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## **Improving Early Childhood English Speaking Ability through Storyreading Method**

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### **Abstract**

This research is about the application of the storyreading method to children aged 5-6 years, as a method that can stimulate early childhood speaking skills. The purpose of this study is to describe the improvement of speaking skills in English through the storyreading method. The researcher conducted an action research using the Pelton model (2010) with three actions on seven children of group B of Eka Saputra Kindergarten in Cileunyi District, Kab. Bandung. Data were collected through observation and documentation in the form of photos regarding learning activities. The results showed an improvement in children's English speaking ability after using the storyreading method. This is shown from the data from actions one to three which shows a significant increase in the aspect of mentioning vocabulary by 45.4%, expressing simple question words by 85.7% and answering simple questions by 41.8%. This study proves that the storyreading method can improve children's English speaking skills.

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## INTRODUCTION

English speaking ability is very important to learn as a universal language, including in Early Childhood Education. Based on the objectives of PAUD stated in Permendikbud No. 137 of 2014 Article 4 Paragraph 1, one of which is to ensure quality to be able to improve early childhood education in order to provide a basis for optimizing child development. Schools need to guide and stimulate children to develop optimally. So that all children can develop their full potential well. In order to optimize aspects of child development, English can be studied in Early Childhood Education.

Education should be a process that has added value (Habibi, 2018). In line with the United Nations Convention on the Rights of the Child (1989) states that bilingualism is a child's human right (Roopnarine and Johnson, 2009). That way English can be introduced early as a second language. Learning English from an early age will make children not feel foreign to English. English will no longer be a frightening specter and will even feel more familiar if learned early on. However, in reality at this time, learning English is still not optimized in Early Childhood Education. Schools set low expectations for children based on the child's home language. This causes children to be unable to develop and learn optimally.

Based on the results of observations and interviews at Eka Saputra Kindergarten, the school already has an English learning program but its implementation is still not good. Evidence shows that when engaging in conversations between teachers and children through news questions, no one answers. Lessons are only done 30 minutes a week. The media used are worksheets and color paper. The method used is also just singing. The school focuses more on the vocabulary of animals, fruits and the names of colors, rather than developing their speaking skills. This is of course contrary to the characteristics of early childhood learning, namely playing. Therefore we need interesting methods and media to attract children's interest in speaking English.

Basically, there are many methods that can be used to develop children's English skills. One method that can be used to develop children's English skills is storyreading. Storyreading is reading story books (Charlotte and Ananthia, 2018). Based on research Feitelson et al. (1993) and Mason (1990), storyreading can foster children's interest in reading while research by Brown et al. (2008) can increase children's vocabulary. In

line with the opinion of Morrow et al. (1990), Kaderavek and Justice (2002) that by increasing interest in reading and vocabulary, storyreading can develop the development of communication, namely speaking skills. Thus, researchers need to conduct research to determine the effectiveness of storyreading in the development of children's speaking skills. The purpose of this study is to describe the improvement of speaking skills in English through the storyreading method.

## METHOD

This study uses an action research method with the Pelton (2010) model through three actions. In one action there are five stages, namely problem identification, data collection, action planning, action implementation and results assessment. First, the researcher identifies problems that occur in the classroom, then collects data on the child's ability to determine what actions are suitable and planned through the action planning stage. After the problem can be identified, the data has been collected and has an action plan, then the next stage is the implementation of the action where the researcher realizes the action plan.

Finally, the researcher reflects on the results of the action to see the shortcomings that occurred in the previous action and will be used as material for identifying problems in the next action. This study uses observation and documentation techniques as data collection techniques. The data analysis technique used is qualitative and quantitative data analysis. Qualitative data analysis aims to describe and reveal. This technique is more directed at providing explanations (Syaodih, 2012). In this study, more used technical analysis of qualitative data, while technical analysis of quantitative data is only used as a reinforcement of qualitative data. Quantitative data analysis technique used is a formula to find a simple percentage.

## RESULT AND DISCUSSION

The ability to speak is seen from three indicators, namely the child can mention vocabulary, ask and answer simple questions. Mention Vocabulary In action one, the researcher introduced eight vocabularies to children, namely telephone, radio, television, magazine, postcard, computer, Lili and mother. In action two, the researcher added vocabulary to the story, namely telephone, radio, television, magazine, postcard, computer, Lili, mother and father. Because the more voca-

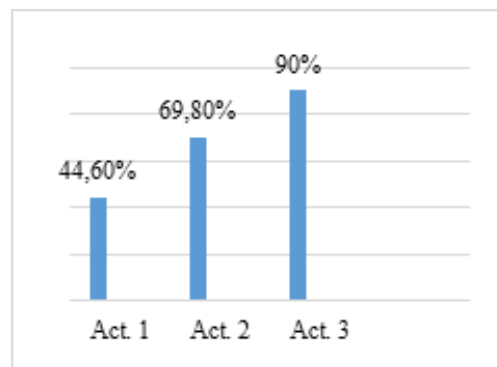
bulary children get, the more their speaking skills will develop (Kurniawan, et al. 2018 and Novita, 2007). While in action three, the researcher introduced ten vocabularies to children, namely telephone, radio, television, magazine, postcard, computer, Lili, mother, father and brother.

**Table 1.** Children's Ability to Mention Vocabulary Actions One to Three

Name	Act.1	Act.2	Act.3
Ra	5	9	
Re	5	9	10
Hu	3	4	8
Al	1	4	8
Pu	4	6	10
Ma	4	8	10
Ce	3	4	8

Based on the table, in action one, each child can mention a different number of vocabulary for each child. From eight words and seven children, the number of children who can mention 5 vocabulary words is 2 children (Ra da Re). The number of children who can mention 4 vocabularies is 2 children (Pu and Ma). The number of children who can mention 3 vocabularies is 2 children (Hu and Ce). The number of children who can mention 1 vocabulary is 1 child (Al). In this action, the child's ability to pronounce vocabulary is still lacking. In the next action, researchers need to add repetition and addition of vocabulary to train children's abilities.

In the second action there is an increase in mentioning vocabulary in children. Of the nine words and seven children, the number of children who can mention 9 vocabularies is 2 children (Ra and Re). The number of children who can mention 8 vocabularies is 1 child (Ma). The number of children who can mention 6 vocabularies is 1 child (Pu). The number of children who can mention 4 vocabularies is 3 children (Hu, Al and Ce). In this action, there is an increase in the child's ability to pronounce vocabulary. While in action three, the vocabulary mastery of children is based on 10 words and 6 children, the number of children who can mention 10 words is 3 children (Re, Pu and Ma). There are 3 children who can say 8 words (Hu, Al and Ce). In this action the child's ability to pronounce vocabulary is good, seen from the percentage of children by 90%. The following is the percentage increase in children's ability to mention vocabulary from actions one to three.



**Figure 1.** Vocabulary Enhancement Graphics

Based on the graph, in the action one percentage of children who can mention vocabulary is 44.6%. In the two actions the percentage of children who can mention vocabulary increased to 69.8%, while in the three actions the percentage of children who could mention vocabulary increased to 90%. The graph illustrates the increase in the ability to say vocabulary from action one to action three.

### Asking

Basically memorizing vocabulary is meaningless without using it (Ratri, et al. 2018 and Rahmawati, 2008). So the researcher connects it with a question sentence in action one "What is this?", in action two "Do you have .. (name of object) ..?" and on action three "Do you like..(name of object)..?" so that it can be used as a dialogue in asking.

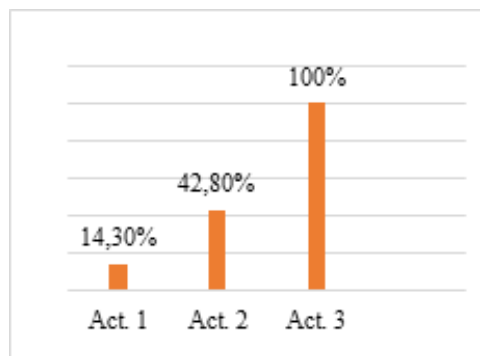
**Table 2.** Children's Ability to Ask Actions One to Three

Name	Act.1	Act.2	Act.3
Ra	1	1	
Re	-	1	1
Hu	-	-	1
Al	-	-	1
Pu	-	1	1
Ma	-	-	1
Ce	-	-	1

Based on the table, in action one there is one child who can ask his friend (Ra). While the other children can not ask. In this action, the child's ability to ask questions is still lacking, because only one child can ask. In the next action, researchers need to add repetitions to train children's abilities.

In the second action the number of children who can ask their friends increases to 3

children (Ra, Re and Pu). This action shows an increase from one child who can ask questions to three children. Meanwhile, in action three, all children were able to ask their friends. In this action, the child's ability to ask questions is good, it can be seen from the percentage of children by 100%. The following is the percentage increase in children's ability to ask questions from actions one to three.



**Figure 2.** Questioning Ability Improvement Graph

Based on the graph, in the action one percentage of children who can ask is 14.3%. In the two actions, the percentage of children who can mention vocabulary increased to 42.8%, while in the three actions the percentage of children who could mention vocabulary increased to 100%. The graph illustrates the increase in the child's ability to ask questions from action one to action three.

### Answering Simple Questions

In action one, the researcher asks "What is this?", in action two "Do you have..(name of object)..?" and on action three "Do you like..(name of object)..?" in children. Giving questions aims to stimulate children to think and hone their analytical power (Sudono, et al. 2009 and Chatib, 2012).

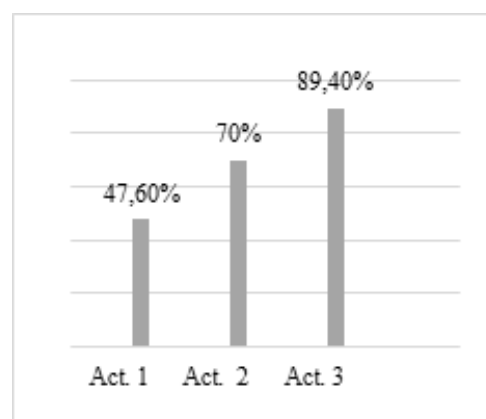
**Table 3.** Children's Ability to Answer Action Questions One to Three

Name	Act.1	Act.2	Act.3
Ra	6	10	
Re	6	10	11
Hu	3	4	8
Al	2	5	9
Pu	5	7	11
Ma	5	8	11
Ce	3	5	9

Based on the table, in the action of one of the 9 questions, the number of children who can answer 6 questions correctly is 2 children (Ra and Re). The number of children who can answer 5 questions correctly is 2 children (Pu and Ma). The number of children who can answer 3 questions correctly is 2 children (Hu and Ce). The number of children who can answer 2 questions correctly is 1 child (Al). In this action, the child's ability to answer questions is still lacking. In the next action, researchers need to add repetition and additional questions to train children's abilities.

In the action of two out of 10 questions, the number of children who can answer 10 questions correctly is 2 children (Ra and Re). The number of children who can answer 8 questions correctly is 1 child (Ma). The number of children who can answer 7 questions correctly is 1 child (Pu). The number of children who can answer 5 questions correctly is 2 children (Al and Ce). The number of children who can answer 4 questions correctly is 1 child (Hu). In this action there is an increase in the child's ability to answer questions.

While in the action of three of the 11 questions, the number of children who can answer all the questions correctly is 3 children (Re, Pu and Ma). The number of children who can answer 9 questions is 2 children (Al and Ce) and the number of children who can answer 8 questions correctly is 1 child (Hu). In this action, the child's ability to answer questions is already good, it can be seen from the percentage of children increasing to 89.4%. The following is the percentage increase in children's ability to answer questions from actions one to three.



**Figure 3.** Graph of Improved Ability to Answer Questions

Based on the graph, in the action one percentage of children who can ask is 47.6%. In the two actions the percentage of children who can mention vocabulary increased to 70%, while in

the three actions the percentage of children who can mention vocabulary increased to 89.4%. The graph illustrates the increase in the child's ability to answer questions from action one to action three.

## CONCLUSION

The improvement of children's English speaking skills through the storyreading method on aspects of mentioning vocabulary in story books, being able to ask friends and answering questions seems to increase based on data on actions one to three. In the action, the percentage of children who can mention vocabulary is 44.6%, can ask 14.3% and answer questions 47.6%. In action three, there was a significant increase in the aspect of mentioning vocabulary, increasing to 90%, being able to ask 100% and answering questions 89.4%. so that the child's English speaking ability after going through the storyreading method increases.

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