

# Proceedings

International Seminar & Workshop

On

Education and Design Research

Held on 28<sup>th</sup> - 30<sup>th</sup> September 2013

Graduate Program Padang State University



Bank Nagari

# **Proceedings**

## **International Seminar & Workshop On Educational and Design Research**

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## PREFACE

Numerous researchers, practitioners, and policy makers have criticized many of the findings from educational research as having little impact on practice, or even on the evolution of theory. In part, this is because the priorities of scholars are often divergent from those who are immersed in policy and practice. At times, researchers select problems to study because of a desire to resolve some point of theory only loosely connected to educational practice, out of curiosity, or perhaps primarily because the situation invites the use of a favorite methodology. On the other hand, design-based research (DBR) is a promising approach to finding solutions to significant educational problems that we, as teachers, experience in the classroom. DBR has been hailed as a new and practical set of methods for coming to understand teaching, learning, policy, and practice, and for creating interventions, tools, and technologies that impact these domains towards educational improvement.

Padang State University recognized the importance of design-based research in the field of education, the graduate program Padang State University held an International Seminar and workshop on Educational Research & Design held on 28th to 30th September 2013. Our vision behind organizing this seminar was to provide a platform to bring educators, researchers, practitioners, and doctoral students to solve educational problems in Indonesia.

First and foremost our heartiest thanks to Director Postgraduate Programs of Padang State University, Prof. Dr. Agus Irianto, and Vice Director Prof. Dr. Gusril, M.Pd. and Prof. Dr. Rusdinal, M.Pd. for hosting and organizing this seminar and workshop.

We sincerely thank all the authors who were part of this seminar and enlightened us with their work related to theme of the seminar. We are also grateful to Prof. Dr. Tjeerd Plomp, Prof. Dr. Wahyu Widada, Dr. Wang Qiyun, Prof. Dr. Dian Armanto, M.A., M.Ed., M.Sc., and Prof. Dr. Ahmad Fauzan, M.Pd., M.Sc. as invited speakers. We would like to thank Drs. Ardoni, M.Si., (Dr. Cand.), Muhammad Kristiawan, M.Pd., (Dr. Cand.) Prof. Dr. Tjeerd Plomp, and Prof. Dr. Ahmad Fauzan, M.Pd., M.Sc. for reviewing the papers.

We hope, in the next few years, some more seminars would come up in this region on a diverse range of several current and emerging key educational sector areas. We hope that the proceedings of the seminar will be useful for the educators, researchers, practitioners, and doctoral students.

**Arwendria**  
*Committee*

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# THE DEVELOPMENT OF STORY TELLING MODEL FOR CHILDREN IN KINDERGARTEN (RESEARCH DESIGN)

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Dosen PNSD Kopertis X Padang

## ABSTRACT

This research aims are Analyzing and identifying the problems in applying story telling for kindergarten children of 5-6 years old recently. Education is very urgent for the 5-6 years Kindergarten students in order to develop *multiple Intelligences*, gifted potencies. Based on neurological study, according to Berk (2006:182), infant brain develops very rapidly at the early years of his/her birth, which produces trillions of inter-neuron bonds exceeding his/her needs. The bonds are reinforced by many psychological stimuli and the unreinforced ones will get antrophy, which in die (disfunction). The function of education for *the golden age* kindergarten students are not only to provide learning experiences but also to function to optimize the development of his or her capabilities of intelligent. Related to it, some efforts to stimulate his or her brain development is needed one of which is that to develop his or her language development based on his or her characteristics through the use of story-telling technique. The research design applies the steps suggested by Borg & Gall (1983:775):1. *Research and information collecting*, 2. *Planning*, 3. *Develop Preliminary Form of Product*, 4. *Field Testing and product revision*, 5. *Final Product Revision*, 6. *Dissemination and Implementation*

Key Words/Phrases: Kindergarten, language development, story telling

## A. INTRODUCTION

Education is very urgent for the 5-6 years Kindergarten students in order to develop *multiple Intelligences*, gifted potencies. Based on neurological study, according to Berk (2006:182), infant brain develops very rapidly at the early years of his/her birth, which produces trillions of inter-neuron bonds exceeding his/her needs. The bonds are reinforced by many psychological stimuli and the unreinforced ones will get antrophy, which in die (disfunction). The function of education for *the golden age* kindergarten students are not only to provide learning experiences but also to function to optimize the development of his or her capabilities of intelligent. Related to it, some efforts to stimulate his or her brain development is needed one of which is that to develop his or her language development based on his or her characteristics through the use of story-telling technique.

The implementation of story telling activities recently has not appropriate with the characteristics of language development of children age 5-6 years old as stated by Kemendiknas (Ministry of National Education 2010:11). However if those components are implemented through telling a story in kindergarten it is assumed that children's language development will improve, they will be able to communicate fluently in spoken language, their vocabulary will increase, and they will know the symbol of sound and alphabet which give contribution to pre reading and pre writing stages. Moreover, some language components as suggested by Berk (2006:354) such as



phonology, structure, vocabulary, semantic and pragmatic are still neglected so the story telling activities in kindergarten is not interesting and not really fun for the children.

In fact, it was identified that the application of story-telling technique for the 5-6 years-old kindergarten children: 1. is not yet in line with their language development characteristics, 2. the teachers are not competent enough to develop the students' language, 3. in applying the technique there is no manual yet.

The purposes of this research are: 1. Analyzing and identifying the problems in applying story telling for kindergarten children of 5-6 years old recently. 2. Designing development model 3. Testing the effectiveness of applying development a model design. 4. Evaluating the result of trying out the implementation of development model. 5. Making a guidance book of development model.

## B. REVIEW OF RELATED LITERATUR

The principles of language teaching to childrens of Gestwicki (2007, p.323) are: 1. language teachers gives respond to children communication, 2. language teachers models the speech, 3. language teachers simplify utterances, 4. language teachers expand children's effort, 5. language teachers link words with actions, 6. language teachers correct indirectly, 7. language teachers encourage speech, 8. language teachers sing, recite, play games, 9. language teachers read books, lots of books.

The characteristics of children language at 5-6 from the social aspect is proposed by Bronson (1995: 86) that 1. children are in social playing means that they are interested in playing the role in group. 2. They are interested in book and enthusiastic in listening to the story telling. 3. From the sentence structure; the pronunciation and vocabulary at this age is developing because they have known the basic rules of communication and used various abstract words. 4. Children can produce correct sentence and have  $\pm$  2.500 vocabulary. 5. Children can adjust to conversation. 6. Children can communicate and solve the conflict in their social life.

According to Kemendiknas (Ministry of National Education, 2010:7), the characteristic of children language development at 5-6 are 1. They can speak using simple sentence consist of 4-5 words. 2. They can do three oral command in sequent and correctly. 3. They are happy to listen and retell the simple story in sequent and easy to be understood. 4. Mentioning the name, gender, age, other people's call name (friend, older sister and brother, little sister and brother or other relatives). 5. They understand the types of questions using *what, why, and how*. 6. they can give questions using *what, who, and why*. 7. They can use the preposition such as *outside, inside, above, under, and beside*. 8. they can repeat children songs and sing a simple song. 9. They can answer the telephone and deliver the simple message. 10. They can play the role and do not dominate in conversation.

Reeta and Francis (2007:58) state that the classroom activities for preschool to language development are; 1. Clay play, 2. Feel and texture, 3. Thumb and finger printing, 4. Tearing and sticking, 5. Paper crumpling and twisting, 6. Origami, 7. Object talk, 8. Picture talk, 9. Fieldtrips, 10. Cooking experience, 11. Rich teacher talk, 12. Composing prayer, 13. Telling a story, 14. Preparing and telling a story, 15. Using books, 16. Poetry, 17. Sharing time and group discussion, 18. What do you see, 19. Asking and explorer, 20. Dramatization, 21. Environmental print activities, 22. Environmental print show and tell, 23. Nursery rhymes, jingles, and foreplay, 24. Phonological awareness activities, 25. Alphabet activities, 26. Read alouds, 27.



Literacy centre, 28. Activities centres, 29. Using newspapers in classroom, 30. Promoting literacy by designing early childhood environment.

(2007:119) are consisted of: 1. Dictated story, 2. Group discussion, 3. Interviews, 4. Co-playing, 5. Creative dramatic, 6. Reenactment of imaginary scenes and everyday events, 7. Role playing solutions, 8. Presenting a puppet show, 9. Dramatizing a portion of story, 10. Narrated theater, 11. Scripted drama, 12. Sound amplification, 13. Say something about.

The characteristics of children's story according to Cullinan (1989) consist of 1. Setting, place, and the condition that support the process of telling the story, 2. Point of view is the center of telling the story of the author, 3. The actor in the story is a personality or character which is illustrated in the process of story telling, 4. Plot is the flow of children's story is very simple; forward plot, 5. Theme is the core of story such as honesty, love, faith, love to parents, and social care, 6. Trusteeship is the moral message in the story, 7. Language in the children's' story uses short and simple sentence.

The Evaluation of teaching learning at kindergarten as stated in Kemendiknas (2010: 8) is applying based on children's growth and development and guidance book of children's work using various assessment technique which is integrated with teaching learning activities. It is also strengthen by Children Resource International (CRI, 1997: 99) that the form of assessing children's learning activities is conducted through: 1. Observation, 2. Performance assessment, 3. Portfolios. In relation to the statement above, the assessment of developmental model of story telling in this research used observation, performance assessment and portfolios. Meanwhile, the criteria of telling the story to children used Bromley (1992: 314) concept about fluency, clarity, and intonation.

### The Indicators of Development of Story Telling Model for Children in Kindergartens

No	Language Components	Indicators	Assessment Criteria		
			Fluency	Clarity	Intonation
1.	Phonology	<ol style="list-style-type: none"> <li>1. Mentioning the group of picture which has the same sound/similar first letter.</li> <li>2. Mentioning the sound of letter and other symbol that has known before.</li> <li>3. Identifying the sound first letter of the surrounding object.</li> </ol>			
2.	Structure	<ol style="list-style-type: none"> <li>1. Repeating complex sentence</li> <li>2. Arranging and relating simple sentence (subject, predicate, complement) with the symbol that it has.</li> <li>3. Mentioning the position/ place: outside, inside,</li> </ol>			

		above, under, in front of, behind, on the left, on the right.			
3.	Vocabulary	<ol style="list-style-type: none"> <li>1. Having enough vocabulary</li> <li>2. Connecting the picture/object with the words.</li> <li>3. Reading the picture which has the word/simple sentence.</li> </ol>			
4	Semantic	<ol style="list-style-type: none"> <li>1. Understanding some command at the same time;</li> <li>2. Answering the complex questions,</li> <li>3. Continuing parts of the story/ legend that have been heard before.</li> </ol>			
5	Pragmatic	<ol style="list-style-type: none"> <li>1. Making a picture and sketch (writing) and tell about it.</li> <li>1. Sequencing and telling the serial picture (3 to 4) picture.</li> <li>3. Telling the content of the book, even though the writing and the story that they tell are not the same</li> </ol>			

### C. RESEARCH METHODOLOGY

This research belongs to a research and development (R&D) because it will yield a product. The research design applies the steps suggested by Borg & Gall (1983:775) those are: 1. Research and information collecting, 2. Planning, 3. Develop preliminary form of product, 4. Field Testing and Product revision, 5. Final product revision, 6. Dissemination and implementation.

**The population** of the research is the teachers and the students of 5-6 years at kindergarten in Padang. The sample was taken by applying purposive sampling technique (Richey, 2007:88). To decide the number of the sample, the technique as proposed by Solvin was used (Siregar, 2010:149).

**Instrument** in collecting the data taken from children's assessment and recording the data systematically as stated by Gestwicki (2007: 389) 1. teachers observes children's direct and natural observation without intervening and activity in real learning times, 2. Performance assessment, assessing the children in doing the activity that can be observed, 3. Portfolios, Portfolios may contain a collection of representative work of children that give an illustration of their progress and achievement or other developmental aspect.

The data of this research is consisted of process and product. The data process are taken from the observation and interview which is analyzed using statistical analysis and respondent percentage by using Arikunto (2002) formula; level of achievement =  $\frac{\text{Average Score}}{\text{ideal score}} \times 100\%$  with category of 90%-100% (very good), 80%-89% (good), 65%-



79% (low),  $\leq 54\%$  (very low). The data from effectiveness product testing is the score of trying out the preliminary product and final product by using statistical descriptive.

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