

Implementing the One Week One Story Activity to Improve Communication Skills in Group B Children

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Abstract

The development of early childhood communication plays a very important role in the survival of children in the future. Support obtained from family, school and community has a very large influence in improving communication skills in children. This study is a qualitative study with a descriptive method. The data source used was group B children aged 5-6 years at RA Thariqul Izzah Mataram. The data analysis was in the form of reducing data, analyzing data and drawing conclusions. Meanwhile, the results of this study indicate that at RA Thariqul Izzah Mataram in group B, teachers improve children's communication skills by providing stimulus and stimulation through one week one story activities, where children will be asked to tell one story that they did one weekends/holidays every week. One week one story activities that are carried out routinely by getting children used to daring to tell stories in front of many people, retelling stories they hear, and providing ideas and opinions related to the the stories told can help children improve their communication skills to be better.

Keywords: *One week one story, Communication skills, Children aged 5-6 years*

Abstrak

Perkembangan komunikasi anak usia dini memiliki peranan yang sangat penting dalam keberlangsungan hidup anak di masa depan. Dukungan yang diperoleh dari keluarga, sekolah dan masyarakat memiliki pengaruh yang sangat besar dalam meningkatkan kemampuan berkomunikasi pada anak. Penelitian ini merupakan penelitian kualitatif dengan metode deskriptif. Sumber data yang digunakan yaitu anak kelompok B usia 5-6 tahun di RA Thariqul Izzah Mataram. Analisis datanya berupa mereduksi data, menganalisis data dan menarik kesimpulan. Sementara itu, hasil dari penelitian ini menunjukkan bahwa di RA Thariqul Izzah Mataram pada kelompok B, guru meningkatkan kemampuan berkomunikasi pada anak dengan memberikan stimulus dan rangsangan melalui kegiatan one week one story, di mana anak akan diminta untuk menceritakan satu cerita yang mereka lakukan saat weekend/hari libur disetiap minggunya. Kegiatan one week one story yang dilakukan secara rutin dengan membiasakan anak untuk berani bercerita didepan banyak orang, menceritakan kembali cerita yang dia dengar, serta memberikan ide dan pendapat terkait cerita yang disampaikan dapat membantu anak dalam meningkatkan kemampuan komunikasinya menjadi lebih baik.

Kata kunci: *One week one story, Kemampuan berkomunikasi, Anak usia 5-6 tahun*

INTRODUCTION

Early childhood education is an educational service intended for children in the age range of 0-6 years where the definition is in accordance with the contents of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System as stated in article 1 paragraph 14 which states that early childhood education is education intended for children from birth to the age of 6 years. According to NAEYC (National Association for the Education of young Children) states that early childhood education is an effort to provide learning to children aged around 0 to 8 years to get educational services in PAUD institutions such as, child care centers (TPA), family childcare homes, preschool education both public and private, kindergartens (TK) to elementary schools (SD).

This is in line with Hasan's opinion in (Hasyim, 2015) that early childhood education is a level of education before children enter primary education which is a development effort aimed at children from birth to the age of six years which is carried out through providing educational stimulation to help the growth and physical and spiritual development of children so that they have readiness to enter further education. Meanwhile, according to (Fauziddin, 2018) in early childhood education there are 6 aspects of development that must be developed by PAUD teachers, namely aspects of religious and moral development, cognitive, language, physical motor, social-emotional, and art. One aspect of early childhood development is the aspect of language development.

A child's developmental aspects can be developed through various stimuli, such as linguistic or language development, which can be developed through storytelling. Storytelling is an activity carried out by someone using words to convey information, whether or not using visual aids, to others, containing a message, information, or simply a fictional story (Rina Roudhotul Jannah, 2018). Continuous storytelling practices can improve a child's language development, enabling them to easily understand the various skills and knowledge they acquire from their environment. Furthermore, storytelling can also influence how a child communicates with others.

Communication is the process of conveying and receiving messages, information, and knowledge involving two or more people (Rahmadhana Fitri & Rismareni Pransiska, 2020). People make communication a very frequent activity

in any setting, anywhere, and at any time. This is because communication can occur with anyone, whether between parents and their children, students and their teachers, or with other people around them (Rafidhah Hanum, 2017).

Communication skills play a crucial role in human survival, as we, as social beings, inevitably communicate and interact with others around us, both in our personal and social lives. In personal life, communication plays a crucial role in helping us build relationships with others, and in social life, communication helps us discuss issues, complete tasks, and so on (Devi Lianovanda, 2024). Individuals with strong communication skills can significantly impact their lives, enabling them to understand things better, build strong and positive relationships with others, resolve conflicts constructively, and improve their social skills. Conversely, individuals with poor communication skills will also have a significant impact on their lives (Fisipol, 2023).

In the realm of early childhood education, communication skills are also a very important thing that must be developed by teachers in schools. Helping children in developing their communication skills is the right step in developing good and correct language in children. Children who have good communication skills have a good linguistic level, optimal self-confidence, good social skills with others, and better emotional control. This is the background why the role of teachers in choosing the right media and methods in developing communication skills in children is very important, and one way that teachers can use to achieve this is through storytelling activities.

Storytelling is crucial for early childhood, as it helps children better understand the knowledge they've acquired and helps them communicate with others in their social environment, whether at home, in the community, or at school. In schools, teachers explore various methods to help children improve their communication skills. Through communication, children can build social relationships with others. Communication is also a crucial and primary factor in assessing whether a child's language development is progressing optimally and as intended.

Based on research conducted at RA Thariqul Izzah Mataram in the learning process, researchers found that storytelling activities have been implemented

routinely with children once a week. This routine storytelling activity is known as the one week one story activity, where this activity is an alternative or method used by teachers to help children improve their communication skills. One week one story is an educational activity whose application emphasizes storytelling activities to early childhood once a week. Through the one week one story activity, children will be invited to listen, read, and tell one story each week in front of the teacher and their friends.

This one week one story activity is an activity that is enjoyed by children, because every Monday morning after the flag ceremony, children will be asked to tell their experiences or activities that they experienced during the weekend/holiday in front of their friends. Not only telling the child's experiences during the weekend/holiday, teachers also sometimes create the one week one story activity with several kinds of activities related to the story, such as the teacher telling a story or students reading a story from a storybook.

This one week one story activity is not only a routine that children enjoy, but also one of the easiest ways used by teachers to help children who have difficulty communicating with others. One of the students who experienced this was a child named Al, whose communication skills were still relatively low. This was seen when Al was communicating with his teacher and friends, and also when Al was asked to tell a story in the one week one story activity, Al still seemed to have difficulty in constructing sentences and processing words in the story he wanted to tell. Children like Al were the background for teachers to choose the one week one story activity to improve communication skills in children.

Not only is it interesting and liked by children, this one week one story activity helps children to increase their self-confidence, trains children to be brave in appearing in front of their friends and teaches children to learn to appreciate what is conveyed by their teachers and friends (Rafidhah Hanum, 2017).

METHOD

This research was conducted with a qualitative research approach, and used descriptive methods. The analysis was descriptive analysis, thus producing descriptive data. As stated by Bogdan and Taylor, the results of a study with a qualitative design are descriptive data or information (Moleong, 2014). The method

used in this study was descriptive research by analyzing the implementation of one week one story activities in improving communication skills in group B children aged 5-6 years at RA Thariqul Izzah Mataram. The data sources taken were from data collected from research results during observations, interviews and documentation related to one week one story activities.

According to Miles and Huberman, data analysis can be conducted in three ways (Sugiyono, 2014): data reduction, data presentation, and conclusion drawing. Data reduction is the stage of selecting and summarizing the important points from the data being studied. Data presentation is the stage of presenting the data concisely, clearly, and concisely. Conclusion drawing is the process of providing conclusions and verifying the research conducted. These three processes operate hierarchically, resulting in the analysis produced in this study.

RESULTS AND DISCUSSION

Minister of Education and Culture number 137 (2014:21) states that the standard level of achievement of development of children aged 5-6 years in the aspect of language development is that children are able to answer more complex questions, name groups of pictures that have the same sound, have vocabulary and recognize symbols to prepare for reading, writing and counting, compose simple sentences in complete structures, have more words to express ideas to others, continue some stories or fairy tales that have been heard, show understanding of concepts in story books, and the ability to communicate verbally.

Among the many standards for language development for children aged 5-6 years, one of them is the ability to communicate verbally. According to the Big Indonesian Dictionary (KBBI), communication is the process of sending and receiving messages with the aim of conveying and understanding the intended message. According to Rogers and Kincaid, in their book "Diffusion of Innovation," cited by Fauzi (2013), communication is a process in which two or more people exchange information or thoughts, ultimately resulting in a deeper understanding.

Communication according to (Egidia Anjaswati P., et al., 2022) is an activity that involves certain components in it such as communicators or people who convey information, communicants or people who receive information, messages or content in the form of information, instructions, feelings and others, media or forms and ways of conveying messages, and finally the effects or expressions and reactions of the face and body when the information is conveyed. In the context of early childhood

education according to (Anita Rosalina, et al., 2010) the ability to communicate is one aspect of development in children that must be developed optimally through vocabulary and stimuli that children get from their daily lives in their living environment, be it at home, school, or society and from people around them be it parents, siblings, friends or teachers.

Improving communication skills in children is the responsibility of parents and teachers. While at school, teachers will try to help children improve their communication skills gradually and according to the stages of their communication development, which include the receptive aspect, the expressive aspect, the interactive aspect, and the pragmatic aspect. To improve children's communication skills according to the stages of their communication development, teachers will always provide stimuli and encouragement to children through various means, one of which is through the one week one story activity. In early childhood education, the one week one story activity is an educational activity whose application emphasizes storytelling activities to early childhood children once a week with a focus on a particular story theme.

According to (Meylinda Mega Christina S., 2023), the one week one story activity is an educational program specifically designed for children aged 4-6 years with the aim of encouraging students to listen, read, and tell one story every week. The implementation of the one week one story activity carried out by teachers in schools is also proven by previous research conducted by (Candra Wijaya, et al., 2021) entitled The one week one story program based on Islam as a provision for 21st century skills in early childhood, in this study it is explained that one week one story is defined as an activity of telling experiences that students get during weekends or holidays with their families in front of teachers and friends at school.

The one week one story activity at RA Thariqul Izzah Mataram has been implemented for a long time, where the activity is carried out once a week where children will tell about the activities they did during the weekend/holidays. However, so that the one week one story activity does not seem monotonous, sometimes the teacher will tell the story or the child will read the story in a storybook. The one week one story activity in group B at RA Thariqul Izzah Mataram is carried out with the aim of improving communication skills in children and most importantly, children are accustomed to daring to speak in front of many people. In addition, the one week one story activity also aims to build emotional and social relationships in children and get them used to always talking so that their communication skills will improve.

The purpose of implementing storytelling activities in improving communication skills in children above is also proven by (Septi Y. and Eliza R., 2019) in a study entitled Improving early childhood speaking skills through folklore storytelling activities in Kota Baru sub-district, Solok district, in this study it is explained that storytelling activities can help children improve language and communication skills, improve public speaking skills, develop early literacy skills, expand knowledge and insight, stimulate imagination and creativity, and build children's social and emotional relationships.

In implementing the one week one story activity as an effort to improve communication skills in children carried out at school, teachers must first know that the development of communication skills in children can be influenced by several factors such as health, intelligence, socio-economic conditions, gender, desire to communicate, family size, birth order, relationships with peers, and personality (Anastuti Galuh Pangestuti, 2014). These factors must be known in advance by teachers so that when implementing the one week one story activity, it can run well and smoothly so that it can achieve the desired results, namely improving communication skills in children.

In his book, *Early Childhood Education Management*, Mulyasa states that when an activity is to be implemented, it must go through a thorough planning stage to achieve maximum results. These stages include planning, implementation, and evaluation. Similarly, the "One Week One Story" program at RA Thariqul Izzah Mataram has several stages that must be completed during its implementation, as follows:

1. Planning Stages

In the planning stage, teachers are busy preparing everything needed for the "One Week One Story" activity, such as: a. providing a classroom suitable for storytelling activities, b. providing the necessary media to support storytelling activities, c. determining the theme of the story to be presented, d. determining the duration of the storytelling session.

2. Implementation Stages

During the implementation phase, the teacher will begin the one week one story activity with a prayer before learning, reading a short surah and daily prayers, then singing and doing an icebreaker. This is then continued with the main activity where the teacher asks each child to tell about their activities during the weekend/holiday. To avoid monotonous activities with only children telling

stories, the teacher can also be creative by telling a story from a storybook, either by asking the children to read it or by the teacher herself.

3. Evaluation Stages

During the evaluation phase, the teacher will conduct a discussion in the form of questions and answers or feedback to determine how well the children understand the story. They will also conduct observations to determine the development of their communication skills. One way to conduct this evaluation is to ask the children to retell or provide their opinions on the story the teacher or their peers have told them.

Even though the implementation of a learning activity has been very carefully planned, it is impossible without facing difficulties and challenges in its implementation. Similarly, the one week one story activity (one week one story) has several obstacles in its implementation. According to (Candra Wijaya, et al., 2021) obstacles in implementing the one week one story activity (one week one story) include: a) Obstacles from students such as difficulty focusing, easily bored, difficulty understanding the story, emotional disturbances, and difficulty socializing. b) Obstacles from teachers such as the implementation of activities that are sometimes inconsistently carried out once a week, difficulty in finding story material that is appropriate to the child's age and interests, and difficulty in capturing the child's attention. c) Obstacles from the curriculum such as the implementation time of the activity clashing with other activities, limited facilities and infrastructure such as a lack of storybooks, and also limited conducive classroom space.

The implementation of the one week one story activity to improve communication skills in children at RA Thariqul Izzah Mataram also experienced several obstacles, namely as follows:

1. Implementation of activities that sometimes clash with other activities

During the implementation of the one week one story activity in group B at RA Thariqul Izzah Mataram, it was seen that teachers were sometimes faced with obstacles where the implementation time of the one week one story activity sometimes clashed with other activities. These obstacles appeared suddenly when the one week one story activity was to be implemented, which was sometimes influenced by sudden activities carried out by the teacher. As stated by the group B teacher at RA Thariqul Izzah Mataram, teachers were sometimes faced with situations where the implementation time of the activity clashed with other

activities such as preparing for certain events such as children who would participate in inter-school competitions.

2. Children who get bored easily

During the implementation of the "One Week One Story" activity in Group B at RA Thariqul Izzah Mataram, several children were seen starting to get bored listening to and paying attention to the stories told by their friends. The reasons why the children seemed bored listening to the stories were influenced by several factors, such as: the story delivery was broken up and stuttering, the story duration was too long, or the child was simply in a bad mood.

3. Children who lack focus

In the implementation of the one week one story activity at RA Thariqul Izzah Mataram in group B, the obstacles faced by the teacher were not only the time of the activity which sometimes clashed with other activities, or obstacles from children who were easily bored, but there were still other obstacles such as children who lacked focus. Lack of focus in children when listening to stories can be influenced by several things, such as: there are other subjects that attract their attention, such as the presence of new people they do not know in the class, seeing more interesting things such as their friends who are joking with others, or friends beside them who invite them to talk and joke.

According to (Ayu Lestari, et al., 2019) the obstacles faced in the implementation of the one week one story activity above are obstacles that commonly occur in the implementation of the activity, where these obstacles are the initial stage to achieve success in improving communication skills in children. The emergence of obstacles in the implementation of the one week one story activity above is also proven by (Candra Wijaya, et al., 2021) in a study entitled Islamic-based one week one story program as a provision for 21st century skills in early childhood, in this study it is explained that the obstacles that occur in the implementation of the one week one story activity must be immediately addressed and solutions sought so that when the implementation of the next activity can run well and optimally and achieve the desired results, namely improving communication and social skills in children as a provision for their life skills in the future.

CONCLUSION

This study shows that the one week one story activity can improve communication skills in children. The one week one story activity carried out at RA Thariqul Izzah Mataram in class B is a routine activity carried out once a week by teachers as an effort to provide stimulus and encouragement in improving

communication skills in children. Children who have good communication skills also have a good linguistic level, optimal self-confidence, good social skills with others, and better controlled emotional control. Therefore, the role of teachers as parents for children while at school has a very important role in providing stimulus and encouragement in the form of appropriate activities to improve all aspects of child development from an early age.

The success of the "One Week, One Story" program depends heavily on teachers' thorough preparation of the activity plan, its successful implementation, and thorough evaluation. It also involves finding quick and effective solutions to any obstacles encountered in implementing the program that may prevent the previously set goals from being achieved.

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