



PKM ON THE INFLUENCE OF STORYTELLING METHODS WITH PICTURE MEDIA IN IMPROVING THE SPEAKING ABILITY OF EARLY CHILDHOOD CHILDREN AT TK NEGERI 016 BATAM

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Abstarct. Picture media are tools used to understand a child's speaking ability. This is because they can enrich vocabulary, increase learning interest, train cognitive and language skills, and develop imagination and concentration. Through picture stories, children will become more interested in the learning process, able to process information from pictures, and able to develop their speaking skills better. This Community Service (PKM) aims to determine the influence of picture storytelling media on the speaking ability of 5-6 year old children at TK Negeri 016 Batam. This PKM was conducted from August to October 2025 involving 15 students. The data collection techniques used were observation and documentation. Based on the results of this study, it was concluded that there was a significant increase in children's speaking ability before being given learning with the storytelling method through picture media, and after being given learning with the storytelling method through picture media.

Keyword: Students, speaking ability, picture media.

INTRODUCTION

Rempang Cate is an area in Batam City, Riau Islands. Geographically, Rempang Cate is located on Rempang Island, which is connected by the Barelang Bridge. Rempang Cate is a subdistrict in Galang District, part of Rempang Island. Rempang Island is connected to Batam Island and Galang Island via the Barelang Bridge IV. This area is inhabited by communities whose professions are in the fisheries and agriculture sectors. Rempang Cate is one of the subdistricts with the largest population in Galang District. The main activities of the community around Rempang are fisheries, agriculture, and utilization of coastal potential. The development of Rempang Island is currently being carried out to support industrial and tourism projects such as Rempang Eco-City.

Pendidikan Anak Usia Dini (PAUD) is an educational stage primarily aimed at fostering the overall growth and development of children. The main focus of PAUD is physical development, including fine and gross motor skills, enhancing cognitive abilities, creativity, spiritual intelligence, and socio-emotional growth, which includes attitudes, behavior, religious beliefs, and language and communication competencies (Hewi & Shaleh, 2020). PAUD should be organized in an engaging manner and in harmony with developmental milestones. This approach aims to cultivate six main aspects as stipulated in the Regulation of the Minister of Education and Culture



of the Republic of Indonesia Number 137 of 2013: religious and moral values, socio-emotional development, cognitive abilities, language skills, physical and motor development, and artistic dimensions (N. Fitriani, 2022).

Language skills have four aspects or scopes, namely listening skills, speaking skills, reading skills, and writing skills. Each aspect of these skills is closely related to the other three aspects. Of the four aspects that must be developed, one of the most important aspects to develop is speaking ability. Through speaking, communication will occur between one child and another. Speaking in children needs to be developed and trained continuously so that the development of children, especially in terms of speaking for communication, can develop optimally. The reality that occurs at TK Negeri 016 Batam in Group B is that most children still find it difficult to express what they feel. Children still have difficulty answering questions from the teacher or answering questions with inappropriate answers. Children cannot tell their experiences because the child's speaking ability is not fluent. This can be seen when children try to tell their experiences in front of the class, children are still confused about the words to say, so children become less confident when speaking in front of their friends. Language skills have four aspects or scopes, namely listening skills, speaking skills, reading skills, and writing skills. Each aspect of these skills is closely related to the other three aspects. Of the four aspects that must be developed, one of the most important aspects to develop is speaking ability. Through speaking, communication will occur between one child and another. Speaking in children needs to be developed and trained continuously so that the development of children, especially in terms of speaking for communication, can develop optimally. The reality that occurs at TK Negeri 016 Batam in Group B is that most children still find it difficult to express what they feel. Children still have difficulty answering questions from the teacher or answering questions with inappropriate answers. Children cannot tell their experiences because the child's speaking ability is not fluent. This can be seen when children try to tell their experiences in front of the class, children are still confused about the words to say, so children become less confident when speaking in front of their friends.

One of method that is considered suitable for the characteristics of early childhood is the storytelling method. Storytelling is a natural activity that children enjoy. Through stories, children can learn new vocabulary, sentence structures, and plotlines that can stimulate their imagination (Isjoni, 2016). To make the storytelling method more effective and engaging, concrete supporting media are needed. Picture media is chosen because it is visual, easy to understand, and can help Based on these issues, Tadkiroatun Musfiroh (2010: 118) reveals several methods used to develop



children's speaking skills, including using the conversation method, question and answer method, storytelling method, dramatization method, Show and Tell, playing method, and field trip method. The storytelling method is the most effective method in improving speaking skills. Speaking activities using the storytelling method can be used without media and can also be used with media, one of which is picture media. Picture media is a medium that is a reproduction of the original form in two dimensions in the form of photos or paintings (Nelva Rolina, 2010: 39). The storytelling method is one of the media that is conveyed orally in the form of interesting picture stories to children. Through storytelling activities with pictures, children are able to go through the stages of development to practice concentration and explore children's abilities in listening, determining focus on images and shapes. Children understand the sequence of the story and remember important details that can be retold.

Based the explanation above, the important goal of implementing Community Service (PKM) is to improve the speaking skills of early childhood children so that they are fluent in communicating and conveying their ideas in their daily activities. Enriching vocabulary through pictures allows children to recognize and understand new words introduced through stories, trains children's listening skills, and children learn to focus and listen to stories better when there are visual media that attract their attention.

METHODOLOGY

This Community Service (PKM) was conducted from August to October 2025, involving 15 students. The partners involved were teachers who teach at TK Negeri 016 Batam. Based on observations that have been made, the speaking ability of children in group B at TK Negeri 016 Batam, located in Rempang Cate Galang, is still underdeveloped; out of 15 children, there are 10 who have not been able to repeat simple sentences, answer basic questions, and express opinions clearly. The approach used in this research is a quantitative research approach, and the type of research used in this study is a Quasi-Experiment One Group Pretest-Posttest. The quantitative approach's direction and focus of research are to build theories from existing data or facts. According to Noor (2011), quantitative research is a method for testing theories by examining the relationship between variables. Variables can be measured (using research instruments) so that the data obtained can be analyzed based on statistical procedures. Quantitative research is a systematic scientific study of parts and phenomena and their relationships. The data in question is obtained through tests, observations, and documentation.



RESULTS AND DISCUSSION

The data collection used was observation with an observation sheet instrument. The observation sheet contains indicators of speaking ability adapted from Fogarty (2019) and Hurlock (2018), including:

1. Fluency (pronouncing words fluently).
2. Vocabulary (using appropriate word variations).
3. Sentence Structure (arranging words into simple and complete sentences).
4. Courage (speaking in front of others with confidence).

The data obtained from this study are the results of children's scores obtained from the test results, namely before being given the storytelling method through picture media (pre-test), after being given the storytelling method through picture media (post-test). Pre-test data was carried out to determine the child's initial ability to speak, while the post-test was carried out to determine the child's final ability to speak and their vocabulary.

Here is the research data on the influence of the storytelling method through picture media on the speaking ability of children at TK Negeri 016 Batam. The presentation of research data concerns the description of the improvement of children's speaking ability before and after carrying out learning activities with the storytelling method through picture media on the improvement of children's speaking ability in class B. The research results are presented as follows: The categorization of children's speaking ability includes: Less (L), Average (A), Good (G), Very Good (VG).

The distribution categorization of children's speaking ability before being given learning with the storytelling method through picture media (pre-test) can be seen from the following table:

Tabel 1 Categories of Children's Speaking Ability (Pre-Test)

Interval	Category	Frequency	Presentation
91-100	Very Good	0	0 %
81-90	Good	2	13,33 %
71-80	Average	3	20,03 %
60-70	Less	10	66,64 %
Total		15	100 %



Based on the table above, it can be seen that out of 15 children who were given a pre-test, there were 10 children in the less (L) category with a score of 60-70 with a presentation of 66.64%, which means that the children were not yet able to speak and tell stories, 3 children in the average (A) category with a score of 71-80 children were able to speak and tell stories, 2 children in the Good (G) category with a score of 81-90 with a presentation of 13.33% children were already able to speak fluently and were able to tell stories. Meanwhile, there was no very good category yet.

After being given the storytelling method with picture media, there was an increase in children who were able to speak well, this can be seen from table 2, the results of the Post-test.

Tabel 2 Categories of Children's Speaking Ability (Post-Test)

Interval	Kategori	Frekuensi	Presentasi
91-100	Very Good	5	33,33 %
81-90	Good	6	40,00 %
71-80	Average	4	26,67 %
60-70	Less	0	0 %
Total		15	100 %

Based on the table above, it can be seen that there is an increase in children's speaking ability in the very good category with 5 children, the good category with 6 children, and the enough category with 4 children, while the less category has 0 children. This shows that the influence of the storytelling method through picture media on the speaking ability of children at TK Negeri 016 Batam has increased significantly.

This finding proves that the storytelling method with picture media has a significant effect on improving children's speaking ability. This result in line with previous research by Sari & Pratama (2021), which also found that visual media such as picture series who can improve children's storytelling skills.

Picture media functions as a concrete visual aid, helping children understand the storyline, remember characters, and the sequence of events. This makes it easier for children to retell the content of the story in their own words. Interesting pictures are also able to focus children's



attention and trigger their imagination, so that children are more motivated to express what they see and think (Vygotsky, 2016).

Moreover, the pleasant atmosphere created during storytelling activities can reduce children's anxiety and increase their self-confidence to speak. New vocabulary introduced through stories becomes more meaningful because it is associated with image visualization, making it easier for children to absorb and use in communication. Thus, the integration between the storytelling method and picture media creates a holistic and effective learning experience to optimize the development of early childhood children's speaking abilities.



Figure 1. the implementation of the activity

CONCLUSION

Based on the discussion above, it can be concluded that the storytelling method with pictures is one of the most fundamental ways to share knowledge, experiences, and foster interactive relationships with children. At the age of children, the ability of word language (oral language) is not yet fully mastered, and written language is still in the process, but children already have the ability of visual language (picture language). Therefore, the storytelling method is one of the effective ways to improve children's speaking ability.

For early childhood educators, it is recommended to integrate the storytelling method with picture media in a planned and sustainable manner in language learning activities, so that the development of children's speaking abilities can be optimal.



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Noor (2011), Quantitative research is a method to test theories by examining the relationships between variables, which are measured by research instruments and analyzed using statistical procedures to obtain numerical data