

IMPROVING CHILDREN'S CONFIDENCE THROUGH STORYTELLING

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ABSTRACT

Self-confidence is an important aspect for children to have in Early Childhood Education (ECE). Having self-confidence can help children to fully involve and engage in the playing and learning process. This research aims to examine how storytelling activity can improve children's confidence by providing numerous learning activities. The design of the study is classroom action research that consists of two cycles. Meanwhile, the participants of the study are 20 children who are 4-6 years old attending a public kindergarten in Kendari, Southeast Sulawesi, Indonesia. This action research has four steps, planning, action, observation and reflection in conducting the study, at the same time, data collection techniques used in this classroom action research consisted of interviews, observation and documentation. Children's self-confidence was divided into four categories, namely Undeveloped equals to 1; Starting to Develop equals to 2; Developed as Expected equals to 3, Very Well-Developed equals to 4. The results show that through storytelling children have improved their self-confidence as shown in the initial observation only 25% to 64% and 92% respectively in the first and second cycle. In the second cycle, 10 out of 11 aspects are achieved such as children listen well to the teacher deliver learning materials about the question and answer activities; and children can show a friendly attitude both to the teacher and their peers. The increase is also influenced by the teacher's ability to modify the learning as well as to link children's experiences into the story.

Keywords: children's confidence; storytelling

INTRODUCTION

Early Childhood Education (ECE) is an essential part of children's lives. ECE provides the efforts and actions taken by educators and parents in the process of caring for, nurturing and educating children by creating an environment, where children can explore experiences that provide opportunities for them to know and understand the learning experiences they get from the environment. Children can explore their surroundings through observing, imitating and experimenting which takes place repeatedly and involves the full potential and intelligence of

children (Bencheekroun, Cameron, & Marmot, 2020).

In the learning process, children's cognitive will be stimulated. Children should not only be taught in terms of reading or writing but children's self-confidence must also be developed during the ECE. It will be very unfortunate when children are good at counting, reading, or writing but they do not have self-confidence. According to Juniarti (2018), people who have self-confidence, tend to do the tasks that must be done and complete in a creative way and have a positive attitude towards their abilities. Overall, if teachers provide good stimulation, children's intelligence will develop optimally. Children are good at academics, but in terms of social-emotional intelligence also develop and be brave to carry out tasks (Cramer, 2018). Therefore, educators always provide activities that can train children to be brave and confident.

According to Lindenfield (as cited from Nurani, 2011), the stages of self-confidence in children aged 4-5 years are trying to master the environment and defend themselves, testing new memories and understanding skills, experimenting with gender roles, experimenting, being active and starting to make friends. Children's self-confidence is greatly influenced by how parents or educators cultivate this sense. Prawistri (2013) said that to increase self-confidence, personality aspects are very important in actualizing all the potentials of children. When children from a young age have been accustomed to perform in an environment with fewer restrictions, high motivations, and many opportunities, then the child will grow up with high self-confidence, but on the contrary, when the child is not given the opportunity, there are always many prohibitions, and lack of motivation, the child will grow with low self-confidence. With a lack of self-confidence, socializing with other people is difficult. For this reason, self-confidence can arise when children can be involved in activities that invite them to socialize and imagine, for example, storytelling activities.

Fairy tales or traditional tales can create the right learning environment for early childhood (Ardini, 2015). In addition, the fairy tale method can be used as a medium to shape the personality and morality of the early years. Jaya (2016) also revealed that the main strength of the storytelling strategy is connecting stimuli through character depictions. Storytelling has the potential to strengthen imagination, teach mutual respect, increase empathy and understanding, strengthen values and ethics, and stimulate critical/creative thinking processes that reflect self-confidence.

In telling a story, it is required to use language that is easily understood by children (Lisenbee & Ford, 2018). To choose and make a good story, the following things need to be considered, such as the theme of the story is suitable for children, the storyline and sentences are simple and easy to understand, the story is not too long, there is a wise moral message in each story so that the story will be more meaningful, can inspire a moral action, can cause feelings of pleasure in every reader. After the story is chosen, the techniques to make the story more lively, fun and liked by children should be prepared. In this case, special tips are needed, for example, the use of teaching aids or supporting media, positioning students and storytellers, creating a conducive classroom atmosphere, using body language to make it interesting and easy to understand and linking stories to everyday life.

Storytelling is also an arena for inheriting the tradition of storytelling and telling stories orally in the midst of globalization (Prawistri, 2013). Forming children's thinking patterns regarding story ideas, plots, conflicts and resolutions and their relevance. Sharpen children's creativity, thinking and imagination through visualization of the stories they hear so that children can imagine what the characters and situations that emerge from fairy tales look like.

In conducting this research, initial observations were done in one preschool in Kendari consisted 20 children age 4-6 years old. It is known that from 20 students only 5 children or 25% have good self-confidence, and there are still 15 children or 75% of children who still have low self-confidence. In addition, based on the results of a brief discussion with the Kindergarten teacher, it is stated that this happened due to the less various activity of children and non-conductive learning conditions. This condition occurs because teachers apply learning that is more focused on children's mathematics in the learning process so that children's confidence has not developed optimally.

Based on the description of the background above, this study aims to increase children's confidence through storytelling activities. In addition, this research is expected to be useful in stimulating children in order to have high self-confidence so that they are no longer ashamed to do their own work or practice their performance in front of the class. Children get stimulation through proper learning, namely fun storytelling activities so that the development of children's confidence can increase.

RESEARCH METHODOLOGY

This research is using classroom action research (CAR). The action research focuses on exploring storytelling activities as the teaching method aiming to improve children's confidence through. Meanwhile, the time of this research was conducted in May in the 2019/2020 in a public kindergarten in Kendari. In this action research, the teacher as researcher and students in group A which consists of 20 students, 9 girls and 11 boys aged 4-5 years.

According to Altrichter, Feldman, Posch, & Somekh (2013), explained that the classroom action research (CAR) is described as a cyclical process. procedure begins with the first cycle and can continue to the next cycle which consists of four activities, as shown in Figure 1.

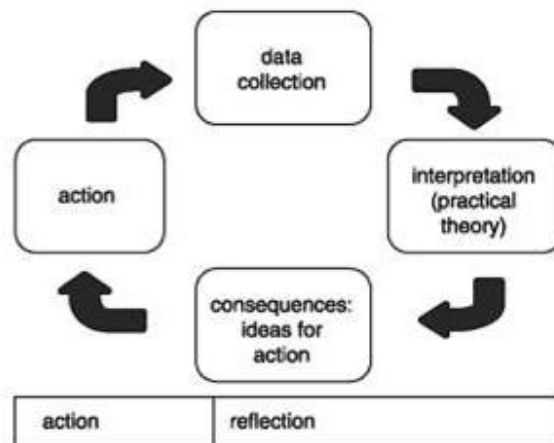


Figure 1. The circle of action and reflection (Altrichter et al., 2013)

The factors observed by researchers in this study are as follows:

- 1). The teacher factor, observes and pays attention to teacher's activities who prepare and teach learning activities for children in increasing children's confidence through storytelling activities.
- 2). Children's activities, observing the process of learning activities in increasing children's confidence through storytelling activities.

3). Children's learning outcomes, observing the change of children's confidence through storytelling activities.

Data collection techniques used in this classroom action research consisted of interviews, observation and documentation. Then, the data was assessed using rubric and category technique that commonly used in ECE in Indonesia, namely Undeveloped (Belum Berkembang) = 1; Starting to Develop (Mulai Berkembang) = 2; Developed as Expected (Berkembang Sesuai Harapan) = 3, Very Well Developed (Berkembang Sangat Baik) = 4 (Depdiknas, 2004).

RESEARCH FINDINGS

1. Description of Activities Prior Action

Based on the results of observations and continued with a brief interview with the teacher in the kindergarten, it showed that in learning activities various approaches, methods and media are used and applied to the learning process of early childhood, however, in reality it is still found that engaging children with numerous activities to improve children's confidence is still lacking. The use of storytelling, for example, does not create enough opportunities to confidently show their opinion about the story. In the early childhood education learning curriculum, there are aspects of emotional social improvement that refer to self-confidence, but to create various activities for children has not been fully implemented, so that at the time of initial observation was conducted to examine children's confidence through storytelling activities was still in the average or at the of Starting to Develop (MB). The initial category can be seen in the table 1.

Table 1. Categories of initial observation on children's confidence

Category	Number of Children	Percentage (%)
Very Well Developed (BSB)	2	10 %
Developed as Expected (BSH)	5	25 %
Starting to Develop (MB)	11	55%
Undeveloped (BB)	2	10%
Total	20	100 %

2. Description of 1st and 2nd cycle

The first and second cycle were conducted through collaboration between teacher and researchers that included planning, implementing actions, observing, and reflecting. The second cycle was needed after reviewing the activities in the first cycle. Each of these stages is described as follows.

a. Planning

In the planning stage, it was determined and agreed to apply the storytelling method in learning activities to increase children's confidence. At the same time, all things needed during the implementation of the action were prepared. In this preparation, the researchers collaborated with the teacher. Furthermore, the researchers did the following things: a) made a learning

scenario in the form of a Daily Learning Program Plan (RPPH) for cycle I and possible cycle II at meeting I, meeting II, meeting III and meeting IV, in order to increase children's confidence through activities storytelling; b) prepared learning media in the form of fairy tales and pictures of various wild animals based on the story theme; c) made observation sheets for describing children's activities during the learning process; and d) provided evaluation tools for both cycles.

Furthermore, at the stage of the second cycle, the teacher and the researchers discussed the results of the observation, evaluation and reflection in the activity stage of the first cycle. Hence, the researchers and the teacher agreed to reshape the activities for the second cycle of action optimally and with better preparation.

b. Implementation of Action

1st Cycle

In the core activity in the first cycle of the first meeting in increasing children's confidence, the teacher shows the media image of a tiger and provides opportunities for the children to mention what it is. Spontaneously, they called "the picture of a lion" but there were some children who called it correctly while the researchers explained that the one in the picture was a tiger not a lion, after showing the fairy tale media, namely a picture of a tiger, the teacher immediately asked the children "who likes fairy tales" simultaneously the children all raised their hands "I am" because of the high enthusiasm from children the teacher immediately asked the children to pay close attention to the teacher then the teacher started the storytelling activity.

From this storytelling activity, it can be seen that the children are very enthusiastic about connecting the stories they hear with their daily lives. For example, when starting to tell a fairy tale, there was a child named Andi (pseudonym) who answered and said "it is like my favorite tv show" from a cartoon series in a private media that often shows fairy tale story. The teacher answered yes, this is like a cartoon, then the teacher continued to tell a story, one of the children asked "Miss, why is the tiger sound so scary", the teacher replied "tiger want to show its friends that tigers are very strong and brave" then the teacher invites the children to imitate the tiger's voice together from 20 children only 6 children who want and others are still shy and four people just keep quiet. At the end of the fairy tale the teacher does not forget to provide exemplary values from the fairy tale.

Next, the teacher gives the task to the child, namely connecting the dotted line to the tiger image pattern, by providing a demonstration first. In this activity there were 4 children who were too enthusiastic and forgot to follow the order, but the teacher gave directions to the children to do the task orderly. In addition, when the teacher called the name of the child to take the task, 8 of them did not want to come forward because they felt shy. Then teacher tried to remind them that "you do not have to feel shy and let's draw something beautiful together" after that 4 people started taking their own and 4 more people did not want to make a sound and just stayed still. When working on assignments, only 8 children could do assignments without having to be helped, others asked the teacher for help and 8 more were only helped briefly and 4 more children did not want to do it because they felt they could not. At the end of the activity, the teacher did not forget to remind that children must be brave and they should not be afraid to try new things here.

At meetings II to IV, the teacher always used a different animal theme for each lesson and did not forget to facilitate the children to be able to express their opinions. For example, by asking "what color is the mouse deer?" and the child also showed his enthusiasm by asking "is the mouse deer a wild animal or not?". However, at the second meeting, when teacher was about to start a story, one of the children disturbed his friend and the child who was being disturbed cried. After the teacher broke up the clash between the two, the teacher asked the two children to forgive each other by first apologizing and reminding the children that fellow friends should love each other, so that there will be no more fights, the teacher invited one child to accompany the teacher in storytelling. Then the teacher told a story about the deer who was loved by all its friends while the teacher went around approaching the children. From 20 children, only 3 people listened well, 7 of them did not pay much attention, 6 children were busy with their friends and 4 people were busy with themselves.

2nd Cycle

In this cycle, the teacher invited children to tell simple things about chickens that they know at the first meeting, then they were asked to mention the characteristics of chickens. From 20 children, 14 dared to tell their own stories and 4 others were still shy and the other 2 people did not really respond at all. After that, the teacher started to talk about "A chicken who is always proud to do his job". The children began to listen to the fairy tales but among these children 2 children were still busy with their own activities but occasionally they also paid attention to the teacher.

At the next meeting the teacher was telling stories, in the process of storytelling it was seen that the children were able to sit neatly without having to be taken care of and began to show their interest in the fairy tales showing by having the courage to ask about what kind of fairy tale story would be told. It can be described that 16 children were paying close attention and 3 were still distracted and 1 was still busy with their own activities. After that, the teacher entered the core activity where the children did the assignment, before that the teacher asked a simple question about cows, the children's response were quite good, because all of them seemed brave enough to answer even though there were still some who were shy. In the core activity in cycle II, meeting IV, the teacher told a tale about the duck animal and invited the children to mention the characteristics of the duck by showing a picture of a duck, then the teacher taught the child to do duck dance by demonstrating it first. The children were not shy to demonstrate it. After that the teacher just started the story, followed by the activity of thickening the DUCK letters on the paper provided by the teacher. In every meeting the teacher always invites children to make conclusions about today's activities by telling simple things about the whole activity and how they described their activity.

c. Observation

In each cycle, the observation was conducted from meeting I to meeting IV and from the beginning to the end of learning to examine children's confidence through storytelling activity as follows.

1. The result of observation in the 1st cycle

The results of observations of children's learning consisted of listening to the teacher's stories in an orderly manner, listening to the teacher delivering learning materials about fairy tales and listening to the conclusions of the whole activities.

The analysis of the children's observations in accordance that was put in the observation sheet in the first cycle included 11 aspects, but only 7 aspects (64%) were achieved including: (1) children listen well to the teacher deliver learning materials about question and answer activities; (2) children mention the name of the animal on the picture media shown; (3) children can show a friendly attitude both to the teacher and the peers; (4) children have the ability to understand the learning explained by the teacher; (5) children can imitate the sounds of animals and their movements without being shy; (6) children can complete the task given by the teacher independently; (7) and children can ask questions related to the theme.

Meanwhile, 4 aspects (36%) were not achieved, including: (1) children show an active roles and pleasure to demonstrate some movements related to the theme; (2) the children can answer simple questions about animals; (3) the children can retell some of the contents of the fairy tale when they were asked; (4) children can express their feelings and experiences about the fairy tales.

2. The result of observation in the 2nd cycle

Analysis of children's observations in the cycle II was described 10 out of 11 aspects were achieved with a percentage (91%) including: (1)) children listen well to the teacher deliver learning materials about question and answer activities; (2) children mention the name of the animal on the picture media shown; (3) children can show a friendly attitude both to the teacher and the peers; (4) children have the ability to understand the learning explained by the teacher; (5) children can imitate the sounds of animals and their movements without being shy; (6) children can complete the task given by the teacher independently; (7) children can express their feelings and experiences about the fairy tales; (8) children can ask questions related to the theme (9) Children can answer simple questions about animals; (10) the children can retell some of the contents of the fairy tale when they were asked. Meanwhile, only 1 aspect was not achieved with a percentage (9%) including: (1) children show an active roles and pleasure to demonstrate some movements related to the theme.

d. Reflection

From the results obtained at the stage of the action research activity in cycle I and II, the researchers who collaborated with the teacher assessed and discussed the weaknesses and shortcomings in the implementation of the action in cycle I. With careful planning, everything that was done in the first cycle of action must be scrutinized and corrected in order to move to next cycle, as follows:

- Teacher Factor
 - a) Teacher is reluctant to explore different types of learning media
 - b) The teacher does not organize learning time according to what has been planned in the learning scenario.

- Children Factor
 - a) When the learning process is about to begin, children still seem less calm in listening to the teacher.
 - b) In addition, it appears that children still do not understand the activities carried out, but the teacher always provides motivation so that children can learn from their own experiences. Meanwhile, for children who are able to do activities well by the teacher,

they get a reward or appreciation for their efforts, this increase the children's self-confidence and enthusiasm.

After knowing the weakness that occurred in the first cycle from both sides, teachers and children, then in the second cycle of learning, the teacher tried to minimize the mistakes made previously, there the outcomes through storytelling activities in increasing children's confidence significantly improved.

In the second cycle, the results of the classical value calculation had shown a rise, which was 95% of children had achieved performance indicators, and at least 75% of children have scored Very Well Developing (BSB) and Developed as Expected (BSH). Therefore, this research shows that storytelling activity has been successfully increasing children's confidence and the researchers and teacher agreed not to continue at the next stage of the cycle.

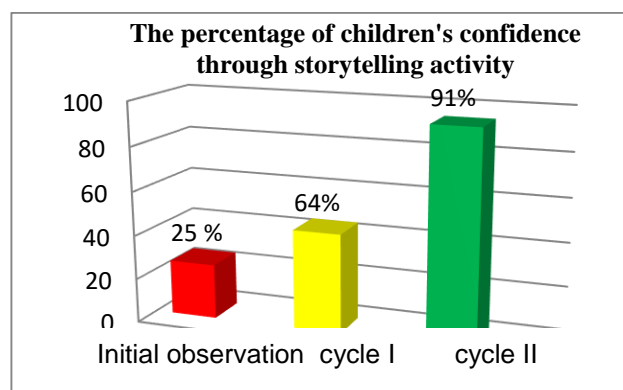


Figure 2. The percentage of children's confidence through storytelling activity

Figure 2 showed the percentage of the increase of children's self-confidence activities through storytelling activity from initial observation, cycle 1 and cycle 2. In the first cycle of the 11 aspects observed, 7 aspects (64%) were improved. While in the second cycle of the 11 aspects observed were achieved, 10 aspects (91%) had shown improvement.

DISCUSSION

This classroom action research was conducted in two cycles. Each cycle was conducted in four stages, planning, action implementation, observation, and reflection (Mertler, 2019). Classroom action research activities on learning to increase children's confidence through storytelling activities have showed good results.

In this research, teacher has shown the important to connect learning material with children's experiences in order to engage them with the activity. This helps some children to feel ease and enthusiasm in engaging in the activity. Additionally, during the beginning of the first cycle, teacher has encountered some children who were reluctant to participate and interact with the storytelling activity. Both teacher and researchers then tried to provide various activities in order to let them join. At the same time, teacher strategies for these children included patience in allowing some time for them to observe and warm to the situation, praising effort and participation, and reviewing how their ideas matched the activity.

Furthermore, throughout storytelling activities, children have learnt to listen and concentrate in order to understand the story. They listened and actively connected their prior knowledge to the aspects of the story, such as the characters and place of the story. For example, one child connected his/her experience watching a cartoon that was quite similar with the story. Santo (2018) stated that by exposing children with the activity that require them to listen and engage such as storytelling helps them to be more confident after the first two activity. Therefore, storytelling can be useful to share and teach listening strategies to children, as it can give them more confidence and motivation to try new ways to learn (Santo, 2018).

Cavanaugh, et. al., (2017) argued that engaging children with various activities that included practice in listening and composing a story, understanding and sequencing ideas can have a positive impact on self-regulation of emotions; communication and negotiation with peers; and imagination, fantasy, humor, and creativity. Children who are actively involved in storytelling activity will have a better interpersonal skill especially when playing with their peers. Self-confident which is an important aspect of interpersonal skill will develop by providing activity that let them show their thought and ideas as found in storytelling.

During the research activity, it can be assumed that learning activities in increasing children's confidence through storytelling activities are designed, arranged and implemented properly and optimally by researchers who collaborate with the teachers at each meeting. Cycle I and Cycle II are essential to engage children with direct and concrete experience. This activity also increases children's confidence, which can be seen from the attitude of children who do not easily give up in completing their tasks given. They can express feelings related to the theme of the story especially when trying to understand each character, such as tiger, duck, and other animals shown in the story. At the same time, they are not nervous when the teacher asks questions about characters in fairy tales, in fact, they love to mimic the voice of one of the characters in fairy tales. Cremin, et, al., (2018) also support these findings by emphasizing that storytelling activities increase children's activeness in expressing and participating in learning activities.

CONCLUSION

Storytelling as one of the activities in the Early Childhood Education can be stated significantly improving children's confidence according to the performance indicators. It shows that in initial observations, children get 25%, 64% and 91% respectively in the first and second cycle. The increase is due to the efforts of teacher and researchers to provide various ways to engage children in the storytelling activity. Linking the story to the children's experiences has made them to be brave to share their ideas and opinions, at the same time, it trains them to listen and concentrate to the story told (O'Neill, 2017). 10 out of 11 aspects are achieved in the second cycle, such as children listen well to the teacher deliver learning materials about question and answer activities; children can show a friendly attitude both to the teacher and the peers; children can imitate the sounds of animals and their movements without being shy; and children can express their feelings and experiences about the fairy tales. All aspects are positively impacting children's self-confident.

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