




Stimulation of Language Skills for Early Childhood through the Picture Story Method

Sri Tulasih^{1*}, Hilmy Baihaqy Yussof², Muhammad Kristiawan³

¹ UIN Sunan Kalijaga Yogyakarta, Indonesia

² Universiti Islam Sultan Sharif Ali, Brunei Darusalam

³ Universitas Bengkulu, Indonesia

 tulasih2016@gmail.com

Abstract

The article analyzed the implementation of learning using the storytelling method through image media and analyzed the obstacles faced in the use of storytelling methods with picture media in developing motivational language skills in early childhood. This research was conducted at the Kindergarten of Sultan Agung Nglanjaran Sardonoharjo Ngaglik Sleman Yogyakarta. The method used the case study method. The research data sources consisted of informants including school principals, class teachers, and students, supported by other sources in the form of documents. Collection data techniques used observation, interviews and documentation. The data analysis is focused during the field process along with data collection. The results found that the development of language skills of students in class B2 elementary school consists of 23 students. There were 40% or 10 students that develop in achieving the indicators, and 60% of children have developed very well in achieving the specified indicators, where as many as 20 students out of 23 students have achieved very good development indicators, and 3 students have started developing.

Keywords : Early Childhood, Storytelling Method, Picture Media

ARTICLE INFO

Article history:

Received

March 20, 2020

Revised

Mei 25, 2020

Accepted

June 29, 2021

Published by
Website

CV. Creative Tugu Pena

<https://attractivejournal.com/index.php/bec>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>



INTRODUCTION

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education (Pendidikan, Kebudayaan, and Indonesia 2016). Early Childhood Education, hereinafter abbreviated as PAUD, is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter higher education. further

According to Government Regulation (PP No.32 of 2013 Article 77G (1), the structure of the Formal Early Childhood Education Curriculum (PAUD) contains six development programs, namely the development of religious and moral values, motor, cognitive, language, social emotional, and art (Mursid 2009). According to the technical guidelines for the implementation of Kindergarten, the development

programs are grouped into two areas, religious and moral values as well as emotional social including in the field of behavior development, while motor, cognitive, and language (including art) are grouped in the fields of development of basic abilities.

In Kindergarten children begin to be given a planned education and systematic. Therefore, Kindergarten is an environment for children outside the family where they receive formal education, so Kindergarten must be a fun place for children. It is further explained in the Law of the Republic of Indonesia Number 20 of 2003 Article 3 that "National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of participants to become human beings who believe and fear God. The Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

In fact, nowadays many parents complain that their children spend more time in front of the television than studying. Moreover, children believe what they see on television more than their parents (Nanda Ardios Pratama, Eka Agustina, Muhammad Syaiful Amri 2018). Incidents like this have become a family menu today. We can't necessarily forbid children from watching television programs they like, due to the fact that what is served on television is more interesting than studying or reading textbooks.

Wise parents will manage time with various strategies so that their children get optimal opportunities to develop imagination, knowledge and creativity in various things. One of the wisdoms of parents is to accompany their children when watching television and provide "input" if it is felt that something can have a negative impact on the child's life (Wahyuni and Padliyah 2022). Another wisdom that needs to be done by a Kindergarten teacher is by telling stories for students. Telling stories for Kindergarten teachers is not just a solace, but the most important thing is to educate and instill sensitivity, creativity and initiative in children. Because at the age of Kindergarten children tend to imitate. Creating a tradition of storytelling in Kindergarten is not something old-fashioned, but it is believed that it can trigger and spur children to be creative and independent. Storytelling is one of the creative "brain teasers" left and right. Children will develop their imagination, emotions and reasoning and in turn will motivate children to study harder. Storytelling is a way to pass on cultural heritage from one generation to the next. Storytelling can also be a medium to convey the values prevailing in society (Pratisti 2008) A good storyteller will make the story interesting and lively. The involvement of children in the fairy tales told will provide a fresh, interesting atmosphere, and become a unique experience for children.

In developing and improving the abilities of early childhood, it must always be based on the elements of the child's character and personality, because education is the basic capital to prepare quality human beings, education must be carried out from an early age (from birth to the age of 6 years). Storytelling has an important meaning for children's development, because through storytelling can communicate cultural, social, and religious values. In addition, it can also instill a work ethic, time ethic, and natural ethos, helping to develop fantasy, cognitive dimensions and children's language dimensions (Suyadi 2010).

The role of educators, especially Kindergarten teachers, is very necessary in an effort to develop the potential of students. Therefore, the implementation of learning in Kindergarten must be planned, programmed and integrated by taking into account the level of child development. Teachers must be able to use learning methods that are in accordance with the needs, interests and abilities of students.

The teaching plan or program must be stated in the form of a learning activity program that is prepared in order to motivate children's learning. In Kindergarten, learning is carried out through the field of habituation development and the field of basic ability development which includes aspects of language, cognitive, physical/motoric development and art. One of the methods used in delivering material or activities that are included in the aspects of language and cognitive development is storytelling, but not only by telling stories, Kindergarten teachers can provide learning motivation to children. These activities must be supported by interesting learning media, namely by using teaching aids. The teaching aids used as learning media are adjusted to the themes and materials given at that time, so that children are more focused on what the teacher will convey.

Motivation is a psychological condition that encourages someone to do something. In learning activities, motivation can be said as the overall driving force in students that creates, ensures continuity and provides direction for learning activities, so that it is hoped that the goals can be achieved. In learning activities, motivation is very necessary, because someone who does not have motivation in learning, will not be able to carry out learning activities (Aulina 2018). Therefore, so that the achievement of these goals can be optimal, it is necessary to have a learning plan in Kindergarten. which includes how to choose the right materials, learning resources and activity materials so that teachers can create an interesting and meaningful learning environment so as to create children's learning motivation optimally.

The goal to be achieved through the storytelling method and the use of image media is to convey messages and understanding to students so that they can stimulate children's thoughts, feelings, concerns and interests in such a way that it is hoped that children's language skills can be optimal and can motivate children to study harder. The benefits of storytelling develop children's imagination, increase

the experience of training concentration power, increase vocabulary, create a friendly atmosphere, train capture power, develop social feelings, and develop children's emotions by practicing listening (Novan Ardy Wiyanti 2011).

Children's language skills are important because with this language children can communicate with friends or the people around them. Language is the main form of expressing thoughts and knowledge when children have relationships with other people. Children who are growing and developing communicate their needs, thoughts and feelings through language with words that have meaning. Language development has four components consisting of understanding, developing vocabulary, compiling words into sentences and speech (Nur Tanfidiyah and Ferdian Utama 2019). The four developments have an interrelated relationship with each other, which is a unity. These four skills need to be trained in early childhood because with these language skills children will learn to communicate with others, as stated in the 2004 curriculum that the basic competencies of language development for early childhood are children are able to hear, communicate verbally, have a vocabulary and recognize the symbols that represent them. Given that language is a symbol system, humans can think and talk about something abstract, in addition to the concrete. Children before entering the world of education (entering school) there is a tendency to use forms of language that can be understood by their parents and those around them. Based on the background of the problems described above, the authors formulate research problems how to implement learning using the storytelling method, how to use image media in the learning process using the story method, then what obstacles are encountered in using the storytelling method with image media.

METHOD

The research method used in this study is a case study method that uses a qualitative approach, according to Sugiyono, the research method is a scientific way to obtain research data with certain objectives and uses (Sugiyono 2010). Researchers collect information in the field in detail using various collection procedures and the time specified. In this study, the author uses a case study research method because this research will explore an activity and a child development process. These activities and processes are carried out by a group of students and teachers in early childhood education, especially in Kindergarten. The location of this research is the Kindergarten of Sultan Agung Nglanjaran Sardonoharjo Ngaglik Sleman Yogyakarta. The data sources of this research consisted of informants who included several elements, namely the principal of the Sultan Agung Kindergarten, the accompanying teacher, and the Sultan Agung Kindergarten students. This research is also supported by other data sources in the form of documents including learning programs and plans, reports on child development, learning resources and tools. The subjects in this study were

respondents and informants who could provide information about the problem under study, namely group B students as many as 24 students, and Sultan Agung Kindergarten teachers as many as 2 people. While the objects of this research are story books, picture media used in learning at Sultan Agung Kindergarten. The books available are picture story books, series story books. As for this research, the writer examines the use of the story method with image media.

In this study, the researcher used participant observation, namely the researcher was directly involved with the daily activities of the person being observed or the person being observed as a source of research data. What was observed was the children's language skills before and after the application of the storytelling method using picture media at Sultan Agung Sardonoarjo Kindergarten Ngaglik Sleman Yogyakarta. Then conduct interviews, interviews are methods by meeting two or more people to exchange information, ideas, through question and answer, so that meaning can be constructed in a particular topic (Sugiyono 2010). The type of interview conducted by the author is a guided free interview, meaning that the author asks open-ended questions more freely and not with a strict structure but loosely, so that complete and in-depth information can be obtained. This concession provides an opportunity for informants to provide answers freely and honestly. Based on the answers from the informants, the interview will progress to the following questions. Then do the documentation, documentation is a way to collect data through the available documentation. This technique is to dig up data about the history and purpose of its establishment, vision and mission, school profile, state of the teaching staff, graphs, number of students, documents in the form of learning programs, reports on student learning outcomes, photos of learning activities. and state of infrastructure, geographical location of Sultan Kindergarten Agung Sardonoarjo Ngaglik Sleman Yogyakarta. Finally, data triangulation was carried out. Triangulation method (combination or combination) of various methods used to examine interrelated phenomena from different perspectives and perspectives. Triangulation of this data is done so that the research is able to uncover negative or contradictory cases (Surakhmat 2009).

RESULTS AND DISCUSSION

A. Application of Storytelling Method

Based on the results of observations, documentation and interviews that the author did, it can be seen that the teachers at Sultan Agung Sardonoarjo Kindergarten Ngaglik Sleman Yogyakarta, have tried their best to develop the motivation of children's language skills through the application of storytelling methods with appropriate picture media. with what the researcher directs, namely by following the steps of applying the storytelling method as follows:

1. Determine the objectives and the chosen theme for the storytelling activity
2. Determine the chosen storytelling technique

3. Determine the materials and image media needed for storytelling activities
4. Determine the assessment of the results of storytelling activities.

Based on the results of the study, it can be seen that the development of language skills in early childhood is still classified as not so developed as expected. This can be seen, when students are unable to communicate, have not been able to tell stories, express ideas / ideas, answer questions, who still need help and get children used to saying greetings and returning greetings.

For this reason, it is necessary to hold more intensive and in-depth teacher efforts so that children's language skills can be better directed and controlled. During this research, there were several changes made by the teacher so that the development of children's language skills could develop for the better, namely by applying the storytelling method with better picture media and in accordance with the steps and criteria described in the previous chapter.

In an effort to develop the language skills of grade B students at Sultan Agung Sardonoharjo Ngaglik Kindergarten, Sleman Yogyakarta, the steps that the teacher takes are as follows:

1. Setting goals and selected themes for storytelling activities

In the first step, is the initial activity in activities using the storytelling method, namely by making plans in setting goals and themes to be achieved and discussed in learning activities, such as the goals to be achieved, namely children are able to be cooperative with friends, able to show tolerance and able to communicate in accordance with existing conditions, able to recognize manners and manners in accordance with local socio-cultural values, able to understand rules and discipline, able to show empathy and appreciate the advantages of others, children are able to say and answering greetings, being able to say thank you when they get something, children can communicate with teachers and friends. By imitating the commendable qualities in the story, of course, starting with the teacher as the first example that students see in class / school by always doing activities that reflect good behavior towards children.

With good and directed planning, the teacher becomes more careful in choosing the material to be delivered, it must be adjusted to the development indicators to be achieved, with this suitability, the expected learning outcomes will be easier to obtain (Ningsih 2016).

2. Determining the chosen story technique

In the second step, namely determining and selecting the story technique that will be used in learning. The story technique chosen is reading directly from the book, telling stories using illustrations from books and telling stories by playing with their fingers. These three techniques are carried out by the teacher so that they complement each other and attract the attention of students so that they can focus their attention and not get bored, so that the essence of the story

conveyed can be understood by children well and can be practiced inside or outside school so that the language skills gained will be improved. be better for their future life. It should be for a kindergarten teacher requires preparation and practice. The use of picture illustrations in storytelling can clarify the messages spoken, as well as to increase children's attention during the course of the story. Likewise, the story technique while playing with the fingers is done by the teacher in order to make it easier for the teacher and attract the attention of students.

With this second step, the teacher is more confident and does not bother to determine the right storytelling technique used in learning activities in the classroom. Because previously the teacher had understood various story techniques and just had to choose one that was tailored to the needs of storytelling.

3. Determining the materials and tools needed for storytelling activities

In the third step, the teacher already understands very well about the materials and tools needed and used in storytelling activities. The readiness and accuracy of the teacher in preparing materials and tools such as animal story books, animal picture media are needed according to the title and theme of learning. The use of materials and aids in this learning activity is very important, because both of them will make it easier for teachers to convey material to their students and make students focus on listening as well as retelling what the teacher has said before.

4. Determining the assessment of the results of storytelling activities

In the last step the teacher provides an assessment of the results rather than the implementation of the storytelling method to students as an effort to develop their language skills. In conducting the assessment, the teacher uses an assessment observation sheet on the development of children's language skills. Assessment activities are carried out from the development of children in knowing, understanding, liking and practicing what the teacher has conveyed such as helping each other, not hurting others and empathizing with friends or people who need help. After the implementation of the storytelling method using picture media about all the material that has been determined and mentioned earlier, the development of children's language skills begins to develop for the better. This is because children always have a desire to imitate what the characters told in the story are like.

With the third and fourth steps, learning activities using the storytelling method with picture media as a method for developing early childhood language skills are increasingly running smoothly and well. The selection of the right media or tools to convey information or messages to students makes it easier for teachers to convey material and students are more enthusiastic to listen to stories accompanied by an assessment of the results of these activities, so the use of

storytelling methods with picture media is appropriate and satisfactory results were obtained.

The speech development of golden age children takes place rapidly as can be seen in the development of understanding and various speaking skills. Montessori states that at this time children can receive and understand commands quite well. Language is very important to convey inspiration, desire, the use of Indonesian, regional languages (Javanese) also require habituation and learning. So the development of language at this time, seen with daily activities that use the Javanese language, such as: (a) greet with a greeting to be polite with guidance (*kula nuwun, nyuwun sewu, etc.*) (b) sing songs regional (*bathok sluku, cublak - cublak suweng, tri legentri and others*), (c) do something according to the command of the Javanese language, (d) use question words *why*, (e) use question words (*sinten, Pripun, kenging why, wonten pundi*) and many other Javanese languages that are introduced to students (B. Hurlock 2010).

Furthermore, every teacher who will carry out the learning process, the teacher is required to make a learning plan in advance so that learning occurs according to the expected goals. The learning planning includes annual planning, semester planning, weekly planning and daily planning. It is also equipped with assessment or evaluation planning which includes daily assessments, anecdotal notes, performance assessments, conversation assessments, assessment of work results, and much more. Every teacher is required to make learning plans before the learning activity process is carried out. It is hoped that with good learning planning teachers are more prepared to carry out learning.

The plans made by the Sultan Agung Kindergarten teacher are annual planning, semester planning (Prosem), weekly planning (RPPM), daily planning (RPPH). The planning includes aspects of habituation, skills, physical motoric, cognitive, artistic, religious and moral values. The forms of planning are as follows. From the annual program above, then the teacher carries out learning activities by making RPPM, which will later be translated into RPPH (Daily Learning Plan). Regarding storytelling activities with picture media carried out by the teacher, it is stated in the prepared RPPH. Storytelling activities with picture media are not carried out by teachers every day, this is because so that children do not get bored, so storytelling activities are carried out once a week. there is no storytelling activity but there are incidents of children fighting, to convey a message to children that fighting is not good then conveyed by telling stories.

Learning activities that take place at Sultan Agung Ngaglik Kindergarten are divided into three activities, namely opening activities, core activities and closing activities. Usually teachers carry out storytelling activities during the early learning activities. Storytelling activities are given at the beginning with the reason it is at those times that the children are in a state of concentration ready to receive learning. In the implementation of the storytelling activities carried out by the

teacher, the children were greeted enthusiastically. Before starting to tell stories, the teacher conditions the children to sit, sit in a circle, after the children sit neatly and calmly, the teacher makes an agreement with the children on how to listen to the story, after there are some agreement on the rules in listening to the story, then the teacher starts telling stories. The language used by the teacher in telling the story is so simple to get the children's understanding in understanding the content of the story. From the author's observations, the children are very enthusiastic and captivated by the story told by the teacher. The teacher in conveying can be in accordance with the characters in the story, the use of image media is very supportive of storytelling activities, the children laugh, are sad, happy to hear the story.

After finishing the story, the teacher does not forget to ask the children about who the characters in the story are, what are the characteristics of some of these characters, good and bad deeds. the teacher. At the end the teacher conveys the moral message contained in the story. The learning objectives here are for children to be helpful, respectful, not arrogant, not evil to others. During storytelling activities, children are carried away in the storyline so that they participate in the content of the story, in sad conditions the children are sad and happy, the children laugh. Especially when the teacher shows pictures of the characters in the story, the children become calmer and more enthusiastic.

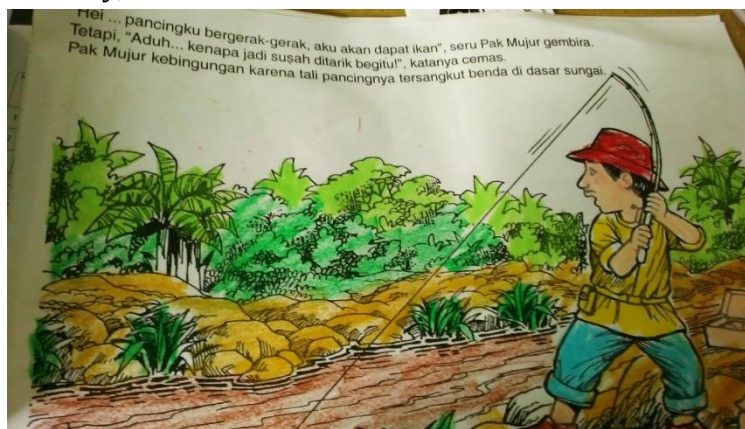


Figure 1.1 The teacher tells a story using the media image of a monkey and a hook

In the following week, the teacher returned to using the storytelling method with picture media. The title presented to the children was different from the previous week. This is so that many moral messages can be conveyed not only through one story. The storytelling activity the following week entitled "timun Emas" was taken from story books but not all from books.



Figure 1.2 The teacher tells stories using picture media

From the observations during the storytelling activities, it is known that the children seem very happy to hear stories from their teacher. This can be seen from the very serious face that follows every scene in the story that is delivered.

B. Implications of using the storytelling method

Based on the observations that have been made during the learning process using the storytelling method using picture media, it is known that the educational program at Sultan Agung Kindergarten, Ngaglik sub-district does not only provide learning on the subjects listed in the RPPH, but is more supported with the creativity of the teacher when providing improvisation and funny and unique styles. Develop children's imagination power according to the child's condition and according to his development. (Ningsih 2016).

In general, seeing the expressions of children when listening to stories was very enthusiastic in participating in storytelling activities until the end of the story. However, whether or not the story was told was very much influenced by the teacher in expressing the story delivery. Therefore, teachers at Sultan Agung Kindergarten, Ngaglik sub-district are given the freedom to express each story that will be conveyed according to the conditions of their respective classes.

From the stories that have been told by the teacher, there are several character values of children that were developed to motivate the language skills of early childhood group B in Sultan Agung Kindergarten, Ngaglik sub-district.

Some of these character values are:

1. The Story of the Monkey and the Hooker Positive

values that can be taken from the story are the values of patience, perseverance, exemplary, and gratitude. Patience is an effort to achieve a dream and perseverance in achieving something. Perseverance is a character value that is needed for an effort to achieve goals.

2. The story with the title "Golden Cucumber"

The character values displayed are hard work, gratitude, help, compassion, care, independence, character values that are instilled early on will make children in the future more prepared to face life.

3. The story of “helping out”

In the story of being helpful, the values that are instilled in children are the values of honesty, tolerance, caring, and humility. To be honest is to say or provide information that is in accordance with reality and the truth. Humans will be valuable in the sight of Allah SWT and fellow humans when honest nature becomes one's self-construction.

Humans are commanded by God to behave honestly. For Muslims, the Apostle is the best role model because he has a noble personality in terms of honesty. Tolerance, concern, and humility are also character values that must be instilled from an early age. Tolerance is a trait that respects differences of opinion, and does not always assume that he is always right.

The storytelling method using picture media can help stimulate and encourage children's development, especially in language and cognitive development. In addition, by telling stories, children are actively directed in their emotional, mental and social development. The success of the teacher in conveying a message through stories is the extent to which the changes and developments experienced by children, especially those related to the formation of positive characters in children. According to the teacher who teaches in group B, that a story with picture media is said to be successful if the moral message is positive. what is conveyed by the teacher can be accepted, understood by the child, then there is a change in attitudes and behavior in students (Ningsih 2016). The teacher's ability to convey stories is also very influential on the success of a message being conveyed to students. The results of observations prove that when teachers tell a story to children in an interesting way using the media.

The author analyzes the data from the research activities that have been carried out at Sultan Agung Nglanjaran Sardonoarjo Ngaglik Sleman Kindergarten, Yogyakarta, after the research activity was carried out using the storytelling method with picture media as an effort to develop motivational language skills for early childhood by following the steps outlined below. true and appropriate according to the theory that the author put forward, the teachers at Sultan Agung Nglanjaran Sardonoarjo Kindergarten, Ngaglik Sleman Yogyakarta, became easier and more focused in carrying out storytelling activities. The storytelling activity carried out has content and material that is adjusted to the indicators to be achieved, namely social emotional development, language, cognitive, early childhood in order to achieve assessment standards that develop according to expectations.

At the initial observation stage, most students are still confused and have not been able to practice several indicators of achieving the development of language skills for children aged 5-6 years, such as: children are able to cooperate with friends, are able to show a communicative attitude and are able to express language according to existing conditions. , able to recognize manners and

manners in accordance with local socio-cultural values, able to understand rules and discipline, able to show empathy and appreciate the advantages of others.

Based on the results of the study, it can be seen that the development of language skills of students in class B2, which consists of 23 students, with details of 14 boys and 8 girls, is still not in line with expectations. This is because of the total number of students there are still 20% or 3 students whose language ability development has not yet developed, then there are 40% or 10 students who are starting to develop in achieving indicators, and children whose language development has developed very well in achieving indicators. which is determined to reach 40% or 10 students only.

Based on the initial observation data above, the teacher then tries to apply a storytelling method with image media that is more active, creative and innovative in the hope that the development of students' language skills can develop as expected. In accordance with the discussion in the previous sub-chapter, where the teacher has tried to apply a learning method that is in accordance with the right steps, the results of the research are quite satisfactory. Where students in class B2 Kindergarten of Sultan Agung Nglanjaran Sardonoarjo Ngaglik Sleman Yogyakarta, the development of language skills developed for the better than the results of the initial observations that the author did. This can be seen from the many changes in the nature and attitudes of students.

From all B2 class students, in the final observation, it is known that there are 20 students or 80% who are able to achieve the indicators well and have very good development of language skills, and there are 20% or 3 students who are sufficient in achieving indicators and developing abilities. language begins to develop, and there are no students who have not developed or are lacking in achieving the specified development indicators. This shows that the application of the storytelling method using picture media in developing the motivation of students' language skills at Sultan Agung Nglanjaran Sardonoarjo Kindergarten, Ngaglik, Sleman, Yogyakarta, can be said to have succeeded quite satisfactorily.

Educating children means delivering them in the formation of character and personality as a provision to be themselves so that later they are able to appear as individuals with character. This is because the success of an education is no exception in character building when awareness arises in children when they experience problems.

Furthermore, to find out the children's characters related to the stories that have been conveyed by the teacher are as follows:

1. Love for Allah

This character of Allah's love is seen when children are able to pray before and after eating, before and after activities, children feel enthusiastic and happy when practicing ablution and prayer, children are accustomed to saying and answering greetings, saying thank you when getting something, saying

bismillahirrahmanirrahim when starting a job, say *alhamdulillahirabbil "alamin* when you get something. The steps taken by the teacher to instill the love of God are to provide good role models in children and direct them to recognize God. Teachers can explain about the greatness and power of God, scientifically, for example, explaining that everything on this earth is God's creation so that they understand that everything in this world is created by God. Furthermore, facilitating children to read the Koran at school, the teacher also provides the story about the Prophet so that children love the Prophet more than the person the child idolizes.

2. Communicative

The relationship between students and teachers, students with students, teachers with teachers or other staff would use communication, interact well. Especially in children are expected to communicate well and correctly. Given the method of storytelling with picture media, it is hoped that children will be able to communicate, their language skills can develop well.

The step of inculcating communicative character is with the teacher giving an example in communicating with anyone who must be friendly, polite. The teacher gives direction to children so that in communicating friendly, polite, not yelling, shouting, in communicating with anyone and anywhere.

3. Discipline

The character of a child's discipline can be seen when the child is able to know the best practices at school, for example coming to school on time, wearing school uniforms according to school regulations. The character of discipline can also be seen in storytelling activities, when the teacher tells the story before the teacher makes an agreement about the rules when telling stories, about the attitude of children when listening to stories. Several steps were taken by the teacher in order to instill the character of discipline, among others, by making rules that were adapted to the child's age and nature, not burdening the child. Then the teacher became a role model who gave him an example of a disciplined lifestyle so that children easily imitated him. Tells the story of the Prophet which contains the values of discipline.

4. Independent Independent

Character is seen when children can do their own activities, for example, wash their own hands, eat and drink, can pick up and clean up on their own, do activities that are not assisted by the teacher. The teacher only accompanies and provides direction / gives examples to the child. The teacher will give praise when the child does it correctly and independently.

5. Curiosity

In developing children's curiosity, schools provide several supporting facilities, for example with various picture story books. By providing these story books, children are interested in seeing and reading them because the pictures are

interesting. As for other interesting facilities such as modern and traditional musical instruments, and various other game tools.

6. Love to read

To foster a culture of fondness for reading. The teacher provides a variety of illustrated reading books, magazines with pictures, and can play videos. With the teacher introducing various books, reading together at certain times, children are given time to read and choose their own books. At certain times the teacher reads a story book, the child will like to read. The formation of children's characters as described is partly the result of the experience and learning process of children through stories that have been conveyed by the teacher. Through the stories that have been heard by the children, the changes that occur are the children's behavior in accordance with the values that are understood by the children in the story. There are still many other characters that can be conveyed through the story.

In applying the storytelling method using picture media, the teachers at Sultan Agung Nglanjaran Sardonoarjo Kindergarten, Ngaglik Sleman Yogyakarta, cannot be separated from various obstacles. Among them are internal factors (Internal Teacher) and external factors. Internal factors include the teacher, because not all teachers master storytelling techniques, so it requires practice, continuous training so that storytelling skills can be honed well

The external factor is more on the lack of communication with the child's parents, regarding the cultivation of language skills can be done through the method of storytelling with image media, this can also be done by parents at home. The use of picture media in the motivational development of children's language skills shows that children are more motivated to learn, because the presence of picture media can help students be more interested in receiving story content and in instilling character values. In utilizing the storytelling method with picture media, it can streamline the learning process and at the same time foster motivation in children's language skills, this can be seen from the author's observations, students become enthusiastic about paying attention to the stories conveyed by the teacher. The storytelling method using picture media really helps the teacher in conveying a message and can be watched by children with enthusiasm, learning activities can run smoothly, so that learning objectives can be achieved.

CONCLUSION

Based on the results of data processing and data analysis, the results of the research that the author did, it can be concluded that the implementation of learning by using the storytelling method can increase the motivation of the language skills of class B students at Sultan Agung Nglanjaran Sardonoarjo Kindergarten, Sleman Yogyakarta, 2015/2016 Academic Year, and has developed well, this can be seen from the communicative attitude of children who develop very well in their daily activities when in class or playing with friends outside the

classroom, they have been able to show the ability to be communicative with friends, as well as with teachers. . The use of picture media in storytelling is very helpful for teachers in conveying learning to achieve goals, in conveying messages to children that are more interesting, clear and objective. Children are able to express emotions in accordance with existing conditions, are able to recognize manners and are able to communicate with the school environment, with teachers and friends. Constraints faced in using the storytelling method using picture media are the limitations of available media facilities, the ability of teachers to make drawing media, because not all teachers can draw, mastery of storytelling methods by teachers who not all teachers have the skills, mastering techniques in storytelling.

There are several suggestions that the author wants to put forward, which include helping teachers in choosing and determining the right method in the process of learning activities, especially in learning activities. Language skills are one of the main priorities that must be achieved and developed so that children can get along with their friends and can communicate well. Monitor and provide direction in the process of learning activities carried out by the teacher.

REFERENCES

- Aulina, Choirun Nisak. 2018. "Penerapan Metode Whole Brain Teaching Dalam Meningkatkan Motivasi Belajar Anak Usia Dini." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 2(1):1-12. doi: 10.31004/OBSESI.V2I1.1.
- B. Hurlock, Elizabeth. 2010. *Perkembangan Anak*. Jakarta: Erlangga.
- Mursid. 2009. *Kurikulum Dan Pendidikan Anak Usia Dini (PAUD) Sebuah Harapan Masyarakat*. Semarang: Aktif Media.
- Nanda Ardios Pratama, Eka Agustina, Muhammad Syaiful Amri, Adnani Budi Utami. 2018. "Peran Orang Tua Dalam Menangani Dampak Negatif Tontonan Televisi Bagi Anak." *Jurnal Abdikarya : Jurnal Karya Pengabdian Dosen Dan Mahasiswa* 1(1):4-6.
- Ningsih, Ninik Utami. 2016. *Wawancara Guru Di Taman Kanak-Kanak Sultan Agung Nglanjaran Sardonoharjo Ngaglik Sleman Yogyakarta*. Yogyakarta.
- Novan Ardy Wiyanti, Barnawi. 2011. *Format PAUD*. Yogyakarta: Ar-Ruzzmedia.
- Nur Tanfidiyah, and Ferdian Utama. 2019. "Mengembangkan Kecerdasan Linguistik Anak Usia Dini Melalui Metode Cerita." *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 4(3):9-18. doi: 10.14421/jga.2019.43-02.
- Pendidikan, Menteri, D. A. N. Kebudayaan, and Republik Indonesia. 2016. "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2016 Tentang Standar Penilaian Pendidikan."

- Pratisti, Wiwien Dinar. 2008. *Psikologi Anak Usia Dini*. Jakarta: PT Indeks.
- Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta.
- Surakhmat, Winarno. 2009. *Pengantar Penelitian Ilmiah Dasar Metode Dan Teknik*. Yogyakarta: Raja Grafindo.
- Suyadi. 2010. *Psikologi Belajar Pendidikan Anak Usia Dini*. yogyakarta: Insan Madani.
- Wahyuni, Annisa, and Nanda Padliyah. 2022. "Peran Orang Tua Dalam Pemilihan Film Kartun Yang Dapat Mempengaruhi Perilaku Anak Usia Dini." *Jurnal Maqasiduna: Ilmu Humaniora, Pendidika & Ilmu Sosial* 2(1).

Copyright Holder :

© Sri Tulasih, Hilmy Baihaqy Yussuf, Muhammad Kristiawan (2022).

First Publication Right :

© Bulletin of Early Childhood

This article is under:

CC BY SA