



EARLY CHILDHOOD PRE-READING LITERACY SKILLS BASED ON THE APPLICATION OF STORYTELLING METHODS

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Info Artikel

Sejarah Artikel:

Received 20 April 2020

Accepted 14 May 2020

Published 4 June 2020

Keywords:

Early Childhood,

Storytelling, early literacy.

Abstract

Early childhood literacy is the ability to speak, read and write that children can naturally and can hone over time. Early reading literacy is a benchmark for parents in assessing children's intelligence, but early literacy skills can certainly be honed with learning activities. Storytelling is an activity to tell stories about a story that is conveyed to listeners. Storytelling has many benefits for children, and storytelling can be a fun activity for children. Children have learned many things without realizing it through storytelling.

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p-ISSN 2252-6382

e-ISSN 2686-3375

INTRODUCTION

Early childhood is believed to be a critical period for a child's future because at this stage the child will go through a golden age (Golden Age), which is a time when all the children's nervous and motor systems are at their best. Giving appropriate stimuli and stimuli will help children's intelligence and comprehension. Joyce, Weil & Chalhoun (2011: 152) explain that at this stage children will learn early literacy naturally from what they observe and they will absorb it as learning. Early literacy skills of children are obtained before entering the school level, while children's literacy abilities are acquired from the time of pregnancy by talking and listening to stories from their parents (Makin & Whitehead (2004).

Early literacy can be done with various media such as storytelling. Storytelling is an interactive activity between two parties by telling a story that is conveyed directly in the form of real and imaginative skills that are packaged in an interesting manner (Marina, 2007).

Storytelling can be done as an interactive learning effort for early childhood with the aim of increasing children's early literacy.

According to research conducted (in Permatasari, 2017) PAUD institutions are still fixated on formal learning systems such as reading and writing but in fact telling stories or storytelling can be used as a form of early literacy activities that function to provoke the abilities and creativity of early childhood students. Storytelling activities are not only carried out by teachers but parents can apply storytelling methods to increase children's early literacy skills.

THEORITICAL REVIEW

This literature search is based on various sources, namely, books, journals, and articles that are arranged in a bibliography. Assisted by Mendeley technology and PDF Reader with several early childhood literacy journals related to storytelling.

RESULTS AND DISCUSSION

In the National Education System Law no. 20 of 2003 explains that early childhood education is an effort to foster education shown to children from birth to six years of age which is carried out through providing educational

stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education. Early childhood is divided into three stages of development, namely; The first is infancy, birth-12 months, the second is Toddler, 1-3 years old, the third is Early Childhood or Pre-school, ages 3-6 years, and there is one advanced stage, namely the early grade of elementary school, ages 6-8 years.

In the book by Dr. Anita Yus, M.Pd. (Yus, 2010) explains several definitions according to philosophers regarding education:

1. Jhon Locke, argues that children are likened to blank white paper. This theory is called the tabula rasa theory.
2. Rudolf Steiner believes that children will develop through personal experiences and thought processes.
3. John Dewey argued that the most important thing in the learning process is the child's interest.
4. Froebel prioritizes freedom in the learning process so that children can do what they want.
5. Johann Pestalozzi emphasized that education must pay attention to the maturity of the child.

According to (Astuti, 2013), early childhood is a child born (aged 0 years) up to 6 years.

Storytelling is the activity of telling a story to listeners, both in the form of real and imaginative stories. According to Larkin (1997), storytelling is an interactive art performance, between the storyteller and the audience based on the interaction and cooperation of the two. A storyteller is not only able to build empathy and a good rapport with his listeners but also encourages his listeners to visually imagine the story he is telling (Parkin, 2004). Storytelling activities should be packaged attractively with intonation, facial expression, imitation voice, gestures that make the audience interested. As storytellers, we must be required to be able to convey the message in a story into a message that is easy to understand (Parkin, 2004). In the Big Indonesian Dictionary, fairy tales are stories that really don't happen.

A fairy tale is a fictional story that tells about past events and actual activities. A fairy tale can also be a hereditary imaginary world.

Children get early literacy before being born, when in the womb the parents invite them to talk, it is an early literacy learning for children. Literacy is not only about reading and writing, but includes how a child understands,

identifies, and criticizes a problem. In the world of early childhood, the ability to literate is often called early literacy or emergent literacy. According to (Mustofa, 2008: 2) early literacy is defined as a reading and writing demonstration, collaborative activities between students and teachers or parents with face-to-face teaching (at least direct).

The main characteristic of early literacy is that children feel that they are not doing the learning process and in the form of learning the things closest to the child. Children have been provided with early literacy skills by their parents, namely the child's first teacher who teaches children how to pronounce the language. Another understanding of early literacy is a supporting concept for children to do reading activities in a friendly environment when the child is in literate or literate processes (Astuti, 2014).

Several aspects regarding children's early literacy abilities are divided into five according to (Ruhaena, 2013), namely:

- a. Aspects of children's language skills, this aspect includes children's understanding of spoken language and vocabulary pronunciation.
- b. Phonological awareness, or we can call it the child's ability to detect, analyze other languages, analyze sounds, spell letters and words.
- c. Reading skills.
- d. Writing skills.
- e. Interest or motivation to read.

CONCLUSION

It can be concluded that children's literacy skills can be improved through storytelling methods. In their activities, children are not aware that they are actually doing learning activities. Storytelling can be a consideration for parents to provide learning related to children's early literacy.

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