

The Effectiveness of Telling Method Assisted with Flannel Apron to Improve Social Skills of Early Childhood Children

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Abstract

The social skills of children already exist since they are born. Thus, they should obtain stimulation at their early age so they can maximally develop. It is because social skills are important for every individual to create interaction with their environments. This research aims to test the effectiveness of the telling method assisted with flannel apron toward the early childhood children's social skills. This research applied the experimental method with a pretest-posttest control group design. The data collection techniques were observation sheets and social skills. The sampling technique was purposive sampling because the researchers took the sample with certain considerations from a population. The data analyses were Mann-Whitney and Wilcoxon hypothesis tests. The tests showed that the method assisted with a flannel apron could effectively improve the learners' learning outcomes. The hypothesis tests showed that the applied method significantly influenced the social skill improvement of children aged 5-6 years old with a p lesser than 0.05. It was obtained from the mean score of the children's social skills after being treated. They got the category of excellently appropriately developed (BSB). The hypothesis test also showed a p-value lesser than 0.05. It proved the effectiveness of the telling method assisted with a flannel apron to improve social skills of the early childhood.

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INTRODUCTION

Early childhood children are social and unique creatures full of imagination and learning potentials, especially their social development. The children's social development could be seen from the skill levels while interacting with other people. It could also be seen from how they become members of a productive social community. It covers how the children learn to choose a social skill; and what kind of beliefs they have on their behaviors and social relationships. In this period, children attempt to control the environment and start learning to adapt socially.

Social skills are the parts of a development task that should be accomplished and established. It could be done by habituating the children during their childhood (Fakhriyani, 2018). Therefore, they need exercise and empowerment to develop their social skills at their early childhood age.

Davis (2015) researched the correlation of peer friends on the social skills of early childhood children. The finding shown that children could be involved socially with their peers since they were babies. Their interaction would be more responsive as they grew. This interaction involved a giving-taking object, imitating behavior, referential participation, interaction by pointing, paying attention, and social reference. Every individual's skill is important. The peer relationship of children involves feedback readiness element, inter-influences, intention, and understanding.

Children have social skills since they are born. Therefore, they must obtain stimulation since their early childhood age. Thus, they could maximally develop. It is important because social skill holds a crucial key for every individual to create environmental connection. The peer friends of children also have important roles in the social interaction because they are the equal friends in terms of age and maturity.

The arguments were proven by Ananda (2018). She conducted a study while finding out the social-emotional developmental hindrances of the Tuanku Tambusai playgroup children.

She also found a child that had not started to play with his peers in a team. He seemed to boss the others and could not cooperate with their teammates. This child also snatched the other peer friends' toys and had not performed excellent responsibility to carry out his tasks.

Therefore, the researcher conducted a collaborative game to develop the socio-emotional skills of the child. The applied method showed the socio-emotional improvement of the children of the Tuanku Tambusai playgroup. This finding was also relevant with Andarbeni (2013: 285- 292). The researcher found four indicators of communication. They were include inviting the peers to play, being brave to ask, being brave to argue, and having clear, fluent, and understandable language.

The finding was also relevant to some researchers. Pebriana (2017) found that social interaction occurred when an individual did an action that caused reactions from other individuals.

The next study was done by Putri (2013: 8-16), titled *Effektifitas Permainan Tradisional Jawa Dalam Meningkatkan Penyesuaian Sosial pada Anak Usia 4- 5 Tahun di Kabupaten Suruh*. It aimed to find out whether the game was effective to improve the social adjustment for children aged from 4 until 5 years old. This research applied experimental method with pretest-posttest control design. The findings showed the game was effective to improve the social adjustment of the children. It was relevant with the current applied research especially in terms of the research design. The difference is the current research aimed to determine the effectiveness of flannel apron media to improve the early childhood children's skills.

Latifah (2015) found that the occurring social interaction while playing a game was important for children's development. This finding was also supported by Vygotsky's theory (cited in Morrison, 2012). Children would learn social skills, such as cooperation and collaboration, that supported and improved their cognitive development via social interaction with other people.

Locchetta (2017) revealed that a mealtime was the most appropriate moment and could be predicted to facilitate the interaction among children with high social-competence contrasts. It could be done by having a "speaking game". The game used the plates that had the collages of their friends. The plates had functions to stimulate the speaking skills of the children. This research applied the Family Style Dining (FSD) method. This method required the teacher to sit together at the same table with the children. He had jobs to support, promote, and facilitate the conversation. This method was relevant to the research topic about the social skills of early childhood children. However, in this research, the researchers applied the telling method to improve the skills.

Fakhriyani (2018) found that the implementation of Kocheng-tekos and bhisek method could be an alternative to develop the social skills of early childhood children. This skill could be developed at the age of childhood children so they would act out their roles while socializing with their environment. This research was also relevant to studies about social skill development of early childhood children. However, in this current research, the researchers applied the telling method assisted by a flannel apron instead of a traditional game.

Pangastuti (2017) researched the social skill development of early childhood children that used gadgets. Gadgets could make the users rarely socialize with their environments. This situation made the children passive and had fewer motoric activities. They would also have poor language competence while interacting with their environment. In this situation, parents' roles should have been important. They should have determined to optimize the children's potentials that were the most important elements in developing and establishing the children's personalities.

The previous findings proved the importance of social skills for early childhood children to interact with the environment. The social skills of early childhood children are important to be stimulated with games. The games should involve the children and their

peers; and provide guidance and parental supports. Thus, they could learn and improve the social skills. The social skills are needed by them to interact with a broader community. Social interaction of early childhood children is formed by providing stimulation from the surrounding adults and interaction with peers. In this case, adults or educators should select appropriate media or methods with the children's development and characteristics. It is important because the children are still at the concrete thinking stage.

Sumiyati (2016) examined the telling method's effectiveness to improve the communication skills of children aged 4-5 years old in Al-Izzah kindergarten, Bengkulu regency. The findings showed that the method allowed children to express their arguments about the story content. It also allowed them to retell the story and express the argument toward other people. The children could interact with other people; could be approached by other people and could interact with other people in a situation that made them solve problems.

The social skills are strongly influenced by the children's language skills to communicate. This statement was proven by some findings, such as Nurjanah (2020); Aggraeni (2019); Sobarna (2017); and Muazzomi (2016). They proved the telling method was effective to develop the language skill of children while speaking. Dewi (2016) and Rahmat (2016) found that the telling method could improve the listening skills of kindergarten students. Arinoviani (2016) found that the telling method could improve the A-group students' English-speaking skills.

Skjaeveland (2017) found that the telling method could provide a history lesson for preschool learners that had not been able to think abstractly and could not understand the past and present form concepts. The previous studies were relevant to the current study because they applied the telling method.

Amelia (2015) found that the telling method had important roles to develop socio-emotional aspects of early childhood children. The telling method is an activity to tell. It is

done by the educators toward the students to provide a learning experience via motions and sounds. The telling method is not only useful to develop the children's language aspect but also their socio-emotional aspect. It is more effective when it is applied by information-concrete media for early childhood children.

This research aimed to 1) analyze the social skills of early childhood children, before and after the intervention; and 2) analyze the method effectiveness toward the social skills of the early childhood children.

The significances of the research are 1) theoretical research This research would be useful as references for learning media development; 2) practically for teachers, these research findings could facilitate them finding the effective, innovative, joyful, and impressive learning media. For students, these research findings would facilitate them to improve their social skills and language skill. For researchers, the findings would provide basic principles to understand the problem comprehensively about the effectiveness of the applied method toward the social skills of early childhood children.

METHOD

This research applied the experimental method with a pretest-posttest control group design. The population consisted of students at B group of PGRI 08 Ngaliyan kindergarten and the students at B group of PGRI 88 Ngaliyan kindergarten. Both schools are in Ngaliyan district, Semarang regency, in the academic year 2020/ 2021. They consisted of 20 learners. The B-group student selection as the population was based on several considerations. They were (1) children aged 5-6 years old had skills to collaborate, rely upon, interact, communicate, take responsibility, and respect each other; (2) these children are already ready to have activities at preschools; (3) these children are suitable to measure the learning outcomes of students during their transition stages from the preschool period into primary school period.

The sampling guideline was taken from Roscoe. The guideline instructs to take the

sample between 10 until 20 elements for a simple experiment with strict control (Darmawan, 2016). This research took the sample with a purposive sampling technique based on certain considerations (Sugiyono, 2018). The researchers determined the investigated sample. They were all students from the population, 20 children. The subjects consisted of ten B-group students of PGRI 88 Ngaliyan Kindergarten that had low social skills as the control group and ten B-group students of PGRI 08 Ngaliyan Kindergarten that had low social skills as the experimental group.

In this research, the operational definitions for each variable were important to use to avoid biases of the investigated variable indicators. The operational definitions of social skill include these behaviors: 1) empathy that allows children to express their emotion by giving attention to a depressed individual due to a problem and to reveal the other individual's feeling that is engaged with conflict as a realization of the children's sensitivity; 2) generosity that allows children to share and give their goods for other people; 3) cooperation that allows children to take their turns to obey the command voluntarily without fighting each other; 4) providing assistance that allows children to help other people and to support certain tasks and help people in need.

The method implementation was done in a learning activity to stimulate the students' social skills. The skills were measured with some indicators to measure the achievement. The indicators were: The participation of the children in selecting the characters, in listening to the story, in using the flannel apron media, and in responding to the learning activity.

The data collection techniques were observation with social skill observation sheets in the form of a checklist with a Likert scale from 1 until 4. The observation sheet validity test was done with expert judgment to validate the content or construct. The instrument about the measured aspects was based on certain theories. Then, they were consulted with the experts (Sugiyono, 2017). The experts were the referred lecturers of the Early Childhood

Children study program. The consulted and approved observation sheets were validated by the experts. The research instrument was taken from the Standard of Early Childhood Children's Development Level at the age of 5-6 years old issued by the Ministry of Education and Culture of Republic Indonesia, Number 137, the year 2014.

The observed social skill indicators were the students' care for other people, empathy, responsibility, cooperation, and helping each other.

The observer checked the list of the obtained scores while observing. It was done based on the arranged observation guideline. The observation results were about the applied method's effectiveness toward the social skill improvements of children aged 5-6 years old.

The data, the social skill data of the children aged 5-6 years old, were analyzed statistically. The applied statistic analyses were descriptive and inferential. The inferential statistic analysis used a *t-test*. The t-test was used to determine the differences in the learning outcomes after the intervention. The hypothesis test with a t-test would be carried out if the requirement test analysis had met the criteria.

The guideline of this research dealt with the syntax of applying the telling method assisted by a flannel apron to improve the children's social skill behavior of PGRI 08 Ngaliyan Kindergarten. It was made to facilitate the research and the observer to understand the activities of the research. The executors of the research plan were the teachers of B-group students from PGRI 01 Ngaliyan Kindergarten. The guideline was arranged to allow the observer to understand the planned activity by the researcher. Thus, the observation results would obtain the appropriate and expected data by the researchers.

This research was carried out in eight sessions. During the first stage, the pretest was given to both groups that had applied the telling method without learning media or props. From the second session until the seventh session, the experimental group was intervened by the telling method with flannel apron media. On the other

hand, the control group was taught by telling method without any media.

RESULTS AND DISCUSSION

The social skill of children aged 5-6 years old taught by the telling media assisted with flannel apron media for both groups could be seen from the pretest results.

The pretest showed the skills obtained a mean value of 18.8 with a standard of deviation 1.619. It showed the students' social skill category was undeveloped (BB). The pretest results of both groups taught by telling method without any media showed that they still had low social skill category. It was proven with the mean and the score categorization, undeveloped (BB).

The finding was relevant to Stagniti (2017). The researcher found a significant correlation between the uses of symbols in playing a game with the narrative retelling activity than playing role play. It happened because without media as the model, students could not see the model that was a concrete matter describing the original object. It could attract their attention to imitate what the teachers instructed. Thus, social skill learning with the telling method without media could not attract learners. It made them could not develop their skills.

This research was carried out based on the daily lesson plan made by the researcher. The lesson plan was consulted with the home-class teachers. The same procedure was also applied for the enforcement sheet arranged by the researchers. The first stage was providing a pretest. It was followed by six-time treatment provisions for both groups in an online manner by using the parents' WhatsApp group. The experimental group was intervened by the telling method with assisted flannel apron media while the control group was taught by the telling method without media. After being intervened, both groups obtained the posttest. During the pretest and posttest, the researcher used social skill observational sheets.

The applied instrument in this research was a social skill observation sheet for children aged 5-6 years old. In the observation sheets, there were eleven indicators to be observed. The observation sheet fulfillment was done by providing scores from 1, 2, 3, or 4 for each indicator. The criteria of social skill assessment were developed excellently (BSB) with mean

scores between 41.00 and 44.00; developed as expected (BSH) with mean scores between 31.00 and 40.00; starting to develop (MB) with mean scores between 21.00 and 30.00, and undeveloped with mean scores between 11.00 and 20.00. The pretest and posttest score results of both groups' social skills are shown in Table 2.

Table 2. The social skills' descriptions of experimental and control groups

T	KE				KK			
	N	M	SD	K	N	M	SD	K
T1	10	18.8	1.619	BB	10	19.10	1.100	BB
T2	10	31.70	1.888	BB	10	24.60	1.349	BB

Remarks: KE= Experimental Group; KK= Control Group; T1= Pretest; T2= Posttest; N= Sample Number; M= *Mean*; SD= Standard of Deviation; BB= Undeveloped; MB= Starting to develop; BSB=Excellent Developed

The post-test results of social skill learning showed that the experimental group had a category of BSB. It was different from the control group that applied the telling method without any media. This group obtained a category of MB (started to develop).

The post-test results proved the applied method and media significantly determined the learning outcomes. The applied telling method should also be supported with appropriate learning media implementation. Fakhriyani (2018); Gorbiiiz (2018); Anderson (2018); Arnesen (2017); Ismail (2016); and Yuliantiningsih (2016) found that students' social skills could be improved with appropriate learning media based on the students' development levels.

The posttest results were relevant with studies of Amelia (2015); Milawaty (2015) Nugrahaningtyas (2014) and Puspita (2013). They found that the telling method had crucial roles to develop the socio-emotion aspect of early childhood children. The telling method is an activity to tell. It is done by the educators toward the students to provide a learning experience via motions and sounds.

Skjæveland (2017) found that the telling method could provide a history lesson for

preschool learners that had not been able to think abstractly and could not understand the past and present form concepts. The telling method assisted with media could facilitate children's understanding of an abstract matter into an understandable concept.

It meant that by providing activities for the children's social skills should have appropriate media for them. Thus, children would easily accept and understand the message and imitate the behaviors, styles, and what they saw from the concrete model.

The table shows the results of the Wilcoxon test about the social skills of the experimental group students.

Table 3. The results of the Wilcoxon test about the social skill of the experimental group students

Aspect	Z	P<0.05
Posttest - Pretest	-2.814 ^b	.005

P= Asymp. Sig. b < 0.05

Table 3 shows the value of Asymp. Sig. (2-Tailed) = 0.005 lesser than 0.05. It meant there was a difference between the pretest and posttest learning outcomes. Thus, there was a

correlation between the telling method with flannel apron media toward the social skills of the B-group students at PGRI 08 Ngaliyan kindergarten.

The telling method effectiveness assisted by flannel apron toward the social skills of the children aged 5-6 years old of PGRI 08 Ngaliyan Kindergarten could be found from both groups' posttest results. They were examined by Mann Whitney test with SPSS version 22.

The test results of both groups are shown in Table 4.

Table 4. The Mann Whitney results of the social skill of the children aged 5-6 years old from both groups

Ranks	Mann-Whitney U Z	P < 0,05
Social skills	000	-3.801 .000

Table 4 shows the statistic test output. The social skill learning outcomes of children aged 5-6 years old of the control group students. The Mann-Whitney test of the social skill of children aged 5-6 years old showed the Asymp. Sig (2- tailed) $0.000 < 0,05$. Thus, the hypothesis is accepted.

The test result showed a learning outcome difference of both groups' social skills between the telling method without media and the telling method with flannel apron media. The result showed the experimental group's social skill was higher than the control group's social skill. From the result, there was a significant difference in using the telling method assisted by flannel apron to improve social skills of children aged 5-6 years old in PGRI 08 Ngaliyan kindergarten.

The output of the Wilcoxon test showed the influence of telling method implementation assisted with flannel apron media. It was proven able to improve the social skill learning outcome based on the pretest and posttest results. The test also showed a different learning outcome of control group students taught by telling method without any media than the experimental group. Thus, the telling method assisted with flannel apron media, taught in the experimental group,

was effective to improve the social skill of children aged 5-6 years old.

The hypothesis test result was relevant with Kurniawati (2016). The researcher found that learning activity at kindergarten was important for the children's development during the concrete period. It meant that providing activities for the children's social skills should have appropriate media for them. Thus, children would easily accept and understand the message and imitate the behaviors, styles, and what they saw from the concrete model.

Budiarti (2016) explained that early childhood children had gifted intelligence since they were born. The intelligence could be seen from their high-annual curiosities. It was shown by the questions of the children addressed toward their parents for every new thing they saw. Children's creativity required supports and specific attention to be developed by various activities.

This finding was supported by Ekosiswoyo, (2016); Oktaviyanti, (2016); Sutarto (2017); and Suminar (2020). They explained that the learning program's success depended on the tutors' capabilities to use method, technique, and approach during learning.

The explanation dealt with applied media detail toward the social skills of children aged 5-6 years old in PGRI 08 Kindergarten. The output of the Wilcoxon test showed the influence of telling method implementation assisted with flannel apron media. It was proven able to improve the social skill learning outcome based on the pretest and posttest results. The test also showed a different learning outcome of control group students taught by telling method without any media than the experimental group. Thus, the telling method assisted with flannel apron media, taught in the experimental group, was effective to improve the social skill of children aged 5-6 years old.

Nurjannah (2020) found that the telling method could also improve self-confidence while children talking in front of the class. Muazzomi (2016) found that the telling method was a learning method to improve children's

speaking skills. It was important because speaking is part of human life to create social relationships. The findings showed that the experimental group taught by telling method assisted with flannel apron media was more effective to improve the social skills of children aged 5-6 years old. The experimental group was intervened by the method delivered by the teachers.

The limitations of the research were: 1) the subjects were limited to children aged 5-6 years old with limited numbers; 2) the applied research instruments were only social skill observation sheets. Thus, there were possibly unknown shortcomings.

Further studies are expected to be conducted for all children's age levels. They are also expected to add the sample size and broaden the research site. Thus, the generalization level of the analyses will be more accurate. It is also suggested to use the other research instruments that could influence the quality of the research results.

CONCLUSION

The hypothetic tests showed that the applied method significantly influenced the social skill improvement of children aged 5-6 years old with a p lesser than 0.05. It was obtained from the mean score of the children's social skills after being treated. They obtained the category of excellently appropriately developed (BSB). The hypothetic test also showed a p -value lesser than 0.05.

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