

## STORY TELLING METHOD IN IMPROVING EARLY CHILDREN'S READING ABILITY

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**Abstract.** Providing early childhood education is part of the teacher's duties at school, and is very important in improving reading skills for early childhood. Because, the importance of improving early childhood reading skills aims to prepare children to the next level. This study aims to find out how the teacher's efforts are in improving reading skills by using the story telling method in Sholeh Children's Playgroup (KB) in North Purwokerto District, Banyumas Regency. The object of his research is the teacher's efforts to improve children's reading skills using the story telling method in the Anak Sholeh Family Planning Program. While the research subjects were teachers and children. Data collection methods in this study are observation, interviews, and documentation. Then, for technical data analysis used, namely data reduction, data presentation, and drawing conclusions as the final result. Efforts made by the Sholeh Child Family Planning teacher in improving early childhood reading skills by using the story telling method include making the class as comfortable as possible, arousing students' reading learning methods, building children's concentration to listen to story telling, giving praise to children, encouraging children, get used to pronouncing letters when story telling. The results of the study described that the use of the story telling method in the Sholeh Children KB was able to improve reading skills in early childhood. The reading skills mastered by KB Anak Sholeh students include children being able to recognize consonants, vowels, recognize letters in graphs, and read syllables. So the story telling method is an effective way and has a positive effect on the development of reading comprehension in the Anak Sholeh KB which has increased significantly.

**Keywords:** Story Telling Method, Reading, Early Childhood.

### INTRODUCTION

Early childhood is in the golden age stage of the period of human life. At this golden age stage, educators, especially parents, need to provide the best stimulation and education for children's growth and development, one of which is by teaching reading. But the fact is that until now learning to read is still a controversy (pros and cons) in Indonesian society, especially among Early Childhood Education (PAUD) teachers, and managers or organizers of early childhood education institutions, both in Kindergartens under The Education Office of the Ministry of Education and Culture or Raudhathul Athfal under the Ministry of Religion.(Lalompoh, 2017).

Teaching reading to young children is a frightening specter in society, some people are still worried because for a long time the government has consistently prohibited learning to read to early childhood even for a large group of 6 years old who will enter elementary school. The government still adheres to the views of the Indonesian education figure Ki Hajar Dewantara who thinks that learning that is intellectual in nature (reading, writing) is not in accordance with the principles of kindergarten(Dewantara & Noventari, 2020). Although Ki Hajar Dewantara admits that Taman Indria education, which he initiated, adopted the Montessori concept which included academic materials in its education. There is a ban on teaching reading directly at the Kindergarten (TK) or Raudhathul Athfal (RA) level by the Ministry of Education and Culture,<sup>3</sup> which remains in effect. As well as the government's ban on holding reading tests as a condition for entering Elementary Schools (SD) and Madrasah Ibtidaiyah (MI), however, there are still many SD/MI schools that read and write and the demands of parents (TK/RA student guardians) for their children to be taught to read at school are increasingly gave rise to controversy.

PAUD teachers, PAUD parents, PAUD administrators or organizers have different views and attitudes. Most parents consider it important that learning to read is given to their children, especially large group students as preparation for entering elementary school. Among TK/RA teachers there are teachers who teach reading at all for fear of being found out by the supervisors from the education office or the Ministry of Religion, but not a few other TK/RA (PAUD) teachers openly teach reading because it is considered important for preparing students to enter elementary school and considered capable of teaching if students are able to read even with the risk of getting a reprimand from the education office. There are PAUD institutions that prohibit learning to read, but many PAUD institutions secretly sometimes teach reading to their students (TK/RA) especially for elite (bona fide) PAUD institutions to maintain the institution's grades (Lalompoh, 2017).

Controversy about learning to read in early childhood education circles has been going on for a long time and until now there has been no adequate common ground for each having a different interpretation. This data is reinforced by the research results of Masnival and Afif Hakim that as many as 25.5% of TK/RA teacher respondents stated that the Office of Education/Ministry of Religion does not make it mandatory to teach reading in TK and RA, as many as 31% said it prohibited it, 40% allowed it, and 29% allowed it. lessons in kindergarten and RA. These data can be interpreted that there are disagreements among school principals and kindergarten/RA teachers regarding learning to read in kindergarten and Raudhatul Athfal due to different opinions, some agree and disagree, even though the number agrees more (Yulia et al., 2021).

The pro-contra attitudes of the community (government, PAUD organizers, school principals, teachers, and students' parents) regarding learning to read, are in line with the opinions of different PAUD experts. Many experts do not recommend or even prohibit learning to read, write and count for young children, even for groups (age 5-6 years), but not a few experts support and consider it important to learn to read and write in TK/RA.

Montessori also includes academic materials in the early childhood curriculum, namely teaching reading, writing, and mathematics in early childhood education in addition to practical life and sensory materials. Child development figures such as Havighurst, classify early childhood developmental tasks by preparing to read and developing basic skills for reading, writing, and arithmetic in late childhood. Hurlock suggested that in early childhood be given to learn to read and form sentences (Montessori, 2011).

Hamzah B. Uno and Masri Quadrat, "Genetically the structure of a child's brain is formed from birth, but the child's brain is very much determined by the way students interact with their environment." One of the efforts to take advantage of the potential of early childhood is to instill a love of reading (Anggraini et al., 2021). In Islam, according to the first commandment (revelation) from Allah to humans through the angel Gabriel which was received by the Prophet Muhammad SAW, namely the command to read because reading is the gate of knowledge and the key to success in learning. As stated in the Qur'an surah al-Alaq verses 1-5.

Thomson in Hawadi said that the most appropriate time to learn to read and write is when children are in TK/RA. Martini Jamaris said that kindergarten-age children already have the basic ability to learn to read and write. This can be seen from (Thomson on Privacy on JSTOR, n.d.):

- (1) The child's ability to coordinate visual movements,
- (2) Children's ability to discriminate visually,
- (3) vocabulary Skills,
- (4) Auditory discrimination ability or the ability to distinguish the sounds heard.

In this case the teacher's role is very important from an early age, children are introduced to the letters of the alphabet, then taught to read simple sentences. From an early age, there is a fascination with the reading room that surrounds them, from the stories they hear from their teachers at school or the conversations they listen to every day. Not only that, by using this story telling method children can read, write and communicate. Based on this, it can be identified that early childhood reading is a form of child activity that focuses on 5 components, namely: reciting language sound symbols, language meaning, reading information, reading data, and reading texts

that children use as learning resources, and reading skills in early childhood (Rachmat & Hartati, 2020).

The reading ability of the Sholeh Children's Play Group is fairly good and does not seem to be pushy because it sticks with the concept of playing while learning. How to improve reading ability seen from the method, media, daily planning, and assessment. Reading competence in KB Anak Sholeh begins with. First, the child reads the picture story book given. Second, the child can recognize the first letter of his name. Third, children can sing the alphabet songs, even if they cannot fluently identify all the alphabets. Fourth, the child tries to remember which book the teacher reads to the child when telling the story. Fifth, we understand the importance of independent reading, such as the ability to recognize and pronounce some letters, so that in the end the child memorizes them. Therefore, it has a significant effect on student learning success and acceptance of learning activities that are mastered at the elementary school (SD) level.

The method used by the Anak Sholeh family planning teacher in improving reading skills, one of which is the story telling method. Story telling is one of the methods to stimulate children to be interested and interested in reading. Through the method applied in the Sholeh Children KB, children can easily get to know early reading. Stories on pious children play a very large role in attracting children to improve their reasoning and thinking abilities and stimulate the ability to read these pious children, stories rank first in the learning method in pious children's family planning because in stories there is fun and happiness. This teacher in the Sholeh Children KB applies habituation to story telling or events that occurred in the past and present as well as story telling during the prophethood of the Prophet Muhammad, sorry telling about morals, aqidah, adab, and monotheism.

From what the author found related to how the teacher's efforts in improving early childhood reading skills with the story telling method in the Sholeh Children KB, Purwokerto District, Banyumas Regency, the authors pointed to several Sholeh Children KB teachers in Kranji Village. These teachers are teachers who teach their students to read or introduce early readings using the story telling method. This problem is very interesting for careful researchers because many teachers have used this method. Not only that, teachers need to design learning to read well, so that teachers are able to cultivate reading habits in a fun way. Then a learning atmosphere is created through play activities in learning to read. Researchers are interested in taking about the Story Telling Method in improving Early Childhood reading skills.

## RESEARCH METHOD

This researcher is a field research or field research. Where researchers are trying to get a description, and answer all the problems or phenomena of early childhood, which are related to early childhood reading ability. Researchers conducted interviews with informants, interviews were conducted regarding how the teacher's efforts in improving students' reading skills with the method used is the story telling method. This research was conducted at the Sholeh Children KB located in Kranji Village, East Purwokerto District, Banyumas Regency (Sugiyono, 2010).

The object of this study is the teacher's efforts to improve early childhood reading skills with the story telling method for KB Anak Sholeh, North Purwokerto District, Banyumas Regency. The subjects in this study were the Head of the Sholeh Children's Family Planning Center, Mrs. Sri Nurani S.Pd, teachers, students, and parents. Data collection techniques using observation, interviews, and documentation. In observation Preliminary observations were made by researchers on May 2 2021 and research observations starting on April 4 2022 by directly observing the learning process in the Sholeh Children's Family Planning which is related to how teachers improve reading skills using the story telling method. The researcher conducted the first interview with Ustadzah Sri Nurani S.Pd as the principal of the Anak Sholeh Family Planning School on April 11, 2022 directly to request permission to research the teacher's process of efforts to improve reading skills using the story telling method at this school (Sarosa, 2021).

Documentation in qualitative research is gathering information from sources in the form of documents, notes, and activities. With documentation, the research report is more accurate and

reliable. If evidence is needed, the researcher can easily show it. Data analysis techniques are an important part of the activity. After the research collects data, the next step is to organize and analyze the data to achieve the stated research objectives. First, data reduction, is an activity of summarizing, sorting out the main things, prioritizing the main things or things, looking for themes and sequences and removing unnecessary ones. Second, the presentation of data conducted by researchers is about how teachers' efforts to improve early childhood reading skills with the story telling method. Third, the conclusion is the end of the research activity. Data analysis carried out in collecting data or information, is used to draw conclusions, then it can describe in detail about the teacher's efforts in developing early childhood reading skills using the marriage method in the Sholeh Children's Family Planning(Sugiyono, 2009).

## **RESULT AND ANALYSIS**

Based on the results of observations and interviews about the ability to read in the KB Children Sholeh Purwokerto, the following are the results of the research conducted. Observations and interviews with schools, class teachers, accompanying teachers and the results of the documentation, the researchers have obtained data about the reading ability of children in the Anak Sholeh KB. Based on the results of the analysis, there were 25 children each, so there were 18 children who faced problems in early reading skills. Based on the results of observations and interviews, it can be said that the reading level in the KB Children Sholeh Purwokerto in Kranji Village is quite good.

### **1.1 Children Know Vocal Letters**

Milawati stated that vowel sounds are distinguished by the high and low position of the tongue, the moving parts of the tongue, the structure, and the shape of the lips. So, vowel sounds are not differentiated based on the position of the articulators because there is no articulation in vowel sounds. So that the sound produced is not accompanied by obstacles in the speech apparatus, obstacles are only found in the vocal cords. All vowels are produced by vibrating the vocal cords. Therefore it can be concluded that all vowels are sound sounds produced by the articulators or parts of the speech apparatus that can move(Maharani, 2017).

Some of the KB Anak Sholeh children are still able to recognize the letters of the alphabet and some are not able to. As stated by the teacher, Ms. Vindi Normala Dewi, she is a class teacher for a large group of children at the Sholeh Children's KB in knowing letters as follows:

"For large group classes there are 10 children, namely Aisyah, Asma, Aira, Hasan, Hasna, Luna, Radit, Sofi, Alief, Bima for large groups in recognizing letters, they are able to recognize and understand all letters"

From the results of these interviews it can be concluded that the ability to read letters in this large group of children is already categorized as being able to read all letters. From the findings above, the ability to read early childhood in the Anak Sholeh Family Planning is in accordance with the opinion of Mrs. Vindi Normala Dewi. Whereas the children in the large group class of KB Anak Sholeh are already able to recognize letters. Supported by observations on June 7, the researchers with the children directly tested the children in the large group reading vowels, the results of which were that the children were very able to read letters properly and correctly.

### **1.2 Children Know Consonant Letters**

Consonant letters are letters that are dead letters that symbolize consonants consisting of b, s, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z. Some children are able to recognize

consonants and some are still unable to read them. As stated by Mrs. Vindi Normala Dewi, it is as follows: "In the large class, the children can already do all the consonant letters, Ms.

From the interview findings above, it is clear that the ability to read early childhood in the Anak Sholeh Family Planning is in accordance with the opinion of Mrs. Vindi Normala Dewi. Whereas the children in the large group of KB Anak Sholeh are already able to recognize consonants. As for the small group of children, they are also categorized as able to recognize consonant letters. Supported by observations on September 1, the researchers with the children directly tested the children in the large group reading consonants, which resulted in the children being very able to read letters properly and correctly.

At this operational stage the process for responding to something is still intuitive. At this stage the child improves his language skills by presenting objects with words and pictures. In line with Piaget Jalongo's theory, he also stated that at the age of 4 years, children are already at the bridging reader stage, namely where children begin to remember the letters or words they encounter and begin to be interested in the letters of the alphabet. Thus to support language development and children's interest in letters, a tool or facility is needed that can be used as a stimulus for children, which is commonly referred to as a learning method, as well as introducing children to vowels also requires media. One of them is by using the story telling method. This story telling method includes media that has sound elements from the teacher and picture elements from the story book.

This method has better capabilities, because it includes both types of auditory media (hearing from the teacher telling the story) and visual (seeing the story book being told)." This method is a method which means materials or tools used in learning situations to help the writing and words that are told in transmitting knowledge, attitudes, and ideas. Thus, when the child is familiar with the vowel, the child can see how the vowel is formed and can hear the sound or pronunciation of the pronunciation of the vowel from the teacher. This allows communication between teachers and students to occur. Arif Sadiman said, in the display of pictures and text this story will later establish a good relationship with each other to complement and complement each other, so that readers, especially young children, will feel the completeness and concreteness of observing, looking at the pictures and reading the letters. The findings that the researchers got above were that the introduction of vowels in the Sholeh Children KB with the teacher's efforts in using the story telling method stated that this method was a method that was felt to be appropriate for early childhood in accordance with Piaget Jalongo's theory that where children begin to remember letters or words that he found and began to be interested in the letters of the alphabet (Adharina & Pertiwi, 2016).

### 1.3 Children Recognize Letters in Graphs

The letters in the graph are two letters that represent one sound. Some of the children in the Anak Sholeh KB are able to represent letters in graphs. This is evidenced by the teacher's statement, Ms. Vindi Normala Dewi, she is a large group class teacher. According to Ms. Vindi, children in KB Anak Sholeh in recognizing letters in graphs are as follows:

"I hold a large group class, there are 10 children, namely Aisyah, Asma, Aira, Hasan, Hasna, Luna, Radit, Sofi, Alief, Bima for large groups in recognizing letters in graphs who are already capable of letters in graphs, there are Aisyah, Asma, Aira, Hasan, Hasna, Radit, Sofi, Alief. For those who can't afford it, there's Luna, and Bima. But Luna and Bima are still in the normal category, not those who are disturbed or anything else"

From the results of these interviews it can be concluded that the ability to read letters in the graph of children in this large group is already categorized as being able to read letters in the graph. From the interview findings above, it is clear that the ability to read early childhood in the Anak Sholeh Family Planning is in accordance with the opinion of Mrs. Vindi Normala Dewi. Whereas the children in the big group of KB Anak Sholeh are already able to read the letters on the graph. As for the small group of children, it is also categorized as being able to read the letters on the graph, although there must still be encouragement from the teacher. Supported by observations on September 1, the researchers with the children directly tested the large group of

children reading the letters on the graph, the results of which were that the children were very able to read the letters on the graph properly and correctly.

One aspect of early childhood development that is important to develop is language development, especially development in recognizing letters in graphs in accordance with Soenjono Darjowidjojo's theory that the ability to recognize letters is the stage of child development from not knowing to knowing about the interrelationships of letter shapes and sounds, so that children know the shape of the letters and interpret them. Letters are symbols in the alphabet that symbolize sound (Dardjowidjojo, 2012).

The development of knowing letters is the stage of children's development in knowing and understanding written script signs which are letters of the alphabet in symbolizing the sounds of language and having a relationship between the shapes and sounds of letters. The child's development in recognizing letters can be seen when the child is able to name letter symbols, and the child is able to group and say the first letter of an object or vice versa. Therefore, it is very important to teach children to recognize letters in graphs from an early age so that children can recognize letters for the development of preparation for reading and writing (Afifah & Kuswanto, 2020).

The findings of the researchers above show that introducing syllables to children with the teacher's efforts to improve reading skills using the story telling method is very appropriate according to Soenjono Darjowidjojo's theory about the relationship between shapes and letter sounds, so that children can know the shapes of letters and interpret them. Letters are symbols in the alphabet that represent sound. So it can be concluded that the story telling method is very appropriate to introduce children to the letters in graphs in order to improve early childhood reading skills with the story telling method.

#### 1.4 Child Reading Syllables

Syllables are structures that occur from one or a sequence of phonemes which are constituents of words. Children in KB Anak Sholeh are able to read syllables as expressed by Mrs. Vindi Norma Dewi, as follow: "Children in the large group are already able to read syllables and already know words based on speech"

From the results of the interview. According to Ms. Vindi Normala Dewi, for children in large groups, in reading per syllable, they are classified as capable and already know words based on speech.

From the findings above, the ability to read early childhood in the Anak Sholeh Family Planning is in accordance with the opinion of Mrs. Vindi Normala Dewi. Whereas the children in the large group group of KB Anak Sholeh are already able to read syllables. As for the small group of children, they are also categorized as able to read per syllable. Supported by observations on September 1, the researchers with the children directly tested the large group of children reading per syllable, the result of which was that the children were able to read per syllable, although they were still not perfect. Therefore, according to him, special training is still needed to accelerate children's reading skills.

In accordance with Sabarti Ak gift theory, teaching early reading places more emphasis on developing basic reading skills. The basic ability to read is the ability to pronounce letters, syllables, words and sentences presented in written form into spoken form. So the child begins to combine the sound of letters into syllables and words that will bring out the meaning of the word. Based on the several opinions that have been described, it can be emphasized that the ability to read early is a basic skill in aspects of children's language. Which will be used as a provision to enter the next level. In beginning reading, children can recognize several letter sounds, combine letter sounds into syllables and words so that meaning appears in these words. This will add vocabulary, understanding, insight to children, and is still within the scope of children's language development in the field of literacy. The findings above that by introducing syllables to children with the teacher's efforts to improve reading skills with the story telling method are very appropriate in accordance with the theory of the patient's gift that at the beginning of reading children can recognize several letter sounds, combine letter sounds into syllables and words so that

meaning appears in the word. This will add vocabulary, understanding, insight to children, and is still within the scope of children's language development in the field of literacy

## CONCLUSION

Improving early childhood reading skills using the story telling method in the Children's Family Planning Sholeh Purwokerto Kranji Village can be concluded as follows: overall the teacher's efforts to improve early childhood reading skills using the story telling method in Kranji Village have been quite good after evaluating young children early childhood education and interviews with teachers at the KB Anak Sholeh Purwokerto.

Regarding the efforts of teachers in KB Anak Sholeh in improving early childhood reading skills by using the story telling method, including making the class as comfortable as possible, arousing students' reading learning mood, building children's concentration to listen to stories, giving praise to children, encouraging children, getting used to pronounce the letters at the time of story telling.

The results of the study described that the use of the story telling method in the Sholeh Children KB was able to improve reading skills in early childhood. The reading skills mastered by KB Anak Sholeh students include children being able to recognize consonants, vowels, recognize letters in graphs, and read syllables. So the story telling method is an effective way and has a positive effect on significantly increasing reading comprehension in the Anak Sholeh KB.

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