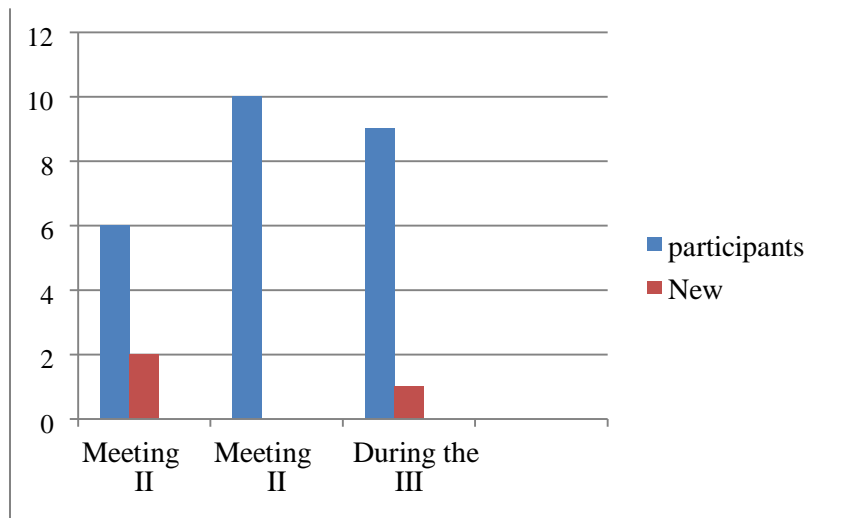
To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)





Graph 6. Traffic Children in Storytelling Activity at cycle III

Reflection in this study is an assessment after completion series storytelling activities at each of its cycles. An assessment was conducted by interviewing the children participants storytelling to know the reasons to come and did not come on the activities of storytelling. Questions that researchers ask is "what is the reason the sister come / do not come when brother told me in the park read RW 3 Sub Breadfruit?"

Based on result Interview on children participant *story telling* the third cycle, shows that: 1). Two children's who always come when the activities in the park storytelling, see RW 3 Village Breadfruit Malang for love to listen to stories. 2). Five children do not come one time when activity in the park storytelling sees RW 3 Village Breadfruit Malang because there are a variety of things, namely: a). One child has not come at the first meeting since being joined his father left. b). One child did not come at the first meeting for swimming lessons. c). One child has not come first meeting since playing play station. d). One child did not arrive at the second meeting for a nap. e). One child did not arrive at the second meeting because you were coming.

However, they said that if it comes back to the storytelling activities because they liked the story told by the researcher. 1). Three children only once in storytelling activities in the park read RW 3 Village Breadfruit Malang due to a variety of things, namely: a). One child did not come at the first meeting and the second due to illness. b). One child did not come in first and second meeting due to go home and play the play station brother. c). One child did not come at the first meeting and the second because of new know their activities in the park storytelling see RW 3 at the third meeting. Usually he was playing play station at the time clock. 2). Two of them are old participant said come on storytelling because I like listening to stories, while one of them is a new participant said more like playing play station than on listening to stories.

Based on the reflection on the third cycle, there were 9 children come back to the storytelling activities because they liked the story told by the researcher.

Cycle IV

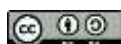
Cycle held 3 meetings, IE on 27 March, 1 and 3 April 2017. In the second cycle, the researchers delivered a simple story with the media Flannel board stories. On the implementation of the first day, the researchers conducted storytelling using the stories in the book fable entitled "The Timid Rabbit". The medium used for storytelling is a Flannel Board. At the first meeting, attended by nine children aged 4-6 years. On the implementation of the second day, the researchers conducted storytelling using the stories in the book fables entitled "Squirrel looking for the judge." The medium used for storytelling is a Flannel Board. At the second meeting, attended by six children aged 4-6

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)



years. On the implementation of the third day, the researchers conducted storytelling using the stories in the book fable entitled "Bear Kids Learning Independence." The medium used for storytelling is a Flannel Board. At the third meeting, attended by six children aged 4-6 years.

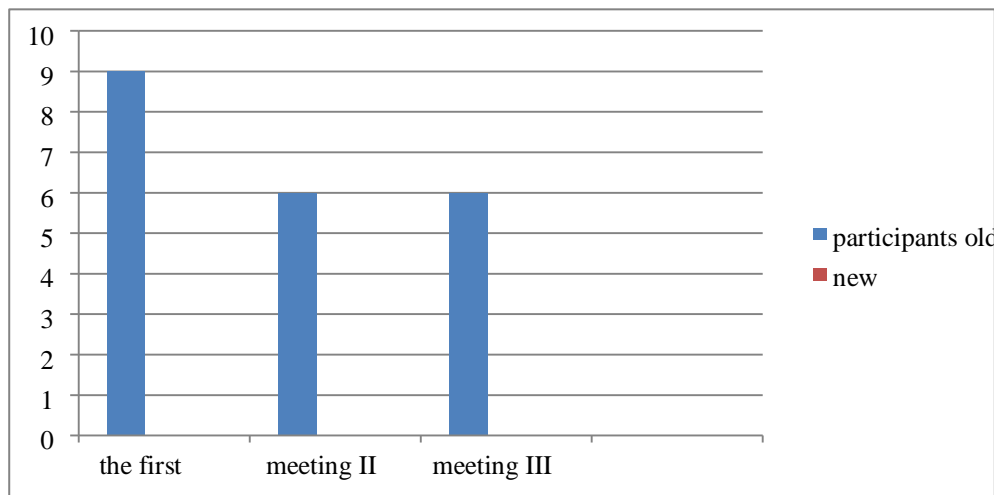
The results of the observations on the fourth cycle of meetings 1, 2 and 3 can be seen in the following table:

Table 4. Visits Children in Storytelling Event Cycle IV in Yosemite Village Read RW 3 Breadfruit Malang

3 Child / day (Before Story telling)	participants Lama	New participants	Number of participants
Meeting I	9	0	9
Meeting II	6	0	6
Meeting III	6	0	6

Source: The processed data (2017)

From this table, we can know if the child visits the storytelling activity has decreased. Despite the decline, however the visit of children aged 4-6 remains higher than before the organized activities of storytelling that is 3 children per day increased to 6-9 children per day. From the table it can be seen in the following graph:



Graph 4. Traffic Children in Storytelling Activity at Cycle IV

Reflection on this study, an assessment after completion series storytelling activities at each of its cycles. An assessment was conducted by interviewing the children participants storytelling to know the reasons to come and did not come on the activities of storytelling. Questions that researchers ask is "what is the reason the sister come / do not come when brother told me in the park read RW 3 Sub Breadfruit?"

Based on the interview in children participants storytelling cycle IV, shows that: 1). Two children always come in storytelling activities in the park read RW 3 Breadfruit Malang for love to listen to stories. 2). Four children do not come with one for many reasons, namely: a). One child did not come at the first meeting due to join his father left. b). One child did not arrive at the second meeting of seeing a movie at one of his friend's houses. c). One child did not arrive at the second

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)



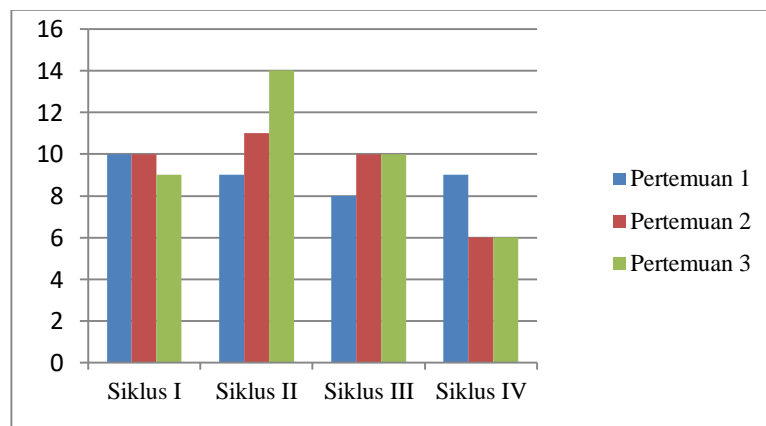
meeting due to forgetting to schedule storytelling. However, they said come back in storytelling activities for love stories. d). One child came only once a meeting because every day he had to take a nap. However, he said that actually like the story told by the researcher, but his parents told him to take a nap.

Based on the reflection on the fourth cycle, there are six children to come back to the storytelling activities because they liked the story told by the researcher.

The Final Result

Parks Read RW 3 Village Breadfruit including to the community where the sense of community is a society because it meets the requirements, and a system of interaction on the members, customs, norms governing the interaction, continuity, a sense of identity that unites all the members (Koentjaraningrat, 2009: 125). With the establishment of Parks Read RW 3 is one effort RW3 village communities Breadfruit to increase reading interest of children and residents, who now have started to decline due to the influence of technological development. Support activities Storytelling application of a given local community has produced results, although not drastically, but at least a start there is little change and solutions to the problems of local residents. Although Storytelling is an ancient activity that gives the impression, but the children of local residents showed a fairly enthusiastic response. In doing a *story telling* necessary process that can make *story telling* more interesting and can be considered successful. in the activity *story telling* there are several techniques that should be considered in the presentation of stories, so storytelling run smoothly and get the results as expected (Majid, 2001: 57) (1). The place *Story telling*. (2). Sitting Position. (3). Fairytale language. (4). The intonation of the narrator. (5). The character's appearance. (6). Emotions sightings. (7). Voices impersonation. (8). Mastery of Children Not Serious. (9). Avoid Spontaneous speech. Thus the selection reading storybook that will be used as well as supporting media needs to be planned. Besides the competence of the storyteller or the story reader, who must be able to attract the attention of listeners who are primarily children.

After the end of the study, researchers looked at the child's visit storytelling activities in the park read RW 3 Village Breadfruit Malang. The visit of children aged 4-6 are shown in the following graph:



Graph 5. Rate Visits Children in Storytelling Event Cycle I-IV in Yosemite Village Read RW 3 Breadfruit

Number of visitors to the child at the beginning Cycle storytelling activities have increased, that in Cycle I the total number of participants is 29 children, in the second cycle increased to 34 children. However, in Cycle III, participants storytelling began to decline, the overall number of participants in Cycle III is 28 children and in Cycle IV decreased again to 21 children. Based on the result of reflection, a decrease in the number of participants for a variety of things: 1) Some of the

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)



children could not attend because they have their own activities apart from the activities of storytelling that is to follow the activities in school, such as outbound, healthy way, and others, 2) event with the family, such as go to your house, recreation with family, 3) Take a nap, because the storytelling activities begin at 11 o'clock.

Interest by Sutarno NS in book *Libraries and Community* is a high tendency of heart, passion or desire someone is against something (Sutarno, 2006: 26). The visit children in storytelling activities do not experience significant increases, the number of children-kindergarten early childhood age range of 4-6 years in RW 3 Breadfruit is 35 children, but were present following the storytelling activity never reached that amount. Until the last cycles, meetings with the number of visitors at the most, followed by 14 children in Cycle II is the third meeting. The cause is not a significant increase in the activities of storytelling, among other things: 1) Most of the kids are not aware of any activity in the park storytelling read. It is known from interviews conducted on children of new participants storytelling. Most children do not yet know if there is a storytelling activity in the park reading. They informed their storytelling activities by a friend or unintentionally through the park read when storytelling will take place. Actually, researchers have been working with the park management read and RW 3 to announce their storytelling activities to their citizens. Storytelling activities have been announced by the chairman of RW 3 in association group PKK, while the reading park manager told directly to parents or children of RW 3 Breadfruit. But the announcement was not scattered throughout RW 3 Breadfruit. 2) At this time the kids generally prefer to play the gadget or watching television than come to the park to read a book reading or listening to stories. Books and things related about the book, as well as storytelling considered unattractive because of the large variety of television shows and fun games that can be played through the gadget or on the computer. One of them is shown by the number of children age Breadfruit RW 3 Early Childhood Education (ECD) and Kindergarten (TK) who spend time in the rental game that distance is not far, approximately 7 meters from the park see RW 3 Village Breadfruit. They are more interested in playing games than visiting the park see RW 3 for reading or listening to a story carried by the researcher. One of them is shown by the number of children age Breadfruit RW 3 Early Childhood Education (ECD) and Kindergarten (TK) who spend time in the rental game that distance is not far, approximately 7 meters from the park see RW 3 Village Breadfruit. They are more interested in playing games than visiting the park see RW 3 for reading or listening to a story carried by the researcher. One of them is shown by the number of children age Breadfruit RW 3 Early Childhood Education (ECD) and Kindergarten (TK) who spend time in the rental game that distance is not far, approximately 7 meters from the park see RW 3 Village Breadfruit. They are more interested in playing games than visiting the park see RW 3 for reading or listening to a story carried by the researcher.

The indicator is someone visit the library; (1). Know the meaning and benefits. (2). They need something in the Library. (3). Interested in the Library. (4). Was pleased with the Library. (5). Served well (Sutarno, 2006: 123).

Although the application of storytelling yet can significantly improve child visits in the park read RW 3, but there are some children who are interested to come in storytelling activities carried out by the researcher. There are participants of children aged 4-6 years who come back in the next storytelling activities because they liked the story told by the researcher. If adjusted for Sutarno reference to the above, the results of the implementation of activities Storytelling Park Village Read RW3 Breadfruit increased interest go meet an indicator that the children were delighted with the activities held by the library are Storytelling and attracted to the activity.

Based on the result of reflection, as the number of participants per cycle were keen to come back on the next storytelling activities for like story told by researchers, among others:

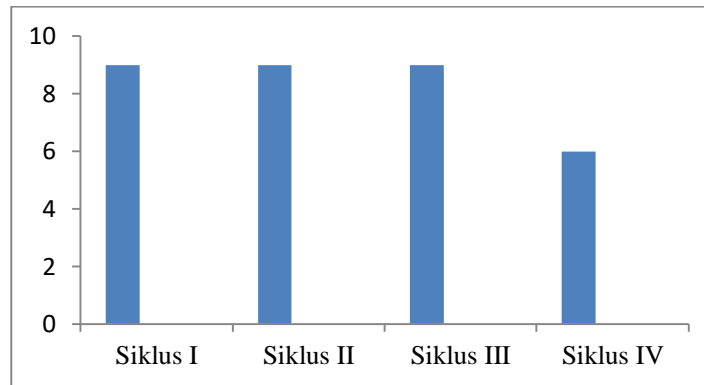
To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)





Graph 6. The number of participants per cycle were keen to come back to the storytelling activities

Based on the chart above shows that at the end of the application of storytelling conditions there are 6 children were keen to come back to the storytelling activities in the park read RW 3 villages Breadfruit conducted by researchers because of love with the story told by the research institute. That is to say, after conducting storytelling, visits children in the park read RW 3 increased from the prior to the storytelling activity, which is 3 children per day increased to more than 6 children per day.

Conclusion

Application *story telling* The park sees RW 3 Village Breadfruit Malang conducted in March and April 2017 were divided into four (4) cycles, the first cycle, the second cycle, the cycle III and cycle IV with twelve (12) times face to face. That is, each cycle consisting of three meetings. At each meeting, the researchers used a different story, but still in the types of fables (animals).

Based on these results, it can be concluded that the application of *storytelling* The park see RW 3 Breadfruit Malang village could increase child visits in the garden reading. It can be seen from the increase in traffic of children aged 4-6 in the garden reading RW 3 increase from before doing *storytelling* 3 children per day increased to more than 6 children per day.

Increasing the number of participants in the activities of children's *storytelling* not occur significantly. Number of ECD-kindergarten children in RW 3 Breadfruit is 35 children, but children who attend *storytelling* never reached that amount. Application of the visits occurred on the second cycle of the third meeting, namely 14 children. This happens because the announcement of events *story telling* has not been well publicized throughout the citizens, but it also influences the number of impressions diverse television and the development of technology-based games that can be played through *gadget* or on the computer, One of them is shown by the number of children age Breadfruit RW 3 Early Childhood Education (ECD) and Kindergarten (TK) who spend time in the rental *game* the distance is not far, approximately 7 meters from the park see RW 3 Village Breadfruit. Nonetheless, there are still children who are interested in coming to the park for the event read *story telling* because they liked the story told by the researcher. The final condition indicators, there are six kids coming back because I like the story told by the researcher. So it can be concluded that the application of *storytelling* The garden Read 3 Sub Breadfruit RW can improve the child's visit to the park come to see RW 3 Village Breadfruit Malang.

References

- Aliyah, S. (2011). *Effect of Storytelling Method with Media Puppet on Listening and Speaking Upgrades Early Childhood*. (Thesis). Bandung: Graduate School, UPI.
- Bachir, S. (2005). *Storytelling Activity Development, Engineering, and procedure*. Jakarta: Department of Education.
- Bunanta, M. (2008). *Books, Storytelling and reading*. Jakarta: Children's Reading Lovers Group.
- Dhieni, N. (2008). *Method of Language Development*. Jakarta: The Open University.
- Djamarah. (2005). *Teaching and Learning Strategies*. Jakarta: Rineka Reserved.

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)



- Indonesia. (2007). Law of the Republic of Indonesia Number 43 Year 2007 civilizing Craze Reading. Gazette of the Republic of Indonesia Number 4774.
- Koentjaraningrat. (2009). *Introduction to Anthropology*, Jakarta: Rineka Reserved.
- Majid, A. (2001). *Educationally Story*, Bandung: Youth Rosdakarya.
- Mansur. (2005). *Early Childhood Education in Islam*. Yogyakarta: Student Library.
- Musfiroh, T. (2005). *Stories for Early Childhood*. Jakarta: Tiara Discourse.
- Sandjaja, W. (2005). *Educational Psychology Students Grow*. Jakarta: Kencana.
- Sinaga, D. (2005). *School Library Role in Teaching and learning process*. Jakarta: Top Media Creations.
- Sudarsana, U. (2010). *The subject matter of fostering interest in reading* Ed.2. Jakarta: The Open University.
- Sutarno, N. S. (2006). *Libraries and Community*, Jakarta: Sagung Seto.
- Suyanto, S. (2005). *Fundamentals of Early Childhood Education*. Yogyakarta: Hikayat Publishing.

To cite this document:

Asri, T. M., & Puspitasari, A. (2018). Application of Storytelling as an Effort to Improve Child Visits in Yosemite Village RW 03 Read Sukun Malang. *Record and Library Journal*, 4(2), 154-166.

Open access under Creative Commons Attribution-Non Commercial-Share A like 4.0 International Licence

(CC-BY-SA)

