

## Development of an Interactive Storytelling Application to Stimulate Children's Listening and Speaking Skills

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### Abstrak

Kurangnya kreativitas guru dalam mengelola kelas dan fasilitas pembelajaran yang kurang memadai mengakibatkan anak menjadi kurang fokus dan anak cenderung pasif. Hal ini mengakibatkan anak mengalami permasalahan dalam menyimak dan mengungkapkan idenya. Pengembangan dan penelitian ini dilakukan di TK IT Safinda Kelas A Bangkalan, pengembangan dan penelitian ini menghasilkan media pembelajaran berbasis Aplikasi yang dapat digunakan melalui smartphone dan Laptop/PC, aplikasi Dongeng Interaktif ini dibuat serta dikembangkan menggunakan software Unity. Uji coba lapangan dilakukan dengan jumlah siswa 25 orang kelas A TKIT Safinda Bangkalan, uji coba lapangan dilakukan menggunakan satu angket yaitu Respon Anak, data dari hasil uji coba angket respon siswa mencapai 84,4%. Pengembangan media aplikasi dongeng interaktif diuji coba lapangan di TKIT SAFINDA IV Bangkalan pada kelas A untuk menstimulus kemampuan menyimak dan bicara anak. Tingkat kelayakan dan respon peserta didik tahapan aplikasi dongeng interaktif menggunakan hasil dari angket respon anak, dari hasil uji coba kelompok kecil memperoleh presentase 87,5% , selanjutnya data .hasil uji coba kelompok besar memperoleh presentase 84,4%, dari dua tahapan uji coba maka produk dikategorikan sangat valid tanpa revisi.

**Kata kunci:** Anak usia dini, Dongeng Interaktif, Menyimak dan bicara.

### Abstract

The lack of teacher creativity in managing the classroom and inadequate learning facilities results in children becoming less focused and children tend to be passive. This results in children experiencing problems in listening and expressing their ideas. This development and research was conducted at Safinda IT Kindergarten Class A Bangkalan, this development and research resulted in application-based learning media that can be used via smartphones and laptops / PCs, this Interactive Dongeng application was created and developed using Unity software. Field trials were conducted with a total of 25 students in class A TKIT Safinda Bangkalan, field trials were conducted using a questionnaire, namely Child Response, data from the results of student response questionnaire trial reached 84.4%. The development of interactive fairy tale application media was field tested at TKIT SAFINDA IV Bangkalan in Class A to stimulate children's listening and speaking skills. The level of feasibility and response of students to the stages of interactive fairy tale applications using the results of the child response questionnaire, from the results of the small group trial obtained a percentage of 87.5%, then the data from the results of the small group trial were obtained.

**Keywords:** Early childhood, Interactive Storytelling, Listening and Language

## INTRODUCTION

In early childhood, children experience a golden age (the golden years), a period when they are very sensitive to receiving various stimuli. The sensitive period varies among children along with their individual growth and development. This period is

also foundational for developing cognitive, motor, language, social, emotional, religious, and moral skills (Mursid, 2015). Early childhood has unique characteristics in physical, social, moral, and other aspects. According to Aisyah, these characteristics include high curiosity, unique personality, love for fantasy and imagination, the most potential period for learning, egocentric attitude, short concentration span, and being part of social beings (Amini & Aisyah, 2014). Language, a gift from the Creator, enables humans to live together and is one of the fundamental factors distinguishing humans from animals

Understanding that there is not only the mother tongue but also the national language, Indonesian, helps children develop their speaking skills. One way to overcome the limitations of media in enhancing language aspects is by developing an Android-based application specifically to improve children's language skills, especially in speaking and listening aspects. Referring to concrete operational stages of learning experience and as a solution to media limitations, the researchers propose developing a new media suitable for concrete operations. The proposed media is an Android-based application, "Interactive Storytelling," containing stories to enhance early childhood language skills. The term "Interactive Storytelling" is easy to understand and observe by parents, educators, and children.

According to Enung Fatima, the language a child possesses and masters develops within the family, often called the "Mother Tongue." The development of the mother tongue is enriched by the culture of the community where the child lives, meaning that social interactions shape the child's personality (Wijaya, 2013). Language skills are a combination of all child development systems as language ability is sensitive to delays or damage in other systems. This involves motor, emotional, social, and cognitive skills. Thus, language development involves understanding the communication intentions of others and the ability to communicate so that others understand (Busthomu, 2012).

Language development in terms of content, form, and use relates to objects and events around children, and their interaction with these objects and events begins in early childhood. Language form involves children's ability to receive and produce sounds, evolving through social interactions where parents stimulate language and engage in conversations with children. Over time, children understand language use through cues and vocalizations, gradually forming meaningful sounds and using language as they desire.

Language skills are divided into four, with listening being the foundational skill. Listening is an initial language skill that must be developed, requiring receptive language skills and experiences where children actively process and understand what they hear. Listening ability is related to a child's capacity to comprehend and hear

others' opinions accurately. Active listening involves auditory discrimination and acuity to identify sounds and words, translating them into meaningful language through understanding. Types of Listening Skills for Children Listening is foundational for children to learn other language skills, though each child has their own listening abilities. Bromley (Dhieni, 2014) mentions two reasons for teaching children to listen: (1) both children and adults spend most of their time listening, and (2) listening skills are crucial not only for classroom learning but also for daily life. Listening to speeches, news, and conversations are frequently used skills, highlighting the importance of listening in human life.

The language skill that develops after listening is speaking. When someone engages a child in conversation, the child absorbs all spoken words, and once their speech apparatus matures, they express all the information they have heard. Jalongo explains that speaking is related to social interaction, and its development involves using expressive language to form meaning. Children's speaking development varies in speed and quality and quantity of produced language, starting from babbling to imitating sounds and scribbling as an expressive activity (Bromley, Dhieni, 2014).

Observations and interviews indicate that the lack of media use is a significant issue that needs addressing, especially with the new curriculum. Teachers are expected to use and develop media to support early childhood language development. Teachers need to create media that addresses students' difficulties in language development, considering the diverse characteristics of students, some active and some passive, with varying levels of focus during learning. The educational game tools at TKIT Safinda IV Bangkalan are limited, especially those stimulating listening and speaking skills. Teachers' methods in teaching writing numbers are less varied due to a lack of supportive media. Thus, the researcher is interested in developing media to enhance children's language development, particularly listening skills.

## **METODE**

This research is a developmental study using the research and development (R&D) method, conducted at TKIT Safinda Bangkalan with 25 Class A students as subjects. The product developed is an interactive storytelling application based on Android to stimulate children's language development, particularly expressive language skills. The model selection is based on systematic development grounded in theoretical foundations. The ADDIE model, with its simple yet systematic implementation, is used for developing the learning media, facilitating evaluation, and revision at each stage until the final valid product is achieved (Farhatin et al., 2020). According to Made, this model includes five steps: (1) Analysis (2) Design (3) Development (4) Implementation (5) Evaluation (Tegeh et al., 2015).

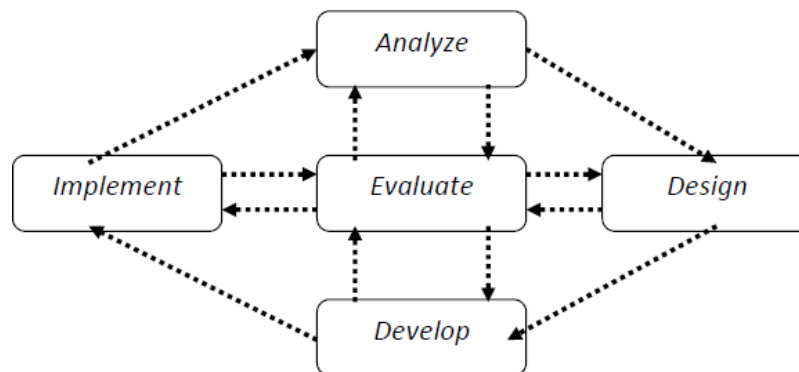


Figure 1. Steps of the ADDIE Development Model

The development procedure in this research uses the ADDIE development model developed by Reiser and Mollenda (Analysis-Design-Development-Implementation-Evaluation). According to (Branch,2009), ADDIE is a product development paradigm rather than a definitive model. ADDIE is a cycle consisting of five components: Analyze, which involves analyzing research needs; Design, which involves formulating the competencies to be achieved from the research; Development, which involves developing the materials, media, and methods to be used; Implementation, which involves carrying out storytelling activities using the interactive storytelling application. This research was conducted at TK IT Safinda Bangkalan, where the researcher selected Class A, consisting of 25 children, as the population for this study. Evaluation involves assessing the implementation and learning activities using the interactive storytelling application. The research design shows the steps of the research to be conducted.

The revised product is then tested in learning activities. After that, a process of filling out response questionnaires by teachers and students regarding the Android-based interactive storytelling application learning media to improve listening and speaking skills for children aged 4-5 years is conducted. The product trials are carried out in two ways: small group trials and field trials. After conducting the trials, the researcher analyzes the collected data. The data analysis technique used is qualitative descriptive analysis. This technique involves describing and interpreting qualitative data, which helps the researcher evaluate and draw conclusions from the development of the interactive storytelling application.

## RESULTS AND DISCUSSION

Observations and research at TKIT Safinda IV Bangkalan show the following results for developing an Android-based application to stimulate children's listening and speaking skills.

Table 1. Large and Small Group Trial Results

Trial Category	Score	Criteria
Small Group Trial	87.5%	Valid
Large Group Trial	84.5%	Valid

The results from the small and large group trials showed that the response questionnaire scores averaged 84.5% and 87.5%, respectively, which fall into the "highly valid" category. Therefore, this interactive storytelling application is deemed feasible for use. The interactive storytelling learning media consists of: development of design, including various colors and 2D videos; and material aspects, including stories aimed at stimulating children's language skills to improve listening abilities and vocabulary mastery, which are easy for 4-5-year-old children to understand. The feasibility after validation by two expert teams showed that the media expert rated it at 76.3%, and the material expert rated it at 97.2%, indicating that the Android-based interactive storytelling learning media is "feasible" for development. The overall student response to the interactive storytelling learning media, as indicated by the questionnaire results, was "feasible" for development. The small group trial results were 87.5%, and the large group trial results were 84.4%. Student responses indicated that the interactive storytelling learning media was very engaging and captured children's interest and that the language used was simple and easy to understand. Based on the research results, it is concluded that the Android-based interactive storytelling learning media to stimulate children's listening and speaking skills is highly feasible for use as a learning medium in Class A at TKIT SAFINDA IV Bangkalan.

## CONCLUSION

The interactive storytelling application media has a feasibility result based on expert validation. First, the material expert received a feasibility validation score with a percentage of 97.2%, which falls into the "highly feasible" category for use. Second, the media expert received a feasibility validation score with a percentage of 76.3%, also in the "highly feasible" category for use. Therefore, the interactive storytelling application media can be used in the learning process.

The development of the interactive storytelling application media was field-tested at TKIT SAFINDA IV Bangkalan in Class A to stimulate children's listening and speaking skills. The feasibility level and student response to the interactive storytelling application were evaluated using the results of the child response questionnaire. The small group trial received a percentage score of 87.5%, while the

large group trial received a percentage score of 84.4%. From these two stages of trials, the product is categorized as "highly valid" without revision.

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