

DEVELOPING SPEAKING ABILITY THROUGH STORYTELLING METHOD USING CARTOON PUPPETRY MEDIA IN CHILDREN

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Abstract

This research was motivated by the results of the researcher's observations on group B children at Dharma Mulya Kindergarten. This research aims to determine the process and results of speaking ability through the storytelling method using cartoon puppet media. This research used Classroom Action Research (PTK) using three cycles with the subject being group B children at Dharma Mulya Kindergarten with a total of 15 children. The assessment instrument used was a checklist assessment sheet. The conclusion from the results of this research is that there was an increase in completeness in pre-action with a number of 20% from 15 children, then action was carried out in cycle I, the percentage of completeness value was 33.3% from 15 children and compared again in cycle II with a percentage of 66.7 % then continued in the third cycle, namely to 86.7%. So telling stories using cartoon puppet media can improve the speaking skills of group B children at Dharma Mulya Kindergarten, Adan-adan Village, Gurah District, Kediri Regency.

Keywords: speaking ability, storytelling method, cartoon puppet media

INTRODUCTION

Early childhood is a child aged 0-6 years which they can call the golden age. In this golden age, children's development becomes very rapid, both in terms of children's physical development and children's psychological development. According to Susanto (2011) development is a gradual mental change over a certain time from simple abilities to more difficult abilities. For this reason, in this development process, stimulation is needed that can support improving a child's development, both physical development and intellectual development of the child. Early childhood is at the most rapid stage of development and growth, both physically and mentally (Susanto, 2011).

Language is a system of symbols for spoken, written and signed communication. Language consists of the terms used in society as well as the rules for pairing and combining these variations. Language is a vital component of human life. Humans struggle to engage and communicate with others in the absence of language. "Language is a code in which ideas or concepts of the world or environment are represented by a set of agreed symbols to continue communication," (Muliawati, A., Sumardi 2019). "Language is a system, symbols in the form of sounds, arbitrary, used by a language community to collaborate, communicate and identify," (Muliawati, A.,

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Sumardi 2019). Several views suggest that if language skills, especially speaking, are stimulated from an early age by providing opportunities for children to interact with the environment, then the child's speaking ability will be in accordance with the characteristics of early childhood language development. By talking, children can communicate well. Can convey messages or wishes to other people.

Speaking ability according to Wijaya (2015) is a skill to inform, express, convey or communicate thoughts or ideas and feelings to other people, besides that speaking skills need to be trained in children from an early age so that children can express their thoughts, ideas, feelings and answer questions. given to him through spoken language. Having good speaking skills will also become a good habit for children.

One strategy to improve children's speaking skills is to use the storytelling method and stories provided. Teachers must be involved to attract children's interest. Even the pre-observation that we carried out in group B of DHARMA MULYA Kindergarten showed that there were still some children in group B's speaking ability who were not in accordance with the development they should have. The low speaking ability of group B is due to the lack of variety in the learning activities carried out to develop language, especially speaking. Apart from that, the media used cannot attract children's attention, the media used is not well developed, class management during learning is not good, and children's readiness for learning. This can be seen when children's learning in class is not active. This research focuses on the speaking ability of children at Dharma Mulya Kindergarten which is classified as very poor and based on data from 15 children, only 33.3% of children are able to speak according to the child's development.

Based on this problem, improvements are needed in the speaking learning of group B children at the Dharma Mulya Kindergarten, Adan-Adan Village. Efforts to develop speaking skills packaged in the media "wayang cartoon" require an interesting and fun learning process for young children. Based on the background above, the next research objective that will be discussed is to focus more on literature studies, results, and subsequent discussion, namely to examine and describe the learning process through the storytelling method using cartoon puppet media to improve the speaking skills of group B children at Dharma Mulya Kindergarten.

METHOD

This research uses a collaborative classroom action research design. The collaborative model is used in research because the help of a collaborator is needed during the learning process. The model for designing classroom action research (PTK) used is the action research model by Kemmis and Taggart (in Arikunto, 2010) which describes four steps, namely: (1) planning; (2) action; (3) observing; (4) reflecting. This research chose research on children aged 5-6 years, Dharma Mulya Kindergarten, Adan-Adan Village, Gurah District, PTK is Classroom Action Research.

The data source in this research uses the results of observations of group B children at Dharma Mulya Kindergarten, Adan-Adan Village before and after the action was carried out. The technique used in this research is data about children's abilities and data collection instruments. According to Arikunto, S., Suharjo (2019), the data analysis technique for this research uses descriptive, quantitative, because it compares the acquisition of children's grades in one class before the action and after the action takes place from cycle I to cycle II.

FINDINGS AND DISCUSSION

General Plan for Action Implementation

This observation was carried out in group B of Darma Mulya Kindergarten, Adan-Adan Village, Gurah District, namely to determine children's speaking abilities when telling stories. In this pre-action research, the teacher teaches about animal themes with the sub-theme of farm animals using cartoon puppet media. And the researchers practiced telling stories using cartoon puppets. Observation before action is taken to find out the circumstances of real events that occurred before the researcher conducted the research. The results have been achieved in the ability to speak before acting and finally will be compared with the results after the execution of the study. This comparison is intended to show that there is improvement before and after the research.

In this stage, researchers and collaborators observed the speaking abilities of group B students at Dharma Mulya Kindergarten, Adan-adan Village. This pre-action was carried out on Monday, September 4 2023. The researcher made observations about what the teacher obtained, the data obtained before the action was taken from the way the child spoke and the act of repeating the story.

Table 1. Pre-Action Checklist Assessment Sheet Speaking Ability Through Storytelling Method Using Cartoon Puppet Media for Group B Children at Dharma Mulya Kindergarten, Adan-Adan Village, Gurah District

No	Rated aspect	Before Research Action					
		Hasn't Appeared Yet		Starting to Appear		It Has Appeared	
1	Children's clarity in retelling stories using cartoon puppet media	7	46.7%	5	33.3%	3	20%

Children who completed the pre-action evaluation reached 20% of the total, while 80% of the total number of children had not completed it. There were 7 children who received the Not Yet Appeared (BM) classification with a calculation of 46.7%, the Starting to Appear (MM) category with a calculation of 33.3% was given to 5 children. There were 3 children who received a score in the range of 20% for the Already Appeared category (BC).

Based on the results of the pre-action checklist evaluation above, many children still have difficulty speaking. Group B children at Darma Mulya Kindergarten were still unable to display their speaking skills during pre- observation, which was due to the lack of in-depth narrative techniques used by educators at the institution. The researcher attempted to conduct classroom action research to improve teaching based on the findings of this data.

Carry out Learning Action Activities Cycle 1 (one)

Planning

When carrying out cycle I activities, start by preparing a set of lessons in the form of a lesson plan. Daily Learning creates assessment tools using checklist techniques, prepares cartoon puppet media to carry out storytelling activities.

Implementation

The implementation of the first cycle of actions was carried out on Thursday, September 7 2023 with the theme "I Love the Earth" with the sub-theme "Farm Animals". The number of actions carried out in the first cycle was 15 children. Currently researchers are using cartoon puppet media to improve children's speaking skills.

Observation

Observations at this stage are carried out by observing each learning process with the theme Animals and sub-themes farm animals. The results of the observations are used to determine the type of action for the next cycle. From the results that researchers have carried out during the learning process, all children in the learning process are still starting to learn optimally, this can be seen from the following research results table.

Sure! Here's the translation:

Table 2. Checklist Assessment Sheet for Cycle 1 Speaking Ability Through Storytelling Method Using Cartoon Puppet Media in Group B Children of TK Dharma Mulya, Adan-Adan Village, Gurah District.

No	Rated aspect	Before Research Action			
		Hasn't Appeared Yet		Starting to Appear	It Has Appeared
1	Children's clarity in retelling stories using cartoon puppet media	7	46.7%	3 20%	5 33.3%

The table above shows that there are 7 children who received the Not Yet Appearing (BM) category with a calculation of 46.7%, there are 3 children who received the Starting to Appear (MM) category with a percentage of 20%. And finally there are 5 children who are in the Emergent (SM) category with a calculation of 33.3%

The results of the first cycle assessment above also show that children's speaking ability is beginning to improve using cartoon puppet media. This can be seen in cycle I with calculations categorized as Already Appearing with a total of 5 children, namely 33.3%. This shows that the actions taken in cycle I have begun to be able to improve children's speaking abilities, and researchers will review the level of success of children in cycle II.

Reflection

Activities carried out to determine children's speaking abilities through the storytelling method using cartoon puppets can be presented as follows:

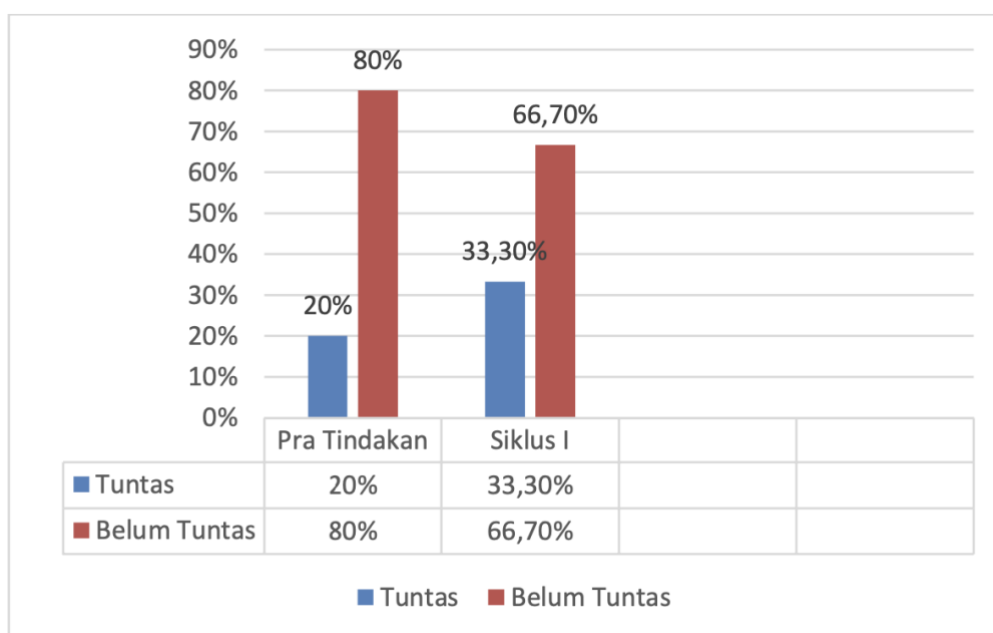
Table 3. Percentage of Children Completed in Cycle I

No	Student development assessment results	Total	Persentase
1	Complete	5	33,3%
2	Not finished yet	10	66,7%
	total	15	100%

There are obstacles in the implementation of cycle I, namely: There are several children who have not listened to the teacher when telling stories using cartoon puppets made of paper because there are some children who are still difficult to condition because they still like to play with other friends. With the percentage results above, overall the children have not reached the indicators that have been set, so further improvements need to be made in cycle II. In the implementation of cycle II actions that will be carried out by researchers, teachers can discuss together to find solutions so that the next activity can run smoothly so that it can improve children's speaking skills so that children can listen to stories from beginning to end and have no time to play with other friends.

Based on table 4.4 above, it shows that the percentage of children's learning completion level still reaches 33.3%. So the learning activities in cycle I are declared incomplete and improvements will be carried out in cycle II.

Below is a comparison graph of the percentage increase in speaking ability through storytelling activities using cartoon puppets from pre-action to cycle I.



Picture 1. Graph of the percentage increase in speaking ability through cartoon puppet media for group B children at Dharma Mulya Kindergarten, Adan-Adan Village starting from Pre-Action to Cycle I.

Based on the picture above, it shows that pre-action as many as 20% of the 15 children have fulfilled the learning completeness while 80% of the 15 children have not yet fulfilled the learning completeness. Then in the first cycle, 33.3% of the 15 children had fulfilled the learning completeness while 66.7% of the 15 children had not met the learning criteria. This means that the percentage increase in speaking ability through storytelling activities using cartoon puppet media for children from pre-action to cycle I was 13.3%.

Based on these results, the obstacles during the implementation of cycle I actions include:

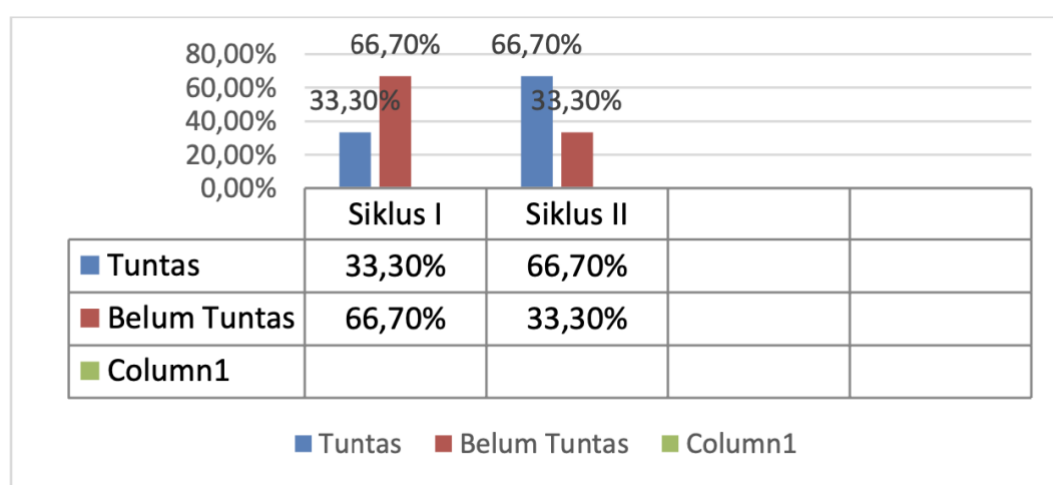
1. The time provided for storytelling activities using cartoon puppet media is

still not enough so that the delivery or explanation is still not optimal and many children still play alone so they don't pay enough attention when the researcher gives the explanation.

2. Children in this activity need concentration, so at the beginning of playing they still lack focus.

Implementation of Cycle II Learning Actions

Based on the results of research conducted on the use of cartoon puppet media in cycle II, children's speaking abilities have increased as expected. This can be proven from the results of the use of cartoon puppet media used by children who have met the predetermined level of development achievement. With the achievement of 66.7% child completion with a total of 10 children, even during the storytelling process, children are starting to be able to concentrate by listening and not be busy themselves.



Picture 2. Graph of the percentage increase in speaking ability through cartoon puppet media in group B children at Dharma Mulya Kindergarten, Adan-Adan Village starting from Cycle I to Cycle II

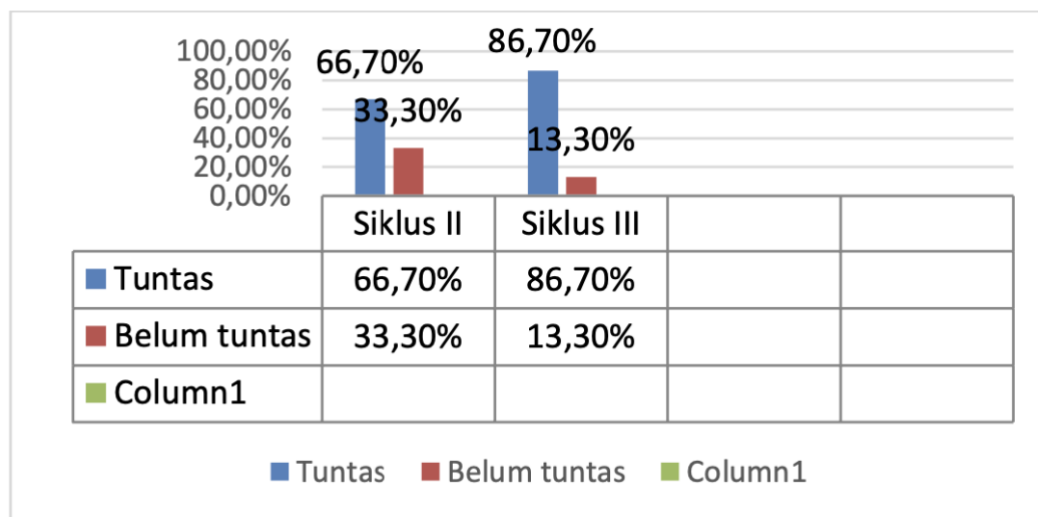
Based on the picture above, it shows that in cycle I, 33.3% of the 15 children had completed their learning, while 66.7% of the 15 children had not yet completed their learning. Then in cycle II, 66.7% of the 15 children had fulfilled the learning completeness while 33.3% of the 15 children had not met the learning criteria. This means that the percentage increase in speaking ability through storytelling activities using cartoon puppet media for children from Cycle I to Cycle II was 33.4%.

Based on these results, it can be seen that the obstacles during the implementation of cycle I actions include:

1. The time provided for storytelling activities using cartoon puppet media is still insufficient so that conveying or explaining is still not optimal because many children are still playing alone so they don't pay enough attention when the researcher gives an explanation.
2. Children in this activity need concentration, so at the beginning of playing they still lack focus.

Implementation of Cycle III Learning Actions

Based on the results of research conducted on the use of cartoon puppet media in cycle III, children's speaking ability increased in line with the researchers' expectations. This can be proven from the results of the level of development achievement that has been determined. With this, completeness is 86.7%. This happens because the child has listened to the story in a conducive manner and is also able to re-express the story that has been listened to using his own language and the child tells the story according to the sequence of the story exemplified.



Picture 3. Graph of percentage increase in speaking ability through cartoon puppet media for group B children at Dharma Mulya Kindergarten, Adan-Adan Village starting from Cycle II to Cycle III

Based on the picture above, it shows that in cycle II, 66.7% of the 15 children had completed their learning, while 33.3% of the 15 children had not yet completed their learning. Then in cycle III, 86.7% of the 15 children had fulfilled the learning completeness while 13.3% of the 15 children had not met the learning criteria. This means that the percentage increase in speaking ability through storytelling activities using cartoon puppet media for children from Cycle II to Cycle III was 20%. The percentage of learning completeness shows that learning activities can be said to be successful and in accordance with the established criteria.

Based on the results of the research that has been carried out, the ability to speak through the storytelling method using cartoon puppet media in Group B children at Dharma Mulya Kindergarten from Pre-action, Cycle I, Cycle II and Cycle III has experienced an increase.

This can be seen by comparing children's learning completeness in the table below:

Table 4. Recapitulation of Pre-Action Assessment Results, Cycle I, Cycle II, Cycle III

No	Rating result	Pre action	Cycle I Actions	Cycle II Actions	Cycle III Actions
1	BM	46.7%	46.7%	-	-
2	MM	33.3%	20%	33.3%	13.3%
3	SM	20%	33.3%	66.7%	86.7%
	Total	100%	100%	100%	100%

Based on the results from the table above, it shows that there has been an increase in completeness in pre-action with a total of 20% from 15 children, then action was carried out in cycle I, the percentage of completeness was 33.3% from 15 children and compared again in the second cycle with the percentage 66.7% then continued in the third cycle, namely to 86.7%.

The results of this research show that the actions that researchers have taken in carrying out activities to improve children's speaking skills through the storytelling method using cartoon puppet media in group B at Dharma Mulya Kindergarten have been successful. This is in line with the opinion of Tadzkirotun Musfiroh (2005) who said that the benefit of cartoon wayang media is to improve the quality and performance of the story. It can be seen from the increase in the 3 cycles of action, namely the percentage of children's success has reached 86.7%.

Thus, it can be concluded that using the storytelling method using cartoon puppet media can improve the speaking skills of group B children at Dharma Mulya Kindergarten.

CONCLUSION

Based on the results of the problem formulation and the results of action testing, it can be concluded that storytelling learning activities can improve speaking skills through the storytelling method using cartoon puppet media in group B of the Dharma Mulya Kindergarten, Adan-adan Village, Gurah District, Kediri Regency.

Based on the results of this research, the suggestions given are:

1. For Children
Through learning media using cartoon puppets, children can improve their speaking skills which can be done in the classroom. Apart from that, it can also make it easier for children to receive and understand the stories in the lesson that the teacher has conveyed.
2. For Teacher
This is one input for Dharma Mulya Kindergarten Teachers in using a wider variety of learning media. And as a consideration in selecting appropriate learning methods.
3. For Institution
Institutions can provide the facilities and media needed for learning to develop children's speaking skills. Can provide input in improving the learning process and input so that school facilities are more adequate.

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