

## Development of Digital Storytelling To Improve Reading Ability 4-5 Years Old

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### Abstract

In the 2013 Curriculum, schools, in this case teachers are required to create a creative and innovative teaching and learning atmosphere, namely through the use of information technology so that it is expected to be able to increase the competence of students. One of the methods of learning to read at Lasiyam Kindergarten Surabaya is storytelling. The integration of the storytelling method with information technology means that story books are converted into digital story books. Digital storytelling learning media is another color of classroom learning. The development of digital media storytelling is intended as a supplement to reading skills for students at TK Lasiyam Surabaya. This media utilizes multimedia technology in telling stories, where the components of the story are presented in audio and visual animation. Researchers used Adobe Flash software to create digital media storytelling and used a research method, namely a qualitative approach through Classroom Action Research. The results obtained from observations show that digital storytelling media can make children more enthusiastic about learning to read and children more enthusiastic about participating in the learning process. The conclusion of this study states that the indication of an increase in reading skills of the Lasiyam Kindergarten students in Surabaya, from 57%, at stage I, increases to 60%, at stage II, and at stage III to 73%.

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## Introduction

The basic thing that should be given to children at the pre-school level is to instill religious values, social values or how they interact with teachers and friends at school, age-appropriate knowledge, and no less important is to provide various activities. to hone children's skills. Because at this pre-school age children are in a state of growth and development, both physically and mentally, at this time they absorb what is around them, it is very important to provide the right education at this age.

In order to instill these values, a formal teaching pattern is needed with a structured curriculum and supported by fun non-formal innovative learning activities, so that children can enjoy the scientific process in teaching and learning.

The basic ability that must be possessed by children is reading. Being good at reading is the basic capital for children to achieve higher knowledge, not being able to read is a symbol of stupidity. How is it possible to instill moral, social and spiritual values in children, if children are not able to read.

At the end of October, researchers conducted observations at TK Lasiyam Surabaya. The reading ability of students at Lasiyam Kindergarten is still low, it can be seen when the teacher offers reading books to students

15 children in group A, who can read fluently as many as 5 children, while 10 children are mostly silent and some are stuttering.

Educators at Lasiyam Kindergarten apply learning methods to improve reading skills for their students, namely by storytelling or *Storytelling*. Storytelling or storytelling activities are carried out using picture story books. Reading a story or storytelling is a learning activity that is commonly done in Kindergarten, storytelling activities are intended to teach language skills to children, listening to a story, language lessons will feel more fun. Proficiency in language is based on reading skills. Beginning with listening, it will continue to the ability to recognize letters, understand the sound of the arrangement of letters, this is what is called good reading.

Listening to the narrative of the story will ignite the work of the right brain which incidentally is in the right brain where children's imagination power is created. By telling stories

- short stories about animals or plants, the child will recognize and remember word for word in the story, the right brain will work to record and connect the characters or story characters with letters or numbers

The standard of learning activities in accordance with the current curriculum is that the subject matter is packaged with computer software, both online and offline, running on a computer or on a smartphone. In line with that, an innovative step that can be taken is to develop a method of storytelling about animals and plants that has been applied at Lasiyam Kindergarten by making short stories combined with multimedia technology called Digital Storytelling.

*Digital Storytelling* combine provide story content with multimedia technology, namely digitally processed illustrated images, text, sound, with output in VCD/DVD, MP4 format, as well as interactive applications. Digital storytelling media is very representative according to the demands of the current curriculum, story material can be adjusted to the syllabus, the use of images and audio can also be adjusted to the needs of the storyline. Using digital storytelling media as a learning medium deserves to be taken into account in learning activities, because in fact many teachers in PAUD and kindergarten still use storytelling/storytelling media using picture story books.

As the author has described above that the most important thing in early childhood education is language skills which include aspects of speaking, listening, writing and reading, the authors are interested in bringing up the theme of storytelling in this research, taking the research title "Development of Digital Storytelling To Improve Ability Reading to Children **4-5 Years**". By taking the research location in

safe Childhood Lasiyam Jl. Resident Sudirman Surabaya.

Some of the main points that will be examined in this research are:

- a. What are the steps for storytelling activities through digital storytelling applications at Lasiyam Kindergarten Surabaya?
- b. What is the condition of the students' reading skills at TK Lasiyam Surabaya?

- c. Is there an academic impact on the application of the digital storytelling method on the reading skills of students at TK Lasiyam Surabaya?

### **Research purposes**

AdWhatever the purpose of this research are:

- a. Implementing digital storytelling media in reading learning activities at Lasiyam Kindergarten Surabaya.
- b. To find out the impact of applying digital storytelling media on reading skills for students at Lasiyam Kindergarten Surabaya

### **Reading Ability of Children Age 4 - 5 Years.**

Reading ability is the ability to recognize and pronounce spoken language presented in written form. Reading ability is the skill of pronouncing the results of the introduction of symbols, letters, numbers, pictures, syllables, sentences, which in the end children can understand the meaning of reading. Children who have good reading skills will get input of knowledge and a broad perspective, and become more creative in thinking.

There are children aged 4-5 years who are in the early stage of reading to the advanced reading stage, so educators need to provide activities in order to explore the potential of their reading skills. Some activities that can be used to teach children to read are by telling stories. When children enter kindergarten, they already have the ability to speak and listen.

This ability must be developed by training children to remember various vocabularies, understand the contents of a story that is read to them, and be willing to follow various orders or questions from the storyteller. The next activity is playing letters, by sticking the arrangement of letters on the game tool, it will make it easier for children to remember the arrangement of the letters.

Stimulating the next reading ability is to provide a game of pairing letters with pictures, so that children can recognize the symbols of the letters that have been prepared.

## Story telling.

Storytelling in language comes from the word in English, namely story and telling. Story means story / story / fairy tale, and telling means telling or telling. So Storytelling is an effort made by the storyteller (storyteller) in conveying ideas, feelings, results of thought imagination, to children verbally. In the storytelling process, there is interaction and communication between the storyteller (storyteller) and the listener (audience).

This storytelling activity must be packaged in an attractive manner. For the smoothness and success of learning activities using this storytelling method, it takes activity instruments, steps in implementing storytelling activities, as well as parties involved in storytelling activities,

Based on the content of storytelling content can be classified into various types, however, in this case, researchers limit these types.

### a. Education Storytelling

*Education Storytelling* is an activity to tell a story that contains elements of education. For example, stories that can inspire obedience and respect for parents and teachers. For example, the description of the story "the malin son of disobedience".

### b. Fable

Fables are fairy tales about animals that behave like humans. For example, the fairy tale "deer stole the cucumber", or "the story of the cute little rabbit, a race with the tortoise".

Go Storytelling for children is so that children can hear and listen proactively to the story material brought by the storyteller, namely in this case the teachers, the child as the audience can ask questions if they still don't understand, and the child is able to respond to questions from the storyteller, so that the child can take lessons from the content of the story.

By listening to stories, children's hearing can be trained to function properly, thus helping the ability to pronounce words, practice stringing words, increase vocabulary, and the next stage the child is able to retell the contents of the story. Storytelling can boost children's basic

abilities related to cultivating creativity, good at speaking because it has a more diverse language vocabulary

The benefits of storytelling for children include training children's brains to absorb content, training children's brain abilities to process information from story content, children will listen carefully to the stories conveyed, this will increase the level of brain concentration, build children's imagination, build a fun atmosphere in class, build relationships which is more familiar between the child and the teacher, improves the ability to recognize a series of letters and interpret images or symbols, so that children can speak and communicate well.

### **Digital Storytelling.**

*"Wha" isn't it digital storytelling? Simply put, it is telling stories with digital technologies.*

*Digital stories are narratives built from the stuff of cyberculture"*

Digital storytelling means storytelling or storytelling by utilizing digital technology, namely by combining the art of storytelling with multimedia technology, multimedia technology consists of text, recorded voice narration (audio), music accompaniment (background), video and animation that presents the story material presented. in digital format.

*Digital storytelling is the practice of combining personal narrative with multimedia (images, audio and text) to produce a short autobiographical movie.*

Digital storytelling is the practice of combining personal storytelling with multimedia (images, audio and text) to produce a short autobiography.

Visual illustrations of story images can be made freely by media makers, illustrated images are made related to story material that will be conveyed to students. The audio narration can be filled in by the teachers, adding background will add to the child's emotional response.

### **Method**

#### **Types of research**

Pthis research will describe how the application of digital storytelling media in an effort to improve reading skills in children aged

4 - 5 years, the researchers will use this type of research is descriptive by using a qualitative approach through Classroom Action Research.

The stages of Classroom Action Research are making learning media and designing learning activities (Planning), implementing learning activity designs (Acting), making observations of the implementation of learning activity designs (Observing), evaluating the results of implementing activities (Reflecting).

#### Research Place

four studies were conducted at KB - TK - TPA Lasiyam Jl. Resident Sudirman, Boyfriend Keling, Kec. Tambaksari, Surabaya City, East Java.

#### Population and Research Sample

This research will involve 30 children in group A of TK Lasiyam Surabaya, by taking a sample of 10 children in group A, 5 boys and 5 girls.

#### Data Collection Instruments and Techniques.

The research instrument used in the research is digital story media, while the data collection technique used is the observation sheet of learning outcomes.

#### Data analysis technique

The technique analyzes the data using the Miles and Huberman interactive model, to conclude the research results. The stages of data analysis techniques include data collection, data simplification, data presentation, conclusions and data adjustment.

#### Results

Based on the results of research on how to apply the storytelling method using digital storytelling media to improve reading skills at Lasiyam Kindergarten Surabaya are as follows:

##### 1. Planning of digital storytelling media learning activities.

a. Determine the theme and learning objectives.

Day 1, Theme 1: "Pets"

Day 2, Theme 2: "Care for Pets"

Day 3, Theme 3: "Plants Around"

b. Prepare the classroom and the child's sitting position. c. Setting up tools, among others, LCD projector, PC/Laptop, Speaker.

a. Ensuring the application of digital storytelling media has installed on the computer.

b. Prepare child assessment sheets and teacher observation sheets.

## **2. Implementation of digital media learning activities *storytelling*.**

a. Opening Activities.

1) Children enter the classroom, shake hands with the teacher.

2) The teacher directs the child to sit according to a predetermined position.

3) The teacher greets and the children are led to pray before studying.

b. Core activities.

1) Children watch digital storytelling media, which is played by the teacher.

2) The teacher gives assignments to the children, they are asked to come forward one by one and answer the following:

a) Mention the symbols of consonants and vowels.

b) Connect simple sentences/vocabularies with symbols/pictures that represent them.

c) Mention/read simple sentences/vocabulary, which match the text or pictures in the story.

d) Then the teacher asks the children to retell in their own language based on the story that has been broadcast.

C). Closing Activities.

The learning activity was closed with the teacher giving conclusions and moral messages from the story and closing with a prayer.



## Discussion

One of the leading methods at TK Lasiyam Surabaya which is used to improve the reading skills of their students is the storytelling method, because the teachers at TK Lasiyam Surabaya understand and are aware that storytelling can improve language skills, especially in the aspect of reading for their students.

The results of observations on the implementation of learning are known that:

### 1. First Day Activities, theme "Pets".

- a) Mentioning the symbols of consonants and vowels shows that 50% of children fall into the category of Developing According to Expectations.
- b) Connect simple sentences/vocabularies with symbols/pictures, showing that 40% of children are in the Developing category According to expectations.
- c) Mentioning/reading simple sentences/vocabularies, which match the text and pictures in the story, shows that 50% of children fall into the category of Developing According to Expectations.

### 2. Day Two Activities, the theme "Caring for Animals pet".

- a) Mentioning the symbols of consonants and vowels shows that 60% of children fall into the category of Developing as Expected.
- b) Connect simple sentences/vocabularies with symbols/pictures, showing that 50% of children fall into the category of Developing Appropriate Hope.
- c) Mentioning/reading simple sentences/vocabularies, which match the text and pictures in the story, shows that 80% the child is in the category of Developing Appropriate Hope.

### 3. Third Day Activities, the theme "Plants Around".

- a) Mention the symbols for the consonants and vocal shows that 60% of children fall into the category of Developing According to Expectations.
- b) Connect simple sentences/vocabularies with symbols/pictures, showing that

90% of children fall into the category of Developing Appropriate Hope.

- c) Mentioning/reading simple sentences/vocabularies, which match the text and pictures in the story, shows that 90% of children fall into the category of Developing According to Expectations.

Based on the results of observations on the implementation of learning in general, it has been successful and as expected. It can be seen that there is a change from each stage carried out. Based on data from observations on the implementation of learning activities at the first meeting to the third meeting as follows:

1. Teachers in preparing the tools and media used, and how to explain learning activities are better so that children are easy to follow assignments during learning activities.
2. Children's learning outcomes have increased in recognizing and mentioning consonants and vowels, as well as simple sentences, related to the content of the story.

### **Conclusions**

The planning of digital storytelling learning activities to improve the reading skills of children aged 4-5 years at Lasiyam Kindergarten Surabaya has been carried out by the teacher. The teacher has carried out the planning of learning activities that are tailored to the needs during learning activities going on. The planning carried out by the teacher includes: (1). Determine learning objectives and make lesson plans. (2). Prepare tools and media for activities (3). Prepare teacher observation sheets and child assessment sheets.

Plearning using digital storytelling media in order to improve the reading ability of children aged 4-5 years at Lasiyam Kindergarten Surabaya is carried out in three stages and at each stage using a different theme.

Pthe implementation of learning is divided into: (1). Initial / opening activities. (2). Core activities (3). Final / closing activity.

The results of the implementation of learning with digital storytelling are:

- a. Mentioning the symbols of consonants and vowels shows that 57% of children fall into the category of developing as expected.

- b. Connecting simple sentences/vocabularies with symbols/pictures, shows that 60% of children fall into the category of developing as expected.
- c. Mentioning/reading simple sentences/vocabularies, which match the text and pictures in the story, shows that 73% of children fall into the category of developing as expected

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