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Interactive Fairy Tale Effectiveness to Increase The Language Skill Of Pre-school Age Children

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Abstract

Language skills in preschooled children is one of the basic abilities in children that need to be developed. One of method that can be used is fairy tales. A fairy tale is a form of art whose story does not really occur that is entertaining and usually contains moral teachings in it. Fairy tales encourage children to develop imagination and vocabulary in pre-school age children. Therefore, this research was conducted to determine the effectiveness between interactive fairy tales and fairy tales using visual media on language skills in preschool children. The hypothesis proposed was that there was an influence of interactive fairy tale on the preschoolers' language skills. Subjects used in this study were TPA's student (Taman Pendidikan Al-Qur'an) in Sleman who were in the age range 4-6 years. This study was an experimental study with two group post test only design. Language skills in this study were measured by short questions with answers according to the fairy tales that were shown and read. Either fairy tales that shown or read have same title and storyline. The result of data analysis showed the significance of 0.008 ($p > 0.05$) can be interpreted that the hypothesis accepted. Based on the results of different test, it can be stated that there were differences in preschoolers' language skills, namely children who listened to interactive tales developed more language skills than children who watched fairy tales with visual media. The obstacle in this study is the conditioning of the subject to begin the intervention session.

Keywords: Interactive fairy tale, language skills, preschool age children

Introduction

According Jahja (2011), the ability of language is the ability to communicate with others and express what is thought and felt. Fairy tale is one method that can improve preschoolers' language skills. In the fairy tale method, the development of language skills can be done by inviting children to imagine the characters in the story, that makes the characteristics can be easily accepted by the child cognitive (Fauziddin, 2014). In addition, the most effective method of language development in children is the method of storytelling without tools. This is because they are given the opportunity to imagine things that are told therefore children can be more imaginative.

Hurlock (1978) explained that one of the causes of children speech delay cases is the lack of stimulus provided by parents to children and not using wide variations of words when interacting with children. It is not easy to get used to communicate with the child in the middle of all day activities. There are a number of parental barriers in communication. Starting from a limited time to interact with children, lack of attention to the characteristics of child development, lack of bonding, limited child speaking skills, to parents who care more about their needs than children's needs. Things parents can do or

stick to their children should pay more attention and want to interact with children, such as using fairy tales.

Objectives

Researcher wants to know about the effectiveness of fairy tales on the development of language skills in early childhood.

Research Questions

Is there effectiveness of fairy tales on the development of language skills in early childhood?

Theory

According to Kamisa (Septianingsih, 2015) fairy tale is a story that is spoken or written that is entertainment and usually does not really happen in life. Fairy tale is a form of literary work whose story does not really happen that is to entertain and usually contains moral value. Many methods can be done in storytelling, such as storytelling using props or just reading a fairy tale when the child will sleep.

A child's fairy tale reading will help improve language development in children. In a study conducted by Azkya & Iswinarti (2016) showed that listening to tales has a significant influence on the development of language skills in preschoolers. Similar research was conducted by Soleimanai and Akbari (2013), where the results of their research revealed that the storytelling method is an appropriate method to improve the vocabulary of foreign language in children, especially in English.

According Triyanto (Septianingsih, 2015), a fairy tale is a fantasy story that is not really happening and delivered to moral teachings (educating) and entertaining. Danandjaja (Septianingsih, 2015) suggests that the fairy tales are delivered orally. Fairy tale proved able to improve the ability of significant language. This fairytale method is more effective than advice because listening to stories and telling stories have a more pleasant impression.

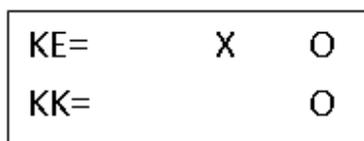
Methodology

Research Subject

Subjects used in this study were students of TPA in Sleman who were in the age range 4-6 years. Subjects used in the study amounted to 10 children.

Research Design

The research design used in this research is Two Group Posttest Only Design. In this design there were two groups, namely the control group as well as the experimental group. The difference between the two groups was the giving of treatment to the experimental group. Giving treatment was an interactive tale whereas in the control group only show a film. This study aimed to determine the effect of interactive fairy tale on language skills in preschoolers.



Research Validity

What could be done to ensure validity, the researcher identified the threat of validity. In this research there were some annoying variables that were age and knowledge about fairy tale given. Techniques performed to control the age-disruptive variable that researchers limit the age of the subject. Researcher used subjects within a range of 4-6 years and at the same stage of development. While the technique to control the variable knowledge of fairy tales was the researcher used a fairy tale that had never been heard or watched by the child, therefore it did not affect the results of research. In addition there were also several threats that could occur in this study, such as maturation, and instrumentation. The threat of maturation was when subject had heard or watched the story given by the researcher, the researcher then will chose a different story to minimize the knowledge of the subject of the fairy tale ever given. As for the threat of instrumentation that was the perception of researcher about the interpretation of sentences that become keywords in the measuring tool. This can be solved if the researcher knows the synonym that becomes keyword in the measuring instrument.

Data Collection Method

Data recording technique used in this research was checklist. According to Walgito (1985), the checklist method is a list of the names of the subjects and factors to be investigated. Recording of the presence or absence of a particular behavior presented in the form of a behavioral statement list. This checklist used when the displayed behavior was known to be what it was, and when it did not require indication of frequency or quality of characteristics.

Literature Review

Referring to the theory of language skills in children expressed by Vygotsky (Upton, 2012) children cognitive development depends on the language of a child. The thinking outcomes of a child are expressed through language and feelings that expressed through language. Many things or factors can affect children language skills. Appropriate stimulation is an effective step to help improve the language skills of children, one of which is to give or read a fairy tale in children.

According to Kamisa (Septianingsih, 2015) fairy tale is a story that is spoken or written that is entertainment and usually does not really happen in life. Fairy tale is a form of literary work whose story does not really happen that is to entertain and usually contains moral value. Many methods can be done in storytelling, such as storytelling using props or just reading a fairy tale when the child will sleep.

In a study conducted by Dewi (2010) on early childhood language skills through pictorial stories obtained results that there is an increase in the ability to speak fluently after applied the method of telling. Then, vocabulary richness increases after applied story-telling method. In this study also seen that children who listen to fairy tales through interactive fairy tale method to develop better language skills compared with children who watch fairy tale through visual media. Children who listened to interactive tales spent more on the keywords found in this study than children who watched fairy tales through visual media.

Findings

Table 1
Results of Data Recording

Interactive Fairy Tale	Score	Visual Fairy Tale	Score
S1	9	S6	5
S2	17	S7	2
S3	7	S8	4
S4	13	S9	5
S5	6	S10	4

Table 2
Normality Test

			(P)
Z	0.217	0.199 ²	

Based on normality test using One Sample Kolmogorov Smirnov obtained value $Z = 0.217$ ($Z < 1.97$) therefore it can be stated that there was no difference between theoretical distribution and the empirical distribution of data, in other words the data obtained had a normal distribution. Another indicator was also seen in the value $p = 0.199$ ($p > 0.05$) that can be stated the distribution of data follows the normal curve.

Table 3
Homogeneity Test

	Levene Statistic	Sig.
Skor Based on mean	9.071	0.017

While on the homogeneity test shown in the table. Test of Homogeneity of Variance denotes sig. 0.017 where the numbers indicate that the data in this study was not homogeneous, so that in the next analysis using non-parametric analysis method.

Table 4
Hypothesis Test

	Sig.
Z	-2.627
Asymp. Sig. (2-tailed)	0.009
Exact Sig. [2*(1-tailed Sig.)]	0.008

In hypothesis test using non-parametric technique Man-Whitney U showed that sig.0.009 where the number shows that there was a significant difference between the score of language ability in children using interactive methods and visual methods.

Table 5
Comparison of Mean

	Group	N	Mean Rank
Score	Interactive	5	8.00
	Visual	5	3.00
	Total	10	

Mean of the experiment group was 8.0 whereas mean of the control group was 3.0.

Discussion

Children language skill is a child's ability to express the child's thoughts and feelings expressed through language. Language skill using language is very crucial in children's cognitive development. Language is used by children as a medium to express their desires and thoughts to others. One factor that can improve language skills in children is the learning process, when they listen to fairy tales story telling. In this study, language skills in children and tales are the main focus. Language skills in children are measured using 20 keywords taken from a fairy tale entitled "Town Mice and Village Rats".

The hypothesis in this study is the influence on the provision of interactive tales on language skills in preschoolers. Based on the results of data analysis using SPSS 22.0 version for Windows with assumption test using One Sample Kolmogorov Smirnov, the result of normality test on interactive tale method with significance $Z = 0.217$ ($Z < 1.97$) that mean there was no difference between theoretical distribution and distribution empirical data, in other words the data obtained had a normal distribution. Another indicator was also seen in the value $p = 0.199$ ($p > 0.05$) that can be stated that the distribution of data follows the normal curve. While the homogeneity test shown in the Homogeneity of Variance Test table showed significant 0.017 where the numbers indicate that the data in this study is not homogeneous, and in the next analysis use non parametric analysis method. In a different test using non-parametric Man Whitney-U techniques showed a significance of 0.009 which indicated that there was a significant difference between the score of language skills in children using interactive methods and visual methods.

Referring to the theory of language skills in children expressed by Vygotsky (Upton, 2012) children cognitive development depends on the language of a child. The thinking outcomes of a child are expressed through language and feelings that expressed through language. Many things or factors can affect children language skills. Appropriate stimulation is an effective step to help improve the language skills of children, one of which is to give or read a fairy tale in children.

According to Kamisa (Septianingsih, 2015) fairy tale is a story that is spoken or written that is entertainment and usually does not really happen in life. Fairy tale is a form of literary work whose story does not really happen that is to entertain and usually contain moral teachings in it. Many methods are done in storytelling, such as storytelling by using props or just reading a fairy tale when the child will sleep. In the context of this study, the language skills of children expressed through the child are asked to retell the tales that have been heard or watched before.

In a study conducted by Dewi (2010) on early childhood language skills through pictorial stories obtained results that there is an increase in the ability to speak fluently after applied the method of telling. Then, vocabulary richness increases after applied story-telling method. In this study also seen that children who listen to fairy tales through interactive fairy tale method to develop better language skills compared with children who watch fairy tale through visual media. Children who listened to interactive tales spent more on the keywords found in this study than children who watched fairy tales through visual media. In this study, the method of storytelling using interactive fairy tales proved more influential in language development in preschoolers compared with the fairy tale method through visual media.

In the research of Miller and Pennycuff (2008) also proved that the interactive fairy tale was positively correlated with the language skills of children and self-esteem. In children with good ability to encourage children to be able to easily express ideas and opinions well. According to Coyle (2005) in an interactive fairy tale needs to integrate

between the content of the story contained, the way of communication as well as the culture where the fairy tale develops. These components need to be applied at the same time and in a structured condition (Coyle et al, 2010).

Spoken language is the first language ability that is controlled by the child. This spoken language is related to the environment in which the child lives. A stimulating environment will enrich the vocabulary of children (Damayati, 2017). Parents or teachers can provide stimulation by telling stories. According Tampubolon (1991) telling the children plays an important role not only in growing interest and reading habit, but also in developing the language and mind of children.

Hana (2010) revealed that interactive fairy tales can improve communication and interaction between students and teachers. Aida (2007) also indicated that the comprehensive tale is effective in honing skills, as well as honing the use of students' vocabulary and motivation. Isabell, Sobool, Lindauer, & Lowrance (2004) were investigating the position and relationship between interactive fairy tales can effectively influence language development and reading comprehension.

Feagans and Prostor emphasized it is important for children to receive adult linguistic input for optimal language development (Louw, 1998). Reading books together (parents and children) and storytelling is a way of getting linguistic input from adults. Fairy tales themselves can improve the language skills of preschoolers. Harkins, Koch, and Michel found that fairy tales can improve the narrative skills of 5-year-olds (Louw, 1998).

Ahrens (2011) expressed the importance of fairy tales for children. Reading stories or storytelling in early childhood can positively increase the vocabulary of the child. It is also helpful when they tell a story to others.

Riddersporre stated that many children learn by telling stories as well as listening (Wallin, 2015). Fast reveals similar things, that it is important to have adults who can guide children in their language development (Wallin, 2015). Wallin (2015) also mentioned that fairy tales are one useful methods for improving language development.

According to Sardi, Marhaeni, and Jampel (2014) interactive storytelling technique method can provide experience through oral language that can ultimately develop language skills in children. This language ability is displayed with the attitude of children who are more confident to communicate and express opinions. Similarly, the opinion of Monalisa (2011) who said that the development of children's language data improved by listening tales, therefore children are able to communicate with others.

Early childhood has one of the characteristics of fantasy and imagination (Hartati, 2005). When children are told through oral, they can form imaginary images of their own. This is what makes the interactive fairy tale method more influential on the language skills of preschoolers than the visual method.

Recommendation

1. To the Next Researcher

All members of the researcher must understand the course of the research that will be carried out and divide the tasks on each group member as well as the group members must be able to understand on each task. The researcher must prepare carefully all the preparations for the experiment, starting from the tools that will be used to the technical implementation.

2. To Subject Research

Subjects are expected to concentrate more on watching the fairy tale or while watching the fairy tale through visual media.

Conclusion

Based on the results of data analysis conducted using Man Whitney-U shows the significance of 0.008 ($p > 0.05$) then it could be concluded that the hypothesis was acceptable, since there was an influence of interactive fairy tale in preschoolers language skill. Based on the results of this study, it can be concluded that there were differences in preschoolers language skills, namely children who listen to fairy tales with interactive fairy tale method to develop language skills compared with children who watch fairy tales with visual media.

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