

The Effectiveness of Storytelling Method in Developing Children's Receptive and Expressive Language Skills in Raudhatul Athfal Nurul Islam Batam City

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ABSTRACT

This research aims to analyze the application of the game of arranging number blocks in developing children's fine motor skills in RA Nurul Islam, Simpang Sungai Duren Village, Jambi Luar Kota District, Muaro Jambi Regency. The research method uses a descriptive qualitative approach. Data collection was carried out by observation, interviews and documentation. Data analysis uses data reduction, data presentation, data verification and conclusion. The results of this research are (1) The learning process through the activity of arranging number blocks has been carried out effectively. The development of children's fine motor skills implemented through the game of arranging number blocks and delivered by educators has achieved the desired results. Children can arrange the number blocks in an orderly layout, sequence the numbers correctly, differentiate between various colours, arrange the numbers from 1 to 20 properly, and can arrange the blocks vertically. (2) Obstacles that arise during the application of playing with number blocks in developing fine motor skills in group B children at RA Nurul Islam can come from internal factors, such as the child's level of interest, mood and level of willingness to learn. (3) Efforts to develop children's fine motor skills at RA Nurul Islam through playing with number blocks, this approach makes it possible to form several groups of children. Children are invited to participate in various activities, such as competitions in arranging numbers from 1 to 20 or working together to complete tasks given by the teacher.

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1. Introduction

Education is an effort made by humans to develop their skills and potential through learning activities that include informal, formal, and non-formal learning. We get education from an early age to education at the university level. Early childhood education is one form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking, creativity, emotional intelligence, spiritual intelligence), social-emotional (attitudes and behavior and religion), language and communication, in accordance with the uniqueness and stages of development passed by early childhood (Handayani et al., 2016).

The education of children is a very important thing in Islam. In the Qur'an, we find how Allah narrates the admonitions of Luqman which is a form of education for his children. Similarly, in the hadiths of the Prophet sallallahu'alaihi wasallam, we also find many forms of education for children, both from his commands and actions to educate children directly. A teacher, both parents, and teachers should know very highly. Teachers are seen as individuals who must have a lot of knowledge and ability to handle various kinds of problems in school" (Syafri et al., 2017). For this reason, a teacher or parent must know what to teach a child and how the method that has been guided by the lord of this people, the Prophet Muhammad SAW.

The process of forming the intelligence of golden-age children is to pay special attention to children who are experiencing the first phase in their development into adults. Good bad experiences in childhood will determine the child's mental attitude after he becomes an adult, therefore it is necessary to pay attention to his behavior and mental attitude or habits, in order to avoid unwanted things. For this reason, there needs to be good guidance and education, so that it can help in developing itself in a positive direction. As for aspects that must be developed in early childhood education include 6 aspects of development, namely: religious and moral norms, physical motor, language, art, social-emotional, cognitive. As explained in the Qur'an about science in the Qur'an Surah: Al-Mujis verse 11:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Means : O believers, when it is said to you, "Be spacious in the council", then let Allah give you space. And when it is said: "Stand ye up", then stand up, surely Allah will exalt the believers among you and those who are given some degree of knowledge. And Allah knows what you do. (Q.S. Al-Mujadallah : 11).

Kindergarten or kindergarten is one form of ECCE unit for children aged 4-6 years. The implementation of PAUD formal education pathways in the form of Kindergarten (TK / Raudhatul Atfal (RA) and other equivalent forms, using programs for children aged 4-6 years. Meanwhile, the implementation of non-formal ECCE in the form of Child Care Parks (TPA) and other equivalent forms, using programs for children aged 0-<2 years, 2-<4 years, 4-<6 years and programs for children aged 0<6 years, family planning playgroups and other equivalent forms, using programs for children aged 2-<4 and ages 4-<6 years (Pendidikan Anak, 2021). Kindergarten (TK) is one form of early childhood education unit on the formal education path that organizes educational programs for children aged 4-6 years which is a sensitive period for children to lay the first foundation in developing physical, cognitive, language, social-emotional, self-concept, discipline, independence, art, moral and religious values. This shows that kindergarten as an important means to develop children's potential.

Efforts that are able to facilitate children in their growth and development in the form of educational and learning activities according to the age, needs, and interests of children. The role of the teacher is very important in choosing the model to be used in the learning process that must adjust to the circumstances, needs, and abilities of students. Teachers are faced with a number of existing learning methods and supporting media to facilitate the learning process. Teachers are required to be able to recognize the characteristics of children first before choosing learning methods and supporting media to be used in the learning process. All these efforts are made by teachers in order

to develop all aspects of development in children, one of which is the aspect of language skills (Tehupeiory et al., 2014).

Through language, children can get maximum learning. Language skills are one of the areas of basic skills development that are important in kindergarten education. This is in accordance with the statement of the Directorate of Kindergarten and Elementary School Development that language is the main communication tool for a child to express his various wants and needs (Anggalia & Karmila, 2014). Therefore, a child will find it easier to express his various needs if he has good language skills.

Language skills in kindergarten are directed to improve children's ability to communicate in Indonesian properly and correctly. In language there are four language skills, namely the ability to listen, speak, read and write. In accordance with the mental development of children, then at the age of kindergarten children are only required to be able to hear and speak properly and correctly according to their age development (Nugraha et al., 2014). All of that will be realized one of them by teaching good language skills in kindergarten.

Piaget explained that overall language development is a result of children's interaction with the environment as well as cognitive abilities and language experiences (Dastpak et al., 2017). It can be interpreted that language is a combination of various aspects that will make children able to communicate clearly.

Vygotsky explained that language learning occurs through daily interactions and sharing experiences between adults and children. Language helps to organize thoughts, and children use language to learn as well as communicate and share experiences with others (Rajapaksha, 2016). Continuous interaction between adults and children is expected to provide effective language learning.

Sroufe dalam bukunya *Child Development* affirms that: *Development is the process of orderly communicational, directional and age related behavioral reorganization and qualitative change in a person* (Mulyasa, 2012).

Language is a means of liaison or communication between members of society consisting of individuals who express their thoughts, feelings, and desires (Fauzani & Mas'udah, 2016). Language is also a communication tool as a manifestation of so that in developing expressive language, a child needs a way that is appropriate to the level of development of kindergarten age by paying attention to the factors that affect the child's personality (Ariss & Kusumaningrum, 2017). Based on some of the explanations above, it can be concluded that language is a means of communication between several individuals (children) expressed according to their respective age development levels.

Early childhood can usually develop language skills through conversations that are able to captivate others. Use language in various ways such as asking, dialoguing and singing. From the age of 24 months the child is able to show his desire by saying what he likes. This interest will continue to grow as the age continues to grow and the child's vocabulary will also increase.

Language skills can generally be distinguished by receptive abilities (listening and understanding) and expressive abilities (writing and speaking). Children use the symbol system to exchange ideas, thoughts, and emotions in communicating and adapting to the environment (Adiwiria, 2007).

According to Adini, receptive language is the ability to hear, understand, and decipher a message so that it can be understood by others as recipients of the message (Adini, 2016). So the ability to receptive language is the ability to receive information both through sight and hearing. This

means that a child who can speak receptively is a child who understands what he sees and hears.

Fizal's theory reveals that expressive language is spoken language where mimic, intonation, and body movements can be mixed to support communication carried out. So expressive language is a child's way of expressing feelings, words, mimics, intonation, movements, and desires simply but meaningfully to others around him.

According to Huil and Howard, language is an expression of human abilities that are innate, in the form of abstract symbols found in the brain. Everyone can be able to use language. All of them are influenced by their respective environments.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 concerning the 2013 Early Childhood Education Curriculum explains that expressive language reaches its peak when children start to be 5-6 years old, children have begun to express desires, feelings, and opinions with simple sentences in communicating with children or adults, expressing feelings, ideas with appropriate word choices when communicating, Simple retelling of the story. Expressive language disclosure and comprehension in kindergarten is demonstrated through storytelling skills.

Given how important expressive language is in conveying the content of the story that will be conveyed by someone, namely to support the delivery of the story we present, because language is not just speech but mimic, intonation, and body tone. So that expressive language requires hard effort so that expressive language can be maximized in its use. Similarly, receptive language, if the delivery of the content of a story is appropriate and interesting for children, the child's receptive language will be optimal.

In line with the regulation of the Minister of Education No. 160 of 2014 which essentially requires ECCE to organize the 2013 ECCE curriculum, in the ministerial regulation on the 2013 curriculum, namely the Minister of Education and Culture Regulation 137 of 2014, it is stated that ECCE has standards that are an inseparable unity in the management of ECCE implementation which is a reference in the development, implementation and evaluation of ECCE curriculum. Here is a table of achievement indicators revealing the language:

Tabel 1.1 Achievement indicators reveal the language of children aged 4-5 years

Scope of development	Tincrease the achievement of revealing the language of children aged 4-5 years
Bahasa ekspresif	<ol style="list-style-type: none"> 1. Spoken language 2. Retelling the known 3. Express feelings, ideas and desires in the form of scribbles.

Source : Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014

Meanwhile, in the definition of language development according to Yuliani Nuraini and Bambang Sujiono, some things that characterize the achievement of early childhood language development are as follows:

1. Speaking using simple sentences (4-5 words).
2. Love listening and retelling simple stories.

3. Mention name, gender, and age.
4. Understand the form of questions and use the word Ask.
5. Participate in conversations and not dominate to be heard.
6. Mention a parent call.
7. There are several language development methods that can be applied in kindergarten. These methods include storytelling, conversation, question and answer, role-playing, sociodrama, and field trips.

Storytelling is an activity that a person does verbally to others. The delivery can be with tools or without tools about what should be delivered. What is conveyed is in the form of messages, information, or a fairy tale, which is packaged in the form of a story to be heard by children. When listening, children feel happy. Therefore, the person who tells the story can convey it interestingly. In kindergarten, storytelling is one method of language development that can develop several physical and psychological aspects of kindergarten children according to the nature of their development. The purpose of the storytelling method in kindergarten is to train the ability to capture, think, concentrate, shape the development of fantasy or imagination of children, create a fun and familiar atmosphere in the classroom, and develop children's vocabulary and vocabulary. Storytelling is considered an effective method of conveying various messages, information, or a fairy tale.

Good language skills in receptive (comprehension) and expressive (production) aspects are very important in human communication. Well-developed language skills allow individuals to interact effectively, express their thoughts and feelings, and understand and respond to communication from others. Therefore, efforts to develop receptive and expressive language skills are a major concern in the field of education and linguistics.

The storytelling method has long been used in educational contexts as a tool to develop language skills. Through stories, individuals can engage in a learning process that involves imagination, attention, and understanding. The storytelling method offers a fun and meaningful language experience, which can increase learners' motivation and interest in language learning.

However, although storytelling methods have been widely used, it is important to examine in depth their effectiveness in developing receptive and expressive language skills. Previous studies have provided some evidence supporting the use of the storytelling method, but there is still debate over its effectiveness and what factors influence its success.

Therefore, this study aims to explore and scientifically evaluate the effectiveness of storytelling methods in developing receptive and expressive language skills. In this context, receptive language skills include listening and reading skills with comprehension, while expressive language skills include the ability to speak and write clearly and effectively.

By understanding more deeply the effectiveness of storytelling methods in developing receptive and expressive language skills, it can make an important contribution to the development of more effective and efficient language learning strategies. In addition, this research can provide insight to educators, practitioners, and policymakers in developing better approaches to language learning and literacy teaching.

Based on the results of initial observations researchers see that it can be concluded that the development of expressive language and receptive language in early childhood in Raudhatul Atfal Nurul Islam Batam City has not developed as expected and must be further improved, there are several factors that cause the development of expressive and receptive language of children to be less

well developed, one of the factors that can develop the expressive and receptive language of the child is to use This method of storytelling is reinforced by interviews conducted by researchers to homeroom teachers. Ibu Dwiningsih said that we can develop children's expressive and receptive language with storytelling methods, but the tools used in learning activities are still minimal, this is because teachers only use media in schools.

That expressive and receptive language is indeed important to be developed to train spoken language, intonation, body movements, the process of listening and listening to be mixed together to support the delivery of the stories we bring to develop children's expressive and receptive language, the storytelling method is one effective method to use.

Language skills problems at the age of 5-6 years in Raudhatul Atfhal Nurul Islam Batam City can be the focus of research. Here are some examples of problems in Raudhatul Atfhal Nurul Islam Batam City: Limited vocabulary: What are the problems faced by children aged 5-6 years in Raudhatul Atfhal Nurul Islam Batam City in expanding their vocabulary, Complex sentence comprehension: Clear and structured speaking skills, Listening and comprehension skills and Early reading skills: How is the ability of children aged 5-6 years in Raudhatul Atfhal Nurul Islam Batam City in reading initial words, phrases, or short sentences.

Thus, these problems gain a deeper understanding of the obstacles faced by children aged 5-6 years in developing language skills in Raudhatul Atfhal Nurul Islam Batam City. The results of this research can provide valuable insights for educators and policy makers in designing appropriate and effective learning strategies to overcome these problems.

Based on the findings of these problems and considering how important the development of expressive language in early childhood, the author was motivated to conduct a study entitled "The Effectiveness of Storytelling Methods in Developing Children's Receptive and Expressive Language Skills in Raudhatul Athfal Nurul Islam Batam City".

2. Materials and Methods

The type of research used in this study is qualitative research, namely research without using statistical numbers but with descriptive exposure, which is trying to describe a symptom, event, event that occurs in the present moment, where this research photographed events and events that occur into the focus of attention to then be described as they are. Qualitative research case study method used in this study aims to develop expressive language with storytelling method. This is still considered considering that the focus of research is a program that is held in schools uniquely and not found in other schools.

In this study, researchers chose to conduct research in Raudhatul Atfhal Nurul Islam Batam City. Researchers conducted research in Raudhatul Atfhal Nurul Islam Batam City, researchers were interested to see how teachers' efforts in developing expressive language are educators. Raudhatul Atfhal Nurul Islam Batam City is an educational institution that helps prepare the ability of human resources from an early age to become humans who have abilities and noble morals.

According to K. Yin, data collection for case studies include documents, archival records, interviews, conservation and physical devices. For this reason, the data collection procedures used in this study are observation, interviews and documentation (Nur'aini, 2020). In this qualitative descriptive research, the instrument used is an observation sheet (*chek list*) during the activity process, the observation sheet contains indicators on how to develop expressive language through storytelling methods. In the observation guidelines, researchers use it so that when making

observations it is more directed, measurable so that the results of the data that have been obtained are easy to process.

The data analysis technique used in this study uses data analysis according to Miles and Huberman, where this analysis is carried out interactively and takes place continuously to completion, with the procedure being: data reduction, data display, and conclusion raising. The data validity technique in this study is using triangulation techniques. Triangulation is a technique of checking the validity of data that utilizes something other than that data for the purposes of checking or comparing triangulation with a data source (Akhmad, 2015). In this study, the source triangulation technique was used which was achieved by comparing observational data with interview data.

3. Result and Discussion

Research Results

Implementation of storytelling methods in developing children's receptive and expressive language skills in Raudhatul Atfhal Nurul Islam Batam City.

Teachers in developing receptive and expressive language skills through the application of children's storytelling methods as follows:

- a. Teachers prepare storytelling activities in accordance with the themes and objectives chosen in storytelling activities.

- 1) Defining a Theme,

Researchers observe how teachers set themes and goals in the process of storytelling activities so as to develop children's expressive language skills. Teachers in the process of determining the theme first analyze the syllabus in accordance with the provisions in the Kindergarten curriculum, especially the curriculum used, namely the 2013 Curriculum. The learning syllabus in Kindergarten is outlined in the form of an Annual Program and a Semester Program, which is then made into a Weekly Activity Plan (RKM), and a Daily Learning Implementation Plan (RPPH). The themes listed in the semester program include: The theme of semester one: Self, my environment, my needs, animals, and plants. The theme of the second semester: Recreation, work, (water, air, fire), means of communication, my homeland, universe.

Based on the theme above, the teacher then chooses what theme the teacher thinks is appropriate and fun to develop children's language skills through storytelling methods based on observation and interviews, the teacher chooses the theme of my environment. This is not without reason because according to early childhood teachers have high curiosity, learning children through play, and learning children through direct experience so that new things about storytelling make children feel happy and children easily understand in learning So, the theme chosen by the teacher in developing children's language skills through storytelling methods is my environment.

- 2) Setting Goals,

Determining the purpose of storytelling, the teacher first identifies what actions will be taught to the child in specific, operational statements. Specific statements carry certain special meanings. Operational statements contain meaning in the form of statements of observable behavior.

As explained above, there are two specific points in determining objectives, namely specific statements and operational statements. So in the research researchers have observed directly (observation) that the teacher first chooses a Theme in storytelling activities, after that the teacher determines the purpose of storytelling to be achieved, the goal is determined after the teacher focuses in general, namely developing children's expressive language skills in carrying out storytelling activities on the theme that has been chosen, namely my

environment. Furthermore, the teacher makes goals which are outlined in the form of a Weekly Activity Plan (RKM) after which it is outlined in the Daily Learning Implementation Plan (RPPH).

b. Teachers Provide Media or Materials to Conduct Storytelling Activities.

The results of observations made at Raudhatul Atfhal Nurul Islam Batam City, namely teachers become facilitators in dealing with all the shortcomings and advantages of children in activities, providing children's needs in storytelling activities such as media / materials to be used. Teachers also facilitate children's needs to develop children's language skills.

This is in line with the results of the researcher's interview with one of the teachers in Raudhatul Atfhal Nurul Islam Batam City, it can be seen that the teacher has provided media / materials that attract children's attention to support during activities carried out in developing language skills through storytelling. The results of observations and interviews that have been conducted by researchers can be concluded that the teacher has provided media / materials that attract children's attention and a comfortable place in the classroom, activities can be followed well by children and children feel happy.

c. The teacher first conducts storytelling activities.

The results of observations that have been made by researchers at Assalam 2 Kindergarten Singkep Island Bandar Lampung, that teachers have carried out storytelling activities to children before children do storytelling activities, so that children know how storytelling activities will be carried out and how. This is in line with the results of the researcher's interview with one of the teachers in Raudhatul Atfhal Nurul Islam Batam City, it can be seen that the teacher has given directions and examples first before the children carry out the storytelling activity. The results of these observations and interviews can be concluded that the teacher before giving children a storytelling activity, the teacher first gives directions and examples to children, so that children can do storytelling activities correctly and aspects of child development can develop optimally.

d. Teachers provide opportunities for children to do storytelling activities.

The results of observations that have been made by researchers at Raudhatul Atfhal Nurul Islam Batam City, that teachers have provided opportunities for children to do storytelling activities so that children have courage and direct experience. When children do storytelling activities, children's language skills will develop, such as mentioning the number 1-10 symbols, showing exploratory and probing activities (such as: imitating the sounds of cats, rabbits,), classifying objects based on color, shape, and size (3 variations), and recognizing causation about their environment. This is in line with the researcher's interview with one of the teachers in Raudhatul Atfhal Nurul Islam Batam City, that educators must always be creative in implementing activities carried out in the classroom for child development, especially in the development of children's language skills, namely by mentioning the symbols of numbers 1-10, showing exploratory and probing activities (such as: imitating cat sounds, rabbit), classify objects based on color, shape, and size (3 variations), and recognize causation about their environment with storytelling activities carried out. These activities can be done repeatedly, this is very beneficial for children's intellectuals and in the end can optimize language skills in children.

e. Teachers Evaluate and Assign Assessments to Children After Storytelling Activities.

As a result of the observations made, the teacher invites children to mention again what media / materials are used for the suffering activity, how to carry out the activity, and how the results of the suffering activity. Then the teacher gives short messages to the children for the activities carried out today. The results of interviews conducted by researchers, that teachers carry out material repetition or recalling activities with the aim of evaluating and providing reinforcement for children's language development and children's comprehension.

In storytelling activities, teachers provide an assessment of the results of the implementation of the suffering method to children as an application to develop children's

cognitive abilities. Based on the results of the researchers' observations in conducting assessments, teachers use assessment observation sheets on children's language development indicators. This is done in accordance with the themes and objectives that have been set before, the indicators assessed are outlined in the checklist sheet used by the teacher, the teacher conducts assessments in accordance with the development of the child's expressive language in the process of irritating. The checklist sheet contains information on Undeveloped (BB), Starting to Develop (MB), Developing as Expected (BSH) and Developing Very Well (BSB). The above is also supported by the results of an interview with one of the teachers who said that in determining the assessment of the results of suffering activities, especially the development of children's language skills, the teacher makes observations first for the development of children's cognitive abilities in the process of suffering then the teacher fills out a checklist sheet that has been made previously.

Inhibiting factors and supporting the implementation of storytelling methods in developing children's receptive and expressive language skills in Raudhatul Atfhal Nurul Islam Batam City.

Environmental factors and parents can affect children's language development caused by the habits they do at home and in the environment around children. Language development in children will not be separated from the role and stimulus given by parents to their children. The family environment is the firstplace children will learn and hone their language development.

1. Supporting Factors in the storytelling method,
 - 1) Adequate ability of educators (teachers). Of course, teachers who have attended trainings on the storytelling method approach.
 - 2) Educators (teachers) who have experience teaching in the center will be more aware of comfortable conditions for children to learn, and will be easier to overcome problems that may arise during the learning process.
 - 3) Professional educators (teachers). Namely teachers who are able to distinguish personal / family affairs from school affairs.
 - 4) A learning environment that supports children's play activities. Such as classrooms, halls, play yards.
 - 5) Supportive media and learning resources.
 - 6) Varied and complete educational game tools will support children's play activities that support the stages of child development.
 - 7) School operational funds. The funds are obtained from tuition fees for students and assistance from the Education Office.
 - 8) Parents who always support children's activities at school and in the home environment.

a. Educators

In the teaching and learning process, the role of educators is very important. Because after all, the subject of regulating the series of teaching and learning processes is the educator. Likewise, in the implementation of the story method in learning at Raudhatul Atfhal Nurul Islam Batam City.

As the data available, Raudhatul Atfhal Nurul Islam Batam City has 4 (four) educators. Each has a different background and level of education. Traced from the educational background of each, there are variations in levels, but not too significant. Two of them are graduates of Madrasah Aliyah but have continued their education to the S1 level and are in the process of completion, while the other two have graduated from S1.

This is in accordance with the Academic Qualifications of PAUD/TK/RA Teachers as stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Standards of Academic Qualifications and Teacher Competencies is that teachers in PAUD/TK/RA must have a minimum educational academic qualification of diploma four (D-IV) or bachelor (S1) in the field of early childhood education or psychology obtained from an accredited study program.

In addition to the level of education that has met the requirements, each of them is also active in social and religious institutions in their environment, so to educate students in Raudhatul Atfhal Nurul Islam Batam City which in fact is characterized by religion, especially in using the story method is appropriate.

However, for early childhood in particular, an educator is required to have a leader mentality and have a high spirit of life. He is an example and role model for his students, so he must have great confidence to appear, speak and express in public, especially his own students. In addition, they must have the spirit of educating and disseminating their knowledge selflessly.

b. Lingkungan

The role of the environment is very important in the management of educational institutions, especially ECCE educational institutions. It is unimaginable how failed and difficult an educational institution is without environmental support. So it is fortunate for educational institutions that can establish harmonious relationships with their environment, which ultimately affects the occurrence of synergy directly or indirectly in order to educate students. This is what must be understood and realized by the managers and educators of Raudhatul Atfhal Nurul Islam Batam City.

The students of Raudhatul Atfhal Nurul Islam Batam City come from a religious community environment and have been given stimulus from their respective families about the need for knowledge for them. Thus the enthusiasm to follow stories and materials with variations of other learning models is also high.

This supportive environment must be realized by educators Raudhatul Atfhal Nurul Islam Batam City, especially the head of RA as the main manager, all stakeholders need to be invited to sit at the same table, so that they have the same vision to condition the permanence of this environmental support. The stakeholders involved are educators themselves, community leaders and community members.

c. Learning resources,

Educators easily get learning resources, namely books that contain story material. They can get it from existing bookstores, magazines and LKS. After being supported by this easily available learning resource, the implementation of learning with the story method in Raudhatul Atfhal Nurul Islam Batam City should be even more optimal. Considering learning resources is very important in the implementation of learning. Often found learning in some educational institutions that lack learning resources, this will make learning in these institutions staggered.

The next step that can be taken by educators and ECCE heads is to work on a program of book collections and other supporting learning resources, united in one bundle or at least made a special place for these learning resources. This effort can make these learning resources neat and not scattered, so that later each educator can take turns to freely combine these learning resources.

2. Inhibiting Factors,

The following are things that hinder the smooth implementation of the storytelling method based on interview data reinforced by observational data:

- 1) The limited number of educators in Raudhatul Atfhal Nurul Islam Batam City which sometimes makes chaos due to the unclear distribution of tasks.
- 2) Teachers' creative ideas that are sometimes difficult to arise when going to teach.
- 3) Administration (RPPM and RPPH which are sometimes forgotten to be filled in by teachers).
- 4) Anak didik yang masih sulit diatur saat pembelajaran/kegiatan main

Increasing children's attention is also inseparable from more mature preparation for storytelling learning, teacher skills in storytelling and good use of media.

i. Time Constraints,

Time becomes an obstacle for educators in telling stories, because the time to tell stories sometimes shifts. That is when the child's play time is quite a lot, so that when the child has entered the class play activities are still carried out. It is necessary to establish restrictions and proportional distribution of time. This means that learning with the story method can be extended in time, not equated with learning using methods other than the story method. This difference in the division of learning time does not matter, because each level of need for learning is different.

This is where the role of the head of Raudhatul Atfhal Nurul Islam Batam City as a central policy maker is needed. He must act tactically so that technical matters such as time sharing can be effective and efficient in order to improve the quality of learning.

ii. Time Constraints,

In classroom management, sometimes educators still have difficulties, so educators arrange children's seats, so that children can be conditioned calmly to be ready to listen to stories. It needs enlightenment and new experiences for each educator of Raudhatul Atfhal Nurul Islam Batam City in order to condition the classroom well. It can be through workshops and the like, or at least enrichment through learning technique books. The function of KKG (Teacher Work Conference) as it has been running on school-level teachers seems enviable. The existence of a forum like this can at least bridge various complaints, transfer ideas, emergence and stimulation of new ideas between educators in order to strengthen educators' human resources so that they can successfully carry out learning for their students.

iii. Barriers to Evaluation,

Each evaluation is carried out at the end of each story activity, the obstacle experienced by the educator is that the children who sit in the front alone often answer the educator's questions. For this reason, it is necessary to vary the technique of approach. For example, by surrounding each protégé from front to back. This is in addition to attracting the attention of students, because it is not a static pattern used by educators, besides that educators can condition well over the classroom.

iv. Bottlenecks to Storytelling Tools,

For tools used in storytelling activities, educators Raudhatul Atfhal Nurul Islam Batam City only use story books or story magazines and tell stories orally. Meanwhile, storytelling tools such as audio and audio visual have not been used because they are hit by administrative constraints in the form of funds. Funding is a classic problem and has always been a scourge for the journey of

an educational institution, including Raudhatul Atfhal Nurul Islam Batam City. For this reason, it needs a joint effort involving all elements, starting from stakeholders or managers of institutions, heads of institutions, educators and the community. It is hoped that they can sit at the same table to jointly solve problems in terms of funding.

3. Effectiveness

This can be seen from the attitude of some children who still like to make noise in the classroom if asked, do not want to answer and cannot understand the content of the story.

a. Children are able to say greetings and answer greetings.

The habit of a child who is in the developing / active phase, when meeting people who are considered to know, and figures as teacher mothers, then the dominant child can say greetings from an early age. Children need to be educated to have good behavior, one of which is teaching to say greetings.

Getting children used to saying greetings is very important, children need to be trained and accustomed to saying greetings to the people they meet in order to make good attitudes and behaviors for these children. Training and accustoming children to greet and greet is as important as teaching children to get used to saying sorry and thank you. When children are accustomed to doing positive habits and behaviors from an early age, then in the future they can grow into a better person. From the observations that the author made in Raudhatul Atfhal Nurul Islam Batam City there were 16 children and after seeing that there were 8 children starting to develop, 3 children who had not developed, 3 developed as expected, 2 developed very well. This can be seen from the attitude of some children who still want to answer greetings from mothers, teachers and friends around them.

b. Children are able to read prayers before and after doing something,

The habit of praying must indeed be instilled in everyone, especially to children from an early age. Praying is something that is often done and applied in everyday life in order to be given ease and blessings in carrying out every activity. One of the prayers that must be taught to children is prayer before and after learning, demanding law knowledge is mandatory because it is useful for every daily life. In his time, children in learning, we can get used to starting and ending everything by praying.

Children are very enthusiastic in following / imitating what is done by the surrounding environment. So, unconsciously the prayers said will be imitated and remembered by the child. Why is that? Because by being taught prayer since childhood, our generation will grow into a generation that is obedient and obedient to religion, especially for both parents. The generation that is obedient and obedient to religion will always recite prayers when going to do something and when after doing something. Something that begins with prayer will undoubtedly run smoothly and without many obstacles. One thing we must remember is that God is all-hearing, God will listen to our every prayer. Never get tired of praying, because we will never know which of our prayers and how many will be answered by God. From the observations that the author made in Raudhatul Atfhal Nurul Islam Batam City there were 16 children and after seeing that there were 9 children starting to develop, 2 children who had not developed, 2 developing as expected 3 developing very well. This can be seen from the attitude of some children who still do not want to read prayers when learning when it begins.

c. Children are able to retell stories that children hear.

There are two things that need to be considered to focus children able and skilled in using language to communicate. In retelling a story, children are able to say words that are easily understood by others and children can understand the meaning of words that have been spoken. This ability is important for children to have so that children can retell the content of the story well.

The ability to retell the content of stories in children is the ability and ability of children in rearranging stories that have been heard from the storytelling process with the aim of providing information and knowledge to others orally. The ability to retell the content of the story in children, in order to understand the content of the story first through receptive activities. Receptive activities such as listening to stories so that simple morphological and syntactic abilities are formed. Children are able and skilled in using language to communicate in retelling if the child says words that are easy for others to understand and the child understands the meaning of the words that have been said.

Retelling the story is a child's activity, after the child understands and retells the content of the story. The storytelling presented by children aims to reveal the abilities and skills of children to tell stories. From the observations that the author made in Raudhatul Atfhal Nurul Islam Batam City there were 16 children and after seeing that there were 7 children starting to develop, 3 children who had not developed, 4 developed according to expectations 2 developed very well. This can be seen from the attitude of some children who still cannot retell the content of the story.

- d. Children are able to remember the names of natural characters of the story,

A storyteller or author can position himself as the central character who tells about himself or his personal experiences. The author can also replace himself as the central character in the third person or by the name of another person the story character is the perpetrator in the story, such as a children's story. The authors / figures provide an illustration, children who are growing and developing in language development. Where the storyline in children is very simple.

The storyline commonly used by the author usually prioritizes advanced storylines, namely the stages of the story starting from the introduction of the story characters, the period of facing problems, climax, anticlimax, and completion of the story. From the explanation above, it can be concluded that the characteristics of a good story for children contain themes, story characters. From the observations that the author made in Raudhatul Atfhal Nurul Islam Batam City there were 16 children and after seeing that there were 8 children starting to develop, 2 children who had not developed, 3 developed according to expectations 3 developed very well. This can be seen from the attitude of some children who still cannot remember the names of the story characters.

- e. Children are able to understand and explain the moral message in the story.

Themes in children's stories usually use themes related to religion and morals. The theme of children's stories gives the value of honesty, piety to God, affection, and love to parents. The language used in children's stories uses simple, communicative language, and uses interesting illustrations of images from the story. From the observations that the author made in Raudhatul Atfhal Nurul Islam Batam City there were 16 children and after seeing that 10 children were starting to develop, 2 children who had not developed, 3 developed according to expectations 1 developed very well. This can be seen from the attitude of some children who still cannot remember the names of the story characters.

- f. Children are able to convey words as a whole.

The next benefit that can be felt by children is being able to convey every word as a whole to others. This is very helpful for children in building communication and daring to express expressions and body language. From the words heard, children can and are able to interpret the sentence to be understood within their ability. Early childhood language development activities can be done by giving him a simple command. If the child begins to understand, try to give him orders in conveying something to others. Even if the child forgets or omits some words, it doesn't matter, because the child needs a process and practice. When children already have the ability in this matter, then language can be used as a tool for communication and interaction with other friends. This is certainly very good for children in building their confidence. From the observations that the author made in Raudhatul Atfhal Nurul Islam Batam City there were 16 children and after seeing that there were 8 children starting to develop, 4 children who had not developed, 2

developed according to expectations 2 developed very well. This can be seen from the attitude of some children who still cannot remember the words heard.

- g. Children are able to repeat newly heard vocabulary.

Vocabulary in everyday life especially in early childhood, Along with the development of children in their experiences interacting with the environment, as well as the child's vocabulary that develops rapidly. Even if the child has not learned syntactic grammar, but through examples of language that children hear and see in their environment, children have been able to use spoken language with good sentence structure. For example

"Rita feeds the cat" not "Cat Rita eats gives".

Semantics, meaning the use of words according to their purpose. Children in Raudhatul Athfal can already express their desires, rejections, and opinions by using the right words and sentences. For example, "do not want" to express rejection.

From the observations that the author made in Raudhatul Athfal Nurul Islam Batam City there were 16 children and after seeing that there were 7 children starting to develop, 4 children who had not developed, 3 developed according to expectations 2 developed very well. This can be seen from the attitude of some children who are still unable to remember the names of the story characters.

- h. Children are able to ask for help from mothers, teachers and friends in the classroom.

Generally, humans need each other both in personal and special matters as well as adults and children and the same is true for children who are still at an early age, where these times are still very effective or often to ask for help. Aims so that children can communicate with teachers and friends clearly such as when children are able to ask for help opening bottle caps to teachers and friends around children. From the observations of the author can see that 9 children are starting to develop, 3 children who have not developed, 3 are developing according to expectations 1 is developing very well.

- i. Children are able to write and produce letters.

Every time in writing and understanding letters will produce development in writing for children who have begun to memorize or understand a lot of vocabulary, which is applied every day, and can produce letters every day, the addition of producing letters is very important. Here it can be seen when children already know the meaning of what letters are written, writing from letters A to E, but some children who want to write, some are playful and some are silent. From the observations of the author can see 10 children who are starting to develop, 2 are not yet developing, 3 children are developing as expected, 1 is developing very well.

- j. Children can imitate animal sounds on land.

We can see when children can imitate animal sounds. Like the sound of a meow cat, a goat embek and the sound of a cow moo, when imitating animal sounds Children do not feel embarrassed when their teachers point to imitate animal sounds in the classroom, but not all children want to imitate animal sounds such as goats, cats, cows. When asked by the teacher to imitate animal sounds, there are some children who feel embarrassed and some children find it difficult to imitate it. From the observations that the author made 7 children began to develop, 2 children who were not yet developed, 4 developed according to expectations 3 developed very well.

Based on the results of research conducted by researchers in Raudhatul Athfal Nurul Islam, Batam City, Jangkat Village, the author can describe that there are steps that must be considered by teachers in improving children's language skills through the story method in the classroom, this according to researchers is the cause of the lack of maximum language development of children in Raudhatul Athfal Nurul Islam Batam City.

To apply the story method in improving children's language skills that need to be considered so that activities can take place properly and optimally are as follows:

- 1) In storytelling activities, teachers should prepare not just one teaching aid, but there are three or more props so that children do not get bored in learning to tell stories in class because where the child's focus is only 15 minutes. Therefore, teachers are required to be more active in applying the story method,
- 2) Furthermore, teachers must be required to understand more about the content of the story because with teachers more familiar with the content of the story, the teacher's face at the time of telling the story is very influential with the teacher's facial mimic, the child can be more interesting to listen to the story and children also do not easily feel bored.
- 3) The teacher must also intersperse between stories to ask questions or with games. The goal is that children are less saturated to listen to it.

Analysis of Research Results

Use of storytelling method steps in improving Early Childhood Receptive Language Skills through Storytelling Media at Raudhatul Athfal Nurul Islam Batam City Academic Year 2023/2024.

Based on observations and interviews conducted by researchers in their research, there are several findings about improving early childhood receptive language skills through storytelling methods in Raudhatul Athfal Nurul Islam that children's listening skills in terms of listening attentively, interpreting (interpreting) stories and understanding the meaning of stories, look still not optimal or developing. This is influenced by several things for example; Children feel jenu or feel bored with the teacher's storytelling method, so children choose to be cool themselves, by playing and joking or talking alone with their deskmates.

Development that uses storytelling methods, where this method can be liked and fun for children or students, then teachers must master the methods used in developing early childhood receptive language (listening) skills. This is in accordance with what Moeslichatoen expressed;

"The storytelling method is one of the learning experiences for children by bringing stories to children orally. The story presented by the teacher must be interesting, and invite the attention of children and cannot be separated from the purpose of education for early childhood."

Efforts to develop early childhood receptive language skills by telling stories must be an experience for early childhood itself, which has a unique and interesting nature. Teachers must be able to motivate children or students to follow the story to completion because stories are one way to attract children's attention.

The storytelling method has a touching appeal, the world of children's lives is full of joy therefore the storytelling method must be able to provide feelings, joy, funny and exciting.

Melakukan kegiatan bercerita untuk meningkatkan kemampuan bahasa reseptif (menyimak) pada anak usia dini guru kelas mempersiapkan pembelajarannya dengan sebelum melaksanakan kegiatan bercerita, anak-anak atau peserta didik duduk melingkar mengelilingi guru untuk mendengarkan apa yang akan diceritakan gurunya.

Establish the design of the chosen storytelling form and determine the materials and tools needed for storytelling activities. In this case, teachers need some tools for example; Telling about floods using picture illustrations, namely houses, schools that are flooded, people who are waiting to be delayed by eviction tents and so on.

Establish a draft of storytelling activity steps,

- a. Convey themes and objectives,
- b. Arranging child seating,
- c. Initiating children's experiences in relation to flood events so that children can see their relevance to the illustration of flood stories that will be told by the teacher,
- d. Develop the content of the story with facts around the child's life or in the surrounding environment.

- e. Guru menjelaskan sebab dan akibat terjadinya banjir dengan
- f. Questions and answers to children or students, describing the suffering of the community experienced by floods,
- g. The last step also asks questions and answers as well as what children feel when hearing the story, the content of the story, and commenting on the cause and effect of the flood.

Establish a storytelling activity assessment design,

In the assessment used using performance, anecdotes with this research show the development of children or students one by one. The teacher gives praise to children who can answer questions from teachers who provoke children's interest in listening with others.

Based on the description above, it can be seen that there is an increase in listening skills from the initial activity before the research to finally using the storytelling method that invites children to actively participate in the storytelling process with Questions and Answers in the process of ongoing learning activities. Because the child has begun to listen attentively (looking at the reader, looking at the face looks happy, enthusiastic about listening to the story), interpreting (interpreting) the story (asking questions during the story, understanding the answers from the teacher and understanding the meaning of responding to the story conveyed by the teacher (can answer questions, can retell, sort the story back and can interpret words). Therefore, activities need to be continued or developed again to improve Early childhood receptive language skills through storytelling.

Storytelling activities provide a lot of learning value for the learning process and child development. In addition, storytelling can create a pleasant atmosphere, invite and stimulate the process of cognition, especially imagination activities, develop basic readiness for receptive language development and become a means for learning, and serves to build a strong relationship between teachers and student relationships between parents and their own children because teachers have considered their students to be their own children.

As was done in this study in improving early childhood receptive language skills through storytelling methods in Raudhatul Athfal Nurul Islam Batam City for the 2023/2024 academic year.

Based on the above activities, it can be affirmed that the improvement of listening in early childhood can be improved through the method of telling stories. This is in accordance with Madyawati's opinion that storytelling is a productive language activity which means that in telling stories someone involves thoughts, mental readiness, courage, and clear words so that others can understand.

Reasons for stories as something important for children include:

- a. Storytelling is the most easily digestible ethical education tool for children to digest next to the examples that children see every day.
- b. Storytelling is a method and material that can be integrated with other basic skills, namely speaking, writing and listening
- c. Storytelling gives children a free scope to develop the ability to sympathize and empathize with events that happen to others. This underlies children to have social sensitivity.
- d. Storytelling gives examples to children how to respond to a problem well, how to talk well, as well as buying lessons for children how to deal with desires that are judged negatively by society.
- e. Storytelling gives new meters to children, what values are accepted by the surrounding community, such as obeying parental orders, succumbing to younger siblings, are always honest.
- f. Storytelling provides cultural and understanding lessons that have a stronger string than the lessons of understanding given through direct narration and command.
- g. Storytelling gives children room to move when a value that has been captured will be applied.
- h. Storytelling has a positive psychological effect on children and teachers as storytellers, such as dexterity, emotionality, as a substitute for parents' inherent thinking.

- i. Bercerita awakens children's sense of knowledge of events or stories, plots, plots, and thus it fosters the ability to string together causal relationships of an event and provides opportunities for children to learn to analyze events around them.
- j. Storytelling provides an attraction to school for children because in telling stories there is a recreative and imaginative effect needed by children according to kindergarten. The presence of stories makes children have more longing to go to school.
- k. Encouraging storytelling provides "meaning" for the learning process, especially about empathy, so that children can express their psychological feelings on how to keep a problem from someone else's point.

Benefits of storytelling methods; (1) Storytelling activities provide some social knowledge of religious moral values. (2) Storytelling activities provide learning experiences to train hearing. (3) Provide learning experiences using storytelling methods to enable children to develop cognitive, affective, and psychomotor abilities.

4. Conclusion

In this study, we aimed to explore the application of children's use of traditional game media in improving social-emotional relationships among grade 5 students of SDN Sidokare IV. Based on the study's results, we concluded that intervention with children's traditional play media significantly improved students' perceptions of their social-emotional relationships and social-emotional skills. Observations of social interaction also showed a clear improvement in the quality of interaction between students during traditional play sessions. These results suggest that children's use of traditional game media can effectively strengthen students' social-emotional relationships and skills in grade. This aligns with our research objectives to create inclusive and supportive learning environments and improve students' social-emotional well-being.

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