

THE EFFECT OF STORYTELLING METHOD WITH POP UP BOOK MEDIA ON LISTENING SKILLS IN CHILDREN AGED 5-6 YEARS AT TKIT SYEIKH ABDURRAUF BANDA ACEH

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ABSTRACT

Based on the background of the problem, the researcher found that the skills of group B1 children in listening have not developed optimally, this can be seen in the learning activities that have been carried out in listening using the storytelling method. The formulation of the problem in this study is whether the storytelling method formed by pop up book media affects listening skills in children aged 5-6 years. The study aims to determine whether the storytelling method formed by pop up book media has an effect on listening skills in children aged 5-6 years. The place of this research was conducted at TKIT Syeikh Abdurrauf Banda Aceh. This research is a quantitative study using the PreExperimental Designs approach. With the One-group pretest-posttest Design model. The data collection methods in this study were tests and documentation. The population in this study were all kindergarten B children and the sample of this study was group B1 consisting of 8 girls and 7 boys. The results of the research that has been done show that the calculation of the pre-test results obtained is still below the average value of 28.4 and the results of the post-test research calculation have a value above the average value of 81.4. Then H_0 is rejected H_a is accepted or the data is normally distributed. So it can be concluded that the storytelling method formed by pop up book media affects listening skills in children aged 5-6 years at TKIT Syeikh Abdurrauf Banda Aceh.

Keywords: *Pop Up Book Media, Storytelling Method, Listening, Early Childhood.*

INTRODUCTION

The achievement level of language development of children aged 5-6 years is at the stage of being able to speak in simple sentences that are more complex, can ask and answer questions, can continue part of the story or retell stories that have been listened to. Therefore it is very important to develop listening and speaking skills in children so that they can achieve optimal language development, especially at the age of 5-6 years. Development can be achieved optimally if given the right stimulation. Listening skills are skills in listening to knowledge, digesting messages and understanding the meaning of communication conveyed verbally which aims to solve problems, to get facts, to get inspiration, and is useful for increasing knowledge (Kurnia, 2019: 24).

In order for the teaching and learning process to run in accordance with the objectives set, the teacher chooses one of the right methods so that students can easily understand the lesson. One of the appropriate methods used is the storytelling method. Storytelling is an activity carried out by teachers to their students, parents to their children, teachers telling stories to their listeners. An activity that is art because it is closely related to beauty and relies on the power of words used to achieve the purpose of the story (Ririhena, 2020:63). The media that can be used in the storytelling method to improve children's listening skills is to use pop-up book media. The media can help increase activity and train new ideas in creating and telling stories to children. Being active in storytelling can help to stimulate children's attention span, thinking power, and concentration power. In addition, storytelling can also facilitate the increase in fantasy/imagination in creating a fun and familiar atmosphere in the classroom, as well as developing vocabulary in children.

Pop up book is one of the media that is 3-dimensional and has a picture that appears when the page is opened (Sari and Suryana, 2019: 2). According to Dzuanda (2011: 2) Pop up book will provide a visualization of a material that is taught in a more interesting way when viewed in terms of images that can arise and have dimensions. In addition, what is interesting about pop up books is that this media can present surprises on each page when students change pages. Based on the results of observations that have been carried out at TKIT Syeikh Abdurrauf Banda Aceh, it is known that children's ability to listen has not developed optimally. This can be seen in the learning activities that

have been carried out in listening using the storytelling method, therefore further research is needed.

METHODS

The research approach used is quantitative experimentation. The research design used in this study was PreExperimental Designs, with a One-group pretest-posttest Design model. The population in this study were all kindergarten B children at TKIT Sheikh Abdurrauf and the sample in the study was group B1 which amounted to 15 children consisting of 8 girls and 7 boys. The variables of this study consisted of two variables, namely the independent variable storytelling method with pop up book media and the dependent variable, namely listening skills. Data collection techniques in this study are in the form of tests and documentation and the data collection tool used is an oral test. Oral tests or questions and answers are used by researchers to measure children's listening skills with the storytelling method in group B1. The test was conducted twice, namely before using the media (pretest) and after using pop up book media with storytelling method (post-test). The listening skills of children aged 5-6 years used in this study refer to four indicators that have been modified from Kemendikbud 137 in 2014 to see the extent of children's listening skills. The data analysis technique used is regression analysis.

RESULTS AND DISCUSSION

Based on the first meeting of the class, an initial test is given (pre-test) with indicators as many as four indicators that have been modified from Kemendikbud 137 in 2014 to see the extent of children's listening skills, at the next meeting the action (treatment) is carried out using pop up book media. And the next meeting ends with (post test) to see the results after using media in the form of pop up book media with storytelling methods on listening skills for children aged 5-6 years can be seen in table 1 below:

Table 1. Initial Observation Results (Pretest)

No.	Initials	Indicator I	Indicator II	Indicator III	Indicator IV	Total average score
1	AYS	40	20	30	40	32,5
2	AYN	30	10	20	30	22,5
3	MJD	30	30	30	30	30
4	CSA	30	30	30	30	30
5	FN	10	20	20	30	20
6	DRS	30	30	30	40	32,5
7	SLA	30	20	20	40	27,5
8	PCT	20	20	30	40	27,5
9	DFN	35	10	30	20	23,75
10	FTH	30	30	30	40	32,5
11	ALF	30	20	20	40	27,5
12	SQI	30	30	30	40	32,5
13	SVS	30	20	30	30	27,5
14	AHR	20	20	30	30	25
15	HBB	30	30	30	40	32,5
Total						423,75
Average						28,25

After the initial observation (pre test), then action is given to children by learning through the storytelling method using pop up book media. Researchers made final observations (post test) of the storytelling method using pop up book media group B1 can be seen in table 2 below:

Table 2. Final observation results (Post-test)

No.	Initials	Indicator I	Indicator II	Indicator III	Indicator IV	Total average score
1	AYS	90	80	80	90	85
2	AYN	80	70	80	80	77,5
3	MJD	77	70	78	90	78,75
4	CSA	80	75	80	80	78,75
5	FN	70	75	75	80	75
6	DRS	90	80	85	90	86,25
7	SLA	80	75	80	90	81,25
8	PCT	70	70	80	90	77,5
9	DFN	70	70	80	80	75
10	FTH	80	80	90	90	85
11	ALF	90	80	77	80	81,75
12	SQI	85	80	85	90	85
13	SVS	80	75	80	80	78,75
14	AHR	90	80	85	90	86,25
15	HBB	80	80	80	80	80
Total						1211,75
Average						80,78

Based on the initial observation value (before being given learning actions through the storytelling method using pop up book media) and the final observation value (after being given learning actions through the storytelling method using pop up book media), the pre test value and post test value can be recapitulated in table 3 as follows:

Tabel 3. Value *Pre-test* and *Post-test*

No	Initials	Value <i>Pre test</i>	Value <i>Post test</i>
1.	AAA	32,5	85
2.	AZA	22,5	77,5
3.	SMW	30	78,75
4.	CLS	30	78,75
5.	FS	20	75
6.	DSS	32,5	86,25
7.	SAD	27,5	81,25
8.	PAN	27,5	77,5
9.	DTP	23,75	75
10.	DEF	32,5	85
11.	BAP	27,5	81,75
12.	FSE	32,5	85
13.	SBA	27,5	78,75
14.	AS	25	86,25
15.	HBB	32,5	80
Overall Average		28,25	80,78

From the table above, we can find the frequency distribution list of values before doing activities for group B, then these results can be described as follows:

Table 4. Frequency Distribution List of Values *Pre test*

Value	(f_i)	(X_i)	$f_i X_i$	$f_i X_i^2$	\bar{x}
20 - 22	1	21	21	441	28,4
23 - 25	3	24	72	5184	
26 - 28	4	27	108	11664	
29 - 31	2	30	60	3600	
32 - 34	5	33	165	27225	
Total	15	135	426	48114	

Table 5. Frequency Distribution List of Values *Pre test*

Nilai	(f_i)	(X_i)	$f_i X_i$	$f_i X_i^2$	\bar{x}
75 - 77	2	76	152	11552	81,4
78 - 80	6	79	474	37446	
81 - 83	2	82	164	13448	
84 - 86	3	85	255	21675	
87- 89	2	88	176	15488	
Total	15	410	1221	370677	

a. Pre-test Data Normality

Normality test is a test conducted in order to test the normality of a data. In this study, the normality of the data was tested using the Lilierfors method using the help of the EXCEL APK. The normality test can be seen in table 6 as follows:

Table 6. Normality Test of Children's Pre-test Data

No.	X	Z	F(z)	S(z)	F(z)-S(z)
1	20	-2,03	0,08	0,07	0,01
2	22,5	-1,42	0,13	0,13	0,00
3	23,75	-1,11	0,21	0,20	0,01
4	25	-0,80	0,43	0,27	0,16
5	27,5	-0,18	0,43	0,33	0,09
6	27,5	-0,18	0,43	0,40	0,03
7	27,5	-0,18	0,43	0,47	0,04
8	27,5	-0,18	0,67	0,53	0,13
9	30	0,43	0,67	0,60	0,07
10	30	0,43	0,85	0,67	0,19
11	32,5	1,05	0,85	0,73	0,12
12	32,5	1,05	0,85	0,80	0,05
13	32,5	1,05	0,85	0,87	0,01
14	32,5	1,05	0,85	0,93	0,08
15	32,5	1,05	0,50	1,00	0,50

Average : 28,25
 Standard Deviation : 4,06
 Maximal : 32,5
 Minimal : 20
 Range : 12,5

L Count : 0,500
 L Table : 0,22

Based on the results of the normality test on the pre-test data using the help of the EXCEL APK that already exists and has been presented in the table above and it is known that the value is $0.500 > 0.5$, it can be concluded that it is accepted or the data distribution is normal.

b. Hypothesis Test of Pre-test Data

Hypothesis testing is an action taken by researchers in testing the truth of temporary conjectures by researchers in the study. Therefore, hypotheses can sometimes also turn into truth or vice versa can fall as truth. Hypothesis testing in this study used t-Test: Paired Two Sample For Means. Hypothesis testing of pre-test data in table 7 below:

Table 7. Hypothesis Test of Children's Pre-test Data

t-Test: Two-Sample Assuming Equal Variances		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	28,25	0
Variance	16,47	0
Observations	15,00	15
Pooled Variance	8,24	
Hypothesized Mean Difference	0,00	
df	28,00	
t Stat	26,96	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,70	
P(T<=t) two-tail	1,42	
t Critical two-tail	2,05	

Based on the results of hypothesis testing on Pre-test data using the EXCEL APK that already exists and has been presented in the table above, it can be seen that the significant value of $1.42 > 0.05$, it can be concluded that H_0 is accepted and H_a is rejected.

c. Post-test Data Normality

Normality test is a test carried out in order to test the normality of a data. In this study, the normality of the data was tested using

the Lilierfors method using the help of the EXCEL APK. The normality test can be seen in table 8 below:

Table 8. Normality Test of Post-test Data

No.	X	Z	F(z)	S(z)	F(z)-S(z)
1	75	-1,47	0,07	0,07	0,00
2	75	-1,47	0,20	0,13	0,07
3	77,5	-0,84	0,20	0,20	0,00
4	77,5	-0,84	0,30	0,27	0,04
5	78,75	-0,52	0,30	0,33	0,03
6	78,75	-0,52	0,30	0,40	0,10
7	78,75	-0,52	0,42	0,47	0,05
8	80	-0,20	0,55	0,53	0,01
9	81,25	0,12	0,58	0,60	0,02
10	81,57	0,20	0,86	0,67	0,19
11	85	1,08	0,86	0,73	0,13
12	85	1,08	0,86	0,80	0,06
13	85	1,08	0,92	0,87	0,05
14	86,25	1,39	0,92	0,93	0,01
15	86,25	1,39	0,50	1,00	0,50

Average : 81,4
 Standard Deviation : 3,92
 Maximal : 86,25
 Minimal : 75
 Range : 11,25
 L Count : 0,500
 L Table : 0, 22

d. Post-test Data Hypothesis

Hypothesis testing is an action taken by researchers in testing the truth of temporary conjectures by researchers in the study. Therefore, hypotheses can sometimes also turn into truth or vice versa can fall as truth. Hypothesis testing in this study used t-Test: Paired Two Sample For Means. The following is the post-test data hypothesis test can be seen in table 9 as follows:

Table 9. Tabel 9. Hypothesis Test of Children's Post-test

t-Test: Two-Sample Assuming Equal Variances		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	80,78	0
Variance	15,41	0
Observations	15,00	15
Pooled Variance	7,70	
Hypothesized Mean Difference	0,00	
df	28,00	
t Stat	79,70	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,70	
P(T<=t) two-tail	1,47	
t Critical two-tail	2,05	

Based on the results of hypothesis testing on post-test data using the EXCEL APK that already exists and has been presented in the table above, it can be seen that the significant value is $1.47 > 0.05$, it can be concluded that H_0 is accepted and H_a is rejected.

Based on the pre-test and post-test assessments in the above experiments, it means that the storytelling method has an effect on listening skills in children in accordance with expectations.

Discussion

This study uses a storytelling method in the form of pop-up book media, so according to Barton (Putri et al., 2018), explains that pop-up books are reflex movements when pulling out and away from the pages of books or cards when opened. It can be interpreted that pop-up book media is one of the media that has a three-dimensional form in providing unique, meaningful visualization and attracting children's focus on the learning process, and is able to move when the page is opened.

A person's success in listening can be seen from how the listener understands and conveys information from those who convey stories orally or in writing. This shows that listening skills are quite complex if the listener wants to capture the true meaning of the story

which may not be completely explicit, so the listener must try to reveal the things that are implied.

The results of the above research show that children's listening skills can be improved through the storytelling method with pop up book media can be seen in table 10 below:

Table 10. Average Value of Pre-test and Post-test Results

No	Stages	Average
1.	<i>Pre- test</i>	28,25
2.	<i>Post-test</i>	81.4

The table above explains that the average value of the initial pre-test amounted to 28.25 and the average value of the final post-test amounted to 81.4 so learning through the storytelling method using pop up book media is very well developed. So the results of the above analysis that the effect of the storytelling method is formed by pop up book media on listening skills in children aged 5-6 develops in accordance with expectations.

CONCLUSION

Based on the results of research conducted on the effect of the storytelling method formed by pop up book media on listening skills for children aged 5-6 years at TKIT Sheikh Abdurrauf Banda Aceh, it can be concluded that pop up book media on the development of listening skills has developed optimally. This can be seen from the results of the research that has been done showing that the calculation of the results of the pre-test obtained is still below the average value of 28.25 and the results of the research calculation (post-test) there is a value above the average of 81.4. Then H_0 is rejected H_a is accepted or the data is normally distributed. Based on the data from the above calculations, it can be concluded that the average value that has been achieved by children through the storytelling method formed by pop up book media on listening skills for group B1 children at TKIT Sheikh Abdurrauf Banda Aceh is very good.

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