

The Influence of the Storytelling Methods Using Media Barrier Game Picture on the Speaking Ability of Children Aged 4-5 Years in Kindergarten.

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Abstract: The aim of this study is to determine the influence of image media *barrier game* using storytelling methods to improve the speaking skills of children aged 4-5 years. This study used a quantitative approach, namely a pre-experimental research type with a one-group pretest-posttest design. The study population was 40 students at RA Melati. The sampling technique used was a descriptive qualitative technique *purposive sampling*, namely the technique of taking data source samples with certain considerations so that the samples selected are not random but are determined by the researcher. The data collection technique uses observation, questionnaire, assessment scale and documentation. Data analysis techniques using normality tests and linearity tests with hypothesis testing using paired *sample T-Test*, simple linear regression test, coefficient of determination.

The results of the research from the t-test calculation obtained a calculated t value > t table, namely -16.229 and a t-table value = 1.684 df = 39 with a significance value of 0.000 < 0.05. can be interpreted that there is a significant increase in the speaking ability of children aged 4-5 years after being given *treatment with image barrier game* media because the calculated t-value is outside the t-table value until Ho is rejected and Ha is accepted. The results of the data normality test showed a significance value of Asymp sig (2-tailed) of 0.136, which is greater than 0.05, so it is concluded that the distribution is normal. There is a difference in the average value (mean) of children's speaking ability before being given a pretest, namely 72.175 and after being given treatment, namely 101.950, resulting in an increase of 29.77%.

Keywords: *Storytelling Method , Barrier Game , Speaking Ability*

INTRODUCTION

Education plays a vital role in determining the development of an individual and the development of a nation. According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state.

Education is a necessity of life and will help someone adapt to their surroundings and the world of work. This applies to young children, too. They deserve and have the right to receive an education appropriate to their needs and age to optimally develop their potential. or *golden age* 0-6 years is a child's golden age. This is the most crucial period of development, when children are able to absorb various incoming information with ease.

Santoso (in Pentiernitasari, 2018) states that early childhood occupies the top position or the most crucial in a person's brain development. Therefore, it is crucial to raise awareness of the importance of early childhood education, starting at the age of 0-6 years, with the aim of preparing young children for the higher level, namely elementary school. Early childhood also aims to develop all aspects of a child's

development optimally, so that later they have the opportunity to develop their full potential. The aspects of development or potential in question include aspects of moral religious values, socio-emotional, cognitive, language, physical-motor, and artistic.

One of the most important aspects of development for early childhood is language development. Language development in children is related to their ability to respond to sounds, speak, communicate, and follow instructions (A. Rahayu, 2018). Children's language development can function optimally if provided or stimulated according to their age and developmental stage. One activity that can help children's language development is developing speaking skills.

Suhartono (in Penthiernitasari, 2018) defines speaking ability as the ability to pronounce articulate sounds or words to express, state, and convey thoughts, ideas, and feelings. This opinion is reinforced by Hurlock, who states that the definition of speaking ability is a form of language that uses articulation or words used to convey a specific meaning (P. Rahayu, 2019).

Nurbiana Dhieni in (Lisharti, Fachruddin, 2020) mentions the speaking characteristics of children aged 4-6 years, namely: (1) the child's ability to speak well, (2) carry out 2-3 verbal commands in sequence correctly, (3) listen and retell simple stories in a sequence that is easy to understand, (4) state their name, gender and age, (5) use question words such as how, what, why and when, (6) can compare two things, (7) understand the concept of reciprocity, (8) construct sentences, (9) say more than three sentences, (10) know simple writing.

There are several methods in developing children's speaking ability, including the conversation method, the storytelling method, the question-and-answer method, the dramatization method, the method *show and tell*, play method, field trip method, practice method and method *brainstorming* spontaneous (Connections et al., 2022).

Through speaking skills, communication will occur between one another, children will learn to pronounce articulate sounds with rhythm and expression to convey their opinions and feelings, so that children's speaking and social skills can be well established during learning at school.

Based on the results of observations conducted at RA Melati, researchers found that there were several children who still had difficulty answering questions or explaining something with simple sentences, some of them had unclear pronunciation/articulation which made the children less confident when speaking so they had difficulty in socializing while at school. This was caused by the lack of activities that made children more active in speaking and the lack of interaction speaking children outside of school, that is what makes children still feel difficult to speak both in answering questions or expressing their feelings to others.

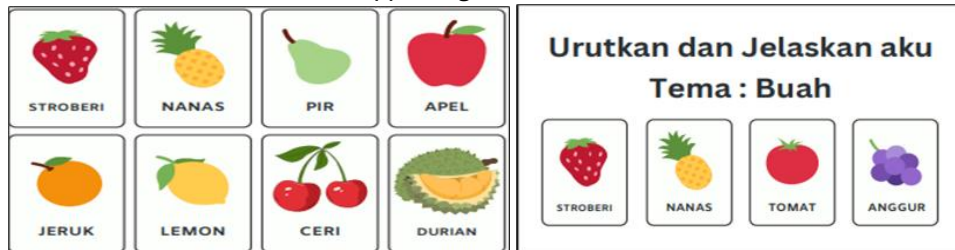
One solution that can help address this problem is to design activities that encourage children to be more active in speaking. One method that works in the same direction to help develop speaking skills is storytelling using pictures.

The storytelling method is defined as the verbal delivery of learning material in the form of a story. According to Dhieni (2013) the storytelling method is an activity carried out orally by someone to another person, using or without tools, regarding what needs to be conveyed, whether in the form of a message, information, or a story, to be listened to with pleasure. Furthermore, Nurgiyanto explains that there are several forms of speaking activity tasks that can be practiced to improve speaking skills, namely: 1) telling stories based on pictures, 2) interviews, 3) conversing, 4) giving speeches, 5) discussing (Djollong, 2021).

In this study, the author used images as a supporting storytelling method to develop children's speaking skills. This was because the use of images was considered more helpful due to their diverse forms, ability to attract attention, and ease of access. The images used in this study were media *barrier game* or block game. *Barrier game* comes from the English word, namely *barrier* which means barrier and *game* which means game, so in the game this media requires a barrier as the main tool of the game, either in the form of a book, board or cardboard that can stand as a barrier between the players. In this study,

researchers used impraboard and book as a barrier, and using media such as picture of fruit and animals as supporting media for the barrier game.

Picture 1. Supporting Picture of Barrier Game



Picture 2. While Playing Barrier Game In The School



General concept of media *barrier game* It is a game played by two or more people, with a barrier separating one player from another. The game is played by one player being asked to convey information to another player, which can be text or an image (Sriati, 2023).

According to Allison Jared (2003) *barrier game* is a flexible speaking teaching tool that can be easily adapted to suit a variety of ages and abilities, meaning that the *barrier game* media can easily be adapted to various age groups, including early childhood. This opinion is supported by Stahlman and Luckner, who stated that *barrier game* is a form of language game played by two or more people, between the players a barrier is placed and then the players are asked to convey information to each other either through text or images (Nikmah, 2019).

METHODS

This type of research is quantitative with a pre-experimental design approach with a descriptive approach *one group pretest posttest*. The initial activity is to provide *pretest* before being given stimulation/treatment, then after giving treatment will be given *posttest*. The focus of quantitative research is a sequential and consistent activity to find solutions to a problem based on existing facts. Meanwhile, the definition of pre-experimental is a design that includes only one group, namely the experimental group, without a comparison group such as a control group, which in the research will be given *pretest* and *posttest* according to (Sugiyono, 2020).

This study focused on developing speaking skills after using barrier game media in children aged 4-5 years at school. The subjects were 40 children aged 4-5 years at RA Melati. Data collection techniques included observation, questionnaires, assessment scales, and documentation.

Data validity in quantitative research can be declared valid if there is no discrepancy between what is reported in the research and the reality of the object being studied (Sugiyono, 2020). Validity is divided into two categories: validity testing and reliability testing. Data analysis in this study used normality and linearity tests.

Hypothesis testing using *paired sample t-test* and simple regression. *Paired sample t-test* testing /*paired sample t-test* is a sample of the same subject but subjected to two different treatments or measurements. This method tests the effectiveness of a treatment by examining whether there is a difference between before and after the treatment. Meanwhile, a simple linear regression test is a data

analysis technique useful for determining whether there is a linear effect between one independent variable (X) and the media *barrier game*, with the dependent variable (Y) speaking ability in children aged 4-5 years in kindergarten.

RESULT AND DISCUSSION

RA Melati is a private Islamic school founded in 2006 under the auspices of the Al-Inayah Foundation in South Tangerang City. RA Melati is strategically located in a safe and convenient location, close to residential areas.

The study was conducted in March 2024 on children aged 4-5 years. Prior to conducting the study, the author conducted an observation on February 20th to assess the students' situation and condition and consulted with the principal regarding the children being studied. The researcher had a reason for choosing RA Melati as the research location. Based on initial observations, the researcher found several children who still had difficulty answering questions or explaining things in simple sentences. Some of them had unclear pronunciation/articulation, which made the children lack confidence when speaking at school.

Based on the research results, it can be seen that there is a significant influence on the speaking ability of children aged 4-5 years between before and after being given treatment with picture media *barrier game*, which can be seen from the average value (mean) before being treated with image media *barrier game*. The score increased from 72.175 to 101.950 after treatment, resulting in a 29.77% increase in speaking ability. From this increase, it can be concluded that the storytelling method using pictures as the medium *barrier game* has a positive effect on improving the speaking ability of children aged 4-5 years in kindergarten.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.10572175
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.085
Test Statistic		.122
Asymp. Sig. (2-tailed)		.136 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results of the normality test data *one-sample Kolmogorov-Smirnov* using SPSS 26 it is known that the significance value (2)-tailed) this study is 0.136, which is greater than > 0.05 . Looking at the data from the normality test above, it can be said that the data from the research on the influence of image media *barrier game* on the speaking ability of children aged 4-5 years is normally distributed.

The linearity test aims to determine whether two (2) variables have a significant linear relationship or not. The linearity test was conducted using SPSS version 26 using the test of linearity at a significance level of 0.05. The results of the linearity test in this study obtained a Sig value *deviation from linearity* 0.882, which means it is greater ($>$) than 0.05. Therefore, it can be concluded that between the variables *barrier game* with speaking ability there is a significant linear relationship.

In various literature, the definition of hypothesis is constructed by experts from various points of view. According to Roger (in Aryndita, 2022), hypothesis is an assumption *tentative* single used to formulate a theory or experiment and then tested. In addition to Abdullah a hypothesis is a temporary answer whose truth is to be tested through research. Meanwhile, according to Cresswell & Creswell a hypothesis is a formal statement presenting the expected relationship between an independent variable and a dependent variable (in Yam & Taufik, 2021). Based on the definitions described by several experts above, it can be

concluded that a hypothesis has several important components: tentative assumptions, relationships between variables, and truth tests.

Table 2. Simple Linear Regression Test Results

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.592	22.825		.508	.614
	Barrier Game	1.252	.315	.542	3.972	.000

a. Dependent Variable: *Barbicara*

Based on the table above, it can be explained that the simple linear regression equation is $Y = a + bX$. So the linear regression equation for the image media variable is *barrier game* regarding speaking ability is

$$\begin{aligned} Ber &= a + Bbg \\ &= 11,592 + 1,252 \end{aligned}$$

Where the explanation is (Ber = Speaking) and (BG =Barrier Game). The explanation is:

$a = 11.592$ is a constant value, which means that if the value *barrier game* considered constant (0), then the increase in children's speaking ability is 11.592.

$b = 1.252$ is the regression coefficient value *barrier game*, the result is positive, meaning that every additional unit of media *barrier game* will have an impact on increasing children's speaking ability by 1.252.

The results above show that the regression coefficient value of image media *barrier game* positive values were obtained which indicate that children use media more frequently *barrier game* the more the child's speaking ability develops. Conversely, the less often the child plays with media *barrier game*. This results in the child being increasingly hampered in improving his speaking ability.

Table 3. Results of the Coefficient of Determination (R^2) Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 ^a	.293	.275	11.658

a. Predictors: (Constant), Barrier Game

The coefficient of determination test aims to show the extent to which the dependent variable is explained by the independent variable in percentage form (%). The value of the coefficient of determination (R^2) is between 0 (zero) and 1 (one). The table above shows that the value *Adjusted R Square* of 0.275 or 27.5%, which means that the variation in changes in the variable of speech development in children aged 4-5 years is influenced by the media variable *barrier game* of 0.275. Meanwhile, the remaining 72.5% ($100 - 27.5 = 72.5$) is explained by other variables outside the model that were not studied.

So it can be concluded that the results of the simple linear regression test obtained a regression coefficient value of 1.252, which means that there is a positive influence between the media *barrier game* on children's speaking abilities. The more often children play with media *barrier game* as children aged 4-5 years develop their speaking skills, they also develop.

Table 4. Results of the Paired Sample T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test	-	11.6	1.8346	-	-	-	39	.000
	- post-test	29.77500	.0346	.7	33.48597	26.06403	16.229		

The T-test in this study uses the test *paired sample t-test* which aims to determine whether there is a significant difference in the average of the two sample groups. This test is conducted to determine how the independent variable "storytelling method using picture media *barrier game*" has an influence on the dependent variable "speaking ability of children aged 4-5 years" in kindergarten.

Based on the results of the t-test calculation above, it can be seen that the t-count is -16.229 and the t-table value = 1.684 with df = 39. So it can be interpreted that there is a significant increase in the speaking ability of children aged 4-5 years after being given *treatment* with image media *barrier game* because the calculated t-value is outside the t-table value until H_0 is rejected and H_a is accepted.

There are several studies that support the success of the storytelling method using image media *barrier game* on the speaking ability of early childhood children using linearity test analysis is as follows:

Hariyadi and Zamzami explain that speaking ability is essentially a communication process, which involves the transmission of messages from one source to another (in Surastini & Hidayat, 2019). Furthermore, according to Burhan, storytelling is a suitable method for developing children's speaking skills because it utilizes the child's sense of hearing, which will function well later, thus increasing the child's vocabulary according to their developmental stage (Kustini & Suryatini, 2021). L. Smith (in Usdawati, 2019) states that spoken language supports the development of other language skills such as reading and writing. Then, media *barrier game* Focusing on activities that develop oral language skills, children can learn to control their language to suit their goals *barrier game* itself is an innovative spoken language tool/media because it provides children with the opportunity to develop their speaking and listening skills in their games.

This research is also in line with several previous studies conducted by:

(1) Kadek Devy Marleni and Putu Ridayanti (2018) entitled "The Influence of Storytelling Methods with Picture Media on Improving Speaking Skills of 4-5 Year Old Children in Kindergarten "Budhiyasa Sangsit, 2018". The results of this study, which are in line with previous research, show that the storytelling method using pictures has an effect on children who experience speech impairment. Measurements were carried out using observation worksheets *pretest* And *posttest*. Table *pretest* with an average value of 55.00 has a lower value compared to the average value of *posttest* of 61.67, which has a higher value difference. This shows that in this study there is an effect of the storytelling method on speaking ability, namely when children can answer teacher questions with simple sentences, increase vocabulary, are able to retell stories told by the teacher, are able to answer teacher questions fluently/without stuttering.

(2) Nadia Intan Suradinata and Ega Asnatasia Maharani (2020) entitled "The Effect of Storytelling Methods Assisted by Hand Puppets on Children's Speaking Ability". The results of this study, which are in line with previous research, are that there is an influence on children's speaking ability between before and after being given treatment in the form of media-assisted storytelling methods. There are two aspects of speaking that have improved, namely the aspect of vocabulary use and pronunciation. From several previous studies above, it can be concluded that it is very effective to improve the speaking ability of early

childhood using innovative media that increases interest in speaking and is interesting for children to play with.

CONCLUSION

The research was conducted with 40 students aged 4-5 years old to apply picture media *barrier game*. Using the storytelling method as an experimental class, the study aimed to determine the extent to which children's speaking skills improved after being treated with picture media. *barrier game*.

Based on the above test, it can be concluded that there is a significant influence between image media *barrier game* towards improving speaking skills. Aspects that showed significant improvement were vocabulary, children's interest in speaking, and children's confidence when speaking.

In order for children's speaking ability to be more optimal, the author suggests that: (1) teachers be more innovative in choosing interactive media that can make children talk more when using it. (2) teachers provide opportunities for children to be more active in speaking, such as giving children more opportunities to ask questions, express their opinions or feelings.

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