

# The Effect Of Learning Media And Linguistic Intelligence On Storytelling Ability

Zahratul Qalbi, Rafhi Febryan Putera

**Abstract:** The purpose of this research were to know the effect of learning media and linguistic intelligence on storytelling ability in children aged 6-8 years. Method in this research used experimental research with treatment design by level 2x2. Sample of this research were 40 students. The procedure of collecting data used multistage sampling technique. Analysis data in this research used two away ANAVA. The result of this research were; 1) storytelling children who are given instructional media big book has a higher impact than learning media story book, 2) There is an interaction effect between instructional media and linguistic intelligence to the storytelling ability, 3) storytelling ability a child that has linguistic intelligence given height instructional media big book has a higher impact scores of children of the storytelling ability the given instructional media story book, 4) storytelling ability a child that has a linguistic low given instructional media story book has the effect of higher value than the given ability to tell children learning media big book.

**Index Term:** learning media, linguistic intelligence, storytelling ability

## 1. INTRODUCTION

Early childhood education is a coaching effort given to children aged 0 to 8 years who are done through the provision of educational stimuli to develop all aspects of child development. Early age is a golden age or golden age because at this age the child is experiencing growth and development both physically and mentally very rapidly. In addition, golden age is the most important period for the formation of knowledge and behavior of children. At this time the ability of the child's brain to absorb information is very high. Law Number 20 Year 2003 on National Education System (SISDIKNAS) Article 1 paragraph 14 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth up to the age of six years conducted through the provision of educational stimuli to help Growth and development of body and spirit so that children have readiness in entering further education ".Yaumi and Ibrahim (2013: 50) states that storytelling is a learning activity that can contribute to the ability to present information, concepts, ideas, and can integrate them into learning objectives that can be delivered directly to learners. In this case a child who has the ability to tell a story will have the ability to present an information about a story message or information about his life and have creative ideas in the activities of storytelling. Fogarty in Brand and Donato (2001: 21) explains that with storytelling and related activities fostering critical thinking, creative thinking involving participation in problem solving, supporting communication, building a knowledge base, and developing skills and attitudes conducive to literacy. Eliason and Jenkins (2008: 25) say that through storytelling one can provide information, teach words and concepts. In addition through this activity one can more easily remember information especially for early childhood. The storytelling activity can also increase the child's appreciation of the literature. This means that

information obtained by the child through people nearby, peers and the environment around the child can add new vocabulary for children.

### Storytelling Ability

The acquisition of information obtained by the child will be stored in the child's memory. Chomsky in Santrock (2002: 272) reinforces the above opinion that narrative is related to the nervous and cerebral arrangement, so it is also related to the storage of information in memory. Based on some opinions above can be synthesized that the ability to tell a story is a person's skills in revealing the language he has heard through the activities of storytelling seen from how to convey the story coherently, the accuracy of intonation of voice, expressing emotions in the story, the accuracy of pronunciation in the story and the smooth Reveal the story idea.

### Big Book Learning Media and Story Books

Pringgawidagda (2002: 145) states that instructional media is a tool used as a channel to deliver learning materials to learners. In the process of learning such information can be a number of skills or knowledge that need to be mastered by the learner. Learning media can increase the effectiveness of communication and interaction between teachers and learners. Hamaling in Asyad (2011: 15) suggests that the use of learning media in teaching and learning can generate new desires and interests, generate motivation and stimulation of learning activities, even bringing psychological influences on students. When the learning process takes place the use of media will motivate children to learn and provide stimulation of learning so that children are interested to follow a fun lesson. Rahim and Aaron (2016: 48) state that this big book might offer an excellent way to develop literacy, in particular, learning new vocabulary and improving textual understanding. The advantages of the big book are one of the most colorful drawings, allowing children to enjoy reading text, learning varied sentences and new words. In contrast to a small story book that resulted in the child sitting on the back lost focus. In the big book selection the teacher must find interesting themes and motivate the students. Reading with expressions will also encourage creative responses. Strickland and Morrow in the Ocbian (2015: 53) argue that the big book is a big book that contains large printed readings that are used for children. Usually the narrative in the ledger is quite interesting for children because of the great illustrations that bias draw children's attention to reading. The

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point here, using the big learning media to make children interested in doing the story-telling activities for large illustrations and attract children's attention Hall (2006: 488) states that the big book is a general ledger term that describes a large-format book with large print texts and illustrations that are very visible to learners throughout the classroom in small groups, followed by asking students to participate directly by repeating story. The story book is a book that contains a speech that tells how an event occurred. The storybook is included in the children's books category Laila and Yati (2014: 182). The story book is a medium used by parents and teachers to convey a story or a story by telling directly to the children. Moeslichatoen (2004: 158) argues that storytelling techniques using storybooks without illustration of images will require greater concentration of attention. In this case the child will get bored quickly because just sitting and listening to a story from a book read by the teacher without being able to see directly illustrated a story line. So the teacher must also be creative in telling stories, expressing and provoking the emotions of children in telling stories.

### Linguistic Intelligence

According to Armstrong (2009: 6) linguistic intelligence is the intelligence in word processing or the ability to use words effectively both orally and in writing. The intelligent person in this field can argue, convince people, entertain or teach effectively through his spoken words. This intelligence has four skills: listening, reading, writing and speaking. Some of these benefits include using language to convince others, the language for remembering information, informing and using language to speak of itself. According to Lwin et al (2008: 11) linguistic intelligence refers to the ability to frame the mind clearly and be able to use it competently through words to express these thoughts in speaking, reading and writing. Linguistic intelligence is important not only communication skills but also important in expressing one's thoughts and opinions. According to McKenzie (2005: 12-15) Linguistic intelligence is one of the most highly stressed intelligences in the classroom, this intelligence includes the ability to express themselves orally and in writing. People who have linguistic intelligence have the ability to read, write, talk, ask, explain, inform, discuss, tell, explain and clarify. It can be defined that a person who possesses linguistic intelligence has the ability to express themselves both orally and in writing, they also have the ability to assess, clarify, discuss and explain something to be understood by others. According to Hoerr (2000: 4-6) says that people who have

linguistic intelligence "sensitivity to the meaning and order of words". The point of this opinion is that a person with linguistic intelligence has a sensitivity to the meaning and sequence of words. They like activities such as writing stories and essays, telling jokes, stories, playing words and using words to create drawings. Another opinion Gardner and Checkly in Baum et al (2005: 14) states that linguistic intelligence is the ability of a person to use the original language, using a foreign language, expressing what is in one's mind and understanding others. In this case someone who has linguistic intelligence has the ability to use the first and second language and is able to understand the state of others. They understand to judge and express what other people think of communicating with them. Nelson (1998: 10) also argues that linguistic intelligence involves the ease of producing language and sensitivity to the nuances, sequences and rhythms of words. Strong students in linguistic intelligence enjoy reading, writing and storytelling. They have good memories with names, places, dates and trivia. Professionals who use this intelligence include authors, public speakers, teachers, secretaries, business and office managers, comedians, poets and actors. Based on some of the above opinions can be synthesized that linguistic intelligence is the ability of a person to organize the mind clearly and able to use it competently in terms of word processing and use it effectively both orally and in writing, easy to remember information and have the ability to express the mind.

## 1. RESEARCH METHODS

The approach used in this research is a quantitative experimental approach with 2x2 factorial design by level to compare two different storytelling abilities, namely between the ability to tell a story using the big book learning media and the ability to tell a story using the learning media of the story book with the variable attribute of linguistic intelligence. The time of this research is the second semester of academic year 2016/2017, January to March 2017. The study population is all children aged 6-8 years in Gugus III Kecamatan Tanjung Raya, West Sumatera. While the sample of the study is the children aged 6-8 years in Miftahul Huda and Hope. Sampling in this research was done by stratified multistage cluster random sampling technique. Data collection to measure the ability to tell a story is done by using oral test instruments. Design research using 2x2 factorial treatment by level as follows:

Media (A)	Big book (A1)	Story book (A2)
Linguistic Intelligence (B)		
High (B1)	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Low (B2)	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

Table 1. Research Design with treatment by level 2 x 2

The data obtained were analyzed by descriptive analysis to describe the research data in general. Testing the validity of the ability to tell a story using the validity of the construct that is by using the expert judgment that consult the instrument to expert lecturers as experts. After that, the panel validity test is done to 20 students using Pearson formula that is Product

Moment and reliability using Alpha Cronbach formula. Testing of research hypothesis proposed using variance analysis technique (ANAVA). But before testing the hypothesis first tested the requirements analysis, the test of normality and homogeneity. Normality testing using Liliefors

test is obtained normal and homogeneity using Barlett test with significance level  $\alpha = 0,05$  can be stated homogeneous.

## 2. RESULTS AND DISCUSSION

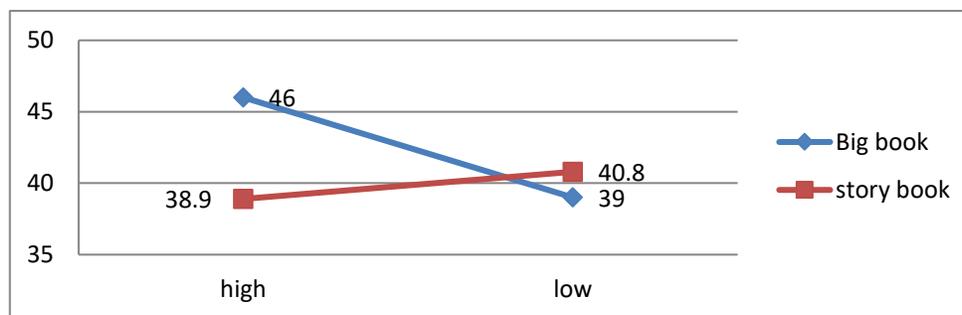
Based on the results of calculation of normality test using Liliefors test can be concluded that Lhitung on eight groups of research data is smaller than Ltable at significance level  $\alpha = 0,05$  for  $N = 20$  and  $N = 10$ . Thus it can be concluded that  $H_0$  is accepted, and the data group is normally distributed. Based on the results of homogeneity test calculation using Barlett test, it can be seen that the price of  $X^2$  for the whole group of sample is 7.374 smaller than  $X^2_{table}$  at significance level  $\alpha = 0,05$ , that is 7,81. Thus it can be deduced that the population has the same or homogeneous variance.

**Based on the calculation of tests that have been done, it can be concluded hypothesis test as follows:**

1. Differences Ability to tell a story in children who use learning media big book is higher compared with children who use learning media story books. Based on the result of ANOVA calculation above, it can be seen that  $F_{count} = 10,065 > F_{table} = 4,11$  at significant level  $\alpha = 0.05$ , thus  $H_0$  is rejected and  $H_1$  alternative

hypothesis is accepted, it means hypothesis that there is difference of storytelling ability between two groups of children who are treated two Big book learning media and storybook as a whole proved significant. Therefore, the ability to tell a story that uses learning media big book = 42.45 is better than the actual use of learning media storybook = 39.9 This means the research hypothesis as a whole is the ability to tell a story that uses learning media big book higher than With groups of children using storybook learning media

2. There is an Interaction between big learning media book with linguistic intelligence to the ability of telling story (INT A X B). ANOVA calculation results can be seen that the results of the second hypothesis testing presented in the ANAVA table on the line of interaction AXB shows that  $H_0$  is rejected based on the value  $F_{count} = 30.654 > F_{table} (0.05) = 4.11$  Thus it can be stated that there is a significant interaction between Big book learning media and linguistic intelligence to the ability to tell stories. The summary of the calculation of data through ANAVA 2x2 can be seen in Figure 4.9 as follows:



**Figure 1.1** Interaction Form of learning media with linguistic intelligence on the ability to tell stories

Based on the picture above shows that the average score of the ability to tell the story of each treatment of the medium of learning big book with the linguistic intelligence of the child intersect each other. This shows the interaction between the two variables, namely learning media with linguistic intelligence on the ability to tell stories.

3. Differences The ability to tell a child who has a high linguistic intelligence and given a big book learning media higher than children who were given media learning storybook. The calculation of the analysis of advanced variance with Tukey Test is to compare the ability to tell a story of a group of children who have high linguistic intelligence given big book learning media and given learning media book story obtained Qhitung value = 10.83 greater than  $Q_{table} = 4.33$  or  $Q_{count} > Q_{table}$  At a significant level  $\alpha = 0.05$ , thus  $H_0$  is rejected and  $H_1$  alternative hypothesis is accepted.

In addition, the average score of children who have high linguistic intelligence given learning media big book = 46 is significantly higher than that given storybook media = 39. It can be concluded that the ability to tell a group of children who are given the medium of learning big book and have a higher linguistic intelligence higher

than the group of children who are given the media learning storybook and have high linguistic intelligence.

4. The ability to tell a child who has a low linguistic intelligence and given a big book learning media higher than the child yag given learning media story books. The calculation of the analysis of advanced variance with Tukey test is to compare the ability to tell a story of a group of children who have low linguistic intelligence given big book learning media and given the learning media book story obtained Q-value = -1.9 smaller than  $Q_{table} = 4.33$  or  $Q_{count} < Q_{table}$  at significant level  $\alpha = 0.05$ , thus  $H_0$  is rejected and  $H_1$  alternative hypothesis is accepted. So that can be interpreted can not be different influence of learning media significant .

Therefore, groups of children who have low linguistic intelligence given big learning media lesson = 38.9 significantly lower than that given story book media = 40.8. This means that the research hypothesis of the group of children has low linguistic intelligence which is given a medium of book story learning is higher than the group of children who are given big book learning media on the ability to tell a story. Discussion of research on early childhood storytelling can benefit all aspects of child development and is associated with many

disciplines. Here's a study of other disciplines that can be linked to the ability to tell a child.

### 3. CONCLUSION

The results of research on the influence of learning media and linguistic intelligence on the ability to tell the story can be drawn conclusions, namely:

1. The ability to tell a child who is given a medium of learning big book has a higher influence than the media book storybook. This is based on two-lane variance analysis (ANAVA) analysis which shows that  $F_{count} = 10,065 > F_{table} = 4.11$  at significant level  $\alpha = 0.05$ , thus  $H_0$  is rejected and  $H_1$  alternative hypothesis is accepted.
2. There is an interaction between learning media and linguistic intelligence to the ability to tell stories. This is based on the calculation of analysis of variance (ANAVA) two paths indicating that the value of  $F_{count} = 30.654 > F_{table} (0.05) = 4.11$  at significant level  $\alpha = 0.05$  Thus it can be stated that there is a significant interaction effect between medium big learning media And linguistic intelligence to the ability to tell stories.
3. The ability to tell a child who has a high linguistic intelligence given big book learning media has a higher influence children's score of the ability to tell a story given the learning media story books. This is based on the calculation of the analysis of variance (ANAVA) advanced stage with Tukey Test obtained Q value = 10.83 greater than  $Q_{table} = 4.33$  or  $Q_{count} > Q_{table}$  on significant level  $\alpha = 0.05$ , thus  $H_0$  rejected and alternative hypothesis  $H_1$  accepted. The ability to tell a child who has a low linguistic intelligence given the media of storybook learning has a higher influence value compared with the ability to tell a child given the medium of learning big book. This is based on the calculation of analysis of variance (ANAVA) advanced stage with Tukey Test obtained value  $Q_{count} = -1.9$  smaller than  $Q_{table} = 4.33$  or  $Q_{count} < Q_{table}$  at significant level  $\alpha = 0.05$ , thus  $H_0$  rejected and hypothesis alternative  $H_1$  accepted.

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