



The Effect of Storytelling Methods and Self-Confidence Children's Expressive Language Skills

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Jhoni Warmansyah *)

Universitas Islam Negeri Mahmud Yunus
Batusangkar, Sumatera Barat, Indonesia

E-mail:

Jhoniwarmansyah@uinmybatusangkar.ac.id

Evi Selva Nirwana

Universitas Islam Negeri Fatmawati
Sukarno Bengkulu, Indonesia

E-mail: selvanirwana@gmail.com

*) Corresponding Author

Abstract: This study aims to determine the effect of the storytelling method and self-confidence on the expressive language skills of early childhood. The approach used is quantitative through an experimental method with treatment by level 2x2 design. This research was conducted on children in group B Kindergarten in Tanah Datar Regency. The sampling technique used is simple random sampling. The number of samples in this study was 24 children (12 in the experimental class and 12 in the control class. Data collection in this study used a self-made checklist. The data analysis technique in this study used two-way ANOVA to see the main effects and interactions then used the Tukey test). To see a simple effect, the results of this study are as follows: 1) The expressive language ability of children who are given the storytelling method is higher than the children who are given the show and tell treatment. 2) There is an interaction between the storytelling method and self-confidence, in general, it has a significant effect on children's expressive language skills. 3) Children who have high self-confidence, by being treated with the storytelling method have higher expressive language skills than using the show and tell storytelling method). 4) Children who have low self-confidence using the show and tell storytelling method have higher expressive language skills than those who are treated using the storytelling method.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh metode bercerita dan kepercayaan diri terhadap kemampuan bahasa ekspresif anak usia dini. Pendekatan yang digunakan adalah kuantitatif melalui metode eksperimen dengan desain treatment by level 2x2. Penelitian ini dilakukan pada anak TK kelompok B di Kabupaten Tanah Datar. Teknik pengambilan sampel yang digunakan adalah simple random sampling. Jumlah sampel pada penelitian ini adalah 24 anak (12 pada kelas eksperimen dan 12 pada kelas kontrol. Pengumpulan data pada penelitian ini menggunakan checklist buatan sendiri. Teknik analisis data pada penelitian ini menggunakan ANOVA dua arah untuk melihat efek utama dan interaksi kemudian menggunakan uji Tukey). Untuk melihat pengaruh secara sederhana, hasil penelitian ini adalah sebagai berikut: 1) Kemampuan bahasa ekspresif anak yang diberikan metode bercerita lebih tinggi dibandingkan dengan anak yang diberikan perlakuan show and tell. 2) Terdapat interaksi antara metode bercerita dengan kepercayaan diri, secara umum berpengaruh signifikan terhadap kemampuan bahasa ekspresif anak. 3) Anak yang memiliki rasa percaya diri yang tinggi, dengan diberi perlakuan dengan metode bercerita memiliki

kemampuan bahasa ekspresif yang lebih tinggi dibandingkan dengan menggunakan metode show and tell storytelling). 4) Anak yang memiliki kepercayaan diri rendah dengan menggunakan metode show and tell storytelling memiliki kemampuan bahasa ekspresif yang lebih tinggi dibandingkan dengan anak yang diberikan perlakuan dengan metode storytelling.

Keywords: Expressive Language skill, Storytelling, Show and tell, Self Confidence.

INTRODUCTION

Education is a process of humanizing humans that requires an extended period. This process begins when the child is born, at an early age to the burrow (lifelong education) (Jannah, 2013; Mualim & Saputra, 2021; Rahmi & Nari, 2022). Early childhood education is one form of education that supports the growth and development of early childhood, a fostering effort given to children from birth to six-year-old children. This effort is made by providing educational stimulus to help children's growth and physical and spiritual development for readiness to enter the next level of education both formally, informally, and nonformal (Lasaiba, 2016; Nuha & Munawaroh, 2022; Saleha et al., 2022a). Early Childhood Education (PAUD) is an education that provides care, care, and services to children from birth to six-year-olds. Early childhood education is a fundamental means of education in providing a basic framework for the formation and development of the basics of knowledge, attitudes, and skills (Khamidah & Sholichah, 2022; Madyawati, 2016; Mulyanti & Bayan, 2022; Oktaviana et al., 2021). Early childhood is an individual who is undergoing a process of rapid development and growth to get to the next life (Ariyanti, 2007; Wulandani et al., 2022).

Education obtained in PAUD units is a means to develop children's language skills. By developing language skills, children are expected to communicate with their peers. Through language, every child can know

himself, his neighbor, the environment, science, and moral or religious values. Skills or language skills in children have four components: listening skills, language skills, reading skills, and writing skills (Bozorgian, 2012; Hidayati & Warmansyah, 2021; Saleha et al., 2022b).

Language development at the pre-operational stage is a transition from selfish to social intercommunication. When the child is a child, he speaks more egocentrically, namely talking to himself. Every child has a different language potential (Epley et al., 2004; Triarisanti & Purnawarman, 2019). One of the language skills that need to be developed is expressive language skills. Graphic language skills are a person's ability to express something based on what they think or describe through expressions, gestures, and words (Aziza et al., 2020; Mayar, 2013; Warmansyah et al., 2021). A component of expressive language skills themselves is speech and writing skills. Graphic language skills for children can be developed with various fun activities such as storytelling, singing, role-playing, and other fun activities.

According to Permendikbud number 146 of 2014 indicators of understanding the language of expression (expressing language verbally and nonverbally), the age of 5-6 is expressing desires, feelings, and opinions with simple sentences when communicating with children or adults. Indicators that show expressive abilities are enjoying reading

familiar books, expressing feelings ideas with appropriate word choices when communicating, and telling the content of the story simply.

While according to Permendiknas number 58 of 2009, the standard of early childhood education indicators reveal expressive language or language aged 5-6 years is to answer more complex questions, mention groups of images that have the same sound, communicate orally, have a vocabulary, and know symbols for the preparation of reading, writing, and numeracy, composing simple sentences in a complete structure, Use words in expressing ideas to others, continuing the story or fairy tale that has been heard.

Based on the results of observations that have been made in RA Al-Harbi Pabalutan and TK Pertiwi Batusangkar can be seen that language development in early childhood is not all that develops according to the age of the child, this is seen from some children who have not been able to speak simple and straightforward sentences, children have not been fully able to ask with a purpose, Not all children can answer simple questions, still, some children who can tell their simple experiences, and still some children who are able to retell the stories they hear.

Various ways can improve children's expressive language skills, one of which is by storytelling methods. Storytelling is an activity carried out orally to others with tools or without tools, which speakers in the form of messages generally convey. This information is also in the form of children's stories delivered to children aged four to six years, and they enjoy listening to simple stories such as the development of their age (Rohayati, 2018). Children of that age also can absorb things faster, shape, and direct themselves easily.

There are many methods or ways to improve expressive language skills other than through speaking directly, one of which is by reading a book together (Gatot, 2018; Warmansyah & Amalina, 2019). For early childhood listening to exciting stories close to the environment is a resulting activity because storytelling activities provide an exciting learning experience and can thrill feelings, excite, and cause their activities (Nisak et al., 2022; Oktaviana et al., 2014). Then storytelling activities allow the development of children's feelings. Results of research conducted by Yadi (2019) The method of storytelling is used to provide information about a child's social life with others. Therefore, storytelling activities in children's social life can improve moral, social values, especially the child's confidence in expressing his feelings through the expressive language that he appears.

Kusuma Research, (2016) Mentioning the method of storytelling can improve one of the language skills, namely listening skills in children aged 5-6 years. Some research results state that improvements in children's expressive language skills are indicated by the ability to pronounce speech with a certain average (Syahputri & Suminar, 2021).

Researchers use two telling story methods., namely storytelling and show and tell. This storytelling in Indonesian is storytelling. *Storytelling* is a technique or skill set for describing something, such as a story, event, or dialogue. If it is a movie, the director will use a camera; if it is a comic book, the artist will use pictures and angles; if it is a short story or novel, the author will use a pen, diction, and word games, as well as descriptions to describe a story (Madyawati, 2016).

Storytelling uses storytelling skills to present stories with specific tones, intonations, and visual aids that appeal to the

audience. Storytelling is usually used to learn how to tell a story to a child or adult. This technique helps reduce the ability to hear in a fun way (Priyanti & Jhoni Warmansyah, 2021; Wardiah, 2017).

The show and tell method is also one of the solutions offered to improve a child's expressive language. The show and tell method is a method of learning with children's activities to show objects and express opinions, feelings, desires, and experiences related to the object (Nupus & Parmiti, 2017). According Pangestu et al., (2019), show and tell methods are applied to practice language skills and train confidence in children. Research results from Nazla & Fitria (2021) one of the benefits of the show and tell methods is to create confidence in children (increase confidence). When a child performs show and tell activities, the audience will empathize with him, resulting in a high sense of self-awareness and self-esteem. The child feels that his friends are interested and show their curiosity.

With the establishment of this early childhood education institution, it is expected that parents and teachers can pay attention to all the scope of the child. The scope of early childhood growth and development, especially in language skills, is also influenced by the child's confidence level. Self-confidence is a belief in one's abilities, being aware of your ability, and being able to express your abilities. (Abraham, 2014). Confidence serves to develop confidence or confidence in the ability that he has (Tanjung & Amelia, 2017). So, it can be concluded that confidence is a belief or belief in the abilities that children have and are interpreted and expressed in their lives.

This confidence grows and is stimulated from an early age. Confidence will be the capital for children in future success. (Puspitarini, 2014). The study results said

children would quickly get along, master skills, and face problems. The child who absorbs things that are informed to him in the future will master specific fields and more easily absorb the things that are declared to him. In adulthood, this child will be better able to face various life challenges to the fullest, without asking for excessive help from others (Laela et al., 2023; Nurmaniah & Karo, 2020).

Self-confidence will make children dare to show their abilities, dare if given a new challenge with many positive things. In terms of learning activities, many possibilities can be done to foster aspects of the child's confidence because confidence is believed to make the child interact easily (Prabowo, 2010). In this case, the teacher can provide a variety of learning activities that will stimulate the child to be more confident. Children who have high self-confidence will efficiently act and make decisions without feeling hopeless or unsure of their abilities.

Based on the above exposure, using storytelling methods and show and tell can attract children's attention and affect the child's confidence. The study looked at the results of interventions from two storytelling methods in terms of improving expressive language skills mediated by a child's confidence.

METHODS

The method used in this study is an experimental method with treatment design by level 2 x 2. The free variables in this study are the Storytelling Method (A) consisting of Storytelling (A1) and Show and tell (A2), attribute variables are Self-Confidence, i.e., high self-confidence (B1) and low self-confidence (B2). The child's expressive language ability binds the variable. The constellation of research designs can be seen in Table 1.

Storytelling Methods Confidence	<i>Story telling</i> (A1)	<i>Show and tell</i> (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

The sampling technique in this study uses simple random sampling, namely by randomly selecting each representative of samples in the population so that 16 children were grouped experimentally and 16 grouped controls. This research was conducted in two kindergartens, RA Alfalah and RA Al-Ikhlas Tanah Datar Regency. The study was conducted in eight meetings.

Data collection techniques are carried out using primary and secondary data retrieval. Primary data is data obtained from test results that have been compiled in the form of question details based on indicators. Secondary data is data obtained from documents or reports closely related to the issues discussed.

The data analysis technique in this study was tested with a two-track variant analysis technique (ANOVA) of 2 x 2. For hypothesis

testing to be carried out, it is necessary to test the analysis requirements, namely the normality test and the homogeneity test. The normality test is done with the liliefors test, and the homogeneity test is done with the barlets test. Test the main effect A and the primary effect B and the interaction between A and B (main effect and interaction effect). It was then continued with the Tukey test to test the difference in average between cells (simple effect) and determine the group whose mathematical ability is higher with a level of significance of $\alpha = 0.05$.

RESULTS AND DISCUSSION

Results were obtained on the treatment of expressive language skills through discovery learning methods. In a child's confidence, data on expressive language skills can be seen in table 2

VARIANCE SOURCE	Db	JK	RJK	Fhitung		Ftabel	
						0,05	0,01
Between Columns	1	270,28	270,28	41,55	*	4,20	7,64
Between Lines	1	57,78	57,78	8,88	*	4,20	7,64
Interaction	1	1164,03	1164,03	178,959	**	4,20	7,64
Deep	28	182,13	6,50				
Reduced Total	31	1674,22					

Based on data analysis conducted through the analysis process, which includes: a) description of research results data, b) testing of analysis test requirements in the form of normality test and homogeneity test, ANOVA test, and Tukey test. The findings of the study include:

Children's Expressive Language Skills are treated with storytelling methods higher

than children who are given show and tell treatment

Based on the results of ANOVA calculations seen $F_{hitung} = 41.55 > F_{tabel} = 4.20$ at a significant level with $\alpha = 0.05$, thus H_0 was rejected. The alternative hypothesis H_1 was accepted, meaning an alternative hypothesis stating that there is a difference in expressive language skills between the group

of children given the method of telling storytelling with the group of children given the method of telling show and tell is accepted. Thus, the difference in the average score of children's expressive language skills given the show and tell X storytelling method = 56.75 was significantly higher than the group of children given the show and tell X storytelling method = 50.93.

The results of the above research are also supported by research conducted by Afdalipah et al., (2020) The method of telling storytelling is strongly related to expressive language skills in children. Storytelling methods can be effectively used to train and strengthen expressive language skills in young children. Future studies can investigate using storytelling methods to remediate delays in the development of specific languages, such as developing an expressive language of the child himself.

Research conducted by Aisyah & Suryana, (2021) mentioning good language skills becomes a provision for early childhood. To acquire these skills, the right strategies and methods are needed. One of them is the storytelling method that teachers do in school. The method of storytelling for early childhood aims to have the skills to listen and answer questions that are further able to tell and express what is told. Storytelling using props becomes one of the effective alternatives to stimulate children's language.

The method of storytelling in early childhood learning has many benefits, one of which is to improve language skills. Language skills depend on the child's cognitive factors. What the child knows will determine verbal language skills and understanding messages. So the story read or told must adjust the level of cognitive ability of the child. Therefore, the use of

straightforward, attractive, and communicative language for children supports the storytelling process (Isna, 2019).

Storytelling activities have many advantages, including storytelling methods that feel more fun more entertaining, storytelling methods are effective in developing imagination in children, the use of assistive media in the implementation of storytelling will make it easier for children to digest better the stories told (Gusmayanti & Dimiyati, 2021).

In addition to the above, there are still many advantages of this storytelling method, namely: 1) Can connect the stimulus through the portrayal of the character (moral) in children; 2) Fairy tales as a container for children to learn to share emotions and feelings and learn the values of character (morals); 3) Can provide cultural insights in children; 4) Can be used as a healing and prevent anxiety in children, 5) The child gets knowledge through the process of assimilation that is the child trying to understand new information, based on the knowledge possessed; 6) Establish inner contact between children, parents, and teachers (Hudah, 2019)

The results of the study conducted by Marlina et al., (Marlina et al., 2022) They argued through the show and told method found an increase in the oral communication skills of early childhood. The show and tell method is a method that prioritizes simple communication skills and is very suitable for early childhood because a child's habit is always active to show something. With this show and tell method, the child will explain and tell about goods or objects of interest to the child to the general public. Because when children do the show and tell activities, his friends will pay attention to him so that his confidence and value will grow.

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Although these two methods of defense can both improve a child's language development, in terms of implementation and intervention carried out in both experimental groups provide different results where the group of children given the method of telling show and tell better than the method of telling show and tell stories.

An interaction between storytelling methods and self-confidence generally significantly affects children's expressive language skills.

The anava calculation results show the interaction value of A X B indicates that H_0 is rejected based on the value $F(OAB) = 13.34$ from the G-List table at $db(A)/db(D) = 1/48$ and $\alpha = 0.05$ known $F_{tab} = 4.04$. Because $F(OAB) = 8.88 > F_{tab} = 4.04$, H_0 is rejected. Thus there is a significant interaction influence between factor A (storytelling method) and factor B (self-confidence) on a child's expressive language skills, which depends on the level of self-confidence.

Studies analyzing the relationship between storytelling methods and self-confidence have focused on early childhood expressive language skills (Rizzi et al., 2020). Based on research Anggalia & Karmila (2014) expressive language skills appear in the form of speech and writing

skills. The primary ability to develop at an early age is speaking.

Expressive language or expressing language to children means not just making sounds or sounds but also expressing wants, needs, thoughts, and feelings to others orally. An articulate child will have confidence and a positive self-assessment (Susanti, 2018).

Rahayu, (2013) It is said that storytelling methods can improve expressive language ability in a child. Storytelling methods can develop aspects of child development and develop the creative potential in children through the diversity of stories told by teachers in front of the classroom. The possibility that has developed in a child will make the child more courageous and confident in conveying things or answering questions from teachers.

Based on the description above, we can see that a good child's expressive language skills are influenced by the methods used during learning, storytelling methods can improve children's speech skills, with the high ability to speak children, children will be more confident when in front of crowds or asked to take action.

Children who have high confidence by being treated with storytelling methods have higher expressive language skills than show and tell storytelling methods.

The calculation of advanced variance analysis with the Tukey test compares the expressive language skills of groups with high confidence given the method of telling storytelling and given the method of telling show and tell. Thus obtained the results of the calculation of Qhitung value $A1B1-A2B1 = 19.82 > Q_{tabel} = 4.60$ or $Q_{hitung} > Q_{tabel}$ at a significant level $\alpha = 0.05$. Therefore H_0 was rejected, and the alternative hypothesis H_1 was accepted.

In addition, the average score of children who have high confidence given the method of telling storytelling $X = 64.13$ is more elevated than given the show and tell story method $X = 46.25$. Children who can develop their confidence will have a positive impact on themselves. First, in terms of emotions, it will be easier to control himself to be calm with high confidence. The child can determine the right time to take action. Second, self-confidence will make it easier for a person to focus his attention on certain things in terms of concentration. A person with high confidence tends to direct his actions at challenging goals and can lead themselves well. The four strategies are people with high confidence identical to trying to develop various strategies and dare to take risks on the strategies they implement (Rahayu, 2013).

In kindergarten, children's expressive language skills can be developed by various methods, one of which is the storytelling method. The storytelling method is one method that can play an important role not only in developing children's language and thoughts but increasing curiosity motivation and developing confidence in children. In developing expressive language, children tell stories to have significant meaning for the development of kindergarten through storytelling. We can communicate cultural, social, and religious values to help develop children's fantasies, cognitive dimensions, and language (Guntur, 2020).

Research conducted by Apdelmi et al., (2021) children who are given learning methods with storytelling methods have high confidence. This is evidenced by children who dare to express opinions, dare to appear in front of the classroom, children dare to ask questions and answer. Storytelling methods can increase confidence in children.

While for children who are taught using the show and tell method have lower expressive language skills because the show and tell method only focuses on giving the show and telling what is in front of the child only. This makes the child's expressive language development only develop if something he will show (Nupus & Parmiti, 2017).

Based on the description above, we can conclude that storytelling methods stimulate high self-confidence in children. Giving this storytelling method is greater than the show and tell method in increasing confidence in a child. With this storytelling method, children can tell stories in front of the classroom, hear well, and do many more things that children can do. Children who have high confidence will express opinions, ask questions and answer questions given by teachers.

Children with low self-confidence with the method of telling show and tell have higher expressive language skills than being treated using storytelling methods

Based on the results of advanced calculations with the Tukey test is to compare the expressive language skills of the group of children who have low confidence given the method of telling storytelling and the beam obtained Q_{hi} numeracy value $A1B2-A2B2 = 6.93 > Q_{tabel} = 4.60$; thus, H_0 is rejected, and the alternative hypothesis H_1 is accepted. So that it can be interpreted can not be a significant difference in the influence of learning methods. Therefore, for learners who have low confidence given the method of telling storytelling $X = 49.38$, lower is actually given the method of telling show and tell $X = 55.63$.

Negative impacts on children who do not have confidence include: 1) Children can experience failure. Children who do not have

confidence will fail because he is not sure of his abilities, 2) Children tend to always complain that people who do not have confidence should complain because he always considers himself incapable and feels burdened when given a job, 3) Children are easily discouraged when children are not confident, Because the child does not have the spirit or lack of spirit or a strong purpose in life, so that the child becomes easily discouraged, 4) The child always feels restless, namely the child who does not have confidence will be easily restless and will eventually experience failure.

The Show and Tell method provides an opportunity to develop a child's expressive language through learning to create and build a language. Based on the results of Rahmayanti & Parmiti's research, (2021) the implementation of learning through the show and tell methods shows that students have improved their speaking skills. The results of the actions carried out follow the opinion of Musfiroh, (2005) one of them is to improve students' speaking skills. Rohaeti (2011) confirmed this opinion, show and tell can develop oral language skills and are very effective at introducing public speaking skills because they are concerned with the ability to speak with a complete line-up of sentences. The show and tell method has advantages over storytelling in improving the child's appreciative language. This is because of the show tells method. Children can tell and show what is in the environment (Nazla & Fitria, 2021). While with the storytelling method, children can only listen to stories told by teachers.

Based on the description above, it can be noted that a child's high expressive language skills will increase the child's confidence in speaking. The show and tell method for early childhood aims so that children can listen and answer questions that

are further able to tell and express what is being told. This proves that the child's language skills influence a child's confidence. If children are taught using show and tell methods, language skills will be more stimulated.

CONCLUSION

Early childhood expressive language skills can be developed by paying attention to the child's spatial-visual intelligence and storytelling methods. Story Telling Method applied to early childhood includes telling storytelling and beams. In general, the expressive language skills of early childhood provided with the method of telling storytelling have a higher effect than the method of telling show and tell stories. Optimization of early childhood expressive language skills with high confidence can be done with storytelling methods. Optimization of early childhood expressive language skills with low self-confidence can be done with the show-and-tell storytelling methods.

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