

The Effectiveness of the Flannel Book to Increase Language Development of Children Aged 5-6 Years

Agustiarini Eka Dheasari, Puji Yanti Fauziah

Yogyakarta State University, Yogyakarta, Indonesia

e-mail: agustiarini.eka2016@student.uny.ac.id

Abstract

Language is one of the most important developments for children. Language development depends on the maturation of cortical cells, environmental support, and environmental education. Considering that in childhood is a fundamental time to provide stimulation, so language needs to be taught from an early age. Language can be offered in a variety of methods, one of them is through storytelling using flannel book media. This study aims to improve language development of children, especially the ability to tell the story of children aged 5-6 years using flannel book media. This research uses quasi-experiment method, with pretest-posttest control group design. kindergarten Data were analyzed using normality test, homogeneity test, paired test, and independent test, with significance level of 0,05. There is a difference in the increase in children's storytelling ability in the final results between the post-treatment control group that did not use flannel book media with the experimental group's treatment post that used flannel book media. The sig (2-tailed) value of the storytelling ability is 0,000 children getting a sig (2-tailed) value of 0,000. This shows that there are significant differences in the ability to tell stories for children, because the significance value obtained is smaller (<0.05). The results show that flannel book media can improve the ability of storytelling in children aged 5-6 years. The children of group B have been able to retell the story using flannel book media.

Keywords: flannel book media, storytelling, folklore, kindergarten

1 INTRODUCTION

Language skills are an important requirement for children's lives. For children, language is also one of the abilities that can be used to communicate with others. Language is not only in oral form, but also in written form. According Santrock (2007: 353) language is a form of communication both oral, written or cues based on a system of symbols. Considering that early age is one of the important periods for improving children's language development, teachers and other mentors have an important role in developing good and right language. One of activities, that can be done to improve the development of language in children, is to do storytelling activities.

Storytelling activities are essentially communication between teachers and students to present learning with a specific purpose. Storytelling is a medium that can be used by teachers to develop and use it to improve children's language skills (Machado, 2013: 302). The stories presented by the teacher must be interesting, invite children's attention and cannot be separated from the goals of early childhood education. According to Spaulding (2012: 13) storytelling is a fun thing full of life, and combines the joy of both story and event. The involvement of children in the stories told will provide a fresh, interesting atmosphere and be a unique experience for children. Storytelling must be endeavored to be an experience for children, that is unique and interesting, which vibrates children's

feelings, and motivates children to follow the story until the end.

The story that will be conveyed to the child must be close to the child's environment. Brostrom (2002: 88) states that there are three characteristics that must be present when talking about stories: (a) has a title or initial form; (b) has the final form; (c) there is the use of past form. One type of story among children is folklore. Folklore is a story that has been passed down from generation to generation by verbal. Hadaway (2004) states that using folktale with children exposes them to universal human experience and allows children to examine artistic creative endeavors of all humans. Today, children tend to be less interested in folklore. This is due to the lack of folklore books that are packaged for children with attractive images and easy-to-understand grooves. Children are more interested in modern stories such as frozen, rapunzel, snow princess, red riding hood, cinderella, sleeping beauty and other books that have little moral value. Actually, folklore in Indonesia is as interesting as foreign folklore. The story will appeal to children when it is delivered in an interesting and exciting way for children.

Storytelling requires interesting media so that children stay focused and pay attention when the teacher tells stories. The types of stories that use props according to Moeslichatoen (2004: 8) are as follows:

- 1) telling stories using storybooks
- 2) telling stories using illustrations from books
- 3) telling fairy tales
- 4) telling stories using a flannel board
- 5) storytelling using "media boneka"

Storytelling using teaching aids also has advantage for children and teachers. For children, telling stories using props will be interesting to listen to and pay attention to. Meanwhile, the teacher will feel lighter in delivering the story because it is helped by the presence of teaching aids. According to the Behaviorism theory proposed by Skinner (Essa, 2014: 119) behavior is shaped by the environment, children's behavior is formed because of the response of the stimulus given and then responded to in the form of behavior. Storytelling activities apply the theory of behaviorism which start from the teacher's stimulus, then the children receive the information that has been told. Storytelling activities are carried out using various kinds of learning media. Learning medium help children to be more focused by collecting their

attentions. Research conducted by Abdo & Semela (2010: 78) proves that the use of media in instructional learning can maintain children's attention longer, encourage deep learning, and improve classroom performance. Hsiao & Chang's research (2016: 41) has proven that using picture books can improve language development, cognitive, aesthetics, life experiences, social, be interested in reading, creative thinking, children's emotional control, empathy, and invite children to always do something good.

Referring to these facts, it is necessary to develop media that are attractive to children in learning storytelling, one of them is the flannel book media. The problem that will be discussed in this study is "is there any influence on the use of flannel book media based on folklore on improving the ability of group B children's storytelling?". The purpose of this study is to look at the influence of folk-based flannel book media on improving children's storytelling abilities in group B. Storytelling using teaching aids such as flannel boards would easily attract children's attention when they looked forward to see what would be done next (Machado, 2013) Flannel boards are props that have interesting images. Researchers chose the flannel book series media because it has variety of colors and is effective for attracting children's attention. This is consistent with Machado's (2013) statement that children's attention is easily captured by visual and movement aspects, teachers find the use of flannel board activities very popular and effective. The use of flannel boards is considered more effective and provides convenience for teachers and children in carrying out learning. According to Grassels (2016):

"There is one more reason why flannel boards are used. It is very evident that both teacher and student take a genuine interest in their own classroom prepared visual aids. They realize that often their own can be superior to commercial one".

2 METHOD

This study uses an experimental method with quasi-type experiments. The product trial used in this study was quasi experimental design. Research is called an experiment because not all variables can be fully controlled. The design of this study used a pretest-posttest control group design. The subjects of this study were 40 children in group B at Dharma Wanita Kindergarten in Lumajang Regency and 40

children from Muslimat NU 01 Kindergarten, Summersuko. The total number of trial subjects was 80 children aged 5 to 6 years. Data were analyzed using paired t-test and independent t-test. Paired t-test is used to determine the difference in values obtained of each group before and after using folklore-based flannel books. While the independent t-test was conducted to test whether there were differences in the average of two unpaired samples, namely the control and experiment groups. This t-test was conducted using the SPSS 24.0 program.

3 RESULT AND DISCUSSION

This study used a pretest-posttest research design, therefore the study began with pre-treatment or pretest for all children, then gave treatment for the experimental group and posttest for the children as subjects in this study. Pretest was done to get the initial condition of the children's storytelling ability. While the posttest was done to know the storytelling ability difference between pre- and post- using the folk-based flannel book media. Samples from this study were chosen randomly. At pretest there were 40 children with storytelling activities using storybook media commonly used in schools, while at posttest there were 40 children given treatment using flannel book series media. The overall results of the pretest and posttest measurements in the control and experimental groups can be seen in the following table:

Table 1. Overview of the Results of Pretest-Posttest in Control and Experiment Class

Result	Storytelling Ability			
	Pretest		Posttest	
	Control	Experiment	Control	Experiment
Subject	20	20	20	20
Minimal	19	23	30	34
Maximal	25	40	37	40
Score Total	1212	1135	1342	1493
Average	30.3	28.38	33.55	37.33

Based on the table, it shows from the results of the average control class and experimental class, the ability of children's storytelling before treatment / pretest that is equal to 30.3 and 28.38. The data implies that the storytelling ability of children before treatment is not much different. While the average children empathy in the control class and the

experimental class after treatment / posttest is 33.55 and 37.33. Experimental class shows that an increase in the storytelling ability is concluded from the average pretest and posttest. These two treatments have different results and increased number. Based on the description above, it is clear that both the experimental and control classes have increasing results. However, the experimental class experienced a much higher enhancement compared to the control class. This can be found from the difference between the average score before being given treatment (pretest) and the average score after being given the treatment (posttest) of the control and experimental classes:

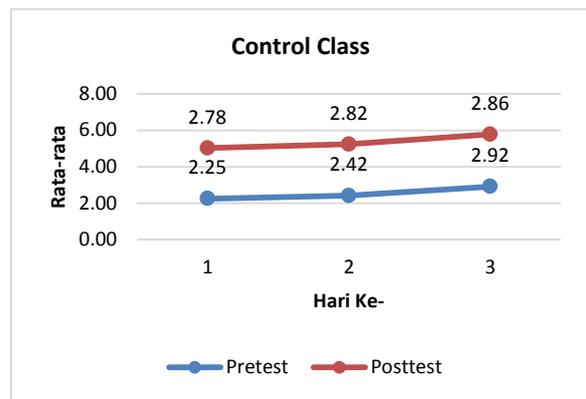


Fig 1. Graph of Treatment in the Control Class of the I,II,III meeting

Based on the graph above, in the control class, both pretest and posttest have no significant difference in storytelling ability improvement. Whereas in the experimental class that was given treatment using the media flannel books got higher average of storytelling ability. These results can be shown from the following graph:

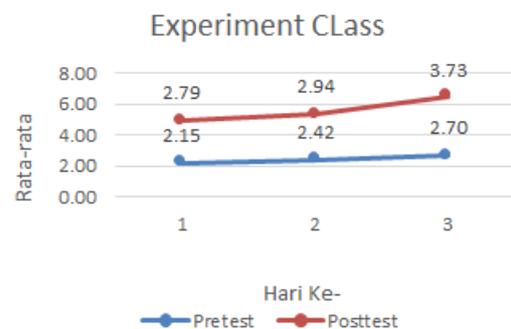


Fig 2. Graph of Treatment in the Experimental Class of the I,II,III meeting

As shown on the graph Fig.2, the enhancement ability in the experimental class is higher than the control class. The highest average uplift in the experimental class can be shown in the third meeting which is 2.70 before being given treatment (pretest) and 3.73 after being given treatment (posttest). This proves that the use of folk-based flannel book media can improve storytelling skills for children aged 5 to 6 years.

Data Analysis

Table 2. Results of the Total Score of Normality Pretest and Posttest on Control and Experiment Group

	Kelompok	Kolmogorov-Smirnov(a)	
		Statistic	Sig.
Pretest	Eksperimen	.126	.113
	Kontrol	.123	.131
Posttest	Eksperimen	.119	.155
	Kontrol	.113	.200(*)

After the normality test, it was found that the total value of the pretest and posttest is normally distributed, with *asym. Sig. (2tailed)* > 0.05.

Table 3. Result of The Paired test of pretest and posttest on control and experiment group

		Paired Differences	
C		T	Sig. (2-tailed)
Pair 1	Pre-test kontrol – posttest kontrol	-6.095	.000
Pair 2	Pre-test eksperimen – posttest eksperimen	-13.031	.000

*significance on the level 0.05

The results of the paired sample-t test showed that the significance value was smaller than 0.05 (<0.05). It can be concluded that, there are differences in the ability to tell stories between control and experimental classes in both pre-test and post-test. Based on the results of the analysis, it was obtained an improvement in storytelling and empathy skills at the pretest and post test. The pre-test value of the experimental class is higher than the post-test value, so it can be concluded that there are differences between pre- and post- the use of folk-based flannel books.

Likewise with the control class there is a difference between pre test and post test. The storytelling abilities of children for the experimental class and control class have a significant difference, where the average value of the experimental class is

higher than the control class. The difference in mean values obtained because experimental class used folk-based flannel book media as a treatment in storytelling and empathy in anal learning, while for the control class used only ordinary storybooks.

From the results above, it can be seen that the media are needed to create a pleasant atmosphere for children. These learning activities will make children become more excited, happy and comfortable and feeling safe when they study in kindergarten. This is consistent with research conducted by Abdo & Semela (2010: 78) which proves that the use of media in instructional learning can maintain children's attention for longer, encourage deep learning, and improve performance in the classroom. This also corresponds to the opinion of Jackman (98: 2012) which states that flannel media can attract children's attention, stimulate a child's sense of interest, and is easy to use. Learning media can create a comfortable and exciting atmosphere for children.

Early childhood learning is basically a game, playing is learning, where playing is an activity that is done repeatedly and makes fun and satisfies the feelings of children. Storytelling is an activity that cannot be separated from kindergarten life. Through storytelling children will learn about the life around, so that it improves their language skills and also their social skills. Storytelling is an important aspect in a child's life, by telling a story the child will receive the moral messages conveyed by the teacher. Therefore, storytelling learning must be carried out in a comfortable and exciting atmosphere for children. The proper use of learning media is also one of the factors that influence children's storytelling abilities.

4 CONCLUSION

Based on this study it can be concluded that the use of folklore-based flannel books can improve language development, especially the storytelling ability of children in group B Dharma Wanita Kindergarten Lumajang Regency and Muslimat NU 01 Kindergarten Summersuko. Based on the results of the pretest and posttest that have been done, there are significant differences in storytelling activities using flannel book media based on conventional media (storybook). With Paired Sample Test Results of the total value before and after the media was given, the experimental class has value of $t = 13.031$ and the values of $t = 6.0095$ and $\text{sig} (p) = 0.000$

<0.05. Therefore, it can be concluded that the use of folklore-based flannel book media can improve the ability of storytelling in children of group B Dharma Wanita Kindergarten Lumajang Regency and Muslimat NU 01 Kindergarten Summersuko.

Activity using flannel media is a valuable activity for teachers and children. Children's attention is easily captured by visual and movement aspect, and it is found by teachers using flannel media. This media is very effective and popular for children (Machado, 2013: 348). For the media, folk-based flannel book media can be used as an alternative by teachers in developing aspects of children's language, especially the storytelling ability of children. Flannel book media based on folklore can be developed further to be better in terms of appearance, diversity of story content, having a large or small size but still paying attention to children's needs. In addition, it can be adjusted to the existing themes and what learning will be developed through the flannel book media.

5 REFERENCES

- [1] Santrock. (2007). *Perkembangan Anak Edisi Kesebelas Jilid 1*. Jakarta: Erlangga.
- [2] Spaulding, A.E. (2012). *The Art Of Storytelling: Telling Truth Through Telling Stories*. Lanham: Scarecrow Press, Inc.
- [3] Machado, Jeanne M. (2013). *Early Childhood Experiences In Language Arts: Early Literacy*. United States: Cengage.
- [4] Brostom, Stig. (2002). Children tell stories. *European Early Childhood Research Journal*, 10, 88.
- [5] Moeslichatoen. (2004). *Metode pengajaran di taman kanak-kanak*. Jakarta: Rineka Cipta.
- [6] Essa, L. (2014). *Introduction To Early Childhood Education*. Canada: Wadsworth, Cengage Learning.
- [7] Abdo, M., Tesyafe S. (2010). Teacher Of Poor Communities: The Tale Of Instructional Media Use In Primary Schools Of Gedeo Zone, Southern Ethiopia. *Australian Journal of Teacher Education*. Vol 25, 78-92.
- [8] Chang, Y.M & Hsiao, C.Y. (2016). A study of the use of picture books by preschool educators in outlying islands of Taiwan. *International Education Studies*. Vol. 9 (1).
- [9] Grassels, E. Milton. (2016). Use flannel board for a better teaching, *Journal of The Clearing: A Journal of Educational Strategies Issues and Ideas*, Vol. 30, No.7.
- [10] Jackman, Hilda. L. (2012). *Early education curriculum a child's connection to the world*. China: Wadsworth, Cengage Learning.