

Drawing-based Story Telling Influence on Children Language Development and Social Aspect

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Abstract: Language and social development of children plays an important role in influencing further development. The objectives of this research are to determine the effect of drawing based on story-telling toward language development and social development of children age 5–6 years. Single subject research with reversal design ABAB was used in this experimental research. Four kindergarten children identified having language and social problems became the subjects. The observation was used to collect data. In addition, the data were put into graphs to be analyzed by using visual inspection. The results showed that drawing activities based on story telling could improve the scores of language development for each subject; and also improves the pro-social attitude of each subject. And at the same time the aggressive attitude for each subject decreased. It concludes that drawing based on story telling improve language and social development of children aged 5–6 years effectively.

Key Words: drawing, story telling, language, social

Abstrak: Perkembangan bahasa dan sosial anak berperan penting dalam mempengaruhi perkembangan selanjutnya. Tujuan penelitian ini adalah untuk mengetahui pengaruh menggambar berbasis *story telling* terhadap perkembangan sosial anak usia 5–6 tahun. *Single subject research* dengan *reversal design* digunakan dalam penelitian. Subjek penelitian adalah empat siswa kelas B TK yang diketahui memiliki masalah bahasa dan sosial. Instrumen pengumpulan data adalah observasi. Analisis data dengan pemeriksaan visual terhadap data yang ditampilkan oleh grafik. Hasil penelitian menunjukkan menggambar berbasis *story telling* mampu meningkatkan skor perkembangan berbahasa masing-masing subjek; dan mampu meningkatkan sikap pro sosial untuk masing-masing subjek, di sisi lain sikap agresif untuk masing-masing subjek ikut menurun. Simpulan penelitian bahwa menggambar berbasis *story telling* efektif meningkatkan perkembangan berbahasa dan sosial anak usia 5–6 tahun.

Kata kunci: menggambar, *story telling*, bahasa, sosial

INTRODUCTION

One crucial development aspect for toddlers is language development. During critical periods at this stage of development, they need to have the opportunity to learn languages. During this period, children who have little chance to have conversations with family or someone in the surrounding environment, has insignificant language development. Language as a means of intermediary in communicating is useful to convey and express an idea, opinion and feeling. Not surprisingly, language can expand children's thinking. Primarily, great chance of speaking or getting feedback from

the environment in which the child develops is important in developing the Language (Department of Health, 2012; Berk, 2003).

Child language development has developed rapidly since toddlers. At this age, children are able to communicate or participate in conversations with their peers or with their parents. This proves that in language development, social skills can develop. Furthermore, children's social abilities can also influence the development of children's language, where children tend to be easier to express their ideas, ideas and expectations with others (Berk, 2003; Santrock, 2010).

Social development is the result of an increase in behavior that is in line with social demands. Children will carry out a role in social life, and for that children need to learn in behaving in ways that can be accepted by the community and can develop social attitudes and behaviors with other individuals and also social activities that occur in the community (Hurlock, 2002). For this reason, children's social abilities need to be developed, and adults need to play a role in this matter, parents or teachers who intentionally introduce the prevailing norms in everyday life (Dworetzky, 1990; Santrock, 2010).

The importance of language and social development in supporting further developments needs to be given serious attention since not all children are able to automatically reach the stages of development evenly. A great number of children experience delays in language or social development. A report shows that language disorder will be seen in pre-school children around 40% to 60% (Kustiowati, 2002) where children will experience learning difficulties such as writing and understanding reading. There are also children with specific learning difficulties experiencing problems such as speech delays. If the issues are not addressed immediately, it hampers children learning development (Heward, 2014; Hitipeuw & Firdaus, 2014; Kilgus, Methe, Maggin, & Tomasula, 2014; Revelation, Ardyanti, Hitipeuw, & Ramli, 2017).

Numerous factors can hinder a children development, for example the available learning facilities, the role of parents, the creativity applied by the teacher during learning, and also the motivation needed by the children themselves. Based on the initial survey, the speaking and social abilities development of some children are still inadequate. Some children feel discouraged to talk to children around them. Moreover, the learning activities remain using a traditional approach where the teacher plays as a central role. In addition, the teacher has insufficient creativity to improve learning quality.

Recognizing the importance of early stimulation for child development, various methods can be applied to help optimize children's development. One method that can be used is drawing. Drawing can be used as a communication tool by children. Drawing activities help children to organize their ideas thus they build meaning from their experiences. This is because children, at the beginning of their development, have the little vocabulary, so drawing is an activity that can be used to improve children's communication skills. Drawing activities are activities that are in accordance with one's instincts can be used as a way for children

to express ideas and thought (Pamadhi & Evans, 2008; & Anning, 2009).

Numerous activities in the Kindergarten class are oriented towards drawing, for example in geometric shapes drawing to explain mathematical concepts. Also through images, children often express their feelings such as feeling rejected, lack of attention, not knowing friends or failure, anger, or anxiety (Lewis & Greene, 2003). Drawing provides an opportunity for children to express their thoughts and emotions. Through drawing things like humans, animals, events, and other natural things, it helps to develop children's communication skills (Bartel, 2008).

Storytelling is one approach to train children's thinking ability since it enables children to understand the process of the story. It trains children to re-tell the story and enhances vocabulary acquisition for their language development. Story telling facilitates children to express emotions through unreal experiences that have never been experienced by children in real life context. In its application in the classroom to develop language skills and children's social emotional development, the teacher combines free drawing activities and then tells them in front of the class (Asfandiyar, 2007).

Preliminary studies in the field indicate less behavioral aggression and speaking ability performed by children. Some children are often angry but are unable to express the reason for their anger. In learning the teacher has used the storytelling method and drawn separately, but this has not affected the children who have the above-mentioned problems. Therefore, this research tries to integrate drawing and story telling methods. Previous research has been carried out by Peck (1989) regarding stories with images to develop children's language; and Hariyanti and Setyowati (2014) where storytelling influences the socio-emotional abilities of kindergarten children. This paper then combines drawing and storytelling to develop children's language and social. Based on these problems, this paper seeks to explore the effect of Story Telling-based drawing on language development and social development of children aged 5-6 years.

METHOD

Single Subject Research with ABAB reversal design (Alberto & Troutman, 2012) was used in this study. In this study the control group was the subject in a treatment-free or baseline phase (A); while the experimental group is the subject under conditions of

treatment or intervention phase (B). The ABAB design was designed with repetition of baseline sessions and interventions to ensure the effect of changes in children behavior is only caused by treatment and not by other factors. Intervention or treatment in this study was drawing based on storytelling to improve children’s language skills and social behavior. Four kindergarten children who were known to have language and social problems were the subjects of the study. Social problems in this context are related to children’s aggression behaviors which intend to be reduced by introducing pro-social behavior. The data collection instrument was observations to measure each research session, both the baseline phase and during the intervention phase. Data from observations were then processed using a rubric to obtain the final data which was then entered into the data table. Data tables were then converted into graphs to be visually analyzed to identify the effectiveness of treatment in terms of trends, latencies, levels, and central tendency of changes in children behavior from the baseline phase to the intervention phase. Visual analysis of data presented in graphical form was done individually and in groups. Data from measurements of baseline (A), intervention (B), baseline (A1), intervention (B1) were the basis of analysis to determine whether the treatment given is effective or not.

RESULTS

Based on the research conducted, the following results are obtained. The research data obtained were then converted into graphs and analyzed to find out

whether the treatment given was effective or not. Table 1 is data on language development.

Table 1. Language Development of Children

No	Phase	KZ	LY	MJ	GM
1	Baseline (A)	4	5	3	5
2		5	5	4	5
3	Intervention (B)	7	6	6	7
4		8	7	7	8
5	Baseline (A ¹)	6	5	5	6
6		6	6	5	6
7	Intervention (B ¹)	9	8	7	9
8		9	9	8	9

According to Figure 1, all subjects during the intervention phase (session 3,4,7,8) showed a increased stable trend since the treatment was applied, and the level of all intervention phases was higher than the previous phase (session baseline 1, 2, 5, 6). These results indicate that the treatment during the intervention phase influences language ability of children in accordance with the research objectives. In addition, latency on the graph was not found which means that since the treatment began to be applied it immediately influenced the subjects. Central tendency also shows that all intervention phase data points showed a higher mean than during the baseline phase. The overall analysis of the graph seen from the trend, latency, level and central tendency shows that the treatment applied during the intervention phase is effective.

Visually, treatment on children’s language development looks good, both individually and in groups. In addition, during the second baseline phase (A1), when

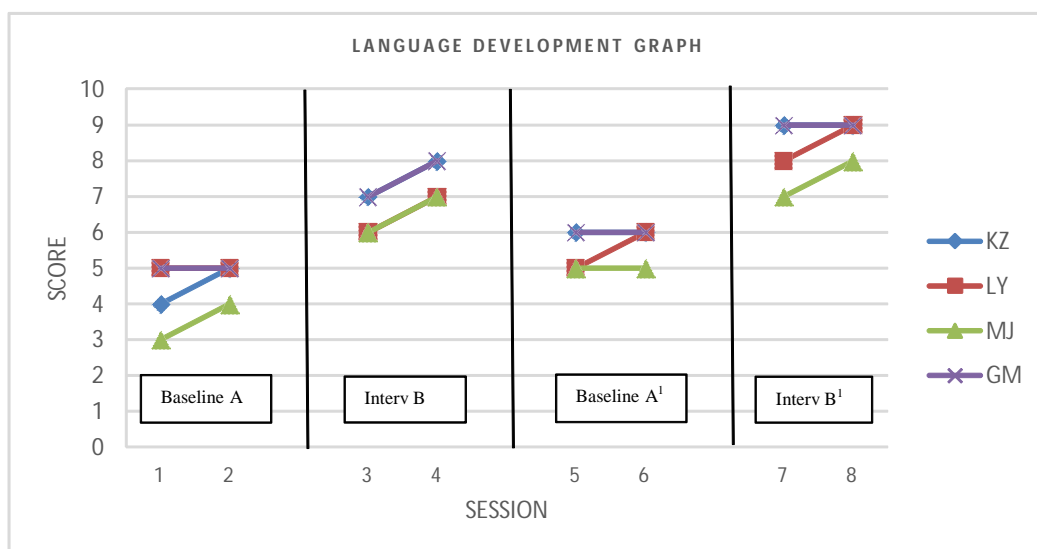


Figure 1. Language Development of Children During Baseline and Intervention Phase

the treatment was withdrawn, children’ language abilities dropped and were lower than the intervention phase. Then, when the researcher re-applied the treatment in the second intervention phase (B1) the children’ language behavior rose again. This shows that the treatment or treatment given in the form of Drawing-based Story Telling proved effective. In addition, if the treatment is continued the language abilities of each subject increases, by comparing the intervention phase (B1) and the previous intervention phase (B). This also shows that Drawing-based Story Telling is the main factor that influences children language development.

According to Table 2 and Figure 2, all subjects during the intervention phase (B & B¹) showed a increased stable trend since the treatment was applied. These results indicate that the treatment during the intervention phase influences social aspect of children in accordance with the research objectives. In addition, latency on the graph was not found which means that

since the treatment began to be applied it immediately influenced the subjects. Central tendency also shows that all intervention phase data points showed a higher mean than during the baseline phase. The overall analysis of the graph seen from the trend, latency, level and central tendency shows that the treatment applied during the intervention phase is effective.

Visually, treatment on children’s social aspect looks good, both individually and in groups. In addition, during the second baseline phase (A1), when the treatment was withdrawn, children’ social aspect dropped and were lower than the intervention phase. Then, when the researcher re-applied the treatment in the second intervention phase (B1) the children’ language behavior rose again. This shows that the treatment or treatment given in the form of Drawing-based Story Telling proved effective. In addition, if the treatment is continued, the social aspect of each subject increases, by comparing the intervention phase (B1) and the previous intervention phase (B). This also shows that Drawing-based Story Telling is the main factor that influences social aspect of children.

Table 2. Social Development of Subject

No	Phase	KZ	LY	MJ	GM
1	Baseline (A)	5	7	4	7
2		6	7	5	7
3	Intervention (B)	8	9	7	9
4		10	10	9	10
5	Baseline (A ¹)	6	7	6	7
6		6	7	6	7
7	Intervention (B ¹)	11	10	10	11
8		12	11	11	12

DISCUSSION

Drawing-based Story Telling Influence on Children Language Development

The results of this study indicate that the intervention in the form of Drawing-based Story Telling

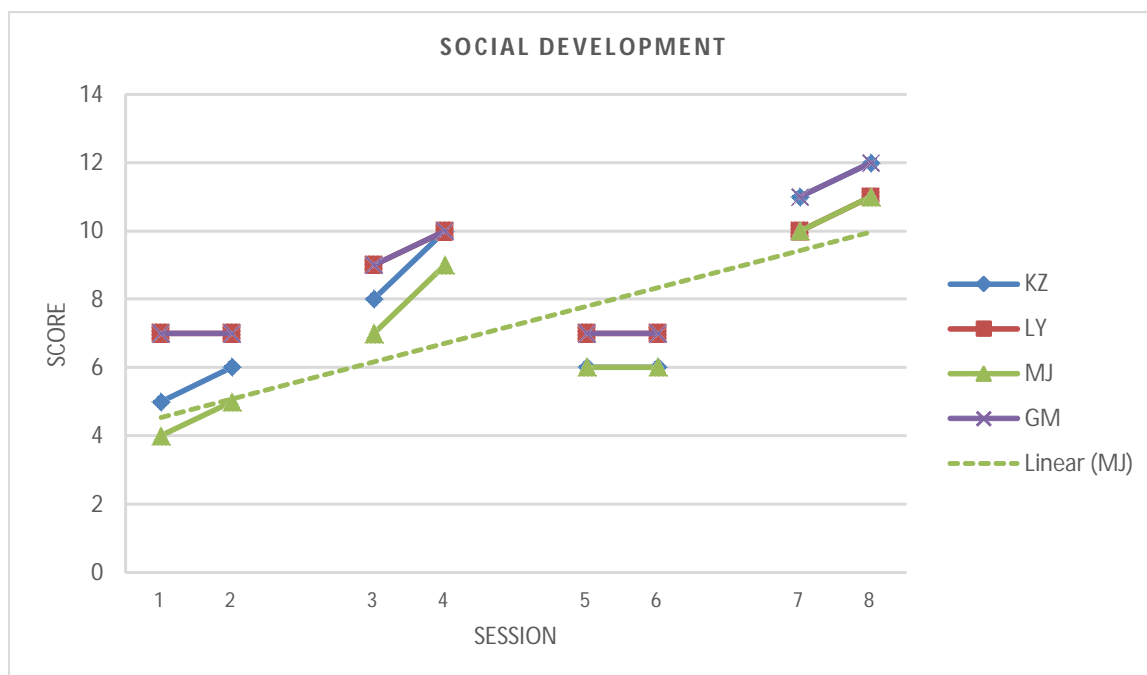


Figure 2. Social Development Children During Baseline and Intervention Phase

proved to be effective in improving the development of language aspects. However, the language development that occurs in children can not be separated from the influence of biological development experienced by children, where some children will show differences in language with children aged above it. However, in the development process, some children experience speech delays because of environmental factors. Therefore, creating a positive classroom environment that encourages children to learn including language is important. These events can be reviewed based on aspects of children's language development in general (Lenneberg, 2007; Shinn, Walker, & Stoner, 2002; Wang, Haertel, & Walberg, 1993).

Significant vocabulary enhancement is influenced by language development. Children will learn about how to participate in conversations and will be able to use their own language in the problem solving process. Language is a symbol system that is useful in communicating with regard to phonology (unit of sound), syntax (unit of language), morphology (unit of meaning), semantics (variations in meaning) and also pragmatics (use of language). Through children's language they communicate and use the intentions, goals, feelings of others or even their own thoughts (Dworetzky, 1990; Vugs, Knoors, Cuperus, Hendriks, & Verhoeven, 2015).

Drawing-based Story Telling Influence on Children Social Aspect

The results of this study indicate that intervention is effective in improving the development of the social aspects of children. High social skills will enable children to interact better with their surroundings. Conversely, if children do not have pro-social behavior, they will have difficulty interacting with their environment and it hampers their development. In this study, children who experienced obstacles in their social behavior were given interventions to improve their social abilities. This will support the growth of pro-social behavior such as altruism, the behavior of helping others without expecting reward. Various pro-social actions and moral actions are described culturally in the form of activities to help others, share, collaborate and synergize with others, including sympathy and empathy. This action requires self control and focus on helping others (Berk, 2003; Dworetzky, 1990).

The results of this study also simultaneously reduce the aggression behavior of previous research subjects. Children aggression behavior is caused by

children' poor social abilities. Therefore, this study provides treatment to help develop children' social abilities. When treatment is carried out, at the same time children' aggression behavior decreases, and vice versa, children can behave prosocially. In other words, children' aggression behavior cannot be reduced if they focus on how to reduce their aggression only, without giving or teaching alternative behaviors such as prosocial behavior. Basically, reducing negative behavior without providing an alternative to positive behavior is not suggested by experts (Alberto & Troutman, 2012).

CONCLUSIONS

Based on the results obtained, this study concluded that: (1) drawing-based story telling influences language development of children; and, (2) drawing-based story telling influences social aspect of children.

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