STORYTELLING DEVELOPMENT MODEL USING CHAIN STORY TECHNIQUE IN EARLY CHILDHOOD

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Abstract: *The specific objective of this research is to develop a storytelling model using the chain story technique for early childhood. The research method used is document analysis, observation, and interviews. The results showed that the implementation of the storytelling method carried out by the ABA Aisyiyah Kindergarten teachers in Medan City was classified as good (it was listed in the RPPH), and had met the standards and criteria for implementing the storytelling method in early childhood. However, it is still teacher-centered. The storytelling development model using the Chain Story technique is packaged so that storytelling is not carried out solely by the teacher, but is carried out by students (student-centered). The teacher is only a trigger for stories with a short duration. While students tell stories freely, using their way and style. The teacher only supervises and controls the course of the stories carried out by the students so that they remain by the themes and learning objectives set in the RPPH while assessing when the students are telling stories.*

Keywords: *Storytelling Method, Chain Story Technique, Early Childhood*

Introduction

Early Childhood (EC) is a human who has a golden age. At this time, children are very easily shaped for positive or negative things. The formation of their basic abilities is very significant if done correctly. Both the right method, age-appropriate, and the right learning strategy, including developing character. Character development at an early age can have a major impact on shaping personality (Hidayat, 2016). A good personality will produce good morality.

There are many methods that teachers can use in learning EC. One of them is the storytelling method. The storytelling method is generally used to develop children's language skills, cognitive, social-emotional, speaking, and others. In telling stories, the teacher should involve children directly in the story, so that they are enthusiastic about listening to the story being told, not just being listeners after the teacher finishes telling the story then the children may ask questions or speak up.

The storytelling method is a learning method that is commonly used by Kindergarten teachers, in developing various basic abilities. However, not a few teachers still use the storytelling method at the junior and senior high school levels. The storytelling method is a method that narrates stories told to students, using various techniques. The storytelling method is a way of providing learning experiences to children, by oral means (Moeslichatoen, 2004)

Storytelling is a speaking skill to convey messages through various expressions of words, and a sense of what is experienced, by other people (Madyawati, 2016).

The storytelling method has benefits in the learning process. Among the benefits of storytelling, the method is: forming a child's personality, a vehicle for children's imagination, increasing verbal competence, developing social and religious, cognitive, social-emotional, affective, and also psychomotor children's abilities, and children can be enthusiastic in learning (Madyawati, 2016).

The grand tour was conducted, both through observation and interviews regarding the implementation of the storytelling method at several Aisyiyah Kindergartens in Medan City, showing that involving children in stories is only limited to story concepts that are adapted to age, children's world, funny and fun. The use of storytelling method has not been utilized optimally to develop several basic abilities at once, including the child's character. When starting learning, the teacher generally conditions the children by telling them to be quiet while the teacher tells the story. Thus, children are less involved in it. These conditions are not by the concept of independent learning that is currently being developed in Indonesia and are also incompatible with the principles of early childhood learning, namely "playing while learning, oriented to children's needs, integrated stimulation, development-oriented, using a thematic approach, and active, creative, effective, and fun learning" (Kemendikbud, 2014). Based on the grand tour, this research was felt necessary to be carried out.

In addition, the storytelling method according to several studies is useful for developing speaking skills. As research results that the language skills of children aged 4-5 years develop very well through the storytelling method, , (Noviani, DP., dkk, 2019), (Masitah, W dan Hastuti, J, 2017), (Habibatullah, S., dkk, 2020), (Azhari, 2021). The use of storytelling methods can improve children's speaking skills and self-confidence (Nurjanah, A.P. dan Anggarini, G, 2020), (D. Anggraeni, dkk., 2019), (Payuyu, K., dkk, 2020), (Armaita, 2016), (Wahyuni, 2018). The storytelling method can increase the creativity of group B kindergarten children (Permatasari, 2014). The serial picture-based storytelling method influences children's listening skills (Setiawati, RZ. dan Setyowati S., 2017), (Warsih dan Maulidaty, I.E, 2021). There is a significant difference in the reading readiness of group B children who were treated using storytelling picture books by Wordbook, with group B using picture cards (Yanti, E. dan Eliza, D., 2019). The storytelling method results in an increase in children's interpersonal skills (Jazilurrahman, dkk., 2022).

The question is, how is it possible for a child's language or speaking skills to develop, while those who become storytellers are centered on the teacher? even though logically, if you want to develop children's language or speaking skills, then storytellers are children (student-centered). But in real terms, so far storytellers have been centered on teachers. another question also arises, is it possible that storytellers at the early childhood level are the children themselves?

Various problems above, need to be answered, and find a way out. The first step was to examine the storytelling method used by teachers at ABA Aisyiyah Kindergarten in Medan City. After that, a storytelling method development model will be offered through the chain story technique. This study proposes two formulations of the problem, namely: 1) How is the storytelling method used by teachers at ABA Aisyiyah Kindergarten in Medan City? 2) What is the model for developing the storytelling method through the Chain Story Technique in early childhood learning?

The specific objective of this research is to create a storytelling method development model through the chain story technique. This research is feasible considering that basic abilities including AUD characters can be developed optimally through the chain story technique. Although the chain story technique is commonly used in learning language,

speaking, and writing in schools, such as in elementary, middle, or high school. However, according to the author, the chain story technique can also be used in AUD learning, with the packaging being mature by the teacher, and according to their age.

Literature Review

We know that early childhood who are currently studying in kindergarten, belong to the Alpha generation category. Experts say that the alpha generation is more critical because it has been influenced by technology from an early age (Kurniasih W. , 2022). They will spend their lives in the 21st century which requires people who have high creativity and critical thinking, which can be used to survive and compete healthily. Therefore, they need habituation to have critical and creative abilities, as well as positive character development, without neglecting the development of basic abilities.

The teacher's habituation of children to build critical and creative thinking is carried out by using various learning methods, such as singing methods, field trips, demonstrations, storytelling, and others. However, as explained above, many research results prove that storytelling is a method that can improve children's basic abilities and character (Ridwan & Bangsawan, I, 2021) especially speaking skills. To realize this, the storytelling method which has been teacher-centered needs to be changed to be student-centered. Therefore, the development model of the storytelling method through the chain story technique needs to be done.

The Chain Story technique is a storytelling technique that is carried out in sequence. Budden in Custudiana revealed that a chain story is an activity that builds text by continuing sentences given by friends to make complete sentences (Custudiana, A., 2015). Chain story is a method used in learning to speak. The first student receives a story, then retold it to the second student, then the story is returned to the first student (Febriyanto, 2019). Students receive information from friends, then pass on the information to friends next to them in sequence (Suyatno, 2004). Application of chain stories with the steps: 1) the teacher writes the story on paper, 2) the story is memorized by the students, 3) without looking at the text the first student tells the second student, 4) the second student tells the third student, and so on, 5) the teacher evaluates the results told by the last student (Djago dan Tarigan, H.G, 2004). The chain story technique helps students to learn in groups but not passively. Each student is invited to be involved in learning by connecting a story whose topic has been given beforehand, (Uktolseja, L.J, dan Gaspersz, U.S, 2019).

Research that specifically uses chain story results is that the final result is the ability to retell the contents of fables with an average score of 80.17, (Achsani F. , 2020), that the application of chain story can improve elementary students' speaking skills, (Nurhalimah, 2020). Chain story aims to train students' abilities to easily concentrate, be careful, and be creative (Lawota Y. E., 2018). The chain story method can be applied as a method for increasing the ability to express students' individual experiences (Hatma, S, 2017). Chain story is a fun learning method because it combines learning and games. All sample studies were conducted at the elementary, junior high, and high school levels. None were conducted in early childhood education.

Some of the research above, both the storytelling method and the chain story technique, is generally used to develop only one ability, especially developing children's language skills. Only one study increased creativity, and rigor. Research that uses the chain story method is applied to elementary, high school, and high school students, but is not conducted for early childhood.

The chain story technique developed in this research is a storytelling technique that is carried out by throwing story ideas created by the teacher to children who are in Group B

Kindergarten. The teacher does not need to conceptualize (rigidly) the story script. Story ideas can be sparked spontaneously by the teacher to the children, the important thing is to still refer to the theme. Stories that are expected to emerge from children, do not need to be continued completely and systematically. However, the point is that children can convey whatever ideas they are thinking (still by the theme of learning). This chain story technique is one of the implementations of independent learning. The goal is to develop some basic abilities, as well as character, and start developing children's critical thinking skills. as well as forming courage, responsibility, cooperation, and intelligent reasoning.

The use of storytelling method through the chain story technique can be used by children to play with their own words. Using words built by children, will directly support children's needs for their language development, practice the development of critical abilities, and learning is carried out in an active, innovative, creative, effective, fun, and child-centered manner. And so far, this type of research has never been done. Therefore, we try to offer the development of chain story techniques in the storytelling method in early childhood learning.

Research methods

This study uses a qualitative method, with a phenomenological approach, namely observing various symptoms that arise from the implementation of learning using the storytelling method. After obtaining data about the implementation of the storytelling method carried out by the teacher, it will then be developed with a chain story technique that can be applied to early childhood. The research instrument was the presence of the researcher in observing the learning process using the storytelling method. The subjects of this study were teachers and students in 10 ABA Aisyiyah Kindergartens in Medan City. The research subjects were determined using a non-probability purposive sampling technique. The informants involved in this study were teachers who carried out storytelling activities in each ABA kindergarten studied. Data collection was carried out by analyzing RPPH documents, observing, and interviewing implementing teachers, as well as Focus Group Discussion (FGD). The validity of the data was carried out by triangulation, namely: data from document analysis, matched with observational data, then cross-checked the data through interviews. To confirm the correctness of the data obtained, the three data sources were brought into the first FGD. Next, create a storytelling method development model through the chain story technique. The developed model was discussed again in the second FGD. The results of the discussion from the second FGD showed that the teachers were optimistic that the storytelling method with the chain story technique could be applied to Early Childhood (EC) schools and could develop various basic abilities of students.

Result and Discussion

In general, the results of document analysis, observations, and interviews show that: Four of the 10 ABA Kindergartens studied did not include the use of the storytelling method in the RPPH they made. However, in the learning process observed by the data seekers, it was seen that the teachers at the four kindergarten educational institutions continued to do storytelling activities. Some use serial stories using sources from picture books. Some tell stories as usual, according to a predetermined theme. That is, even though the RPPH does not include storytelling activities, however, they can change learning activities according to the situation that occurs. Conditions like this may be done by the teacher, while still by the theme. Themes are not material or learning objectives, but are a centrality in developing teaching material content to achieve basic competencies that frame all learning material while children participate in activities (Kemendikbud, 2018). So, the teacher may make changes to learning activities, but the theme must be by what has been set in the RPPH.

When preparing for the learning process, teachers generally plan the storytelling method carefully, so that the implementation is carried out well in front of the class. It is a standard procedure in the learning process. Where learning must be carefully planned so that the implementation of learning goes well and optimally. As stated that learning planning is something special, which will be studied in a short time (Dewi, A.E.A. & Mukminan, 2016). The success of learning depends on the planning prepared by the teacher (Yaumi, 2013). One of the functions of lesson planning is as a control to achieve learning objectives carried out by the teacher (Sanjaya, 2008). This means that the RPPH prepared by the teacher is the main guideline in carrying out the learning process, and if it is guided by the teacher, learning will be carried out well.

Most teachers carry out the storytelling process well, first conditioning the children in various ways. This is an effort so that children can follow the storytelling process carefully and focus. Because early childhood has a nature that always wants to move, their focus on something is fairly short. It is very fast to switch from one activity to another. He is very easily distracted (AH, 2021). When the story takes place, the teachers use body language, and voice intonation according to the characters in the story. The teacher's style in telling stories is also good (cheerful, serious, communicative, and interactive). The stories conveyed contain moral messages and knowledge that can develop children's cognitive potential. This is what is called a good story (Majid, 2003).

The storytelling method applied by the teacher is entirely teacher-centered. The involvement of children in the storytelling process can be seen in 2 patterns; 1) The teacher allows the child to ask questions about what the teacher wants to know about the story conveyed by the teacher during the story process, 2) The teacher ignores student questions (does not allow children to ask questions while the story is in progress). Children may ask after the storytelling process is finished by the teacher. This is a mistake because the AUD learning process carried out by teachers must be adapted to their needs. Early childhood is always curious, so they don't stop asking questions. They ask not to disturb or test, but because they want to know the answer (Info Ghazi, 2019). If adults ignore questions asked by children, it can stop children from wanting something, they can even look for the wrong way to find out what they want (Hidayat, O.S., 2016).

Remembering that young children have fantasies that can bring them into the world of stories. They can feel happy because they are involved in it. As stated, storytelling has an important role in children's education. They will imagine, be inspired, and even be able to create visuals that they describe themselves (Louise, 2000). Therefore, in telling stories the teacher must try to involve children in the story being told. For children to be maximally involved in the story, it is necessary to package storytelling that is child-centered namely by developing storytelling methods through the Chain Story technique.

Development of a Storytelling Model Through the Chain Story Technique

The storytelling method with the chain story technique in this study is a student-centered storytelling technique so that the storytelling is several people (multi-source), played by children. The children tell stories in turn from one student to another student, following instructions from the teacher. The teacher's role is only to start the story at the beginning, supervise, assess, and close the story if the story is deemed necessary to end.

In language, the chain story technique is defined as telling stories in sequence (connecting). Custudiana, who quoted Budden's opinion, revealed that a chain story is an activity that builds text by continuing sentences given by friends to make complete sentences (Custudiana, 2015). There have been several studies on the use of chain stories, which resulted in an increase in the speaking skills of SDN students in Pekanbaru. The average value of the

first cycle was 66.04, the second cycle increased to 77.46. So the application of chain stories that are carried out can improve students' speaking skills (Nurhalimah, Implementation Of Chain Story Technique To Improve Students'Seaking Skill In The Third Grade Of SDN 136 Pekanbaru, 2020). The results of the next study showed that the application of the chain story method went very well. This is evident from the final score obtained by students on average of 80.17, (Achsani F. , Penerapan Dan Kemampuan Teknik Cerita Berantai Pada Pembelajaran Menceritakan Kembali Isi Fabel (Applicationand Capability of Chain Relaxed Story Techniques in Learning Retellingthe Fabel Contents, 2020). The chain story technique aims to train students' abilities to easily concentrate, be careful, and be creative (Lawota Y. , 2018). The chain story technique can also be applied as a method to improve students' ability to express individual experiences, (Hatma, Peningkatan Kemampuan Siswa dalam Menceritakan Pengalaman Pribadi melalui Metode Cerita Berantai, 2017). Chain story is a fun learning method because it combines learning and games. All sample studies were conducted at the elementary, junior high, and high school levels. None were conducted in early childhood education.

The model for developing the storytelling method with the Chain story technique carried out in this study can be applied in early childhood learning, to be precise in group B Kindergartens (TK). Because the children of group B have gained experience learning in kindergarten for one year. Also often listen to various kinds of stories from teachers at school. In addition, telling stories using the chain story technique is one way to facilitate an independent learning atmosphere for students at an early age. Telling stories through the chain story technique in early childhood is not binding. Children may tell stories according to their imagination, without fear of being blamed by anyone, the most important thing is the child's willingness to process words to think about something, reveal something, and dare to express opinions without feeling afraid of being wrong.

The theme used in this Chain story technique remains the same as that determined by the teacher in the RPPH. The basic abilities and characters you want to develop will also not deviate from the planning. Even the characteristics that must be cultivated in Indonesian children in the 21st century can begin to be trained, including the ability to think critically, work together, and communicate. Because the center of the story is on the students (student-centered), the source of the story is no longer focused on story books. However, the teacher as a story starter (with a short duration), already has story ideas according to the theme, basic abilities, and characters you want to develop. To be able to see the difference in systematic storytelling teacher-centered and student-centered (Chain Story) see the schematic below.
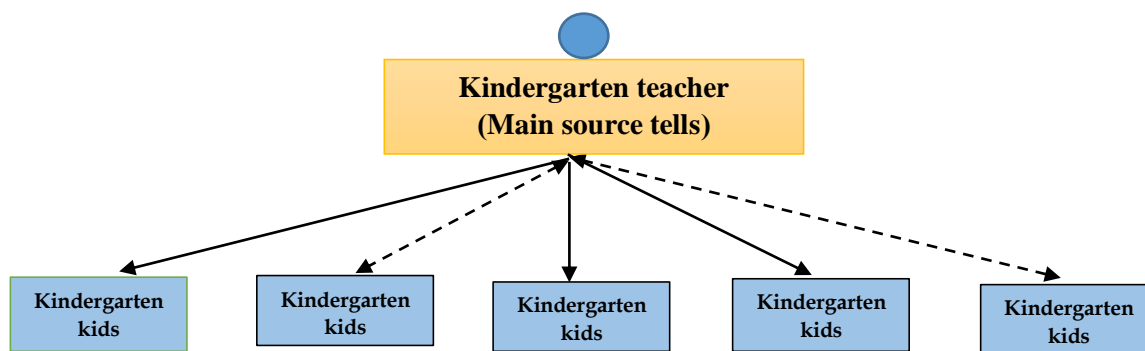

Figure 1. Story telling method scheme

Caption:

───────────────► One-way command (telling is only done by the teacher).

◄ ─ ─ ─ ─ ─ ─ ► The teacher sometimes allows children to ask questions or retell the contents
of the story that has been told by the teacher (this opportunity is only in the
form of student representatives).

Conclusion

The discussion that has been described above can be concluded that: 1) The implementation of the storytelling method carried out by the ABA Aisyiyah Kindergarten teachers in Medan City is quite good (it has been listed in the RPPH), has met the standards for implementing the storytelling method in early childhood. However, it is still teacher-centered. 2) The model for developing the storytelling method through the Chain Story technique is packaged with the aim of storytelling carried out by students (student-centered). The teacher is lighter with a short duration. Students are free to tell stories in their way and style. But still under the teacher's supervision (according to the theme and learning objectives), while monitoring and assessing the basic abilities and characters that emerge, when students tell stories.

The model for developing the storytelling method through the Chain story technique can be seen in the following scheme.
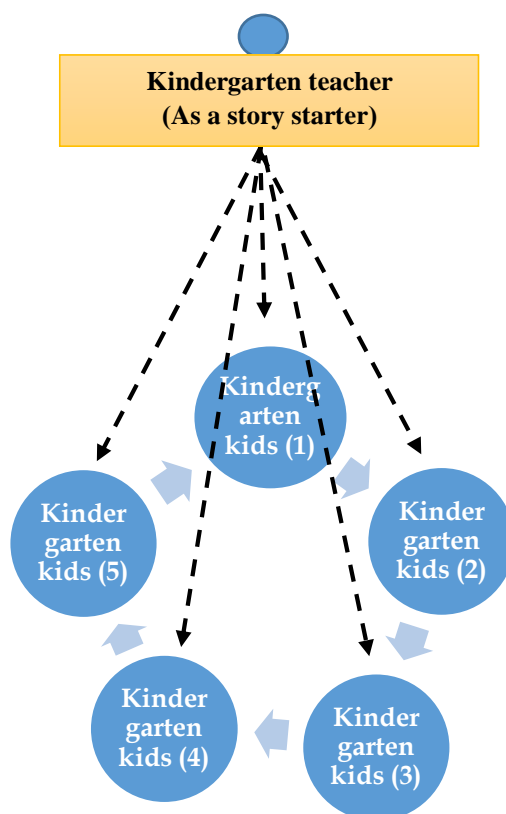

Figure 2. Schematic of the Chain Story Technique

Caption:

─ ─ ─ ─► The teacher acts as a story starter, then gives the command to the child to continue
the teacher's story

➡️ The first child is told to continue the story that the teacher has started, then the second child continues, then rotates in turn following the arrowheads inviting the next child to continue each child's story.

Model The development of the storytelling method through the chain story technique is in principle not much different from the storytelling method in general. Pay attention to the implementation procedure.

1. The teacher still has to write down the theme, title, and learning objectives in the RPPH
2. The teacher must prepare himself to be able to come up with story ideas according to the theme and desire to learn outcomes within a short duration
3. The teacher does not have to write down the script of the story he wants to teach. Story ideas can arise spontaneously, the important thing is to still refer to the theme and learning objectives
4. The teacher starts learning as usual; conveys the theme, and the title of the story, and conditions the children to orderly do storytelling activities
5. Before the story begins, the teacher must explain systematic storytelling with this chain story technique to the children:
   a. Children are told that they will do the chain story technique.
   b. Explain that the teacher tells a story but only briefly. After that, the story must be continued by the children (you can take turns in circles, but you can also do it randomly). This means, that if appointed by the teacher, then the child will continue the story (in his language), be free, and don't need to be afraid (the important thing is that the child wants to talk and imagine). Even though the story is still not integrated with the teacher's initial idea, this is not a problem. The teacher should not stop the child's story.
   c. Also, explain that only a few people will be appointed to tell the story. On other occasions, other children will also tell stories. However, if the time is still long, the teacher may take turns telling the children until all the children have had a turn.
6. At the beginning of the story, the teacher should try to include the children in the story, even better if they become characters in the story.
7. In the middle of the child telling a story, if necessary, the teacher may take over the story and continue for a while, to direct the child to the theme of the story. After that, it may be returned to students who have not yet had a turn
8. It should be noted that it is not necessary for all children to be involved in telling stories, only 3-5 people are enough. However, when concluding the story all children should be involved.
9. After the children who have been appointed to tell the story are finished, the teacher will end the story and conclude the story with the other children.
10. The teacher must continue to evaluate the abilities achieved by children, both the basic abilities that have been planned, including character, as well as other abilities that arise when children tell stories, such as the ability to reason, think critically and respect the opinions of others, and so on.

   As an important note that this chain story does not repeat the story that has been told by the teacher, but continues the storyline according to the child's imagination, in their language, but has been.

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