Improve Language Learning in Early Childhood

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Abstract—**Does this study raise the problem of how to improve children's language skills by telling stories in PAUD Dahlia Kota Bengkulu? And the child's response to storytelling activities? This study aims to improve children's language skills through storytelling in PAUD Dahlia Kota Bengkulu. This study uses qualitative methods with a classroom action research approach. The subjects of this study were children of PAUD Dahlia Kota Bengkulu aged 5-6 years totaling 20 children consisting of 10 women and 10 men. Data were collected through observation and performance and then analyzed using qualitative descriptive analysis techniques. The study was conducted in 2 cycles, each cycle consisting of three activities. The results showed that the very well-developed children (BSB) in the first cycle were as follows: the first activity did not exist, the second activity did not exist, and the third activity was 2 children. Increased in the second cycle, namely the first activities as many as 8 children, the second activity as many as 10 children, and the third activity as many as 14 children. The results showed that storytelling activities using extra textual interactions during the process of storytelling activities had a large influence on improving children's responses which ultimately had an effect on improving children's language skills.**

Keywords—enhancing; children's language ability; storytelling activities; interactions; extextual

I. INTRODUCTION

Learning Theory is an effort to help us all understand the complex learning process. The teacher's task is not only to convey information to students but also to be a facilitator whose task is to facilitate learning, for all students. To be able to carry out this learning process, the teacher must be able to prepare the learning process. To be a good facilitator, the teacher must work with the optimal preparation of learning design that fits the characteristics of students, to achieve learning goals. Schmitt emphasized that language learning requires a lot of vocabulary and as a result, it needs to be organized and pursued [1]. According to Laufer vocabulary learning must involve a gradual increase in learning vocabulary because the most striking difference between foreign language learners and native speakers is the number of words each group has. He also believes that knowledge of words can develop from a superficial and deep language learning stage [2]. Godwin-Jones believes that an important element of language learning is the building up of one's personal words and expressions, an important component for improving competence in all areas of communication [3]. Some traditional teaching applications, many students find it difficult to adapt to

a learning environment which, in some situations, has contradicted students' values, attitudes, and beliefs. Research learning styles have shown that students are academically successful in a learning environment that suits their learning style [4]. They must be able to use these theories to make decisions and solve problems [5].

A language is an important tool for everyone. Through the language of someone or a child will be able to develop social skills with others. Without language, one cannot communicate with others. Language includes non-verbal communication and verbal communication and can be learned regularly depending on the maturity and learning opportunities that one has. Scherer argues that emotions can initiate and guide the motivational behavior of certain students, allowing them to engage and complete certain learning tasks, or, instead, stop them from learning because of negative emotions [6]. As a result, the emotional experience students learn and the motivational energy they show during learning activities go hand in hand [7]. That is, the more language learners grow positive emotions, the more motivation they will show during the language learning process, Kramsch linguists also claim that language and culture cannot be separated [8]. Bowen emphasized that "At present in language teaching, there is an increased interest in vocabulary as a component of a second language class or program." and "Vocabulary is seen as an important component of standard language tests." Contemporary scholars have offered many different techniques. Among them, strategies such as 'flash cards', 'word lists', and 'bilingual dictionaries' are the most famous ones that are widely used in EFL / ESL classes. However, whatever strategies are learned, learning words do not waste time and with some effort, they can store words in their long-term memory [9].

Early childhood is a very valuable time in human life. Early childhood is a child who is in a period of development and growth. It was at this time that a person's personality began to be formed. The experiences that occur during this period tend to persist and influence children's attitudes in the future, good or bad. One of the potentials for early childhood development is language development especially in the ability to speak fluently. Language is a communication medium to convey thoughts, feelings, and opinions. With language, especially speaking, children can express their needs and desires, create good relationships with others, and influence the feelings, thoughts, and behavior of others. The importance of language development for children, because the existence of the

language of thought children increasingly expanded. So, cognitive children will also develop if children often talk, listen and get responses from their environment. So that thinking with language allows a child to solve many problems in his life. Something that happens to someone in terms of communication, if they are big in years of social alienation. They can speak and speak, but the voice is meaningless, because of the lack of environmental contributions and intellectual development that is not optimal. To learn languages, children need opportunities to speak and be heard. If the child is in a condition that does not support the child to talk or there is no opportunity to talk, the development of the child's language will be very bad. As explained by Santi "the symptoms of imbalance in language, especially speaking, will appear that the child's speech will be intermittent, his speech will not be smooth. This is because the child is unsure of his abilities and the child is hesitant about what he will say. This is a symptom that is not good for children's development" [10].

Based on the results of observations made in PAUD Dahlia on February 5 and April 9, 2018, there were several problems including Lack of children's ability to receive and express language. As there are ten children who have not been able to express a story, the contents of their hearts and minds, marked by words that are not clear and irregular, and lack of confidence in the child to share his experiences in front of the class and when appearing in front of his friends. From the facts stated, this study was conducted with the aim of 1) To improve the language skills of Dahlia PAUD children in Bengkulu City through storytelling activities. 2) To find out the response of Dahlia PAUD City Bengkulu children to the storytelling activities.

II. METHOD

The method used in this study is a qualitative descriptive method with a classroom action research approach. The PTK model used is the Suhardjono model in which each cycle consists of planning, implementation, observation, and reflection [11]. This study was conducted in class B PAUD Dahlia Kelurahan Lingkar Timur Bengkulu City. The subjects in this study were class B BUD PAUD Dahlia Kelurahan Lingkar Timur Kota Bengkulu academic year 2017/2018, with a number of children 20 people, 10 women, and 10 men. Data collection techniques used are observation and performance. Observation is a way of observing the learning process that takes place, namely to know the child's language skills, while performance is performed to see the child's development in storytelling activities in front of the class, both children's experience stories or children's stories. The data analysis technique in this study is a qualitative descriptive technique that is using words to explain and describe activities that occur during the learning process takes place. Performance indicators as determining the language skills of children in this study are:

A. (BB): Not Yet Developing

Preparation of children's language is not right, marked by the child still looks doubtful about what he will say.

B. (MB): Start Growing

Children are able to tell stories with complete sentence structure (main sentence-statement).

C. (BSH): Develop According to Expectations

Children are able to communicate well, have the vocabulary and recognize symbols for preparation for reading, writing, and counting.

D. (BSB): Developing Very Well

Children can answer more complex questions and repeat the more complex sentences the teacher asks.

III. RESULTS AND DISCUSSION

A. Results

The results of the study of the language skills of Class B children in PAUD Dahlia Kota Bengkulu obtained in pre-cycle are ten undeveloped children (BB) which are marked with one star (*), namely subject 4, 6, 7, 8, 9, 14, 16, 17, 18, and 19. Child language skills begin to develop (MB) which are marked with two stars (**) are as many as six children, namely subject 1, 3, 5, 11, 13 and 15. Children's language skills that develop according to expectations (BSH) are marked with stars three (***) are as many as four children, namely subjects 2.10, 12 and 20 Children language skills that are very well developed (BSB) which are marked with four stars (****) in this activity do not yet exist. The results of research obtained through the conduct of research that has been done in the first cycle of activity 1, activity 2 and activity 3, can be seen the development of children's abilities through data obtained during observation and analyzed in graph 1, namely: Graph 1 Data from observing the first cycle of activities 1, 2 and 3.
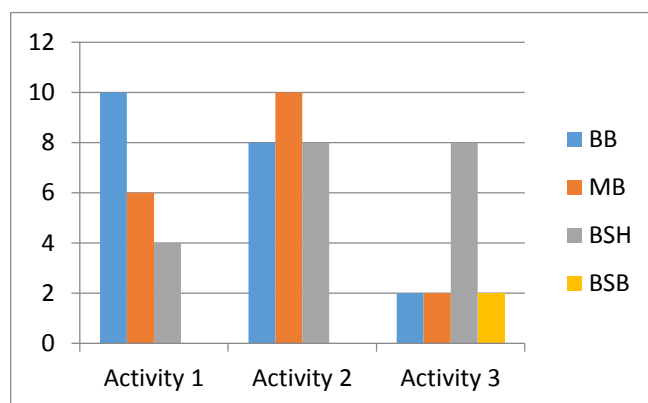

Fig. 1. Results of analysis of data on cycle I activities 1, 2 and 3.

Information:
- BB (undeveloped)
- MB (starting to develop)
- BSH (developing as expected)
- BSB (developing very well)

Based on the results of data analysis in cycle 1, it can be concluded that the second cycle is needed because children's language skills have not reached the desired criteria and the child's activity is still not optimal. This is also because the children of class B PAUD Dahlia are not familiar with storytelling learning, let alone telling stories in front of the class or expressing their feelings imaginatively and freely. The results of data analysis in this cycle can be used as a reference for conducting cycle II.

The results of the research obtained through the implementation of the research conducted in cycle II of activity 1, activity 2 and activity 3, can be seen the development of children's abilities through data obtained during observations and analyzed on graph 2, namely:

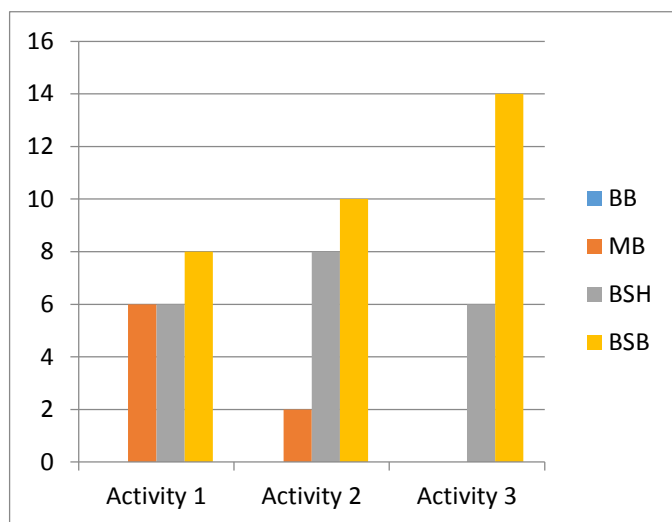Graph 2 Data from observation of the first cycle of activities 1, 2 and 3

Fig. 2. Results of analysis of cycle II activities 1, 2 and 3.

Information: :

- BB (undeveloped)
- MB (starting to develop
- BSH (developing as expected)
- BSB (developing very well)

The results of the second cycle of observations carried out by the collaboration team to researchers have shown success. The achievement of this success can be seen from the results of observations made on children's activities showing that the level of activity of children in the three activities that are the focus of research and the average achievement of children's language skills develop. With the results obtained in the second cycle, the researcher and the collaboration team stopped this research because in the second cycle it was considered in accordance with the hypothesis of the action taken.

Data on the response of children to storytelling activities cycle I, children who are active are six (12) children, while

those who are less active are four (8) children. For more details can be seen in table 1 below:

TABLE I. DATA ON THE RESULTS OF OBSERVATIONS OF THE CHILD RESPONSE CYCLE I

No	Subject	Child Response	
		Active	*Inactive*
1	Subject 1	Active	
2	Subject 2	Active	
3	Subject 3	Active	
4	Subject 4		Inactive
5	Subject 5	Active	
6	Subject 6		Inactive
7	Subject 7	Active	
8	Subject 8		Inactive
9	Subject 9		Inactive
10	Subject 10	Active	
11	Subject 11	Active	Inactive
12	Subject 12	Active	
13	Subject 13	Active	
14	Subject 14		
15	Subject 15	Active	Inactive
16	Subject 16		
17	Subject 17	Active	Inactive
18	Subject 18		
19	Subject 19		Inactive
20	Subject 20	Active	Inactive
Number of		12 children	8 children

Source: the results of the children's response cycle I.

Data from the children's response to this storytelling activity, there are eight (16) active children, while the less active are two (4) children. For more details, see the 3berkut table:

TABLE II. DATA ON OBSERVATIONS OF CHILD CYCLES II RESPONSES

No	Subject	Child Response	
		Active	*Inactive*
1	Subject 1	Active	
2	Subject 2	Active	
3	Subject 3	Active	
4	Subject 4	Active	
5	Subject 5	Active	
6	Subject 6	Active	
7	Subject 7	Active	
8	Subject 8		Inactive
9	Subject 9		Inactive
10	Subject 10	Active	
11	Subject 11	Active	
12	Subject 12	Active	
13	Subject 13	Active	
14	Subject 14	Active	
15	Subject 15	Active	
16	Subject 16	Active	
17	Subject 17	Active	
18	Subject 18		Inactive
19	Subject 19		Inactive
20	Subject 20	Active	
Number of		16 children	4 children

Source: results of research on the second cycle of child responses.

Based on the results of observations of children's responses to storytelling activities in cycle II, it is more active when compared to the results of the child's response to cycle I. The

achievement of this success can be seen from the results of observations made on the child's response, indicating that the child's response in storytelling activities develops. With the results obtained in the second cycle, the researcher and the collaboration team stopped this research because in the second cycle it was considered in accordance with the hypothesis of the action taken

B. Discussion

Based on the results of the study, it can be seen how the development of language skills of children through storytelling activities in class B PAUD Dahlia Kota Bengkulu The development is very clear that there are differences starting from prusiks, actions of the cycle I to cycle II. This can be seen more clearly from the description of the increase in the results of observations of children's language skills that develop very well, namely as follows:

1) Cycle I
- The first activity is that 0 out of 20 children develop very well (BSB)
- The second activity is 0 out of 20 very well developed children (BSB)
- The third activity is that 2 out of 20 children develop very well (BSB)

2) Cycle II
- The first activity is that 8 out of 20 children develop very well (BSB)
- The second activity is that 10 out of 20 children develop very well (BSB)
- The third activity is that 14 out of 20 children develop very well (BSB)

Based on the results of the study, it can be seen how the development of the child's response to the storytelling activities in class B PAUD Dahlia Kota Bengkulu. The development is very clear that there is a difference starting from the cycle, the action of the first cycle to the second cycle. This can be seen more clearly from the description of the increase in the results of observations of children's language skills that develop very well, namely as follows:

1) Cycle I
- The response of active children is six (12), children
- The response of children who are less active is four (8), children

2) Cycle II
- The response of active children is eight (16), children
- The response of children who are less active is two (4), children

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

The development of the language skills of children in class B of Dahlia PAUD in Bengkulu City through storytelling activities are generally very well developed children (BSB). The development of the language skills of children in class B PAUD Dahlia Bengkulu City developed very well because of the increase in children in the category of developing very well in the second cycle compared to the first cycle and the reduction of children in the undeveloped (BB) and Developing (MB) category in each activity. In the storytelling activity, the teacher must ensure that the child gives a response because between responses with language skills have a very close relationship, this can be seen in children whose active responses are on average at the BSB level. The teacher must make sure to use extra-contextual interactions when telling stories to children so that children are interested in expressing opinions and telling stories is not boring.

B. Suggestions

In order to develop children's language skills through storytelling activities carried out with fun activities and the selection of media in children's learning activities that are interesting in each activity. The teacher should make a better learning plan by preparing a daily learning plan (RPPH) and providing the right media/tools and materials for learning. The world of children in the world of the play, therefore the process of playing must be carried out to make children learn fun rather than forced, that is learning through the games given. With the increase in children's language skills through storytelling activities, the teacher can also implement these activities to improve children's abilities in other fields. Teacher's skills and strategies in learning greatly influence children's interest in learning, so multiply learning ideas and learning media so that children do not feel bored with the activities implemented. It is better for teachers to get children to stimulate the language skills of children from an early age to avoid delays in speaking especially in children so that children do not experience difficulties in facing basic education.

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