

Story Activities at the Ceria Yatim Seribu Pulau House (Case Study of 7 Year Old)

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Abstract. Vocabulary mastery strongly supports one's skills in conducting language activities. In early childhood, storytelling activities can be used as a means to get the vocabulary. The research was conducted at the Rumah Ceria Yatim Seribu Pulau with the aim of knowing in depth about storytelling activities and their relationship with mastery of 7-year-old vocabulary. The researcher used a qualitative approach with a case study method. Data collection is done through interview techniques, observation and document study. After the researchers conducted data analysis using Campbell's technique, it was concluded that storytelling at the Rumah Ceria Yatim Seribu Pulau was delivered by competent storyteller, with techniques using hand puppet media, children's interest and having a positive impact on vocabulary mastery.

Keywords:- *Storytelling Activities, Fairy Tales, Vocabulary.*

I. INTRODUCTION

Storytelling is an activity that has been carried out for generations since centuries ago. In the past parents told stories that they got from previous people. The story that is conveyed is in the form of folklore about their cultures so that their generation knows the culture of their ancestors well. In addition, parents teach their children about morality, courage, independence and life skills through stories. Children interpret the stories by taking the good things contained in the story.

The above as revealed by (Jirata, 2011) in the results of his research on Children as Interpreters of Culture Producing Meanings from Folktales in Southern Ethiopia said that "folktales allow children in the village of Guji-Oromo to express their interpretations and perspectives with confidence in things related to themselves. "The results of the study prove that folklore makes children able to express their interpretations of the stories that are conveyed. They apply these interpretations with confidence especially with anything related to them.

Storytelling is also a strategy in educating without patronizing which is done by parents to their children or teachers to their students. The story can be used to transfer new values that are loaded with religious norms or other norms that apply to society. These values can shape a child's personality later when he is an adult. In line with what was expressed by (Abdul Majid, 2001) that "Storytelling is the most effective way to transmit new

values that will later shape the personality of children when they are adults.

From the two opinions above, it can be said that storytelling activities can be used to instill norms and values to children. The stories will be applied by the child so that later the story will shape their personality as adults.

Meanwhile (Musfiroh, 2005) considers the importance of stories to be conveyed to children with one reason, namely "telling stories is a method and material that can be integrated on the basis of other skills namely speaking, reading, writing and listening". This opinion implies that stories can be used as methods or ways that can be combined with basic language skills, namely speaking, reading, writing, and listening. When listening to the story, the four language skills will be honed.

The above opinion is in line with the results of research conducted by (Abasi & Soori, 2014) the results of his research revealed that "storytelling can be a useful method for children and improve vocabulary learning and storytelling allows children to learn vocabulary." The results of these studies explained that the story could be used as a method for children to learn and increase the vocabulary both in terms of quantity and quality. It is understood that in storytelling activities, narrators use vocabulary in telling stories. Some of the vocabulary used by the narrator in the story delivered has been heard by the *audience* but there is some vocabulary that he has just heard. Listeners can learn to use the right vocabulary in speaking through the conversations in the stories that are conveyed.

In line with the results of the above research (Dragana Gnjatović: 2015) the results of her research revealed that "the stories open up a world of totally new words that children do not hear in everyday communication. By listening to and telling the stories, children become aware of the structure of sentences and symbols used in storytelling and in communication in general. "The results of this study are in line with the above research that stories can open up children's knowledge not only about the world but also the vocabulary used. The vocabulary has never been heard in his life when interacting with people around him. Storytelling activities not only add to children's vocabulary about vocabulary but also about sentences and symbols commonly used in communication.

In line with the opinion above, (Carlson, 2008) revealed that Storytelling can increase the development of vocabulary, listening skills and understanding the structure of the story itself. Stories can develop language skills that are adding vocabulary that can be used by children when speaking, practicing listening skills and children can understand the flow and content of the story delivered.

The results of the research results presented above show the importance of telling stories for early childhood for language development, especially in the acquisition of vocabulary. Storytelling makes the atmosphere more enjoyable. Children like to listen to stories and children tend to tell the story back to others. Children remember more about the stories they hear. Children not only remember the contents of the story but also vocabulary, sentences and even symbols commonly used in the story and communication in general.

The story conveyed must pay attention to the *audience* who enjoyed it. Stories for children are different from stories for adults. The language used must be understood by children. The story content must be adjusted to the child's age. In the Guidelines for Making Children's Stories for Kindergarten (Ministry of National Education, 2006) that stories for children are stories that place the eyes of children as the main observer and childhood as the focus. In other words, children's stories are stories that reflect the feelings and experiences of today's children that can be seen from what they experience. Children's stories should be about the feelings that children have and the experiences they experience in their lives. It aims to make the story easier for children to understand and they enjoy the course of the story so that it remains in their memories.

The above opinion is in line with the opinions of the values contained in children's stories can be seen from two aspects, (1) personal values and (2) educational values. Children's stories can be said to be able to develop personal values if the message conveyed through stories can provide pleasure to themselves and develop children's imagination, provide general experiences about things that are usually experienced by children or things that are usually seen by children in their lives so that children live the contents of the story. Stories for children also contain educational values, namely, the story is loaded with character education in children, practicing language skills, reading, sensitivity to the surrounding environment, fostering social, emotional, creativity and cognitive aspects.

II. DISCUSSION

Eva L. Essa (2003) reveals that there are several techniques in storytelling:

- Telling stories using flannel boards.
- Storytelling using puppet media.
- Storytelling by playing or acting.

Flannel boards can be used by storytellers when telling stories to emphasize the sequence of events and character as a model for students. The models that are

modeled can be drawn and pasted on the flannel board. In addition, the characters involved in a story can be displayed through a doll figure. The dolls used can be human dolls or stuffed animals. The doll is used to show the character or character of the role holders in the story. Storytelling by playing or playing the characters will involve their language and social skills, especially when they have to interact with other actors and follow the storyline.

In line with the opinions above, (Moeslichatoen, 2004) describes the techniques of storytelling according to Moeslichatoen as follows:

- Reading directly from the storybook,
- Telling stories with illustrated images from books,
- Telling stories, (4) telling stories using flannel boards,
- Telling stories using puppet media,
- Dramatizing a story,
- Telling stories while playing the fingers.

Meanwhile, according to (Maria et.al, 2001) there are several storytelling techniques that make children more actively participate in storytelling activities, namely:

- Making puppets from paper bags, paper plates, socks, gloves to describe characters from a story,
- Using tools that children can use to portray a story according to what the teacher said,
- Using a tape to record the children as the theme he said as a character and intersect the recording with storytelling .

The technique presented by Maria et. all invite children to be actively involved in making media or in the activities of storytelling. So that children have experiences that are more than just listening to stories.

Many types of stories can be offered to children. But the type of story that is interesting according to the age level of the child is certainly different. In the guideline for making children's stories for kindergarten, the classification of story types based on age groups is as follows: (1) Age 2-3 years. Stories that introduce objects and animals around the house, such as shoes, cats, dogs, and balls. These kinds of things are considered normal for adults, for children is extraordinary and very interesting. (2) Age 3-5 years. Books that introduce letters will attract their attention, for example, letters that can form people's names, animal names, fruit names in the story. Get to know the numbers and counts woven in stories and also stories about ancient animals. (3) 7 years old. Children begin to develop their fantasy power, they can accept objects or animals that can speak, such as the story of the deer or other folktales. (4) 8-10 years old. Children love very long and complicated folktales, adventure stories to distant and strange fairy tales, and humorous stories. (5) Age 10-13 years. In general, children at this age like mythological stories, legends and science fiction, and humor as well as stories adapted from biographies.

The opinion above shows that each age level has a different preference for the type of story. The more the children grow, the more varied the stories they like. 7-year-olds like the stories with the characters of the animals described can speak like the story of the mouse deer, rats, and lions, wolves, and lions. These stories can develop his fantasy power.

Mastery of vocabulary is very important for someone when doing language activities. All language activities are supported by vocabulary mastery, in other words, mastery of vocabulary is a requirement for conducting language activities. The more vocabulary mastered, the more ideas, ideas, and thoughts can be conveyed. (Faizawaty, 2016) says that:

"Vocabulary is present in all aspects of language (speaking, writing, reading, and listening). It is hard to master the four language skills without mastering or number of words because vocabulary is a fundamental of language learning. This is an important conclusion because it affects the way in which learners deal with language learning.

The above opinion confirms that vocabulary must exist in every aspect of language skills, namely speaking, writing, reading, and listening. It is difficult to master four language skills without mastering because vocabulary is the basis of language learning.

(MacTurck and George A. Morgan, 1995) state that the *mastery is a great skill and knowledge of some subject or activity*. Mastery means knowledge and skills in carrying out an activity. This means that someone can be said to master if the person has good knowledge in him then can apply that knowledge in the form of activities or activities. In language learning, mastery of vocabulary is applied to listening, speaking, reading and writing skills. So, mastery of this vocabulary is very influential on one's language skills. The more someone masters the vocabulary, the more skilled in language activities.

III. METHODS

Objectives to achieve in this study are to gain an in-depth understanding of the focus and sub-focus of the research on storytelling activities at the. The approach used in this study is a qualitative approach with a case study method that produces descriptive data in the form of writing, speech, and actions observed from informants consisting of caregivers, and a cheerful fairy tale management team. Data in the form of video and photo recordings are obtained through observation during the process of storytelling, acquisition, and use of vocabulary. Data collection is carried out in a *setting* particular context that is examined from a holistic, comprehensive, and holistic perspective (Jusuf Soewadji, 2012), which is natural and by utilizing various scientific methods, (Moleong, 2006), with methods of collecting data through observation, interviews and document review. Secondary

data obtained are checked for validity through triangulation of observation techniques.

Data analysis using Campbell pattern matchmaking techniques, namely the use of logic matching patterns in comparing a pattern based on empiric with a predicted pattern (or with alternative predictions). If the two patterns have similar results that can strengthen the internal validity of the case study in question.

IV. RESULTS

YSP Ceria House activities include storytellers, *audiences*, storytelling, storytelling time, story themes, characters, storytelling techniques and story roles as a means children's vocabulary acquisition. From various data collection techniques, the following results were obtained:

The storyteller consisted of the main caregivers namely Sis Iman Surahman and the Cheer Management Team (DCM) team consisting of 4 (four) personnel namely Kak Jihad, Sis Adip, Sis Yono and Sis Dini. *The audience* or listeners in the storytelling activities were the children who lived in the YSP Ceria House, and at certain events, the cheerful neighbors became the *audience* as invited guests. Storytelling activities carried out in the pavilion for certain moments with a large *audience* and in the mosque for routine daily or weekly activities that were carried out flexibly after the congregational prayer. The themes conveyed are various such as honesty, heroism, friendship, devotion to parents, and others. The characters in the story are sometimes human, but more often told stories about animals. Stories are delivered sometimes without media but more often use hand puppets. Fariz as a research subject obtained various vocabulary words (nouns, adjectives, verbs, adverbs, pronouns, prepositions, clothing) from the storytelling activities held.

The storytellers have the creative ability to use media, innovative when imitating the sounds of vehicles such as helicopters, trains, horseshoe steps, the voice of the old man, imaginative and communicative and interactive. Imaginative because it is able to bring the imagination of the *audience* to cyberspace to portray themselves according to the identified characters in harmony with the ongoing storyline. Communicative and interactive by greeting, asking funny and interesting movements so that they are not monotonous and the *audience* does not feel bored. This atmosphere unwittingly becomes a means of developing attitudes, emotions, cognitive and abstract skills. This reality is in line with that expressed by (Richardson et al. 2018) which states that:

"Good stories bring listeners on the journey, stimulating cognitive and emotional responses in such a way that listeners experience stories through a process of mental simulation of people, events, actions, the place and emotions of the narrative as if this is being experienced directly".

In one storytelling activity, some positive effects were obtained. Cheerful fairy tales teams usually come at disaster sites such as Banjarnegara, Pangandaran, Lombok, Palu, and Serang Banten. In addition to bringing logistical assistance, the team also gathered children to deliver fairy tales as therapy *healing trauma*.

The place and time the story is held are very flexible according to the circumstances and needs, like the ones mentioned in the second paragraph of the research results. While the characters and story themes are interrelated to mutually reinforce the *audience* as inspiration and motivation in idolizing and imitating characters who have good character.

The children of the YSP Ceria House are some of the victims of natural disasters and some are victims of household problems. Through stories in the form of fairy tales, children at YSP become cheerful, cheerful, communicative and seem like not victims of natural disasters who seem to have never experienced a problem of sadness. Activities and atmosphere strongly support language activities both in terms of vocabulary processing and vocabulary usage. Different areas of origin from different tribes and islands also enrich their vocabulary.

V. CONCLUSION

Based on the discussion that refers to data analysis, it can be concluded that the storytelling activities at YSP Ceria House which include the elements of storytellers, place, time, themes, techniques and figures become a unified whole in making a positive and adequate contribution to the acquisition of 7-year-old vocabulary. Further research can be an option to be investigated about storytelling activities and their effectiveness as therapy *trauma healing* at the YSB Ceria House.

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