



Implementation of Storyling Methods Using Hands to Stimulate Early Children's Language Development in RA At-Taqwa Cirebon City

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Abstract

This research is motivated by the importance of stimulating language development, which is the most complex characteristic of human abilities. Language development can be instilled in various methods, one of which is the storytelling method. The storytelling method can be used as an appropriate method in stimulating early childhood language development. The storytelling method using hand puppets makes children interested and can stimulate language development. This type of research is descriptive qualitative. The main subjects in this study were the principal and teacher of RA At-Taqwa Cirebon City. Data collection techniques used are interviews, observation, and documentation. Data analysis techniques used are data collection, data reduction, data presentation and drawing conclusions. The results of this study indicate that the storytelling method using hand puppets in stimulating early childhood language development is implemented and listed in the curriculum and STTPA. The implementation of the storytelling method using hand puppets in stimulating early childhood language development is able to stimulate language development through storytelling using hand puppets which is done during learning. Children respond to what the teacher tells, children are able to retell with more vocabulary, children are able to express feelings of pleasure and ask a lot of characters told in simple sentences. The implementation of learning RA At-Taqwa has implemented the storytelling method using hand puppets with steps of planning, implementation, storytelling techniques and evaluation of storytelling. The supporting factors for the storytelling method using hand puppets in stimulating early childhood language development are hand puppet media and competent teachers. The inhibiting factors are active children and different abilities of children.

Keywords: *Early Childhood, Storytelling Method, Language Development*

A. Introduction

Language development is closely related to the overall development of children in terms of cognitive, social, and emotional. As a means of expression, children can learn to express the language in their minds through verbal language. Children's language skills will be the basis for children's ability to obtain and process information and develop themselves through socialization with their environment. The development of language understanding in early childhood is not only strongly influenced by the biological condition of the child, but the language environment around the child has a considerable influence on the development of the child. According to Vygotsky, language develops from social interaction with other people. Language can be used as a tool that helps children to design activities and overcome simple conflicts that occur in their social groups (Lubis, 2018).

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Teaching children to speak the language is not easy if only by conversing as usual because it will not be effective. It could be by doing the storytelling method. The presentation of storytelling techniques is expected to overcome differences in children's learning interests. Presentation of good storytelling techniques can foster children's imagination and stimulate children's creativity in lifting the message or information conveyed. In addition, through stories, when children listen and follow the storyline, at the same time, children's emotions, fantasies, and imaginations develop to be active. In addition, children's world is identical with a world without boundaries, in the sense that what they have heard, seen and felt will affect their thinking power and it will leave a long mark, so it can be said that learning through stories is an effective means to educate and teach children. without any patronizing impression (Rusniah, 2017) . As the word of Allah SWT in the letter Al- Baqarah: 31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ

"And He taught Adam the names (of objects) all of them, then presented them to the angels and said: "Mention to Me the names of those things if you are indeed true people" (Surah Al-Baqarah: 31).

The explanation of the verse above is that we can understand that the beginning of language existed since Prophet Adam AS was created and that language was specifically given to humans, not to creatures other than humans such as animals and others. Judging from its use or function, language is a tool to convey something or a tool to communicate and or a tool to tell, ask or warn about a fact. Therefore, to stimulate the language development of early childhood by applying the storytelling method.

Based on the Preliminary Study conducted by researchers in March 2020, it was found that there were problems at RA At - Taqwa, Cirebon City, namely when storytelling activities using hand puppets were said to be not optimal because the storytelling method was just telling stories without using media or hand puppets. The storytelling method using hand puppets is only carried out at certain moments, such as on Islamic holidays, a storytelling event is held, causing children's language to be not stimulated properly in stimulating language development. However, it is not enough if the teacher only uses the storytelling method to create an effective atmosphere in learning, but there must be supporting media. These problems cannot be separated from the method as well as supporting media in stimulating language development in children. Therefore, a strategy or technique is needed to be more effective in telling stories using hand puppets while at the same time providing optimal stimulation of language development. Using hand puppet media can make children imagine and make it easier to understand when learning so that children are skilled. In addition, the storytelling method using hand puppets can also stimulate the language development of early childhood, especially at the age of 5-6 years.

B. Methods

Approach This research uses descriptive qualitative research methods. This type of research leads to a phenomenological study that has special attention to the phenomenon under study, focuses on the activities of the research subject, reveals problems, presents data, analyzes data,

and obtains data by means of observation, documentation and interviews. The research subjects are group B children or children aged 5-6 years.

Data analysis was obtained by searching and systematically compiling the results of interviews, field notes, and documentation by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, deciding which one is more important and what will be studied. , and draw conclusions. The steps of qualitative data analysis in the Miles and Huberman model are by using Data Collection , Data Reduction , Data Presentation (Data Display) and Verification and Confirmation of Conclusions (Verification and Confirmation) . of Conclusions).

C. Findings and Discussion

1. Implementation of memorizing Asmaul Husna with Hand Movements at RA Nurul Iman

Based on the results of observations and interviews that researchers conducted at RA At-Taqwa, Cirebon City, the method used storytelling using hand puppets. The reason for applying the storytelling method using hand puppets is because it is child-centered. so that the child becomes active and the child's language develops well.

The research conducted by the researcher is about the implementation of the storytelling method using hand puppets in stimulating the language development of early childhood at RA At-Taqwa, including planning activities for storytelling methods, implementing storytelling methods, storytelling techniques, evaluating storytelling, children's language development, supporting and inhibiting factors and efforts to overcome it.

a. Storytelling method planning

In telling stories, it is necessary to have a plan in advance, such as determining the media, adjusting the theme to be conveyed to the child, which was conveyed by Mrs. Rubia as a class B2 teacher . *So, it is adjusted to the theme that we will convey to the children. So , the planning in terms of props and the three themes are related to children's fun, so what is the child's hobby, we will relate it to storytelling planning” (NS.3 CW.4.1).*

b. Implementation of the storytelling method using hand puppets in storytelling learning

The implementation of the storytelling method using hand puppets, the teacher conveys stories using hand puppet props about "butterflies and elephants". In the story the teacher tells about the butterfly and the elephant making peace. The two always meet when looking for food. They both always make peace and help each other. They both always look cheerful, never sad or even lazy. At that time, Mrs. Bia prepared hand puppets with the theme "animals" with the characters being a butterfly and an elephant. Researchers noticed that the children were so enthusiastic about hearing stories with hand puppets. All children respond to stories with hand puppets. Children are interested and enjoy participating in storytelling lessons. In addition to being interested and happy with stories and hand puppet media, children can retell what mom has told. Children can express their feelings of pleasure in simple sentences.

c. Storytelling technique

Based on interviews conducted by researchers with other teachers regarding storytelling techniques using hand puppets in stimulating early childhood language development at RA At-Taqwa which was conveyed by Mrs. Rubia as a class B2 teacher . *hand puppet props. But we also use real props too. For example, the theme is that we are implementing the cantol roudoh method where there is an implementation of storytelling. There, the theme was about the eu theme of corn, introduction of corn. So we use direct props with corn, but we pack it with what*

it's called, and we make dolls like corn. So, if we use props, we can directly use real props too. So, the storytelling technique has various props. It could be a storytelling technique using a hand puppet, and a hand puppet for children to move. So, children try to tell stories on their own, yes, if they use hand puppets” (NS. 3 CW. 4. 3)

d. Storytelling evaluation

The development of every child is certainly not the same as well as his abilities. The researcher determined several indicators based on STTPA (Standard Level of Child Development Achievement) and also a character-based curriculum that was combined from the meaning of storytelling to be a reference for assessment that measured the "Implementation of Storytelling Methods Using Hand Puppets in Stimulating Children's Language Development",

Table 1 Rating result

No	Child Name	Indicator									
		1	2	3	4	5	6	7	8	9	10
1.	Abdullah Basdari	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
2.	Adzkiya Samha	BSB	BSB	BSH	BSB	BSH	BSH	BSH	BSH	BSH	BSH
3.	Al-Raziq Hanan	BSH	BSH	MB	BSH	MB	BSH	MB	BSH	MB	BSH
4.	Dafitha Nurazizah	BSH	BSH	MB	BSH	BSH	MB	MB	BSH	MB	MB
5.	Vika Putri	BSB	BSB	BSH	BSB	BSB	BSH	MB	BSH	BSH	BSH
6.	Aufa Sabina	BSH	BSB	BSB	BSB	BSH	BSH	BSH	BSH	BSH	MB
7.	Frischa Zahra	BSH	BSH	MB	BSH	BSH	BSH	MB	BSH	BSH	MB
8.	Gibran El-Run	BSH	BSH	MB	MB	BSH	MB	MB	MB	MB	BSH
9.	Laura Kirana	BSH	BSH	BSH	MB	BSH	MB	MB	BSH	BSH	MB
10.	Nino El Rafif	BSH	BSH	BSH	BSH	BSH	BSH	MB	MB	MB	BSH
11.	Rajaie Nugraha	BSH	BSB	BSH	BSB	BSH	BSB	BSH	BSH	BSH	BSH
12.	Rayhan Sulaiman	BSH	BSB	BSB	BSH	BSH	BSH	BSH	BSH	BSB	BSB
13.	Abid Permana	BSH	BSH	MB	MB	BSH	BSB	BSB	BSH	BSH	BSH
14.	Fatir Filiarza	BSB	BSB	BSH	BSH	BSH	BSB	BSH	BSH	BSB	BSB

Based on the results of observations or direct observations of researchers on the implementation of the storytelling method using hand puppets in stimulating children's language development, it shows that on average children are able to follow the storytelling method using hand puppets well, and children's language begins to be stimulated according to basic competency standards in children's language development. , in general , children have developed as expected in stimulating language development based on hand puppets . The assessment data is the result of direct observations made by the researcher and is supported by interview data with the homeroom teacher in group B. The researcher saw that the children were very enthusiastic when telling stories using hand movements, although they were not perfect in their application but the children were able to tell stories and move them. hand puppet. In its application the researcher observed that children should be reminded and given Islamic stories so that children better understand the meaning contained in the story.

An expert (Irwanto, 2016) stated that the storytelling method is a learning delivered by telling stories. Another opinion was expressed by (Yaumi, 2013) which states that the storytelling method is a way of conveying or describing an event through words, pictures, or sounds that are given several improvisational additions from the narrator so that they can beautify the course of the story. (Anggraeni, Hartati, & Conscience, 2019)

The steps taken in learning the implementation of the storytelling method using hand puppets are as follows:

a. Storytelling Method Planning

Planning the storytelling method using hand puppets at RA At-Taqwa, namely the teacher prepares materials or media in advance that have been adapted to the theme that we will convey to the children. The teacher first introduces the media props that will be used to tell stories using hand puppet media or story books by adjusting the theme. Then the children were asked to stimulate the children to communicate through storytelling so that the children responded to the storytelling method. In addition to stimulating children to respond, the teacher tries to tell stories which aim to stimulate children's language development.

b. Implementation of the Storytelling Method

The implementation of the storytelling method using hand puppets at RA At-Taqwa is that the teacher provides opportunities for children to stimulate children to try using hand puppets while at the same time trying to tell stories using hand puppets. And children may be freed to choose the desired character, either a bad character or a good character with their own reasons. Then the children tell stories in front of the class in turn.

c. Storytelling technique

Before telling the story, it is necessary to prepare in advance how the storytelling technique will be conveyed to children. The storytelling technique used by the RA At-Taqwa teacher is using puppet media, using hand puppets in group B, namely first holding the puppet media, using a voice similar to the character as conveyed.

d. Storytelling evaluation

After telling a story, it always ends with an evaluation. Evaluation of storytelling at RA At-Taqwa conducted questions and answers to children. there are children who are able to answer and there are children who are just silent. In the evaluation of storytelling activities, the teacher usually asks the children to repeat what the teacher has told them. Evaluation of storytelling using hand puppets is usually the teacher stimulates children to try using hand puppets and retell stories based on the characters. Evaluation activities aim to obtain student learning success and provide input to teachers regarding what is being done in learning activities.

2. Children's Language Development at RA At-Taqwa

a. Understanding Receptive Language

In language development there are indicators that children are able to repeat stories with more vocabulary. Based on the results of the interviews, the researchers conducted interviews with Mrs. Sri Rahayu Sulastri, which was related to the language development of children at RA At-Taqwa. He said that when children tell stories, they are able to repeat stories with more vocabulary.

b. Understanding Expressive Language

According to Lenneberg (in Purwo 1997) children's language development is in line with their biological development. This is what is used as the basis why children at a certain age can speak, while children at a certain age cannot speak yet. However, in its development, in general, children have almost the same language acquisition components , both in their phenological development, syntax, semantics, and pragmatics. This is of course seen in terms of normal child language development (Zubaidah, 2004).

3. Factors Affecting the Implementation Process of Storytelling Using Hand Puppets in Stimulating Early Childhood Language Development at RA At-Taqwa Cirebon City

a. Supporting factors

Supporting factors in the Implementation of Storytelling Methods Using Hand Puppets in Stimulating Children's Language Development, namely Supporting factors in implementing the storytelling method using hand puppets in stimulating early childhood language development at RA At-Taqwa Cirebon City is the media itself such as the doll itself which can become supporting factors for the implementation of storytelling so that children's language development is well stimulated.

b. Obstacle factor

The inhibiting factor in the implementation of the storytelling method using hand puppets in stimulating early childhood language development at RA At-Taqwa Cirebon City is that if the school or institution does not have dolls, the limited dolls are adjusted to the funds and information on purchasing hand puppets with different characters. In addition, the inhibiting factors in active children and the ability of children to listen to stories are different so it is difficult to control.

D. Conclusion

Based on the results of qualitative research using data collection techniques in the form of interviews, observations, and documentation related to the implementation of the storytelling method using hand puppets in stimulating early childhood language development at RA At-Taqwa, Cirebon City, the researchers drew the following conclusions:

1. The implementation of the storytelling method using hand puppets in stimulating early childhood language development has been applied at RA At-Taqwa, Cirebon City. The storytelling method using hand puppets is a child-centered learning method. Through this method, children become subjects and learn directly which will try to stimulate language development because learning is child-centred. Learning the storytelling method needs a plan in advance, such as delivering a theme, each delivery of material must be in the form of a story. The implementation of the storytelling method using hand puppets, the teacher conveys stories using puppet props. The technique of applying the storytelling method using hand puppets in group B is first holding the puppet media, using a voice similar to the character. Evaluation is not only carried out for children, but also for teachers to be able to improve teaching methods, to be able to apply storytelling using attractive hand puppets and of course to stimulate children's language development optimally.
2. The development of children's language in RA At-Taqwa, Cirebon City, almost all children have developed in terms of language development, through activities carried out during learning. The learning process of language development involves the teacher's skills in teaching and children's skills in learning. Basically, early childhood is easy to teach various kinds to stimulate language development and is useful. Teaching children to be creative through storytelling activities that can help children imagine being able to retell with more

vocabulary and be able to express their desires, feelings or opinions in simple sentences. In addition, this is influenced by children's interest in the diversity of learning activities, thus making children active in exploring all learning activities.

3. The factors that influence the process of implementing the storytelling method using hand puppets at RA At-Taqwa are divided into two, namely the supporting factors in the implementation of the storytelling method using hand puppets in stimulating early childhood language development at RA At-Taqwa, Cirebon City. While the inhibiting factors in the implementation of the storytelling method using hand puppets in stimulating the language development of early childhood in RA At-Taqwa Cirebon City are limited dolls adapted to funds, active children and children's ability to listen to stories are different so it is difficult to control

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