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Stimulation Of Early Children's Ability To Hear By Story Activity

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Abstrak

Stimulasi kemampuan mendengar pada anak usia dini sangatlah penting agar mampu mendukung kemampuan kognitif anak menyeluruh dan aspek komunikasi yang baik. Dalam hal ini, peneliti memaparkan hal yang berhubungan dengan bahasa anak usia dini. Tujuan dari penelitian ini untuk melihat bagaimana stimulasi kemampuan mendengar anak usia dini melalui kegiatan bercerita. Jenis penelitian yang digunakan adalah penelitian studi literatur dengan menggunakan hasil menelaah jurnal, buku-buku dan sumber relevan yang terkait. Hasil dari penelitian ini adalah dengan kegiatan bercerita dapat mempengaruhi kemampuan mendengar pada anak usia dini dan dapat memfokuskan konsentrasi anak dalam mendengarkan apa yang disampaikan oleh orang lain melalui kegiatan bercerita.

Abstract

To be able to support children's general cognitive ability and aspects of effective communication, enhancement of listening abilities in early childhood is very important. The researcher explains items related to early childhood language in this case. This research aimed to see how to stimulate early childhood listening skills through storytelling activities. Literature analysis research using the outcomes of reviewing papers, books, and similar relevant sources is the type of research used. The outcome of this research is that storytelling can impact early childhood listening capacity and can attend the focus of children on listening to what other people say through storytelling activities.



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INTRODUCTION

Education is a process of learning knowledge and skills carried out by one individual from generation to generation. Education is a process to help humans develop their potential so that they can face any changes and challenges that occur. Education is a basic need of every individual, therefore the importance of education follows the learning process in the process of knowledge and skills with readiness from an early age. Therefore, the value of education that follows the learning process in the process of knowledge and skills with preparation from an early age is a fundamental need of every individual.

Education must begin at an early age since the stimuli given are readily accepted by children at this time and all their abilities can be optimally produced. Article 1(14) concerning the National Education System, referring to Law No 20 of 2003, states that early childhood education is a coaching effort directed at children from birth to old age that is carried out through the provision of educational stimuli to promote physical growth and development. And spiritual, so that children are primed for further education. Early childhood education is a type of education that focuses on laying the foundation for growth and six developments, namely: moral and religious development, physical development (gross and fine motor coordination), intellect/cognition (power of thought, creativity), social and emotional development (attitudes and emotions), Language and contact, according to the individuality and developmental phases of the early childhood age group (Welchons & McIntyre, 2017).

Children are a generation that must be trained from different perspectives early on so that all aspects of children's growth can progress optimally. Each child that is born has its potential. And this potential will be optimum if children are constantly provided sensory stimulation. The ability to listen is one of the qualities that need to be learned in childhood. Where the ability to hear is very important in the development of the listening skills of children, namely as a vehicle for pre-school education.

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The transmitted data would arrive correctly with strong communication skills. Therefore, listening abilities need to be improved because children can easily communicate and get the information obtained by mastering these abilities. Efforts to stimulate children's listening skills are also an important activity for teachers and parents, as this ability can be very useful in the future for the lives of children. It is important to tailor attempts to stimulate listening skills in children to the characteristics and age of the child. Storytelling is one of the practices that can enhance the listening capacity of children. One of the activities usually carried out by teachers or parents is storytelling activities. Kids who want to hear and read stories will have the potential to properly speak, compose, and comprehend complex concepts (Musfiroh, 2005: 103). In the meantime, according to Wiyani (2016: 116), toddlers can repeat stories or fairy tales and answer questions according to the story that has been told with short phrases.

Stimulation is given continuously, and only once is not necessary. Parents at home, in addition to school teachers, are often required to stimulate the listening capacity of their children by reading stories to children. This is intended to ensure that there is consistency between the stimulation provided by the school teacher and the stimulation given at home by parents.

Eka & Eliza (2019) claimed that the story is an art of transmitting oral and written wisdom, messages, advice to others, much of which is focused on reality. Engel argues in Jackman (2009: 137) that "storytelling is perhaps the most powerful way that human beings organize experience" The best way for anyone to arrange their experiences is by storytelling. Storytelling can allow people to get a deep understanding of the experiences they have encountered, especially in early childhood.

Storytelling will assist someone to find similarities between the story's data and experiences that have been encountered. Not only does storytelling provide children with knowledge, but it also allows children to talk and express their thoughts. This is also in line with what Eliza (2017) said that when she finishes reading a story or relates a story, the child will be asked questions and responds, stimulating the child to enjoy a story.

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According to Dhieni, et al (2005: 6.4), storytelling practices in kindergarten are activities performed by teachers to attractively communicate learning content to students. Telling stories is one of the practices to provide kindergarten kids with learning opportunities by telling stories to kids orally, according to Khadijah (2016: 92-93).

Storytelling is also a way of explaining the ideas that apply to society. In the meantime, telling a story is telling something that talks about an act or an incident and is verbally communicated to exchange experiences and information with others, according to Bachri (2005: 10). It can be said that storytelling in the form of early childhood learning is an attempt to improve the future language skills of children by listening and then telling them back.

The advantages of storytelling include: 1) training early childhood expectations, as children can be motivated to understand the contents of the story as a whole, according to Dhieni, et al (2008: 6.8). 2) Train the power of thought in early childhood to concentrate attention on the story's substance. 3) Train the early childhood power of focus to concentrate their attention on the substance of the whole story. 4) Cultivating the imagination of the kid, because his imagination will explain a circumstance beyond his grasp by telling stories. 5) Create an aura of uplift. 6) Helping the language development of children to interact effectively and efficiently so that the process of communication becomes communicative.

According to Sonawat and Francis (2007: 64), "Storytelling is an activity that allows the child to listen and to speak while talking about the story of telling the original story." It would be fun to tell stories and listen to hear what is told to listen to the attention of the child.

Latif, et al (2013: 111-112) suggest that there are many ways to tell children's stories, namely: 1) Reading from a storybook directly. 2) Storytelling using pictures from books as an illusion. 3) Tell stories of fairies. 4) Use flannel boards, tell tales. 5) Puppet-media storytelling. 6) A narrative dramatization. 7) Say a story with finger puppets while playing.

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Stimulation of early childhood listening abilities plays an important role in promoting overall cognitive skills and effective communication of children, based on the above explanation, and this study focuses on early childhood listening skills through storytelling exercises that seek to see how early childhood listening skills are enhanced by telling a story. Where storytelling is an operation carried out verbally using instruments or without equipment, it is communicated attractively to attract the attention of children so that learning goals can be achieved.

LITERATURE REVIEW

Listening is a method of recording, knowing, and recalling what was heard and what people spoke about to him as much as possible, Ariani in Wati (2018). For any person, particularly children, listening skills are very important, because every day-to-day life is linked to listening. The stimulus for the development of listening skills in children must therefore be given as early as possible.

It is a responsive period during childhood and it is especially easy for children to receive stimuli from their environment during this time. The child is already at the sensitive stage at this time to accept the stimulation provided by the environment, both the home environment and the school environment, Montessori in Sujionoo (2013). One approach that can be done to stimulate children's listening ability is to say stories.

Storytelling is an attempt or endeavor to improve the language skills of children by listening and re-expressing them to enhance the hearing of children and to train the speech skills of children. (2018, Mustakim in Lubis). One of the advantages of storytelling is that it offers a learning environment for listening practice, Mursid (2017). To assist others in improving communication between humans, listening is very necessary for meaning, since humans have shortcomings in understanding things. Kids not only get fun or entertainment through good fairy tales but get a much broader education. It is not even an exaggeration to say that stories touch on different aspects of the formation of children's personalities. This is also consistent with one of the features of

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language skills, namely that if the child can listen to other people speaking and responding to the conversation, the child can be said to be able to talk well. (2013, Jamaris in Susanto).

In other words, in an attempt to improve potential language skills, telling stories is telling something that talks verbally about an act or occurrence. Storytelling may be a way for children to practice listening skills. Storytelling programs include listening learning opportunities to practice listening so that different kinds of information about knowledge, beliefs, and behaviors can be experienced and incorporated in daily life through listening to children.

METHODS

The study method is a way of collecting knowledge for particular purposes and uses. According to (Marzali, 2017: 27), a literature review is a way to find knowledge and library analysis by reviewing articles and books on research subjects to get an article on one specific material. This research uses a qualitative research method with a literature review approach. This analysis incorporates data from numerous specific sources in the literature, including related records from previous research findings. Also, supporting evidence is added in the form of papers, research reports, books, and the internet. To explain the problem being investigated, the data obtained were then analyzed using descriptive methods. After the data is gathered and analyzed, by presenting new findings, data analysis is continued and critical ideas are given in the results of research on previous discourses.

RESULTS AND DISCUSSION

This stimulation of early childhood listening skills through storytelling activities can stimulate listening skills in children, based on the review of several sources read by the researchers. Rusniah (2016: 117) also makes this clear that one of the attempts to develop listening skills in children can be achieved through telling stories.

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Early childhood is a person who is experiencing a rapidly evolving phase and is vital to the next life. The sensitive period is, according to Montessori, a period of maturity of physical and psychological functions. Children are more equipped to respond to environmental stimuli at this time (Yuliani Nurani Sujiono, 2009: 54). The child's responsive phase, along with the growth and development of the individual child, is distinct. This time is also a period of cognitive, language, motor-motor, and social-emotional skills development. Based on the Early Childhood Education System Act No 20 of 2003, published in Article 28, paragraph 1, which notes that 'Early childhood education is for children from birth to six years of age and is not a requirement for basic education'. Also, it is stressed in Chapter 1, Article 1 verse 14, that early childhood education is a coaching effort targeted at children from birth to six years of age by offering educational stimulation to support physical and spiritual growth and development so that children are prepared to enter further education. (USPN, 2004: 4) (Depdiknas). According to Suryana (2013: 31), meanwhile, it shows that early childhood has a distinct character where its development will take place quickly and life is important.

Based on the above definition, it can be inferred that at the stage of development, early childhood has special or distinctive features that are defined by being able to convey more vocabulary (color, size, shape, taste, smell, beauty, temperature), and the child is already able to listen to other people talking and respond to what others say.

We also need the capacity to listen in daily life. Where a hearing is responding on intent or receiving sound. Receiving, interpreting, recalling, assessing, and responding can be achieved by stimulating early childhood listening skills in storytelling activities. Listening is an active learning activity, and as long as they do listening exercises, children must think actively. Listening is seen across different practices both within and outside the classroom during learning. The foundation for the development of other language skills would be listening skills because before having speaking skills, reading skills, and writing skills, the most important thing a person must have.

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According to Ranukadevi (2014), who notes that listening is consistently interrelated with other language abilities, namely speaking, reading, and writing, as a very basic language capacity. Listening skills are interrelated with other language skills and affect each other. By listening to the words of others, a child acquires language and can speak. Listening is a fundamental human practice that gives him a lot of experience.

Sabarti argues that listening is a process that involves listening to language sounds, hearing, interpreting, analyzing, and responding to the meaning found in them.

Listening is the most important skill required to complete work at work, according to Courtland and John in Ambar Wulan Sari (2016). Effectively, listening enhances organizational relationships and increases the delivery of goods. It is very important to stimulate the ability to hear because listening requires a person's attention on what they hear.

The researcher performed a literature review on past research based on the description above. The value of listening skills in developing successful contact in a study conducted by Ambar Wulan Sari (2016). Listening is a phase that is analytical and emotional. With this approach, people gather and incorporate input from others, physical, emotional, and intellectual, and try to understand the message and its meaning. It is important to understand the listening process in communication, namely by receiving, interpreting, recalling, assessing, and reacting, to be able to listen effectively. There are 3 forms of listening, according to Ambar Wulan Sari:

1. Listen to the material

(Content listening) is knowing the meaning of the speaker and mastering it. The focus is on knowledge and comprehension, listening to the substance of the discussion, and you may ask some questions to explain the subject.

2. Listen in critical terms

(Critical listening) is the interpretation and assessment at many levels of the significance of the message of a speaker: the rationale of the argument,

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solid facts, clear assumptions, the message's consequences for you and your organization, the purpose and motivations of the speaker, and any omitted relevant details or points.

3. Listen with compassion

(Emphatic listening) is to consider the thoughts, desires, and wants of the speaker so that you can value his point of view, irrespective of whether you have the same viewpoint as him.

It can be inferred, according to researchers from numerous book sources and previous articles mentioned above, that stimulation of early childhood listening capacity can be carried out by concentrating the mind of the child first on what to say or discuss.

Even many studies have found that the capacity of a person to hear is much more significant and beneficial than the ability to speak, how important the ability to hear (Bramantyo & Prasetyo, 2007: 31). Although several surveys position listening capacity as a must-have skill, it turns out that it is not realized by many individuals. Even if they are conscious of it, they seldom try to enhance this capability.

The findings of Siti Aminah's (2018) study entitled *The value of learning good communication skills in therapy* to indicate that if the partnership between counselor and counselor is well developed, the effectiveness of a counseling process can be realized. In therapy, this method of communication is called micro-counseling. Listening skills are the basis for demonstrating other skills, such as feeling and paraphrase reflection. Counselors with efficient listening abilities can adequately demonstrate empathy.

Listening, through the sense of hearing, is not just having a stimulus. A basic distinction exists between listening and listening. It is a natural mechanism that does not involve the comprehension of the incoming stimuli. Hearing is one of the human senses. Individuals may passively hear noises created by individuals, animals, and items that they do not think are meaningful, or people may choose which sounds would attract attention. In the meantime, listening requires the capacity and full attention to concentrate.

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The results of the study by Tri Rahayu Adiyani (2012), to enhance listening skills by storytelling practices using image media, reported that it can be said to be important because it increases based on the percentage increase in children's listening capacity. It can enhance the listening capacity of children aged 4-5 years in kindergarten with high expectations through storytelling activities with image series media, and storytelling activities using serial pictorial media can also allow children to learn and find their information based on stories that are heard and are actively engaged in the learning process. According to Sonawat and Francis (2007: 64), "storytelling is an activity that allows the children to listen and have an experience of speaking while talking about the story of telling the original story. Storytelling will attract the attention of children to listen and listen to understand what they are told."

The results of Martina Suni's (2015) report, raising the capacity to listen to children aged 5-6 years through the storytelling process with serial image media, suggested that (1) In TK Kartini, Pontianak area, the preparation of learning listening skills through storytelling strategies with serial image media has been well prepared, which is outlined in the form of a regular activity plan and includes environmental footing, steps before playing, steps while playing, and steps after playing. (2) in TK Kartini Pontianak, the implementation of listening skills learning by storytelling approach with serial image media for children aged 5-6 years was carried out in 2 cycles. (3) Increasing listening abilities by storytelling strategies with image media in early childhood as demonstrated by the learning outcomes of children at the end of the cycle. Based on previous studies, it can be inferred that the improvement in listening skills through the teacher's storytelling approach with serial picture media can work well and can enhance the ability of the child to answer questions about the content of the story that the teacher has read, the ability of the child to sequence stories, and the ability of the child to tell stories. Put the contents of the tale back in order.

Lubis (2018: 13) says that storytelling is an attempt to improve the capacity for the language skills of children by listening and then retelling them to train the skills of children in conversation to communicate ideas in oral form. Literary

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programs include learning opportunities to practice listening so that they get different kinds of information about knowledge, beliefs, and behaviors to be learned and implemented in daily life through listening to children. This is similar to the opinion of Fitrianti & Eliza (2019), namely that children are driven to improve the ability to listen to stories told by the teacher with storytelling exercises that seek to communicate knowledge.

It can therefore be inferred that the enhancement of early childhood listening abilities through storytelling activities can strengthen and stimulate the listening skills of children since storytelling activities are often repeated so that they can train children's attention to improve listening skills.

CONCLUSIONS

Based on the study of several hypotheses and the findings of previous studies on the enhancement of early childhood listening capacity by storytelling, It can be inferred that enhancement of early childhood listening capacity through storytelling activities can be accomplished by offering an appeal to school children because there are recreational and creative effects in storytelling that are required for kindergarten age children. Kids are more motivated and have a desire to go to school because of the inclusion of stories. Since children's stories are enjoyable, they help foster language skills, general cognitive, and other developmental aspects. Tales indirectly encourage the brain to weave the intellectual networks of children. The use of this technique is tailored to children's content, themes, and techniques, and storytelling is a technique and material that can be combined with other fundamental skills, including speaking, reading, writing, and listening or listening.

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