

**THE IMPLEMENTATION OF STORY TELLING METHOD
FOR TEACHING VOCABULARY FOR EARLY CHILDREN IN
TK MUSLIMAT NU DIPONEGORO 214 BANTARWUNI
KEMBARAN SUB-DISTRICT BANYUMAS REGENCY**



THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of State Islamic
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Requirements for Obtaining The Bachelor Degree in Early Childhood
Islamic Education**

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MOTTO

which of the favour of the lord would you Denny

(AL -Quran 55:13)

Allah (alone) is sufficient for us

(AL-Quran 3: 173)



DEDICATION

I dedicate this thesis to : My dear parents (Hady Prayitno, Mujiatinik) .

Dear sister and brother (Aulia, Efan, Sifana, Faro)

My Support System (with Stepanus Chistoper Ryan Putra Setia) .

My alma mater, UIN Syaifuddin Zuhri

Dear friends

Myself

All readers of this thesis

I love you guys



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ABSTRACT

This research was aimed at describing storytelling activities for early childhood vocabulary learning in TK Muslimat NU Diponegogo 214 Bantarwuni Kembaran Sub-district Banyumas Regency. The purpose of this study was to explore the implementation of the storytelling method in early childhood vocabulary learning. The research method is a qualitative research method. Data collection methods include observation, interviews and documentation. The meeting was attended by school leaders, teachers and students. Data collection techniques used are observation, interviews, and documentation. Participants included school principals, teachers, and students. Data analysis techniques are carried out through data reduction, data presentation, withdrawal, and verification. The researcher focuses on the stages used in using the storytelling method. The steps preparation before class such as preparing materials and properties that will be used. Then the implementation stages include, first the storytelling activity begins with the teacher reading the story then the children take turns telling the story in front of the class, and finally the evaluation activity with the children gives the child the task of compiling the words they have learned. The results of the study show that storytelling methods can be used to learn vocabulary that is effective and fun for early childhood.

Keywords: storytelling method, early childhood vocabulary, storytelling implementation, vocabulary skills, children's language

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Figure 1. The teacher telling stories in front of the class

Figure 2. The student telling stories in front of the class

Figure 2. The student telling stories in front of the class



CHAPTER I

INTRODUCTION

A. Background Of Study

In the law on the national education system, it is stated that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness in entering further education (Law No. 20 of 2003). Early childhood is a child who has just been born until the age of 6 years.

This age is a very decisive age in the formation of a child's character and personality. Early age is the age where children experience rapid growth and development. Early age is known as the golden age. Balanced nutritious food and intensive stimulation are needed for this growth and development (Rjus Indrawan, Hadion Wijoyo & Lewi Leonardo, 2020).

According to Piaget, the stages of playing activities are divided into four, one of which is symbolic games. During symbolic games (2-7 years) children ask and answer questions more. Children often just ask questions, do not really care about the answers given and even though they have been answered the child will continue to ask questions.

In connection with this, children's language development needs to be given . Vocabulary plays an important role in language development. There are 6 (six) aspects of child development that are very important to be developed from an early age, one of which is the language aspect. Language is a tool to convey ideas / ideas to others. In addition, the use of language is indeed very important in everyday life. With language a person can communicate and form social interactions.

The growth of children's vocabulary is influenced by the environment. The more vocabulary, the more likely the child will understand so that the speech produced by the child will be richer. Therefore, it is necessary for teachers to provide words that enrich the vocabulary of their students. In this

case, storytelling is seen as one of the appropriate methods for developing children's vocabulary to be applied in Kindergarten.

Kindergarten age children can be classified at the preoperational stage, where at this stage children cannot be required to think logically. With the development of language skills, children become better able to present their world through mental impressions and symbols (Dandan Sunarya, 2016).

Various stimulations can be done to improve language skills in children. One of them is through storytelling or storytelling. According to Hurlock, in early childhood children like to be read and see pictures from books about fairy tales, children's songs, certain stories about animals and everyday events (Hurlock, 1998). Storytelling is one of the most effective ways to convey information in the educational learning process, especially for early childhood, because at this age children begin to ask questions which are an indication that children have understood something, especially those aged 5-6 years. Another benefit of storytelling is that it trains children to use vocabulary in a series of logical and orderly sentences.

Storytelling is an activity that is carried out by one person orally to another with tools or without tools about what must be conveyed in the form of messages, information, or just a fairy tale to be heard with a sense of fun. Gordon and Browne in (Moeslicatoen, 2004) state that storytelling is a way to pass on cultural heritage from one generation to the next. (Moeslicatoen, 2004) states that storytelling has an important meaning for the development of kindergarten children because it is through storytelling.

(Mansyur, 2007) storytelling method is very important to be applied to early childhood. It is not wrong if this storytelling method is applied as much as possible in learning. In addition to making it easier for children to understand the material provided, it is also to provide imaginative and fantasy power, and add insight to the values of goodness. When the content of the story is related to the world of children's lives, they can understand the content of the story, they will listen attentively, and can easily grasp the content of the story.

The world of children's lives is full of joy, so storytelling activities must be endeavored to give a feeling of joy, fun and excitement.

(Bachri Bachtiar, 2005) tells a story is telling something that tells about an action or an event and is delivered orally with the aim of sharing experiences and knowledge with others. (Nurbiana Dhieni, 2005) there are several steps in the application of the storytelling method, namely: a. The child adjusts his sitting position, b. Children pay attention to the teacher preparing props, c. Children are motivated to listen to stories, d. Children are given the opportunity to give the title of the story, e. Children listen to the title of the story and children listen to the teacher's story while paying attention to the pictures that the teacher shows

In principle, the benefits of the storytelling method according to (Nurbiana Dhieni, 2005) are: a. Train the absorption or grasping power of kindergarten children, b. Train the thinking power of kindergarten children to be trained to understand the story process, c. Train the concentration power of kindergarten children, d. Develop children's imagination power, e. Creating fun listening to stories, e. Helping children's language development in communicating effectively and efficiently.

The problem that is often encountered today is that the learning provided by the teacher only focuses on reading, writing and arithmetic so that learning activities become boring for children. Like when learning with an animal theme, the teacher only talks about various animals and animal sounds without using techniques and without props. The teacher only focuses on learning without involving children to be active when telling stories. This causes children to be less interested and tend to feel bored. So that children will quickly forget what the teacher said.

With the storytelling method, children will be more enthusiastic in listening or paying attention to the teacher. so that the message or material to be conveyed is easier for children to accept. In addition, the storytelling method can also foster children's curiosity about various things, especially those related to the story that is being sung by the teacher.

The storytelling method can affect children's basic vocabulary skills. Stories that are packaged and presented in an interesting way will foster children's interest in the continuation of the story given. So that there will be feedback or reciprocity between the message that has been conveyed by the teacher in the form of a story with what is received by the child.

One method that can be used in developing language skills in children is through storytelling. TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency, has applied the storytelling method, the acquisition of children's vocabulary in group A TK Muslimat Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency is also good. However, there are some vocabularies where the child only knows and only memorizes what he hears without knowing the meaning and meaning. In the story, of course, there is also vocabulary, but not all vocabulary can be understood by children. So the teacher must be able to explain the vocabulary in language that is easy for children to understand.

TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency, has implemented the storytelling method for daily learning activities. TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency was established in 2013, when the beginning of learning the teacher still used the lecture method so that children quickly became bored and less active in class. With the evaluation conducted by the teacher, they try to use the storytelling method that is included in daily learning activities.

Based on an interview with Mrs. Wida, the head of the TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency on April 25, 2022, it was found that the children of Group B were very passive on the first day of school. they are embarrassed to talk with anyone they silent meet , such as embarrassed to speak in front of the class, answer questions from the teacher and so on.

Some of the children in the TK Muslimat NU Diponegoro 214 Bantarwuni , Kembaran Sub-district Banyumas regency, still do not master the

vocabulary to express their feelings, opinions and desires which are conveyed through speaking activities. It is indicated on the children not able to retell the story they just heard, the content of the story being told by the children does not match what was told, during the introduction of new vocabulary when reviewed many children forget, when asked the child's answer does not match the question, some even stay silent when given a question, the child is also less active in asking. When the child does not understand or does not understand what the teacher teaches, the child just stays silent. TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency decided to apply the storytelling method in order to develop the vocabulary of the children.

Therefore, the researcher intends to conduct research on the implementation of giving story telling by the teacher to teaching the vocabulary of children aged 5-6 years in TK Muslimat NU Diponegoro 214 students, Bantarwuni, Kembaran Sub-district Banyumas regency.

B. Conceptual Definitions

To make it easier to understand the title of thesis and avoid misunderstanding in interpreting the terms in this study, then the author will first emphasize and limit the terms of the research title as follows :

1. Storytelling

(Ahmad Susanto, 2011) Storytelling is telling something that tells about an action or an event and is delivered orally with the aim of sharing experiences and knowledge with others

Stories that are brought by teachers must be interesting and invite the attention of children and cannot be separated from the purpose of education for kindergarten children. If the content of the story is related to the world of kindergarten children's lives, then they feel they will listen to it with great attention, and can easily grasp the content of the story.

The world of children's lives is full of joy, so storytelling activities must be endeavored to provide feelings of joy, humor and fun. The world of children's lives is related to the family, school and outside school environment. Storytelling activities in kindergarten should be sought to be an experience for kindergarten children that is unique and interesting, that thrills the child's feelings, and motivates the child to follow the story to the end.

Doing storytelling is called a storyteler. Usually this activity is done orally. but it can also be done with the help of some supporting tools and media. For example, using paper media, books and even blogs to share the contents of the story. story telling is usually used for teachers in learning methods, especially kindergarten children. Besides making it easier for students to understand the material presented, storytelling activities make children not easily bored

2. Storytelling method

The storytelling method is the provision of learning experiences with stories. Through this method, children gain experience and knowledge conveyed by the teacher through oral stories. In addition, this method helps children in developing and practicing their language skills. This method must be conveyed through an interesting story with or with the help of supporting media. The story conveyed must contain messages, advice, and information that can be learned by children so that children can understand the story and imitate the good things that have been conveyed.

3. Vocabulary.

a collection of words of a person or group of people, part of a language. A person's vocabularies are defined as all the words that the person understands, or the collection of words that the person can use to build new words..

Meanwhile, on the other hand the mastery of language depends on the stimulus from the external environment. In general, children are

introduced to language from the beginning of their development, one of which is motherese, which is the way mothers or adults teach children to learn language through a process of imitation and repetition from the people around them. Language in infants develops through several general stages, namely:

- a. Babbling (age 3-6 months)
 - b. the first word that is understood (age 6-9 months)
 - c. Simple instructions that are understood (after 9-12 months)
 - d. the first word spoken (age 10-15 months)
 - e. vocabulary addition and acceptance of more than 300 words (at the age of 2 years)
 - f. development is even more rapid towards the eighth three years.
4. Early childhood

Early childhood is a child aged 0-6 years. At this time children experience a period of very fast growth, this period is also usually called the golden age. When children are at an early age, they must be given a stimulus and good education so that they can stimulate the development and growth of children to the maximum.

A person's development will take place rapidly at this age. Each child born has a different character and nature. (Suryana, 2013) reveals that early childhood has a unique and different character where growth will take place rapidly and life is fundamental.

Psychologically early childhood has different and distinctive characteristics compared to children of the same age as above. These early childhood characters are egocentric, have a high level of curiosity, rich fantasy and imagination, and short children's concentration power.

Based on this description, the conclusion that can be drawn is that children at an early age have unique/distinctive characters, such as egocentric nature, high curiosity, rich fantasy and imagination, short children's concentration power, and various stages of development. personality to be developed.

C. Research Question

This research was done to answer the question the implementation of storytelling method to learn vocabulary in Tk Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency.

D. Objectives And Significances Of The Research

1. Research Objectives

The aim to be achieved through this research is to describe the implementation of the use of storytelling methods in early childhood vocabulary learning at NU Muslimat Kindergarten Diponegoro 214 Bantarwuni, Kembaran Sub-district

2. Research Benefits

a. Theoretical Benefits

To add insight and develop knowledge related to children's basic vocabulary by using the storytelling method.

b. Practical Benefits

1) Educators

Can develop learning activities using fun storytelling methods and are able to attract children's attention.

2) for students.

- a) help the child's speech process
- b) the child recognizes new objects
- c) enhances the child's communication and thinking skills.
- d) foster literacy interest in children.
- e) Build close relationships between children and teachers.

3) For schools

to be able to produce quality educator resources, produce intelligent and creative students, learning methods are growing

4) For researchers

to add insight and information in developing children's vocabulary.

E. Structure of the study

This systematics explains the framework of thinking that will be presented in this research from beginning to end, while the systematics in this research are as follows:

Chapter I which contains an introduction consisting of: background of the problem, focus of study, problem formulation, objectives and benefits of research, literature review and writing systematics.

Chapter II, which contains the theory of the theoretical basis of the teacher's role in using storytelling methods to learn vocabulary for early childhood

Chapter III contains research methods, which include types of research, research locations, research subjects, research objects, data collection techniques, and technicians data collection.

Chapter IV contains a discussion of the results of research regarding the role of teachers in using storytelling methods to learn vocabulary for early childhood at TK Muslimat Diponegoro 214 Bantarwuni, Kembaran District.

Chapter V is the closing which contains conclusions and suggestions, the last part of this chapter contains a bibliography, curriculum vitae, and appendices.

CHAPTER II

LITERATURE REVIEW

A. Early Childhood

1. Definition

According to the National Associate for the Education Young Children (NAEYC) that early childhood is a child who is at the age of zero to eight years. At that time is a process of growth and development in various aspects in the span of human life. the learning process in children must pay attention to the characteristics possessed at the stage of child development (Ahmad Susanto, 2021).

According to (Bachruddin musthafa, 2002), early childhood is a child who is in the age range between one to five years. This definition is based on developmental psychologist boundaries which include infants (infancy or babyhood) aged 0-1 years, early childhood aged 1-5 years, late childhood aged 6-12 years.

This is different from the Sub-Directorate of Early Childhood Education (PADU) which limits the understanding of early childhood to children aged 0-6 years, that is, until the child completes kindergarten. This shows that children who are still in the care of their parents, children who are in Child Care (TPA), playgroups (playgroups), and kindergartens (TK), are the scope of this definition (Ahmad Susanto, 2021).

Furthermore, (Bredkamp, 1992) divides the early childhood group into three parts, the infant age group up to 2 years old, the three to five year age group, and the eight year age group. The division of these groups can influence the policy of implementing the curriculum in education and child care.

Every child has unique characteristics and is born with different potentials with their own strengths and talents. Early childhood in the course of human life is an important period for brain growth, intelligence, personality, memory and other aspects of development. This means that

the inhibition of development and growth at this time can result in delays in the future (Ahmad Susanto, 2021).

B. Teaching vocabulary

1. Definition of Vocabulary

Vocabulary is one of the significant components in language. Without mastering vocabulary, a person will not be able to speak well, both in spoken and written language. Speaking orally is a conversation or conversation by issuing language sounds from the mouth that have meanings and intentions that can be understood by others, such as direct conversations, on the phone, dramas, films, and others.

Vocabulary or vocabularies are all words contained in a language (Soedjito, 1992). Vocabulary is an important part of language. Mastery of vocabulary can affect a person's language skills. Likewise with one's ability.

According to (Mulyasa, 2012), language is the ability to express what is experienced and thought by children and the ability to catch messages from the other person. According to (Susanto 2012), language is a tool for thinking, expressing oneself and communicating. Learning languages for early childhood is directed at the ability to communicate, both orally and in writing.

2. Types of Vocabulary

Vocabulary is the words contained in a language. The quality of a person's language skills is very dependent on the quantity and quality of the vocabulary he has. The richer or better the ability to master vocabulary, the more skilled in the language. According to (Tarigan, 1994) types of vocabulary can be categorized as follows :

a. Basic vocabulary

- b. Active vocabulary and passive vocabulary
- c. New vocabulary formation
- d. General and specific vocabulary
- e. The meaning of denotation and connotation
- f. Task word
- g. Noun (noun).

3. How children learn vocabulary.

Understanding a vocabulary is an absolute requirement when someone will carry out language activities. Language acquisition or acquisition takes place in a person's brain when he acquires his first language or mother tongue (Hikmawati, 2014). Someone hears a vocabulary, then he records and uses it at the right time according to the conditions of the ongoing conversation. This is what will be the initial capital for language. In children, language acquisition allows the process to develop language skills (Mar'at, 2005). The ability to acquire vocabulary can only be done indirectly through observing the words spoken. We can find out what vocabulary a child has mastered through the utterance. Therefore, the process of language acquisition is influenced by the readiness of a child in himself Rahmania (Liza et al., 2020).

In developing children's language, it is necessary to pay attention to the addition of vocabulary in children. Vocabulary development in AUD develops very quickly. One of the characteristics of language growth in children is asking, where children will usually give questions that they have observed and all that they find and think. Usually we sometimes adults or teachers often want to finish answering questions from children even though questions from children have not been answered completely. Through vocabulary, children can express what they want to say and know about the world.

Mastery of vocabulary has a very important function in child development, because children who master a lot of vocabulary tend to have self-confidence and can influence peers to behave as expected than

children who have low vocabulary acquisition (Hamboro in Irenaningtyas and Wulan, 2004). To develop early childhood language skills, stimulation or stimulation comes from the environment, especially schools. Activities in kindergarten are carried out by learning while playing activities that use interesting media so that children have a sense of wanting to play. So that the children's learning process can run optimally.

C. Storytelling Method.

1. Definition

The storytelling method is etymologically derived from Arabic, namely the word qashash which is the plural form of qishash, masdar of qassa, yaqussu, which means telling and tracing/following a trail (Manzhur, 711H). In the Qur'an lafaz qashash has the meaning of a story or story. Qashash means news of the Koran about the previous people (Abdullah, 1994).

The storytelling method is the verbal presentation or presentation of knowledge, such as communication from teachers to students. In its practical applications, the role of storytelling is to introduce skills that can develop a variety of basic skills by providing information or explaining new things. (Dhieni, 2008).

For this reason, the application of appropriate methods to improve children's language need to be studied more deeply. By using learning models, learning methods, strategies, and even learning approaches affect children's language and literacy development substantially (Inten, 2017; Netten et al., 2015) (Dukha Yunitasari, 2019).

The learning method is designed in meaningful and fun play activities. Fun learning methods in PAUD are: Storytelling, demonstration, conversation, assignment, socio drama/role play, field trip, project, experiment. With the existence of learning methods and learning models in early childhood education can run in accordance with the objectives.

Of the several existing method, the use of the storytelling method was finally chosen to assist students in achieving the level of achievement of language acceptance and language expression development in this case 1) listening to other people's words, 2) understanding stories and answering simple questions, and 3) retelling stories/ fairy tales that have never been heard (Moeslihatoen, 2004) One method that can be used to improve children's language is by applying the storytelling method.¹The learning method is designed in meaningful and fun play activities. Fun learning methods in PAUD are: Storytelling, Demonstration, conversation, assignment, Socio drama/role play, field trip, project, experiment. With the existence of learning methods and learning models in early childhood education can run in accordance with the objectives.

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2. Implementation

Implement storytelling methods in learning vocabulary in early childhood because in the learning process appropriate methods are needed.

In telling the story can be in various ways, it all depends on the storyteller and how to bring it. The following are the types of storytelling that can be done (Jun, 2020).

a. Storytelling with a flannel board

In developing Indonesian language skills and vocabulary for young children, flannel board media is considered an effective medium because this flannel board is attractive to children. After all, it can be

folded practically. In addition, the flannel board media can be easily removed during the installation and presentation of images so that it can be used many times. This flannel board can also be used to attach various learning materials, both letters, and numbers. Because the presentation is instantaneous, in addition to attracting children's attention, using a flannel board can make presenting messages more efficient. flannel board. So, flannel board media can provide an impressive learning experience for early childhood which is delivered orally (Jun, 2020).

Storytelling with this car is a little passive, but the effect of the props used can make it easy for children to catch the message conveyed.

The things that need to be considered when using storytelling with a flannel board are :

- 1) use pictures that children often see and around them, pictures that are proportional and visible to all children.
- 2) make sure there are enough flannel boards to place the pictures.
- 3) do not show the characters and roles first.
- 4) involve children in sticking or picking up characters.
- 5) introduce the characters/characters according to their roles before being pasted on the available boards.
- 6) conversations can be carried out by characters with children as needed.
- 7) add songs and tunes to add lively atmosphere.
- 8) the pictures that have been used are neatly arranged and not visible to the children
- 9) if it is for the sake of the competition, it is better if all the pictures are self-made.

b. Story reading

According to Santrock (2007) in rainbow psychology story-reading or reading stories is one of the media that represents the

characteristics of children who have high imagination and fantasy. Stories have a word structure and complete and comprehensive language in which it already exists the system of language rules which includes phonology (sound system), morphology (rules for combining minimal units of meaning), syntax (rules for constructing sentences), semantics (system of the meaning), and pragmatic (rules of use in social settings). With story reading, it is hoped that children are expected to be able to produce all language sounds, recognize words, increase vocabulary, and even slowly able to produce meaningful sentences.

Story reading is a way of telling a story using a story book that is below/beside the writing or narration of the picture, in this technique a good rhetorical technique is also needed so that it is not saturated and boring (Jun, 2020).

The things that need to be considered when using storytelling with a story reading are:

- 1) Read the book before reading it to your children.
- 2) Before starting the story, make arrangements during the storytelling activity.
- 3) Make sure that the sitting position is in the front so that the child can see from all directions.
- 4) Place the book on the left shoulder with a straight body position forward.
- 5) Read according to the text of the book slowly but give emphasis and expression to special scenes.
- 6) Use your right hand to point to the stories and pictures on each page.
- 7) Involve, interact with children so that there is inner contact during storytelling.

8) Close the book and conclude the story With the children.²

c. Storytelling with serial images.

The storytelling method with a series of pictures has a clear message, so it's not easy misinterpreted and traditions may be preserved for a very long time and only a little changes. It shows humans prehistory that invented the storytelling method with pictures as far as possible communication occurs (Madyawati, 2016).

The technique of storytelling with picture series is generally used during competitions or learning in class. This technique is almost the same as story reading, only the difference is in the book used (Jun, 2020). The things that need to be considered when using storytelling with a serial images are :

- 1) Series of even multiples.
- 2) Hold it on the left and right hand to open.
- 3) Show the picture first and then tell the story.
- 4) Try not to fall.
- 5) The serial image used must be visible from all directions.
- 6) Master how to open it.

d. Storytelling without props

Storytelling can be done without props, it is very easy and does not require special preparation, but the ability and quality of the storyteller must be good and master the techniques in telling the story.¹

And the things that need to be considered when using storytelling without props are:

- 1) Use the stage / stage area as much as possible, but not too much.
- 2) Increase vocals, both character voices, visualizations, mimics/expressions, and gestures to attract the attention of the audience.
- 3) If necessary, move closer to the audience so that harmonious interaction occurs.

- 4) When acting out a scene, don't be too fast.
 - 5) Demonstrate, imitate, show a Movement according to its kind.
- e. Storytelling using props / multimedia

Multimedia is considered an interesting learning and teaching medium based on its ability to touch various senses: sight, hearing, and touch (Ramli, 2013). This is a good alternative as a tool for teaching and learning processes.

Multimedia literacy classes will make literacy learning even easier as it combines writing with images, animation and sound. This is very exciting for children because they are stimulated through their many senses, not just sight and sound. Multisensory multimedia is able to function with more receptors so that the input that enters the brain becomes stronger and facilitates the processing of information that enters the brain. In addition, with multimedia technology, children are helped to understand more quickly abstract things because they can be presented more concretely.

The development of the era that continues to roll requires storytellers to adjust the technique of delivering the story, one of which is by using props or multimedia in the form of a background layer on infocus, props that are often used are divided into two, namely:

- 1) Original props: glasses, blanks, grandpa's wand, costumes, and others.
- 2) Artificial props: swords, pistols, red lights from cardboard, various objects made from styrofoam, dolls, and others.

The things that need to be considered when using storytelling with a props / multimedia are :

- 1) Choose props that are harmless and easy to get.
- 2) Objects are large and striking so that they can be seen by the audience.
- 3) Place props that are easy to reach so they don't interfere with the storyteller's story.

4) Use props according to the theme and content of the story.

f. Puppet

Hand puppets are one of the interesting and fun auxiliary media that are easy for children to play with and use. This doll is a doll made of cloth which is formed into various kinds of characters, such as animals or humans. The size of the hand puppets is larger than the finger puppets. The use of hand puppets is inserted into the hand and the fingers are used as a support to move the hand and head of the doll. Gunarti (in Midyawati, 2016) these hand puppets are puppets that are used as media or tools used in learning activities, which are larger than finger puppets and are inserted into the hand.

Telling fairy tales using hand puppets as a tool includes communicative language teaching activities to train children's expression, assisting communication interactions in provoking creative ideas in early childhood in improving language skills and making children concentrate more on the story to be told to avoid boredom in children while listening to stories (Kusdiyati et al., 2010). So that the use of hand puppet media can be used by the teacher as a medium that can help develop children's speaking skills.

Play Puppet play is not an art of speaking or storytelling. However, this technique is often used to convey messages to early childhood. This activity is often contested by the community or related institutions.

The things that need to be considered when using storytelling with a puppet are :

- 1) Use hand puppets made of soft cloth with patterns that children like or attract the attention of the audience.
- 2) The stage used is slightly higher so that players are not seen
- 3) Movement of the hands and mouth in accordance with the scene and characters.

- 4) Use backsound as a story accompaniment and backdrop as a complement to the scene.
- 5) In the competition, the characters do not need to be introduced first because time is limited, but for the show, the characters should be introduced one by one before the story begins.

In addition to the above techniques, mastery of changing facial expressions and voices is an absolute must for a teacher so that they can attract children who listen to stories.

Storytelling can also be done with stories that have been memorized or read directly from books.

3. Types of fairy tales for early childhood

Types of fairy tales for early childhood include:

- a. Fairy tales related to people's beliefs (legends).
- b. Fairy tales related to animals (fables).
- c. Fairy tales related to solace.
- d. Fairy tales related to ancestral stories (mites).
- e. Fairy tales related to folklore.

Then the fairy tales that can be lifted from the group include:

- a. **Legend:** a fairy tale that tells the origin of the occurrence of a place, mountain and so on. Included in this group are the fairy tales of Tangkuban Perahu, the occurrence of Rawapening, the origin of the city of Banyuwangi and so on. Usually this fairy tale is very familiar in the community.
- b. **Myths:** fairy tales that tell about gods and relate to people's beliefs. included in this group for example. Dewi Sri fairy tales, nyi roro kidul, and so on.
- c. **Fabe:** fairy tales about animal life that are described and can talk like humans, usually satire or figurative. Fable stories are very flexible to use to satirize human behavior without offending humans. Included in this story are the tale of the mouse deer, the frog about to become an ox, the squirrel and the cork fish, and so on.

- d. **Consolation:** somewhat differ rent from the previous group of fairy tales, fairy tales of solace are usually presented as a filler during a break, presented in a romantic, humorous, and very interesting way. For example, in East Java it is famous for its kentrung craftsman, in West Sumatra it is known as a pantun interpreter, among the Betawi people it is known as sahibul people, while in Aceh it is called toet.
- e. **Folklore:** generally fairy tales related to folklore are created with an important educational mission for the world of children. For example, raising respect for parents, due to greed, disobedience, and so on. Included in this fairy tale group are the characters of the thief kundang, shallots and garlic, golden cucumber and so on.

4. The advantages and disadvantages of the storytelling method

The advantages of using the storytelling method include:

- a. it can be applied to a large number of students,
- b. there is an effective and efficient use of time,
- c. class arrangements can be made simpler,
- d. classes are easy to master by teachers,
- e. do not require more costs (Prihanjani, Wirya, & Tirtayani, 2020).

In addition to the advantages, the use of the storytelling method also has several disadvantages, including

- a. Teachers or parents are sometimes embarrassed to express themselves when telling stories;
- b. Sometimes children get bored and don't concentrate because they don't use media or props or presentations that are less attractive;
- c. Children sometimes passively hold back many things they want to know to ask when the teacher or parent tells a story;
- d. Because they listen more, sometimes they make students passive;
- e. Students are not stimulated by creativity and the ability to express their opinions; different absorption or capture power (Ratnasari, 2017).

D. The influence of the storytelling method on the development of children's vocabulary

Language development is very important for early childhood because with language children can communicate to express their opinions and desires to their parents, teachers, and peers (Fitria, 2019).

According to Musfiroh (2008) argues that storytelling is seen as one of the appropriate methods for developing children's vocabulary to be applied in early childhood education. Meanwhile, according to (Gunarti, 2010) storytelling is an activity carried out by someone to convey a message, information / a mere fairy tale that can be done orally / in writing.

Rika Andriyani, Masrul, Moh Fauziddin in their research show that stories that are packaged and presented in an attractive way will make children interested in listening to the continuation of the stories read, so that feedback will occur between teachers and students. This study also explains that children's vocabulary skills can develop with the help of adults by applying appropriate methods and media, the more vocabulary children acquire, the more diverse sentences can be mastered by children so that children can express new vocabulary obtained from friends and parents (Andriyani, Masrul, & Fauziddin, 2018).

In addition, the benefits of storytelling can improve language and communication skills. storytelling basically pours ideas, ideas, and values fun. sentences that are heard by children, sentences that are heard by children, will be absorbed and become treasury of other vocabulary.

1. The Stages of Storytelling Method.

According to (Tarigan, 2008), there are several steps that must be taken in implementing the storytelling method, namely as follows:

2. Determine the topic of an interesting story

The topic is the main idea or topic of discussion. The main ideas in the story must be interesting so that listeners are interested and happy in

listening to the story. Examples of story topics: education, natural resources, honesty, friendship and so on.

2. Develop a story framework by collecting materials

The story framework is a writing plan that contains the outline of a story. In compiling a story framework, you must collect materials such as from books, magazines, newspapers, papers and so on, to make it easier to assemble a story. An example of a story framework with the topic of friendship:

- a. There are two friends,
- b. Two friends have a disagreement, and
- c. Solving problems & getting back to being friends.

E. Review of relevant studies

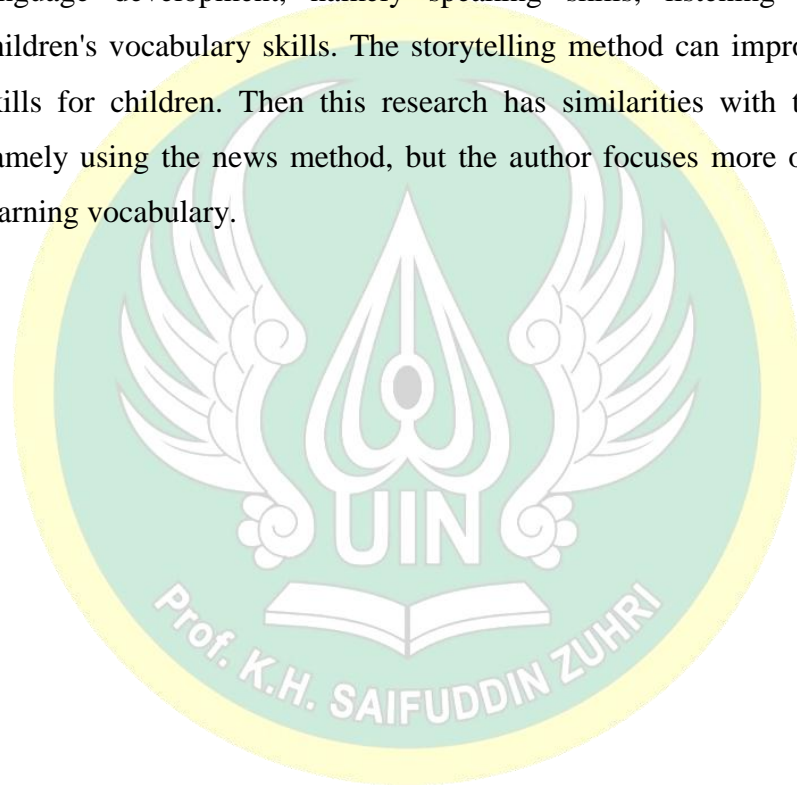
Based on the research that will be carried out, researchers have read from various similar literature there are similarities and differences, researchers can see and test it with the research to be carried out. Some of the studies conducted by other researchers include:

1. Yulinda Ayu Lamuningtyas in her thesis entitled " Giving Fairy Tales to Improve Language Skills in Preschool Age Children " Yulinda Ayu Lamuningtyas's thesis has similarities with the author, namely in the use of the method by using the storytelling method while Yulinda Ayu Lamuningtyas focuses on the development of children's language while the author focus on learning vocabulary.
2. Rani Gemelly Uswatun Hasannah in her thesis entitled "The Effectiveness of Storytelling Methods in Improving the Early Literacy Ability of Preschool Children (At Kindergarten Aisyiyah Bustanul Athfal 1 Samarinda)" in Rani Gemelly Uswatun Hasannah's thesis, emphasizes the benefits of storytelling methods to improve the literacy skills of young children early preschool, while the author focuses on early childhood vocabulary skills through storytelling method.

3. Ulya Ulfa Ferawati in her thesis entitled "Improving Language Skills with the Guidance-Based Storytelling Method in Group B1 Ra Muslimat Istiqlal Ploso Kudus Academic Year 2012/2013" in her thesis Ulya Ulfa Ferawati puts forward the benefits of storytelling methods to improve language skills in children at an early age, while the author puts forward the benefits of the storytelling method for learning vocabulary.
4. Fajriyati Fauziah in a journal entitled "Improving Early Childhood Language Development Through Storytelling Method" in the contents of the journal Fajriyati Fauziah explains how to improve early childhood language development using the storytelling method by utilizing the big book media and finger puppets have a significant role to improve children's language development. The more learning media used, the more children's language develops. The learning process using media, and innovative learning activities allow children to interact as much as possible with their partners so as to lead to excellent communication and better children's speaking skills. While the writer focuses on learning vocabulary through storytelling.
5. Rika Andriyani, Masrul Moh, Fauziddin in his journal entitled "The Effect of Storytelling Method on Vocabulary Ability of Early Childhood". the researchers drew the following conclusions: Vocabulary abilities of children aged 5-6 years at Taruna Pertiwi Pulau Kindergarten in group B before being given treatment were in the poor category, meaning that the vocabulary skills of children before being given treatment were lacking and not as expected. The vocabulary skills of children 5-6 years old at Taruna Pertiwi Pulau Kindergarten in group B after being given treatment were in the good category, meaning that by giving the treatment in the form of a storytelling method, the vocabulary ability of children increased from the poor category to the good category. vocabulary of children aged 5-6 years at Taruna Pertiwi Pulau Kindergarten, where it can be seen that there are differences in the form of increasing students' vocabulary skills before and after implementation by providing storytelling methods. The

journals of Rika Andriyani, Masrul Moh, Fauziddin have similarities with the research that will be examined by the author, namely using the storytelling method to learn early childhood vocabulary.

6. Sri Hartati, Eka Damayanti, M. Rusdi T, Dahlia Patiung in his journal entitled "The Role of Storytelling Methods in Early Childhood Language Development." Based on the results of the research previously described by Sri Hartati, Eka Damayanti, M. Rusdi T, Dahlia Patiung can conclude that the storytelling method has an important role in early childhood language development, namely speaking skills, listening skills and children's vocabulary skills. The storytelling method can improve speech skills for children. Then this research has similarities with the author, namely using the news method, but the author focuses more on children learning vocabulary.



CHAPTER III

RESEARCH METHOD

A. Type of the research

This research was conducted to explain how the implementation of the storytelling method for early childhood in helping vocabulary learning in TK muslimat NU Diponegoro 214 bantarwuni, Kembaran sub-district Banyumas regency, which is the result of a direct field study in TK muslimat NU Diponegoro 214 bantarwuni, Kembaran sub-district Banyumas regency. The approach used by the researcher is a qualitative field method with the aim of obtaining in-depth data in writing and orally.

This type of research is a qualitative research using Fied Research or field research, whose observations are carried out directly or indirectly in order to obtain information related to research. Bongdan and Taylor in (Moleong, 2013) state that qualitative research methodology is research that produces descriptive data, both in the form of spoken and written words from people or observed behavior. Kirk and Miller in (Moleong, 2013) define qualitative research as a special tradition in the social sciences, fundamentally dependent on the perspective of people in both its use and terminology..

B. The place and Time of the Research

This research was conducted at TK muslimat NU Diponegoro 214 bantarwuni, Kembaran sub-district Banyumas regency. Preliminary observational research was carried out on April 25, 2022. And this thesis research was carried out on October 31 – November 5, 2022. The reason for conducting research at TK muslimat NU Diponegoro 214 bantarwuni, Kembaran sub-district Banyumas regency is because the teachers in this kindergarten use the storytelling method when carrying out the teaching and learning process. Researchers are interested in choosing this school, considering that this school is a good institution. This school is a Nahdlatul Foundation, which is one of the schools that always strives to realize the

expectations of the government and society through a series of activities and work programs that are oriented towards improving the quality of education, quality, and character building of students in accordance with the Sunnah wal Jama'ah experts.

C. Subject and Object of the Research

1. The subject of the research The subject of the research are:
 - a. The principal, Mrs. Wida Trianingsih, and a teacher for TK B Muslimat NU Diponegoro 214 Bantarwuni, Kembaran sub-district Banyumas regency.
 - b. Students in TK B Muslimat NU Diponegoro 214 Bantarwuni, Kembaran sub-district Banyumas regency.

2. The Object of the research

The object of the study is the data source provided directly to the researcher. The object of this study is the teaching and learning process using storytelling method at TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran sub-district Banyumas regency.

D. Techniques of collecting data

Techniques Qualitative data collection/retrieval techniques are basically tentative because their use is determined by the context of the problem and the description of the data to be obtained.

A number of qualitative data collection techniques that are generally used in qualitative research include:

1. Observation

Observation or careful observation can be considered as one of the most appropriate ways of scientific research in the field of social science without having to cost a lot, so that research can be carried out. According to Yusuf, (2011) explains that observation is a careful and systematic

observation of an object, through observation a person can know the behavior of the object being observed. Furthermore, Moleong (1998) states that what is observed must be directed by the focus of a study, therefore in this study the things that are the focus of observation are related. The thing that is observed is activity. Furthermore, in order to remember what has been observed, the researcher makes notes using certain codes or symbols from the results of observations in the (Ferdiansyah, 2015).

Preliminary observations were made on November 15, 2021 by observing directly the learning process at the TK muslimat NU Diponegoro 214 bantarwuni, Kembaran sub-district Banyumas regency related to children's linguistic intelligence. The teacher starts the learning activities as usual with an opening according to the SOP, before the material is interspersed with storytelling, closing. Finally, before going home, he asked the child's feelings and sang a song before going home.

2. Interview

Interview is one technique that can be used to collect research data. Interviews can be defined as a process of meeting two people to exchange information and ideas through question and answer so that meaning can be constructed in a particular topic (Sugiono, 2009). Through interviews, researchers was find out more in-depth things about participants in interpreting situations and phenomena that occur that cannot be found through observation. Qualitative research often combines participatory observation techniques with in-depth interviews.

In this study, researchers conducted interviews (interviews) with the aim of obtaining as much data as possible that could be used in this study. The researcher conducted interviews with class teacher, student , and Mrs. Wida Trianingsih as the principal at TK Muslimat NU Diponegoro 214 Bantarwuni, twin sub-district to support the data needed by researchers.

3. Documentation

Documentation is a data collection technique by obtaining information from various written sources or documents available to the respondent or the place where the respondent resides or performs his daily activities (Sukardi, 2010).

The documentation used by the author to obtain information are:

- a. The learning method used in TK muslimat NU Diponegoro 214 bantarwuni, Kembaran sub-district Banyumas regency.
- b. Learning model at TK muslimat NU Diponegoro 214 bantarwuni, Kembaran sub-district Banyumas regency.
- c. Students in 2022 at TK muslimat NU Diponegoro 214 bantarwuni, Kembaran sub-district Banyumas regency.

E. Data Analysis Techniques

Data **in** this study the researcher used qualitative data analysis where the researcher went directly to the field to obtain data from the beginning to the end of the study. Then the data that has been obtained is processed systematically and logically, namely by describing the reality and circumstances that occur in the research object as it is, which is obtained both from the research subject and research information to conclude. The stages in the analysis of this research data are as follows

According to (Miles and Huberman, 1992) is divided into three streams of activities that occur simultaneously. The three paths are (1) data reduction (data reduction); (2) data presentation (data display); and (3) drawing conclusions. 1. Data Reduction Data in qualitative research is generally in the form of qualitative descriptive narratives, even if there are quantitative document data, they are also descriptive. There is no statistical data analysis in qualitative research. The analysis is narrative qualitative, looking for similarities and differences in information.

1. Data Reduction

Data reduction is a sensitive mental process that requires expertise and a great breadth and depth of understanding. For new researchers doing

data processing, they can then talk to friends or other people who are considered experts. During the discussion, the researcher's understanding will develop in order to narrow down the data to data that have important conclusions and value for theory development. (Hardani dkk, 2020).

To record in detail and carefully then from all the data obtained it is necessary to sort and discard data that is deemed unnecessary. After sorting the data, it will make it easier to determine a clearer picture pattern and make it easier for researchers to collect further data. This data reduction also provides convenience in presenting data and also for drawing temporary hypotheses. Researchers also need data analysis through data reduction. The researcher reduced the data obtained from the field so that he could focus on the chapters on vocabulary learning strategies using the storytelling method at TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency So that later it will help researchers in continuing data collection.

2. Presentation of Data

The presentation referred to by Miles and Huberman, is a structured collection of information that provides the possibility of drawing conclusions and taking action. The most frequently used presentation of qualitative data in the past was in the form of narrative text. The text is scattered, part by part rather than simultaneous, poorly structured, and grossly redundant. In such conditions, researchers become easy to make mistakes or act recklessly and rashly draw conclusions that are partial, isolated, and unfounded. Humans are not capable enough to process large amounts of information; His cognitive tendency is to simplify complex information into simplified and selective forms or configurations that are easy to understand. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcards and the like. By displaying the data, it was be easier to understand what is happening, plan further work based on what has been understood.

At the researcher presents is a strategy for developing early childhood vocabulary using the storytelling method at TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency so that researchers and readers can get an overview based on that description.

3. Withdrawal and Verification

Conclusions are the essence of research findings that describe the latest opinions based on previous descriptions or, decisions obtained based on inductive or deductive thinking methods. The conclusions made must be relevant to the research focus, research objectives and research findings that have been interpreted and discussed. Remember that research conclusions are not research summaries. In making conclusions, the data analysis process is continued by looking for the relationship between what was done (what), how to do (how), why it was done like that (why) and how the results were (how is the effect).

So, after the data and information have been collected and presented in narrative form then the next step is data verification. Re-checking the data that has been collected so that it can be verified about the truth of the theory of facts that exist with facts in the field, namely about the strategy for developing early childhood vocabulary using the storytelling method at Kdi TK Muslimat NU Diponegoro 214 Bantarwuni, Kembaran Sub-district Banyumas regency .

F. Data Checking Techniques

To test the accuracy of the data in this study, the researchers used triangulation method. According to Sugiyono, triangulation is a data collection method that combines information from various existing data collection methods and data sources. There is a triangulation divided into 3 (three), including the following:

1. Triangulation of Sources

Triangulation of sources, namely testing the credibility of the data by checking the data obtained with several sources. For example, in

research on vocabulary learning to test credibility, it can be done with teachers, school principals, students, and parents. The data obtained from the source is then described which views are the same and which are different. The information obtained can be drawn a conclusion then asked for an agreement between the sources.

2. Time Triangulation

In collecting qualitative data, a researcher must consider time. Because timing can affect the data to be obtained. The time of data collection in the morning, afternoon or evening will produce different data. As with data collected in the afternoon using this interview method, it will be possible for the informant to provide more complex answers. When testing data is different, it must be done repeatedly so that valid data can be obtained. In this study the researchers made observations from October 31 2022 to November 15 2022 in collecting data

3. Triangulation Techniques

Triangulation techniques to test the credibility of the data are done by checking the data to the same source with different techniques (Sugiyono, 2017). For example, collecting data about vocabulary recognition strategies using storytelling media by interviewing tutor teachers, then it can be tested again with observations while in class and documentation. As described above, the triangulation used in this study is source triangulation and technique triangulation. Using source triangulation, in the sense that researchers collect data from several different sources will then produce valid data. To dig up information about vocabulary learning strategies, researchers can seek information from school principals, teachers, and students. If the information provided by the respondents is different, then you can add other respondents so that they can produce valid data. Furthermore, the researcher uses technical triangulation, which means collecting the same data using different techniques to check the validity of existing data. To produce valid data about vocabulary learning strategies using the storytelling method,

researchers can use structured and unstructured interview techniques, which can then be strengthened by direct field observations and documentation during research activities.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The results of these studies were discussed in this formal study. The process is based on observation, interviews and documentation in order to answer the research questions.. the researcher discusses the result of the research which is done in TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency. the discussion gives the explanation

A. How Is The General Description Of Learning Proces Using Storytelling Method In Tk Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency

1. Teaching and Leaning Activities at TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency

Learning activities at the TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency, start at 07.30 WIB until 10.30 WIB. Every morning, in front of the gate, there is a teacher who is welcoming the child. The children came one by one to the place of study, escorted by their respective guardians. Then, the children take the iqra to recite the Koran with the teacher. When the time shows 07.30 WIB, the bell rings, the children run to the front of the class, they line up and get ready to do memorizing activities such as asmal husna, short letters, prayers and daily prayers. the teacher prepares a line of children with the signal “hands out, move”, and the like. A teacher served as a guide in front. They perform rote activities with compactness and enthusiasm. After the line at the front of the class, the children are still at the front of the class. The teacher asks questions before the child enters the class, such as mentioning the vocabulary that has been learned before, summing and so on. Then, the child who can answer the teacher's questions can enter the class. Then, the children sit according to the groups that have been arranged by the teacher. Before starting the lesson, the teacher said the opening greeting and was greeted by the children. After that, the teacher invites students to pray before the activity, recite two sentences of creed, recite prayers for both parents, read short suras, short

hadiths, asmaul husna, clapping, and singing. Then, the teacher asks how the children are doing one by one, takes attendance, asks about what day, what month, what year, asks how they feel today or tells about activities before arriving at school.

Before entering the core activities, the teacher discusses a little about the last day's learning activities and the vocabulary that was learned the previous day and continues by discussing the theme and sub-theme of the day then the teacher tells a fairy tale related to today's sub-theme, the story told It also contains the vocabulary that will be learned.

Then, entering the core activities of the teacher, involving the children to perform each learning activity and understanding the information obtained about the theme of the material being studied today. Like today, we learn about the theme of my environment with the sub-theme of rice fields. In the first activity, the teacher asked the children to leave the classroom and go to the rice fields, which were close to the school. Some children still remember the story told by the teacher earlier, such as the child being able to name the objects in the rice fields, such as rice field people, hats and so on. Then the teacher demonstrates how to walk in the fields and then the children follow up one by one this activity can train children's physical motor skills. after all children try to walk in the fields, the children returned to class and continued their activities in class.

Today's art activity is making hats and after they are colored, you can cut them out, the children are free to choose the colors provided by the teacher, after that the children are invited to cut out the ones that have been colored. In coloring and cutting activities, it can train children's fine motor skills and gross motor skills can be honed, children can also recognize various colors, practice independence in completing tasks, and train children's creativity. in the next activity the children work on questions in the form of additions to the Exercise book after the children complete the questions the children are asked to compile the vocabulary learned today.

today the children are taught capping vocabulary and the children begin taking turns assembling letters in the correct order.

In the final activity, the teacher invites students to tidy up the tools and materials that have been used by the children and tidy up the place they have occupied for learning, then at 09.30 WIB, it is time for a break and before recess, the children return to their seats and prepare to pray to eat after praying, they want to eat, the children line up to wash their hands before eating.

At 09.30 WIB, the bell rang the children rushed into the classroom the children prayed after eating. Then, the teacher reflects by asking the students' feelings while participating in today's activities or learning activities, conducts a question and answer session regarding today's learning material, the teacher also reviews the learning activities carried out and the vocabulary learned today.

regards. The children marched out of class, saying goodbye by kissing Mother's hand one by one. Then the child rushed to pick up the book. Practice reading. Reading practice activities are carried out after school activities

The storytelling method for learning vocabulary has been carried out in TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency since the establishment of this school, storytelling activities are carried out after the opening activities and before the main activities. usually, the teacher tells stories using property or without property. and the story material is adapted to the theme of the day so that children more easily understand the material in the core activities.

The research results show that Tk Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency uses the storytelling method before carrying out the core activities aiming at the child having an idea of what material will be taught. using the method of telling stories to children aims to learn vocabulary to children. For kindergarten children, listening to interesting stories when the teacher

reads them is an exciting activity. Teachers can use storytelling activities to learn vocabulary for children and children don't get bored easily when listening to stories.

B. What Are the Stages of Implementation of The Story Method in Learning Vocabulary in Tk Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency

1. Implementation of the Story Method in Learning Vocabulary in TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency

a. Preparation

1) Personal preparation

Educators at TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency prepare themselves to carry out their activities as an educator, such as preparing prime body condition starting from the body as a whole and sound. This preparation is not only carried out when carrying out learning using the story method, but is carried out in all daily learning at the TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency. In addition to physical preparation, educators also prepare story materials before learning. From the story material, only stories that have educational values and are in accordance with the development of students are selected and used. Before entering the class, the teacher first reads and understands the contents of the story so that the message contained in the story can be absorbed/understood properly by students. as said by the principal during the interview on November 1st, 2022

“we usually study in advance what story material we will convey, or we usually use spontaneous stories of origin according to the theme and vocabulary to be learned”

2) Technical preparation

Technical preparation by educators at TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency :

- 1) RPPH
- 2) Material
- 3) Media

The educators of the TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency, carry out a teaching preparation planning program in which the teacher looks at the teaching schedule and the curriculum used. In implementing the story method, the teacher first determines; the theme that will be given to children, previously educators have prepared lesson plans in daily activity units..

The daily activities start with planning, implementation, and evaluation. and in compiling daily and weekly activity units, educators at TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency, refer to the Integrated Curriculum and Curriculum Competency Standards which are adapted to the circumstances at TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency.

In preparation for the material to be conveyed in the storytelling activity, the teacher chooses story material that is by today's theme and contains elements of the vocabulary to be learned, usually obtained from the internet, storybooks, or the imagination of the teacher.

Then in the delivery of the story method on the theme of the scarecrow story. For this story activity, the teacher arranges the position of the students. Students endeavored to carefully follow the story and get used to being interactive with educators. It all starts with mastery of the class by the educator. Learning begins

when students enter the classroom and the teacher follows them by greeting them. Then the students answer the greeting together. After they are conditioned by the teacher to sit in their respective places. Then the teacher stands in front of the students with a flannel board. According to an interview with Mrs. Sekar as a class teacher on November 1st, 2022, he said :

“After seeing the rpp, we prepare our script and the source can be from the internet, books or spontaneously, but usually we often use it from the internet or spontaneously. then we prepare the media if needed. we use the media that is already in school.”

The preparation stage here is not the same as Tarigan's opinion, but preparation like this is also effectively carried out in at TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency

2. The Preparation of Teaching by Using storytelling

In preparation for learning vocabulary using storytelling, the teacher prepares several learning media. First, the teacher prepares topics or scripts that will be told this story can come from various sources such as the internet, spontaneity and story books. The contents of the story are adjusted to what vocabulary will be taught and what theme is today.

Second, the teacher prepares the method used in learning using storytelling, there are several methods that teachers usually use in storytelling including storytelling without tools, storytelling with direct props, storytelling with pictures, storytelling using flannel boards, reading stories, plays puppets with puppet stage, Story-Based Fantasy Gymnastics.

Third, after choosing the method used, the teacher prepares the properties that will be used to convey the story.

After the opening SOP, the teacher reviews the material and vocabulary that was taught yesterday and then conveys the subject matter to be taught.

for example the image below:



Figure 1. The teacher telling stories in front of the class

Next, the teacher asks a child to come forward to retell the story or experience taught by the teacher yesterday.

for example the image below:



Figure 2. The student telling stories in front of the class

Then the teacher gave appreciation to the children who advanced telling stories in front of the class. continued with the teacher telling stories according to today's theme then at the end of the story the teacher teaches new vocabulary then the teacher writes the vocabulary on the blackboard. After explaining the new vocabulary that is being learned, the child is asked to write/compose/pronounce it, as shown in the example image below:



Figure 3. Sticking vocabulary on a flannel board

Before closing the story telling session the teacher reviews the vocabulary that has been learned and then continues with the main activity. According to an interview with Mrs. Sekar as a class teacher on November 1st , 2022, she said :

“Storytelling activities are carried out after the opening soup activities, then before studying the main activities, we will give a brief description of what material we will learn today through storytelling activities. then we also give the children the opportunity to tell stories and the final activity tells the children to arrange the words they have learned”

3. The Process of Teaching by Storytelling

Dhien (2009) suggests, based on the type of media used, the storytelling method is divided into several forms, including:

a. Storytelling method with props.

The storytelling method with props is a storytelling method using media or supporting tools so that the story conveyed is clearer. in Kindergarten Muslimat NU Diponegoro 214 Bantarwuni Twins, Banyumas District, the storytelling method with props is divided into two, namely direct props and indirect props (Robiatul Mujanah, 2021). in TK Muslimat Nu Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency in the storytelling method with props is divided into two, namely direct props and indirect props.

- 1) Direct props, such as using real objects or real objects, such as flowers.
- 2) Direct props, such as using real objects or real objects, such as flowers.
- 3) Indirect props, such as using objects that are not real tools, such as imitation objects, pictures, flannel boards, reading stories, puppet plays, dolls resembling puppets made of cardboard.

b. Storytelling without props

Storytelling without props is a storytelling activity carried out by teachers or parents without using media or props that are shown to children. Storytelling without props is a form of storytelling that relies on the storyteller's ability to use facial expressions, pantomime (gestures), and the narrator's vocals so that those who listen can relive it in their fantasies and imagination. The teacher must pay attention to facial expressions, and body movements and the teacher's voice must be able to help the child fantasy to imagine the things the teacher is telling (Robiatul Mujanah, 2021). usually, the storytelling method without teaching aids is often used TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency when there is not much time for storytelling sessions.

c. Storytelling method while singing

In the story-telling method, while singing, the teacher can use a tool in the form of a sound system or speaker to play children's songs, folk songs to national anthems in addition to storytelling activities (Robiatul Mujanah, 2021). The method of telling stories while singing is usually chosen when there is a song related to the theme of that day, for example when telling one of the heroes, Mr. Ir. Soekarno, and can be accompanied by the national anthem. Besides the teacher being able to entertain students, the teacher can also teach the history of the heroes using cheerful delivery with the help of the songs being played.

d. The storytelling method is by reading the story material directly from the book

In this method, the teacher can convey stories, poems, and fairy tales from story books directly. This activity provides teaching that focuses on messages that children will catch and understand. The message can be in the form of the right actions, and good attitudes that children must do (Robiatul Mujanah, 2021). However, this method is rarely used by teachers TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency because teachers tend to use story scripts originating from the internet or spontaneously. According to what was explained in the interview on 2 November 2022 Mrs. Wida said:

“Usually we use several media when telling stories, such as telling stories with hand puppets, with pictures and so on. but if we have activities outside of class and preparation for competitions, we prefer to shorten the time by telling spontaneous stories without props in order to shorten the time”

4. Students Understanding in Learning Vocabulary by Using Storytelling Method

After conducting observations and interviews, it can be concluded that most students listen to stories, and they are assisted in learning,

especially in learning vocabulary. Most of the students were enthusiastic when listening to the story. with the teacher using the storytelling method in learning vocabulary, it becomes easier for students to understand and remember the material. The use of stories in learning vocabulary is very helpful for the students' understanding. The teacher conveys the material using the storytelling method very clearly so that students can clearly understand the material being studied.

a. Student responses in learning vocabulary by using story telling

After conducting observations and interviews, the researchers can conclude that most students enjoy learning vocabulary using the storytelling method. Students look very enthusiastic and pay attention to the teacher when delivering the material. Interesting props make students feel happy. Even during the question-and-answer session, the children were enthusiastic in answering questions from the teacher.

The implementation of the storytelling method to introduce, provide information or explanations about new things to convey learning that can increase children's vocabulary because storytelling is an exciting activity of reading fairy tales.

Improving the vocabulary skills of children aged 5–6 years by giving children the opportunity to interact with the park, namely, children are given the opportunity to often come to the front of the class during the learning process, so that children are motivated to increase their courage and confidence to answer questions from the teacher.

Generally, children really like reading fairy tales. Often children themselves take fairy tale books and offer them books to adults or older people to read. Even children fairy tales they have heard. It sounds beautiful and fun, but that doesn't mean all children have the same behavior in response. Feels like an interview with one of the students in TK Muslimat NU Diponegoro 214 Bantarwuni

Kembaran Sub-District Banyumas Regency named ayas on november 3 2022 he said :

"I like listening to the teacher's stories"

5. Evaluation Of the Implementation of Storytelling Method

After carrying out the storytelling activity the teacher carries out the evaluation activity by asking the child to recall the vocabulary that has been learned and asking the child to arrange the vocabulary that has been learned, usually through the activity of composing letters or writing on the board

Carrying out storytelling programs regularly and continuously in schools can have a significant impact on children's vocabulary. For this reason, researchers want to know how children change when before and after listening to fairy tales regularly and continuously. Interview with Mrs. Wida at 15th november 2022, From the results of interviews with researchers about this, the teacher educator who is a resource person explains:

"The difference is if before storytelling they don't know about something, such as a new vocabulary or they already know it but they don't know the name, then after the storytelling is carried out, they gain knowledge about certain things by the theme or story conveyed in the storytelling. Then after knowing it they try to use the vocabulary in everyday life."

From the description above, it can be seen that storytelling activities have provided quite good vocabulary learning in the learning process of children at school. When getting material through storytelling the effect is immediately visible to children, they begin to pronounce the vocabulary and the child can feed on the vocabulary.

After explaining the implementation of the storytelling method in learning vocabulary at the TK Muslimat Nu Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency, the researcher found several

research findings to answer the research problem. The findings can be classified as follows:

1. The Use of Storytelling in Teaching Vocabulary

The observation results show that the application of the storytelling method in vocabulary learning at TK Muslimat NU Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency has been implemented well because the teacher uses the storytelling method in learning vocabulary. According to Leonhart (in Irenaningtyas, 2001) when reading stories, children will learn to understand the language of books and learn to correct words that will add to their vocabulary. The same thing was also stated by (Robbins & Ehri, 1994) in their research on kindergarten-aged children, which showed that there was an effect of reading stories on the mastery of new vocabulary for children.

From the words and sentences in the story, children can get to know new words that they do not know yet, thus increasing their vocabulary. Another study conducted by (Roointan and Mousavi, 2014) stated that the storytelling method impacts children's verbal intelligence and vocabulary. preschool. The results of his research show that teaching through storytelling affects children's verbal intelligence and its components, including vocabulary, similarities, information, computation, and comprehension. Many psychologists believe that language skills help children a lot in Mental growth. Psychologists find that storytelling plays an Important role in comprehension and children can acquire more words in everyday conversations and understand more meanings of words. How are children learning new words obtained from listening to stories read, explained by (Sénéchal, 1995) in several stages as follows:

- a. Children must be able to store and recall the phonology represented by the words in the story;
- b. Interpreting clues from the semantics, syntax and context of images to forces the memory to look for potential meanings in terms of learning

synonyms with the aim of facilitates the process of drawing conclusions according to the words in the story;

- c. Selecting or constructing the appropriate meaning;
- d. Connecting the meaning of the word shown with the phonology represented by the words in the story;
- e. Unify and store new knowledge with basic knowledge. Words that are obtained, understood, associated and stored become access to process new information in the future.

According to Nagy et al. (in Irenaningtyas, 2001) it is observed during these stages that the best way to learn new words is when the child listens to stories to combine them with the child's previous knowledge. By telling stories, children learn a lot of new words and can learn to improve sentences. Thus, it will further emphasize the importance of language development in children. (Musbikin, 2010).

Children's stories or stories have a lot to do with sound or language. Narrators or readers of stories can usually imitate the voices of people (animals, people, grandmothers, children, etc.). Based on this, we can emphasize that stories are a tool for language learning that has a great deal of meaning for children. Additionally, stimulating children's imagination so that children can be more creative. As mentioned earlier, the brain can't distinguish between real and imagined rules. Thus, when children read a story, they see it as it happens in the story. (Suyadi, 2014). The imagination that appears to them is related to the environment or events seen in everyday life. This is the same as what was stated by (Yulianti, 2010), that the storytelling method is one of providing learning experiences for children because it contains messages and information. By reading stories orally either by reading directly or using teaching aids can develop children's imagination.

Through stories, educators can stimulate speaking skills and increase children's vocabulary, especially for toddlers or babies who are learning to speak. It cannot be denied that the environment has a great

influence on children, so that early childhood who are in a period of excellent development must be considered. For example, language education is not only applied by teachers, but to support it, parents must be more actively involved. Considering that the influence of parents is huge, especially since mother tongue is the first language that children know and the profile of parents is a role model for their children.

Telling a story in this case involves body gestures and language styles. Even though parents have limitations in such abilities, in practice this does not have a big effect because children will feel comfortable just by being close and listening to language or stories from parents, especially mothers. The statement is in accordance with what was conveyed by Bachtiar S. Bachri (Bachri, 2005), is one of the most prominent language functions in preschoolers.

The presence of interrogative sentences. Even though they can ask a question with a pretty good sentence structure, children often ask because of their growing interest in the process.

Based on some explanations above, it can be seen that almost all child education experts agree about stories as a medium for learning language and learning vocabulary which is very rich. talkah) language development is much faster. However, children who are cared for by quiet non-mute caregivers was cause the child to have difficulty speaking until he is an adult (Suyadi, 2014). Therefore, whether the child's speech ability is developing or fluent, he also requires the support of the closest people around him.



CHAPTER V

CONCLUSSION AND SUGGESTIONS

This chapter discusses conclusions based on data analysis revealed from the research findings and discussion presented in the previous chapter, and some suggestions regarding the findings to provide improvement and motivation for teachers, researchers, and contributions to future research.

A. Conclusion

Based on the findings and discussion in the previous chapter of this research, the researcher concludes the following statement:

The results of the data analysis show that some of the preparations made by the teacher before using the storytelling method to learn vocabulary include preparation which is divided into two, namely personal preparation and personal preparation. Personal preparation includes preparing for prime body condition, apart from preparing the teacher's physical condition as well as preparing material that will be used to tell stories.

The technical preparation includes preparation before storytelling activities includes preparation of story material and properties that used if using the storytelling method with properties. Then the activity begins with with the teacher reading the story then the children take turns telling the story in front of the class., at the end of evaluation actifity, the teacher asks the child to name the voucabulary that has been learned and then asks the child to compose or write the word.

B. Suggestion

From the research results obtained, the authors put forward some suggestions as follows:

1. For teacher

The teacher is expected to be able to provide a variety of other storytelling methods and use some varied props so that children do not get bored. An example of using the storytelling method with multimedia so

that children are more enthusiastic in listening because of the sound effects used in storytelling

2. For further researchers

To future researchers, especially those with similar problems and interest in conducting research, it is suggested that this research can become a reference to solve this problem. Researchers also seek this research can be useful for other researchers who want a comparative study held. Lastly, it is also possible for researchers to apply this technique to other's skill or level

C. Closing Remarks

All praise belongs to my lord. Thanks to his grace and guidance, the writer was able to finish writing the thesis entitled The Implementation of Story Telling Method for Teaching Vocabulary for Early Children in TK Muslimat Nu Diponegoro 214 Bantarwuni Kembaran Sub-District Banyumas Regency The hopes and prayers of the author, hopefully, this thesis useful for the authors themselves and other researchers. Also, the researcher is fully aware that the thesis still has many shortcomings. This is solely due to the limitations of the intellectual abilities that researchers have. Therefore, the researcher expects constructive suggestions and criticism from readers for improving future works. Finally, I hope this thesis will be useful for all readers

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APPENDIXES



**Daftar Pertanyaan Wawancara di TK Muslimat Nu Diponegoro 214
Bantarwuni Kembaran Sub-Districte Banyumas Regency:**

Kepala sekolah :

1. Sudah berapa lama metode storytelling di terapkan TK Muslimat Nu Diponegoro 214?
2. Mengapa dilaksanakan kegiatan belajar mengajar dengan storytelling TK Muslimat Nu Diponegoro 214?
3. Apakah guru memiliki kesulitan saat melaksanakan kegiatan belajar mengajar dengan storytelling TK Muslimat Nu Diponegoro 214?
4. Apakah pihak sekolah mengadakan pelatihan khusus bagi guru untuk melaksanakan kegiatan belajar mengajar dengan metode storytelling di TK Muslimat Nu Diponegoro 214?
5. Apakah guru pendidik diwajibkan untuk menguasai metode mengajar menggunakan storytelling?
6. Apakah metode storytelling digunakan untuk mempelajari kosa kata pada anak?
7. Apa alasan TK Muslimat Nu Diponegoro 214 harus menggunakan metode mengajar dengan storytelling untuk mempelajari kosa kata?

Guru :

1. Apa perbedaan yang diperlihatkan oleh anak sebelum dan sesudah kegiatan belajar mengajar dengan metode storytelling?
2. Apa pengaruh yang langsung terlihat pada anak dalam kegiatan belajar kosa kata dengan metode storytelling?
3. Bagaimana dampak kosa kata anak didik setelah beberapa kali melaksanakan kegiatan belajar mengajar dengan metode storytelling?

Murid

1. Apakah kamu senang jika ibu guru sedang membacakan cerita ?
2. Apakah kamu bosan Ketika ibu guru sedang membacakan cerita?
3. Apakah kamu memahami isi cerita yang ibu guru sampaikan ?
4. Bagian apa yang kamu suka Ketika ibu guru sedang bercerita?
5. Apakah kamu suka belajar kosa kata dengan bercerita?
6. Apakah kamu berani Ketika ibu guru memintamu untuk bercerita di depan kelas?

Transkrip Wawancara di TK Muslimat Nu Diponegoro 214

Informan : Kepala sekolah

Pendidikan : TK

Tanggal Wawancara : Senin, 31 September 2022

Kepala sekolah

1. Sudah berapa lama metode storytelling di terapkan TK Muslimat Nu Diponegoro 214?

“Sejak TK Muslimat Nu Diponegoro 214 berdiri, mengingat TK Ketilang berdiri sebelum teknologi berkembang seperti sekarang, dimana anak-anak sudah dapat mendengarkan cerita melalui media digital, maka metode storytelling adalah metode yang tepat untuk menyampaikan materi kepada anak”

2. Mengapa dilaksanakan kegiatan belajar mengajar dengan storytelling TK Muslimat Nu Diponegoro 214?

“Banyak sekali manfaat storytelling pada anak usai dini, salah satunya yaitu anak dapat mempelajari kosa kata baru melalui metode ini”

3. Apakah guru memiliki kesulitan saat melaksanakan kegiatan belajar mengajar dengan storytelling TK Muslimat Nu Diponegoro 214?

“kesulitan yang di alami guru yaitu ketika guru tidak mempunyai banyak waktu untuk menjelaskan cerita pada saat banyak kegiatan lomba atau ada kegiatan outing class pada hari itu , sehingga guru tidak dapat menjelaskan sejara maksimal sehingga guru tidak sempat menggunakan alat peraga”

4. Apakah pihak sekolah mengadakan pelatihan khusus bagi guru untuk melaksanakan kegiatan belajar mengajar dengan metode storytelling di TK Muslimat Nu Diponegoro 214?

“tidak , kita belajar melalui media social seperti youtube dan referensi lainya”

5. Apakah guru pendidik diwajibkan untuk menguasai metode mengajar menggunakan storytelling?

“Storytelling adalah salah satu metode mengajar yang harus dikuasai guru, maka jika lebih baik semua guru menguasainya, meskipun setiap guru memiliki kelebihan masing-masing di setiap bidang”

6. Apakah metode storytelling digunakan untuk mempelajari kosa kata pada anak?

“ya tentu, karena dalam metode storytrelling anak dapat memperoleh kosa kata baru , dan pada metode ini anak dapat lebih mudah memahami materi yang di sampaikan oleh guru”

7. Apa alasan TK Muslimat Nu Diponegoro 214 harus menggunakan metode mengajar dengan storytelling untuk mempelajari kosa kata?

“ karena metode bercerita dipandang mampu menghipnotis anak untuk dapat mengembangkan daya Imajinasinya, meningkatkan daya konsentrasi, meningkatkan perilaku anak dan dapat menambah kosa kata anak “

Transkrip Wawancara di TK Muslimat Nu Diponegoro 214

Informan : Guru

Pendidikan : TK

Tanggal Wawancara : Senin, 31 September 2022

Guru

1. Apa perbedaan yang diperlihatkan oleh anak sebelum dan sesudah kegiatan belajar mengajar dengan metode storytelling dalam segi kosa kata?

“ sebelum di bacakan dongeng banyak anak yang belum mengetahui suatu hal , dan setelah di bacakan dongeng mereka dapat mempelajari kosa kata baru , anak juga mampu menulis dan memahami makna kosa kata baru”

2. Apa pengaruh yang langsung terlihat pada anak dalam kegiatan belajar kosa kata dengan metode storytelling?

“ anak dapat menyebutkan kosa kata yang telah di pelajari Ketika anak di ajak outingclass , contohnya jika pada hari itu sedang di bacakan tentang tema sawah dan guru mengajarkan kosa kata caping lalu anak di ajak outing class dan anak melihat pak tani melihat caping , anak langsung menyebutkan kata tersebut”

3. Bagaimana dampak kosa kata anak didik setelah beberapa kali melaksanakan kegiatan belajar mengajar dengan metode storytelling?

“bertambahnya pembendaharaan kata anak , dan anak dapat menggunakan kosa kata tersebut dalam aktivitas sehari-hari”

Lembar Reduksi Data

Tema pokok	Tema	Transkrip Wawancara	Interprestasi
<p>1.Kesesuaian penerapan prinsipprinsip storytelling di TK Muslimat Nu 214</p>	<p>Penerapan metode storytelling di sekolah Taman Kanak-kanak Ketilang</p> <p>a. awal mula penetapan metode story telling dan motivasi di teapkan ?</p>	<p><i>“Sejak TK Muslimat Nu Diponegoro 214 berdiri, mengingat TK Ketilang berdiri sebelum teknologi berkembang seperti sekarang, dimana anak-anak sudah dapat mendengarkan cerita melalui media digital, maka metode storytelling adalah metode yang tepat untuk menyampaikan materi kepada anak dan metode storytelling dapat mudah untuk mempeajari kosa kata pada anak”</i></p>	<p>Kegiatan storytelling sudah ada sejak TK Muslimat Nu 214 berdiri , dengan ,motivasi yang di harapkan tercapai melalui program rutin dongeng bagi anak usia dini. Informasi yang di sampaikan oleh guru pendidik dapat diterima dengan baik oleh anak melalui kegiatan mendongeng. Salah satu keunggulan mendongeng di sekolah ini disesuaikan dengan tema pada hari itu sehingga anak dapat pengetahuan sesuai yang akan di pelajari.</p>
	<p>b. Guru pendidik dalam melaksanakan penerapan kegiatan belajar mengajar dengan storytelling di sekolah</p>	<p><i>“Banyak sekali manfaat storytelling pada anak usai dini, salah satunya yaitu anak dapat mempelajari kosa katabaru melalui metode ini”</i></p> <p><i>“kesulitan yang di alami guru yaitu ketika guru tidak mempunyai banyak waktu untu menjelaskan cerita pada saat banyak kegiatan lomba atau ada kegiatan outing class pada hari itu , sehingga guru tidak dapat menjelaskan sejara maksimal sehingga guru tidak sempat menggunakan alat peraga”</i></p>	

	<p><i>“Storytelling adalah salah satu metode mengajar yang harus dikuasai guru, maka jika lebih baik semua guru menguasainya, meskipun setiap guru memiliki kelebihan masing-masing di setiap bidang”</i></p> <p><i>“meningkatnya pembendaharaan kata anak, dan anak dapat menggunakan kosa kata tersebut dalam aktivitas sehari-hari”</i></p>
<p>c. Penerapan kegiatan belajar kosa kata melalui storytelling</p>	<p><i>“ karena metode bercerita dipandang mampu menghipnotis anak untuk dapat mengembangkan daya Imajinasinya, meningkatkan daya konsentrasi, meningkatkan perilaku anak dan dapat menambah kosa kata anak “</i></p>

<p>2. Efektifitas storytelling dalam meningkatkan kosa kata anak</p>	<p>pengaruh dari kegiatan storytelling pada kosa kata anak didik di sekolah</p>	<p><i>“ sebelum di bacakan dongeng banyak anak yang belum mengetahui suatu hal , dan setelah di bacakan dongeng mereka dapat mempelajari kosa kata baru , anak juga mampu menulis dan memahami makna kosa kata baru”</i></p> <p><i>“ anak dapat menyebutkan kosa kata yang telah di pelajari Ketika anak di ajak outingclass , contohnya jika pada hari itu sedang di bacakan tentang tema sawah dan guru mengajarkan kosa kata caping lalu anak di ajak outing class dan anak melihat pak tani melihat caping , anak langsung menyebutkan kata tersebut”</i></p> <p><i>“meningkatnya pembendaharaan kata anak , dan anak dapat menggunakan kosa kata tersebut dalam aktivitas sehari-hari”</i></p>	<p>Storytelling dapat dianggap efektif dalam mempelajari kosa kata karena dalam storytelling anak dapat menemukan kata barun dan dapat mengetahui makanya dengan mudah di pahami sehingga anak tidak merasa kesulitan dalam memahami kosa kata baru.</p>
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Hasil observasi

Tanggal	Obsevasi pengamatan	Hasil observasi
31 september 2022	guru pendidik menggunakan metode storytelling dengan papan flannel	<ul style="list-style-type: none"> - Guru menanyakan pada anak-anak tokoh apa saja yang kira-kira akan di munculkan pada hari ini - Guru sangat ekspresif dalam memerankan berbagai tokoh - Guru tampak komunikatif dalam menyampaikan isi dongeng - Guru mengajarkan kosa kata caping ,sawah dan padi.
1 november 2022	Guru pendidik menggunakan metode storytelling tanpa properti	<ul style="list-style-type: none"> - guru menunjuk siswa untuk maju kedepan untuk bercerita tentang kegiatan apa saja yang di lakukan kemarin - Di lanjutkan guru mengulang materi kosa kata yang di ajarkan kemarin - Kemudian guru memulai cerita sesuai dengan tema hari ini yaitu kebunku - Guru mengajarkan kosa kata nama bunga dan buah

2 november 2022	<ul style="list-style-type: none"> - Guru pendidik menggunakan metode storytelling bermain peran 	<ul style="list-style-type: none"> - Guru mengawali dengan mengulang kosa kata yang telah di pelajari kemarin - Kemudian guru meminta anak untuk bercerita mengenai kegiatan kemarin di depan kelas - Di lanjut dengan kegiatan bercerita - Hari ini bertema took, guru meminta beberapa anak untuk bermain peran . ada yang menjadi kasir dan pembeli. - Kosa kata yang dipelajari pada hari ini adalah toko, kasir dan nota.
3 november 2022	<ul style="list-style-type: none"> - Guru pendidik menggunakan metode storytelling menggunakan alat peraga 	<ul style="list-style-type: none"> - Di awali dengan mengulang materi hari kemarin - guru meminta anak untuk bercerita di depan kelas - di lanjutkan dengan kegiatan bercerita - tema hari ini adalah jalanan - guru bercerita dengan menunjukan beberapa symbol- simbol rambu lalu lintas - kosa kata yang di pelajari hari ini adalah nama-nama rambu lalu lintas

<p><u>4 november 2022</u></p>	<ul style="list-style-type: none"> - guru menggunakan metode storytelling tanpa properti 	<ul style="list-style-type: none"> - Guru mengulang materi kemarin - Pada hari ini guru tidak terlalu banyak menjelaskan materi dongeng dikarenakan anak-anak akan melaksanakan kegiatan outingclass di mini market - Pada saat di mini market anak dapat menyebutkan kosa kata yang telah di pelajari sebelumnya.
<p>5 november 2022</p>	<ul style="list-style-type: none"> - Guru menggunakan metode storytelling tanpa properti 	<ul style="list-style-type: none"> - Guru meminta anak menceritakan kegiatan kemarin di depan kelas - Di lanjutkan dengan kegiatan bercerita dengan tema sungai - Kosa kata yang di pelajari hari ini adalah macam-macam hewan yang ada di sungai
<p>12 november 2022</p>	<ul style="list-style-type: none"> - guru menggunakan metode storytelling tanpa prperti 	<ul style="list-style-type: none"> - Guru meminta anak untuk menceritakan kegiatan kemarin - Di lanjutkn dengan kegiatan bercerita - Tema pada hari ini adalah sekolah - Kosa kata yang di pelajari adalah nama-nama ruangan yang ada di sekolah
<p>14 november 2022</p>	<ul style="list-style-type: none"> - Guru tidak melaksanakan kegiatan bercerita 	<ul style="list-style-type: none"> - Tidak ada kegiatan bercerita - Guru focus untuk melatih anak untuk lomba

15 november 2022	- Guru tidak melaksanakan kegiatan bercerita	- Guru focus untuk melatih anak untuk lomba
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Photo of storytelling activities at TK Muslimat Nu 214





Sertifikat

Nomor : 180/K.LPPM/KKN.49/05/2022

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
menyatakan bahwa :

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Fakultas/Prodi : TARBIYAH DAN ILMU KEGURUAN / PIAUD

Telah Mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-49 Tahun
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Purwokerto, 30 Mei 2022
Ketua,

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pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan



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NIM : 1817406014

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