



EFFORTS TO IMPROVE CHILDREN'S ABILITY TO EXPRESS OPINIONS THROUGH STORYTELLING AT SWAN NATIONAL SCHOOL PELEMWATU

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Abstract

Expressing opinions is one of the activities in kindergarten to develop children's basic abilities. The aim of this research is to find out whether storytelling in learning can improve the ability to express opinions of children in group A of the Swan National School Kindergarten. This activity uses the Classroom Action Research (PTK) method which is divided into 2 cycles with each cycle lasting 5 days. In improving the learning, 17 students in group A of the Swan National School Kindergarten were observed, they were motivated to be able to express their opinions through storytelling activities. The results obtained from all 17 Swan National School Kindergarten group A students in cycle I showed that there were 7 children who achieved very good development, and 6 children developed according to expectations. In the second cycle, improvement results were obtained, namely 11 children developed very well and 4 children developed as expected. Based on the data obtained, there was an increase in the ability to express opinions in group A of the Swan National School Kindergarten, namely from 76.5% in cycle I to 86% in cycle II, so it can be concluded that through storytelling activities it was quite successful in increasing children's ability to express opinions. Therefore, this research was carried out in only two cycles, in order to maximize storytelling activities, so that the ability to express opinions can achieve satisfactory results. Apart from that, it is hoped that teachers will be more creative in finding fun teaching methods and in the end learning objectives can be achieved.

Keywords : *ability, expressing opinions, telling stories*

INTRODUCTION

The activity of expressing opinions is one of the various activities carried out in kindergarten. Apart from developing language skills, it is important to introduce it to children early so that they can get to know a lot of knowledge through the fairy tales or stories they hear. As stated by Moleong (20013: 25) one of the aspects that must be developed in Kindergarten (TK) children is the ability to express opinions. This is considering the basic potential that every child must have as stated in Law of the Republic of Indonesia no. 9 of 1998 concerning 'Freedom to Express Opinions in Public'

That freedom to express opinions in public is a human right guaranteed by the 1945 Constitution and the Universal Declaration of Human Rights.

That the freedom of every citizen to express opinions in public is an embodiment of democracy in the order of social, national and state life.

The ability to express opinions in kindergarten can be implemented as long as it is within the boundaries of pre-school rules and in accordance with the child's characteristics. From the researchers' observations of learning activities at the Swan National School Kindergarten, it was found that there were several difficulties for children in understanding and expressing their opinions. Meanwhile, achieving the curriculum targets that have been determined is certainly an indicator for teachers in measuring teaching success, to find out and provide follow-up on the growth and development that students have achieved while attending kindergarten, an assessment needs to be carried out. In the end, if the assessment results do not meet the expected targets, then it is possible that in the learning activities that have been carried out there may be problems that need to be resolved.

The problem that occurs at Swan National School Kindergarten is that children have difficulty expressing their opinions. This can be seen from several certain conditions: First, children were given activity books, only 10 out of 17 children (58.8%) were able to express their opinions. Second, When children were given exercise books, only 7 out of 17 children (41.2%) were able to express their opinions. Third, during learning activities, children who were not yet able to express their opinions looked passive and tended not to pay attention to the learning I was doing.

In general, children are not yet able to express their opinions because they do not fully understand the

contents of the tasks in the exercise book and how to express their opinions, and what I do can cause boredom in children.

Based on these observations, it is necessary to improve children's learning at the Swan National School Kindergarten. Because if it is not immediately addressed and a solution is found, the problem will drag on and make it increasingly difficult to receive the next material.

Therefore, the author wants to improve learning by storytelling. By telling stories, the author hopes that the level of ability to express opinions of children at Swan National School Kindergarten can increase.

Based on the background above, the problem can be described as children's lack of understanding of the content of the stories they hear and not being able to express their opinions from the contents of the stories they hear. Based on the background above, it is necessary to carry out research. Therefore, researchers want to focus on increasing children's ability to express their opinions at Swan National School Kindergarten through storytelling

LITERARY REVIEW

Ability is an individual's capacity to perform various tasks at work. Ability is a current assessment of what a person can do. First, intellectual abilities are the abilities needed to carry out various mental activities, think, reason and solve problems. Second, physical ability is the ability to perform tasks that require skill stamina, strength, and similar characteristics.

Another ability is the ability to express, the ability to argue. The ability to express can be interpreted as proposing, suggesting, expressing, stating, expressing, proposing, offering, recommending. Brainly 2016. Putting forward means giving rise to someone's opinion or coming up with a new idea. Meanwhile, the definition of opinion according to Efendi in Permaatasari (2020 p. 9) is a response given by a communicant to a communicator who has previously asked a question. Ahmad (2019, p. 174) views that: "Opinion comes from patterns of thinking, response and understanding, as It is stated that opinion is the result of the work of the mind, establishing a relationship between one response and another, between one understanding and another, which is expressed in one sentence. To state an understanding or response is enough with one word. Meanwhile, to express an opinion, two types are needed. meaning that is summarized. Meanwhile, according to Cawood in Kaenaddi (2019, p. 10)

Understanding Storytelling Ability, storytelling is a way of conveying a story to listeners in the form of words, pictures, photos or sound. Storytelling is an effective simulation for stimulating children's speaking skills. When educators speak, children observe and record every word and language spoken. For Brain and Emotional Development (Astrid Diana 2021) Train cognitive development. Listening to fairy tales is also useful in stimulating children's brains to think and imagine. This is certainly very good for training intelligence and cognitive development during the growth period.

METHOD

Researchers used the Class Action Assessment (PTK) method which was divided into two cycles. The first cycle is Monday 3 May 2023 to Friday 7 May 2023, while the second cycle is Monday 10 May 2023 to Friday 14 May 2023. PTK itself has two cycles in which there are four stages, namely planning, implementation, observation, reflection. The subjects of this PTK research were class A PAUD students at the Swan National School Kindergarten.

RESULT

No	Students'Name	Criteria				Note
		BM	MM	BSH	BSB	
1	Adara Hapsari			√		= BM☆☆☆
2	Hafidz Alfa Rezzy	√				
3	Firzan Zahir Setiawan				√	
4	Wildani Maulana Firdaus			√		
5	M. Alfi Wahyu Ibnu B			√		
6	Adelia Zahra Putri				√	
7	Raditya Alfianto			√		
8	M. Irsyadul Ibad		√			
9	Marvel Prawira Januarta				√	

10	Raffi Bagus Prasetya				√	☆ = BSB ☆☆☆
11	Najwa Natania Salsabila				√	
12	Nadia Ayunisa Putri		√			
13	Nasril Arta Dwi Aditya		√			
14	Fitria Dwi Ardita			√		
15	Nadhir Arinal Haq				√	
16	Nymas Arindi Rahmanita			√		
17	Nirwa Feinurin				√	

Only 7 children out of 17 children whose ability to express opinions has developed very well (41.2%) There are 6 children whose ability to express opinions has developed as expected (35.3%) There are 3 children out of 17 children whose ability to express opinions has begun to develop (17.6%) Only 1 child out of 17 children whose ability to express an opinion has not yet emerged (5.9%) In general, children's reading ability has not reached the indicators and still needs improvement.

From data obtained from colleagues when conducting observations during the implementation of learning improvements in cycle I which was carried out on Monday, 3 May until 7 May 2023 using observation sheets, colleagues observed that the focus of implementing learning improvements was to increase children's ability to understand the contents of sentences in picture story books and try to re-enlighten the content of the story correctly. Based on the results of reflection in cycle I, the child's ability to understand letters, words and sentences in picture story books and try to read them correctly is not yet optimal.

The results were discussed with colleagues based on the data obtained that cycle I was carried out to correct failures during learning activities. To overcome this, the author uses storybook media in learning activities to improve the ability to express opinions. In the storytelling activity there were 7 children whose ability to express their opinions had developed very well, and there were 6 children whose ability to express their opinions had developed as expected. However, there are still children whose ability to express opinions has begun to develop and there are those whose ability to express opinions has not yet emerged, so that the level of achievement of indicators in cycle I is declared not successful and learning improvements are still needed.

Table 1 Child Observation Sheet

No	Nama Anak	Penilaian				Keterangan
		BM	MM	BSh	BSB	
1	Adara Hapsari				√	☆ = BM = MM = BSH = BSB
2	Hafidz Alfa Rezzy		√			
3	Firzan Zahir Setiawan				√	
4	Wildani Maulana Firdaus				√	
5	M. Alfi Wahyu Ibnu B				√	
6	Adelia Zahra Putri				√	
7	Raditya Alfianto				√	
8	M. Irsyadul Ibad			√		
9	Marvel Prawira Januarta				√	
10	Raffi Bagus Prasetya				√	

11	Najwa Natania Salsabila				√
12	Nadia Ayunisa Putri			√	
13	Nasril Arta Dwi Aditya		√		
14	Fitria Dwi Ardita			√	
15	Nadhir Arinal Haq				√
16	Nymas Arindi Rahmanita			√	
17	Nirwa Feinurin				√

There are 11 children out of 17 children whose reading abilities have developed very well (64.7%). There are 4 children whose reading abilities have developed according to expectations (23.5%) There are 2 children out of 17 children whose reading abilities have begun to develop (11, 8%) In general, children's reading ability has not yet reached the indicators and still needs improvement. This means that cycle I to cycle II showed an increase from (76.5%) to (88.2%). Increasing teacher capabilities

in implementing storytelling activities with interesting picture story books, so that children are motivated in reading learning activities. Improving learning in cycle II aims to solve the problem that occurred in cycle I, namely the lack of children's ability to express their opinions with simple sentences. Based on the results of reflection in cycle I, the child's ability to understand letters, words and sentences in picture story books and try to read them correctly is not optimal. From the data obtained from colleagues when conducting observations during the implementation of learning improvements in cycle II which was carried out on Monday, 10 May 2023 to 14 May 2023, using observation sheets, it was shown that the improvement and implementation of learning improvements was sufficient until cycle II.

The results of observations from cycle II can be reflected that there has been an increase in improvement activities through storytelling activities, namely there are 11 children whose ability to express their opinions has developed very well, and there are 4 children whose ability to express their opinions has developed as expected. However, there are still 2 children whose ability to express opinions is starting to develop. This means that learning in cycle I to cycle II has shown a better improvement from 76.5% to 88.2%, so that the improvement in learning in cycle II is declared successful.

This success is supported by the teacher's expertise in telling stories that are fun and attract children's interest.

CONCLUSION

Based on the problem formulation in chapter I, the researcher concluded that: "In the process of learning improvement activities to express opinions through storytelling in group A, Swan National School Kindergarten, Kecamatan Menganti, Gresik Regency, in cycle I it was not conducive and many problems had not been achieved, and the aim of improvement the learning to be achieved is less than satisfactory. Meanwhile, the learning process in cycle II ran conducive so that the objectives of improving learning at the Swan National School Kindergarten in Menganti Gresik in cycle II could be achieved. The results of learning improvements expressed opinions through storytelling activities with picture story books in group A of the Swan National School Kindergarten which experienced a good increase from 76.5% to 88.2%. Based on the comparison obtained by children before and after the activity of expressing opinions through storytelling activities with picture story books obtained satisfactory results, the researcher provides suggestions to teaching staff to use storytelling activities with picture story books to develop children's ability to express opinions, in order to achieve appropriate learning objectives. expected.

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