

ANALYSIS OF STORYTELLING STYLE TO EARLY CHILDHOOD

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ABSTRACT

Storytelling is an educational approach that is often applied by teachers and parents to children. The application of the storytelling method is intended to instill educational values and character for children in a fun way. The most important in storytelling is the message conveyed of it. Storytelling style is an intentional act that is carried out to attract the child's attention when telling the story till it affects the child's impression and understand of the message in the story conveyed. The purpose of this study was to analyze the storytelling style of early childhood. The method used in this research was a literature review approach. The results of this research were many varieties of storytelling style depends on the storytelling technique used when telling the story. The storytelling style consists of story content, physical style and sound style.

Keywords: storytelling style, early childhood

ABSTRAK

Bercerita merupakan pendekatan pendidikan yang sering diterapkan oleh guru dan ibu bapa kepada anak-anak. Penerapan kaedah bercerita adalah bertujuan untuk menyemai nilai pendidikan dan perwatakan kepada kanak-kanak dengan cara yang menyeronokkan. Yang paling penting dalam bercerita ialah mesej yang disampaikan. Gaya bercerita ialah perbuatan yang disengajakan yang dilakukan untuk menarik perhatian kanak-kanak ketika bercerita sehingga mempengaruhi kesan dan pemahaman kanak-kanak terhadap mesej dalam cerita yang disampaikan. Tujuan kajian ini adalah untuk menganalisis gaya penceritaan awal kanak-kanak. Kaedah yang digunakan dalam kajian ini ialah pendekatan tinjauan literatur. Hasil kajian ini adalah pelbagai jenis gaya bercerita bergantung kepada teknik bercerita yang digunakan semasa bercerita. Gaya penceritaan terdiri daripada isi cerita, gaya fizikal dan gaya bunyi.

Kata kunci: gaya bercerita, zaman kanak-kanak awal

INTRODUCTION

Early childhood is children aged 0-6 years who are in period of golden age. Developmental stimulation in the period is very necessary. Furthermore, this period can more easily receive, absorb, store, and model all the information. A study found that people can remember childhood events when they experienced disappointments, triumphs, positive or negative experiences and will affect their adulthood (Camahalan, F. M.: 2014). It can happen because they have experience in a deep impression.

Storytelling is one of the methods commonly applied to early childhood in introducing the values of life, education and character. Delfi Elfiza (2017) states that the message contained in the story is believed to obtain a soul-touching impression. Also, it related to the storytelling style and the atmosphere when children listen a story. If a story is told well, it will provide a deep impression to child for a long time, even the experience of listening story in childhood period can be remembered by them until adulthood.

The storytelling style needs to be known by parents and teachers who apply the storytelling method to early childhood, so that the storytelling method becomes more interesting and the purpose of the story is conveyed well. However, studies on the analysis of storytelling styles are not widely available. There are only many available journals that discuss storytelling methods in general. Therefore, the objective focus of this study is to analyze the storytelling style of early childhood. It is hoped that from this research many parents or teachers will know the storytelling style for early childhood and apply it when doing storytelling activities.

METHODOLOGY

This study used a literature review which is an important part of a study. Literature review is a research by collecting data on scientific writings. The research object in this study is literature for purposing to solve a problem in depth with appropriate library materials (Sanusi, 2016). The library materials used from scientific journals, books, articles and other relevant sources.

The data analysis technique in this study used content analysis techniques. According to Fraenkel & Wallen (2019), content analysis is a technique that allows researchers to examine human behavior indirectly through the analysis of their communications such as: books, texts, newspapers, essays, articles, magazines and all types of communication that can be analyzed.

LITERATURE REVIEW

The storytelling method is very close in children field. If you are studying about early childhood education, surely hear about the storytelling method. Basically, the storytelling technique has been applied by the previous community when conveying information from generation to generation. Haven's research (2014) stated that when ancestors tell stories, they share stories and foster important historical, factual, social and ecological information in the stories. The previous stories were told to create culture and history in this period. In addition, the delivery of information or messages with the storytelling method is very suitable for children. A story can knit human hearts and affect their feelings and lives (Syahraini Tambak, 2016).

Storytelling not only serves as entertainment, but also be used for educational purposes. The storytelling method applied to children has used to deliver messages in the form of moral values, character and to improve language development. Marlen et. al. (2014) stated that the storytelling method is conveyed to children in order to understand, appreciate and practice religious teachings as well as can communicate well in everyday life.

The storytelling method has various benefits that have an impact in the future because each story has a message can change thinking way. Syahraini Tambak (2016) said that storytelling material must be able to teach children to take lessons because there are great benefits to ponder and lesson in every story content. Meanwhile, the story provides an image in imagination form in a person's mind

that sends messages to understandable and memorable. Furthermore, Khoo (2014) also said that various examples of human success and failure shown through the characters in the story in order to children can learn positive values.

Children are imitators who will naturally imitate the characters in their environment such as teachers, parents, siblings and friends. Storytelling activities obtain messages to children about characters that can be used as role models and be imitated such as telling stories about the apostles, companions of the prophet, heroes, etc. Munif Chatib (2016) states that there must be no children's generation who do not have figures to emulate. For this reason, the storytelling method has the benefit of introducing exemplary figures to children.

RESULT

Storytelling Style

Accordance of telling stories with children's imaginations can provide a good understanding of the message conveyed. Pebri Damaryanti et al (2017) indicated that the storytelling method is an activity to tell information that contains imaginary events and character values. Meanwhile Riwayati Zein and Vivi Puspita (2020) stated that storytelling is an art of using language, vocalizations and physical movements as well as gestures in explaining the description of a story more specifically to children.

Storytelling style should attract the children's attention when telling the story intentionally. According to Syahraini Tambak (2016) storytelling style, intonation, expression and clear pronunciation are an important part in storytelling for facilitating children's absorption, understanding of the values contained in stories and developing children's imagination. Everyone has their own storytelling style than others. Haven (2000) states that there is no best style in storytelling because each style has advantages and disadvantages, but storytelling style can be identified from the elements of storytelling style, namely story content, physical style elements and sound style elements. The way of a person's storytelling style will have an impact on their impression and memory for the story.

Story Content

Story content is means the content of the story, the way how the story is told, the disposition towards the climax and the explanation of the characters in the story. Nur Syamsiah and Andri Hardiyana (2022) indicated that early childhood generally will feel bored quickly and find it difficult to concentrate if they are not provided interesting filed. When telling the climax of the story can be interspersed with various interactions with children such as questions and answers, singing, ice breaking, and short games to attract children's attention. According to Suppiah Nachiappan (2015) adults need to instill curiosity and encourage question and answer when interacting with children depending their understanding. Meanwhile Munif Chatib (2016) suggested that answering children's questions with fun imaginations because children love imagination. When telling stories, the interaction between the storyteller and the children is one to determine the child's impression of the delivery of the story and the message in the story content.

Interactive storytelling activities are carried out to stimulate children's ability to think about the various meanings and values of life in story contain messages. According to Tadkiroatun Musfiroh (2008) interactive stories give children the opportunity to choose a storyline and educators determine the consequences of each chosen path. The style of storytelling is intended to provide an impression on the listeners of the story in order they can understand the meaning of the story being conveyed.

Physical Style

Physical style is the body movements that created when telling a story, such as moving the hands, body and facial expressions. This physical style is done to provide an overview of the story being told. Yohanes, et. al (2018) states that children can receive on the stimuli in using words form, movements and pictures to describe the situation in the story. Physical style in storytelling is influenced by the storytelling technique. However, if different storytelling techniques, surely it will be different physical styles. Here are some storytelling techniques with different physical styles:

1. Storytelling without tools

Storytelling without tools do not using any tools or media when telling stories to children. Physical styles such as body gestures and facial expressions will play a major role. Lwin (2016) states that voice and movement modulation that is properly synchronized by the storyteller can help maintain children's interest throughout the storytelling process. Otherwise, the movements are created by the narrator to describe the story in arouse children's imagination. For example, in description the character of an elephant, the narrator performs movements that appear as if he is an elephant with a large and heavy body.

2. Storytelling with tools

In this storytelling technique, the narrator uses props when telling stories. These props such as hand puppets (puppets), finger puppets, origami paper and others. According to Monica Hotma Elya (2020) hand puppets can be characters in the story that will be delivered. The physical style used by the storyteller when telling stories with props is certainly different from telling stories without tools. When telling stories without tools, the narrator can make body movements to describe the characters in the story. However, if the narrator perform with props, the child's will focus on the storyteller's gestures and props. For this reason, when telling stories with props, the focus of the movement is shifted to the props. For example, when telling stories with puppets, the narrator will show the movement of the puppets to describe the story.

3. Reading story

Storytellers can read stories from age-appropriate books. Early childhood will usually prefer picture story books. Most of the children's story books contain good or bad actions of the characters (Titien D. S. and Retno W. S., 2012). When reading a picture story book, it is important to pay attention of the narrator movements. The picture story book will contain pictures for describing the characters in the story, so focus on movements such as pointing at the picture book, bringing the picture book closer to the child and not exaggerating expression.

Voice Style

Voice style is high or low voice, size and the pressure of the voice when telling a story. Mulyanto, Sujana and Hafidah (2018) state that storytelling is a communication process that occurs between the narrator and the listener. The style of voice that is included in the communication process has an important role in describing the characters and storyline. According to Syahraini Tambak (2016) narrators can imitate various of animal sounds so that when they hear the imitation of the sound, the child can imagine the shape of the animal. For example, the storyteller can use a large voice to describe a large character such as an elephant and use a small voice when describing a small character like an ant.

The intonation of voice can be used in voice style when telling stories. The voice style with high or low tone voice intonation can describe far or near characters as well as present the emotional of the characters in the story. Syahraini Tambak (2016) added that the alteration in the ups and downs

of voice intonation in storytelling must be in accordance with the events in the story. Meanwhile, the differences of voice variations can clarify the characters in the story, such as grandfather, grandmother, father, mother, cat, mouse and etc.

CONCLUSION

Storytelling style is part of the storytelling method must be considered of storytelling activities and the achievement of activity goals. Storytelling style consists of story content, physical style and voice style. They can be different for each storyteller. The story content is started with choosing appropriate story for the children and the way convey the story. The physical style is used by the storyteller that should be adjusted to the storytelling technique. The storyteller can choose the most mastered storytelling technique in order to convey the story comfortably. Meanwhile, the voice style is used to clarify the storyline and to describe of the characters in the story. This research can be a reference of knowledge for parents and teachers to apply an appropriate storytelling style for early childhood. Meanwhile, this research still needs to be developed to provide wider results.

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