**A PSYCHOLINGUISTIC ANALYSIS OF STORYTELLING IN A 5-YEAR-OLD CHILD**

**1Laela Fitria, 2Zuhru Shofa, 3Dichivithena Divacanya**

**Universitas Indraprasta PGRI, Jakarta 12530, Indonesia**

[***lela.fitriya95@gmail.com***](mailto:lela.fitriya95@gmail.com)***;*** [***zuhrusa99@gmail.com***](mailto:zuhrusa99@gmail.com); [***dichivithenadivacanya97@gmail.com***](mailto:dichivithenadivacanya97@gmail.com)

|  |  |
| --- | --- |
| **ARTICLE INFO** | **ABSTRAK** |
| **Published:** | Penelitian ini mengkaji kemampuan bercerita seorang anak usia lima tahun dari sudut pandang psikolinguistik, menekankan pentingnya bercerita dalam pembelajaran bahasa. Tujuan penelitian ini adalah untuk menilai berbagai keterampilan berbicara, termasuk kejelasan vokal, intonasi, pengucapan, urutan kata, dan kelancaran, serta menghubungkannya dengan kemampuan berbicara secara keseluruhan. Sumber data yang digunakan adalah video percakapan anak usia lima tahun, yang menunjukkan kemampuannya dalam berbahasa yang baik. Teknik pengambilan data yakni dengan teknik menyimak sebuah video percakapan anak usia lima tahun yang menunjukkan kemampuan dan penguasaan berbahasa yang benar. Data instrumennya mencakup indikator keterampilan berbicara, indikator kemampuan bercerita, dan aspek psikolinguistik. Hasil penelitian menunjukkan bahwa anak ini memiliki pemahaman yang baik tentang keterampilan bercerita, yang dipengaruhi oleh kondisi emosionalnya, bahasa ibu, dan lingkungan di sekitarnya.  **Kata Kunci**: Kemampuan Bercerita, Psikolinguistik, Perkembangan Bahasa, Keterampilan Berbicara, Anak Usia Lima Tahun  **ABSTRACT**  This study examines the storytelling abilities of a five-year-old child through a psycholinguistic lens, emphasizing the importance of storytelling in language learning. The research aims to evaluate various speaking skills, including vocal clarity, intonation, pronunciation, word order, and fluency, and to connect these skills to overall speaking proficiency. The data sources include a video of conversations featuring a five-year-old child, which illustrates his language abilities. The technique for data collection involves listening to a video of conversations with the five-year-old child, which showcases his language skills and proficiency. The data instruments include indicators of speaking skills, indicators of storytelling ability, and aspects of psycholinguistics. The results show that the child has a strong grasp of storytelling skills, influenced by their emotional state, their mother’s language, and their surroundings.  **Keywords**: Storytelling Skills, Psycholinguistics, Language Development, Speaking Ability, Five-Year-Old Child |
| **Keywords*: : words 3 - 5*** |
|  |

**INTRODUCTION**

Early Childhood (AUD) refers to persons who are undergoing substantial developmental leaps as a result of continued physical and psychological growth (Aisy, 2019; Jairin et al., 2023). Children in early childhood range in age from 0 to 6 years. This period is known as the golden age because children's brains grow rapidly during this time, making it a perfect time for giving optimal stimulation and educational opportunities. Children during this golden period require early education, also known as kindergarten, which focuses on encouraging various aspects of development such as behavior, cognitive capacities, linguistic skills, social relationships, and motor skills (Ruhaeti R et al., 2024). As a result, creative and pleasant activities have an important role in shaping children's development (Kurnia et al., 2022).

Children at the age of five are in the process of discovering themselves in relation to their surroundings, which include family, school, and friends. During this stage, they start to think metaphorically but still fail to understand complex logic and frequently exhibit egocentric thinking. According to Hariyadi and Zamzami (in Suhartono, 2005: 20), language is one of the most important areas of early child growth. Children use language to communicate their needs, wants, aspirations, and requests as well as to engage socially with others in their surroundings. When children learn a language, they develop strong language abilities that allow them to communicate with those around them more effectively. Language is essential for young children as it is a social skill that every child needs to possess (Anggraini, 2021).

The word development in 5-year-old children is an essential stage because they start using more complicated words. Additionally, five-year-olds demonstrate gains in their ability to listen and comprehend directions. They also begin to acquire the skills necessary for efficient communication, including how to ask questions, answer appropriately, and comprehend two-way dialogues. Children who can speak freely have the possibility to have a large vocabulary for communication (Cilvia & Astuti, 2023). As their language grows, children become more imaginative in using storytelling to describe their thoughts and emotions. Storytelling activities are popular among young children because they provide them a chance to freely express their ideas (Azhari, 2021).

Storytelling is one of the oldest kinds of human communication, and it is frequently cited in literature as a useful instructional method for developing language abilities, both in one's home tongue (L1) and in a foreign or second language (L2), regardless of age or background. However, the literature lacks clarity, such as information on how precisely the impacts of storytelling are quantified or which particular abilities benefit from its use, despite the widespread conviction in its efficacy (Lucarevschi, 2016). Additionally, storytelling promotes imagination and creativity, active listening abilities, and chances for social connection and communication in the immediate area. Storytelling is a critical component in the development of linguistic abilities, from childhood to later stages of life (Martina Galeković, 2024). This storytelling ability is what needs to be developed in early childhood.

Storytelling is one type of communication technique that children frequently use. Zubaidah and Ratnasari, 2019). Storytelling is one of the tactics used in speaking practice, thus it cannot be removed from it. There are seven types of speaking activities: (1) speaking based on visuals, (2) speaking based on auditory stimuli, (3) speaking based on visual and auditory stimuli, (4) storytelling, (5) interviews, (6) debates and discussions, and (7) giving speeches. (2010, Nurgiyantoro). Children's ability to tell stories must be developed so that they can tell stories based on real experiences rather than artificial events. (Maharani & Suradinata, 2020). Children that are able to communicate both orally and in writing will be easier for their environment (sari, 2020).

In storytelling, a 5-year-old child communicates with their mother or others by using sentences uttered through hearing. As a result, language abilities keep growing and improving in a continual, methodical, and progressive manner. There are both psychological and physical components to the developments that are taking place. (Yusuf, 2009). This development will have an effect on the child's psychology in addition to their language skills. The psycholinguistic approach considers both linguistic and non-language factors when evaluating narrative skills. Language aspects include the story's alignment with the images, the logical accuracy of the story's sequence, the overall meaning of the story, the accuracy of words, the accuracy of sentences, and nonverbal aspects such as fluency, the need to be directed to the audience, and the volume of the voice that is audible to the audience (Mukti & Maidar, 1988; Nurgiyantoro, 2010). Based on the above context, the researcher wishes to comprehend the varied language skills possessed by 5-year-old children, notably in storytelling, while also taking into account the child's psychological elements.

**METHOD**

This study's research approach is qualitative, and the type of research performed is true or pure experiment. A true experiment is a sort of research in which researchers can control all external variables that affect the outcome of the experiment. This study relied on a video of a conversation involving a 5-year-old child as its data source. The method of gathering data entails watching a video of a dialogue with a 5-year-old child who has strong language skills. The researcher aims to assess the child's speaking skills in the video of the child's activities by considering indicators such as vocal accuracy, voice intonation, speech accuracy, proper word order, and fluency.

### RESULTS AND DISCUSSION

**1. The First Transcript of Video**

**Mommy:** Rafasyi sedang apa hari ini?

**Rafasyi:** Hari ini aku lagi metik-metik strawberry. Strawberry-nya banyak banget loh, merah semua.

**Mommy:** Bagaimana cara mengambil strawberry-nya?

**Rafasyi:** Ngambilnya pakai gunting, dimasukkan ke keranjang. Mudah sekali, kan?

**Mommy:** Sama siapa metik strawberry-nya?

**Rafasyi:** Aku metiknya sama Daddy dan Mommy.

**Mommy:** Waw, terus supaya tidak panas, pakai apa itu di atas kepalanya?

**Rafasyi:** Pakai topi Pak Tani.

**Mommy:** Mmm, seru nggak metik strawberry?

**Rafasyi:** Seru banget.

**Mommy:** Kamu suka strawberry?

**Rafasyi:** Suka, ada di kulkas loh, guys.

**Mommy:** Memangnya strawberry itu mengandung vitamin ya?

**Rafasyi:** Strawberry itu mengandung vitamin C.

**Mommy:** Apa manfaatnya untuk tubuh? Dan bagaimana sih rasa strawberry itu?

**Rafasyi:** Rasa strawberry enak sekali untuk aku dan untuk kita semua. Manfaatnya juga banyak loh, sehat banget.

**Mommy:** Oh gitu, oke terima kasih.

**Rafasyi:** Iya, sama-sama. Jangan lupa makan strawberry ya supaya kita sehat.

Based on the conversation above, the language used by Rafasyi is appropriate for a 5-year-old child. It can be seen that Rafasyi responded well to his mother's questions, indicating that he understood the sentences his mother asked. For instance, when asked, "Rafasyi sedang apa hari ini?" he replied, "Hari ini aku lagi metik-metik strawberry. Strawberry-nya banyak banget loh, merah semua." This response shows that Rafasyi can complete sentences with additional information, demonstrating his ability to distinguish colors and his rich vocabulary.

When asked, "Sama siapa metik strawberry-nya?" Rafasyi answered, "Aku metik sama Mommy dan Daddy," which includes both a subject and a predicate. This indicates that Rafasyi can recall and remember the vocabulary used, reflecting his well-developed semantic processing. This aligns with the psycholinguistic indicators, particularly the accuracy of sentence structure. On average, children often answer briefly or directly with objects, but Rafasyi provides detailed responses.

In response to the question, "Waw, terus supaya tidak panas, pakai apa itu di atas kepalanya?" he mentioned, "Pakai topi Pak Tani," showing his developed vocabulary. Most children would typically answer simply with "topi." When asked, "Mmm, seru nggak metik strawberry?" Rafasyi answered with a joyful tone, "Seru banget," indicating his understanding of how to use different intonations, which aligns with indicators of vocal accuracy, voice intonation, and fluency in speaking skills.

When asked if he likes strawberries, he responded convincingly, "Ada di kulkas loh, guys," indicating his ability to connect facts in storytelling. When asked about the vitamin content, Rafasyi accurately answered, "Strawberry itu mengandung vitamin C," demonstrating his knowledge about strawberries. This shows that he possesses a large and developed vocabulary.

In response to "Apa manfaatnya untuk tubuh? Dan bagaimana sih rasa strawberry itu?" Rafasyi explained coherently, "Rasa strawberry enak sekali untuk aku dan untuk kita semua. Manfaatnya juga banyak loh, sehat banget." This question falls under the HOTS (Higher Order Thinking Skills) category, which tests analytical thinking. Rafasyi's accurate responses indicate a strong vocabulary and understanding of the topic. His closing remark, "Jangan lupa makan strawberry ya supaya kita sehat," shows his ability to respond contextually, along with a persuasive touch.

**2. The Second Transcript of Video**

**Mommy:** Itu kan ada pohon tumbang. Kira-kira apa penyebabnya? Pohon bisa tumbang seperti itu?

**Rafasyi:** Aku juga nggak tahu. Kayaknya karena angin. Anginnya wushhhhh (sambil memperagakan).

**Mommy:** Anginnya besar, dengan puting beliung.

**Mommy:** Apa itu?

**Rafasyi:** Pelangi.

**Mommy:** Oh, terjadinya pelangi. Pelangi itu biasanya munculnya kapan?

**Rafasyi:** Munculnya bisa pagi-pagi atau habis hujannya. Soalnya itu habis hujan, itu cerah.

**Mommy:** Oh gitu.

**Rafasyi:** Ditaklukkan oleh... Apa tuh? Profesor, ilmuwan.

**Mommy:** Oh Masya Allah, ditemukan oleh ilmuwan.

**Rafasyi:** Ditaklukkan oleh... Apa tuh? Profesor, ilmuwan.

**Mommy:** Oh Masya Allah, ditemukan oleh ilmuwan.

**Rafasyi:** Yang seharusnya kata yang diucapkan ialah ditemukan.

In this conversation, Rafasyi attempted to express his opinion, as seen in his response, "Kayaknya karena angin. Anginnya wushhhhh." He demonstrated the sound of the wind based on his experience, showcasing a rich vocabulary. The word "wushhh" adds a non-linguistic element, indicating that Rafasyi has developed pragmatics—understanding how to use language contextually.

Next, when discussing the appearance of a rainbow, Rafasyi stated, "Munculnya bisa pagi-pagi atau habis hujannya. Soalnya itu habis hujan, itu cerah." This shows he can think logically about rainbows appearing after rain, aligning his answer with the flow of the conversation. When he said, "Ditaklukkan oleh... Apa tuh?" he made a slight error in word choice; he should have said "ditemukan." This mistake reflects his struggle with unfamiliar vocabulary, similar to findings in research indicating how children attempt to acquire new words and require conversational support. His mother helped correct his statement to "ditemukan."

**3. The Third Transcript of Video**

**Mommy:** Kakak Rafa sekolah hari apa saja?

**Rafasyi:** Senin, Selasa, Rabu, Kamis, Jumat, Sabtu, Minggu.

**Mommy:** Wow, Sabtu Minggu sekolah?

**Rafasyi:** Enggak.

**Mommy:** Oh, libur ya?

**Rafasyi:** Sabtu, Minggu.

**Mommy:** Sabtu Minggu boleh main iPad.

**Mommy:** Oh, Sabtu Minggu boleh main iPad.

Based on the dialogue, Rafasyi has mastered the vocabulary related to the days of the week, fluently responding to the questions asked. Additionally, Rafasyi's response of listing all days from Monday to Sunday indicates a playful psychological condition; while he knows school only occurs until Friday, he playfully includes the weekend when mentioning iPad time. This positive joking condition allows him to answer confidently.

This aligns with psycholinguistic theory, which posits that language is linked to human cognition. Rafasyi’s statement, "Sabtu Minggu boleh main iPad," reflects his enthusiasm for the iPad, influencing his responses even when unrelated to the questions asked. This is supported by research on early childhood language development through storytelling, demonstrating that such methods effectively enhance vocabulary and conversational skills in young children.

**Dialogue 2**

***Mommy:*** *Buku kecil. Terus, yang di ujung kecil itu ada apa, tuh? Yang di lemari ujung warna hijau, yang di belakang? Apa itu?*

**Rafasyi:** Ada buku. (Sambil melihat dan mencari gambar.)

**Mommy:** Ada buku, ada mainan, ya. Siapa yang mengajar di kelas ini?

**Rafasyi:** Pak Guru.

**Mommy:** Pak Guru.

Based on the dialogue above, Rafasyi was able to answer all questions correctly, stimulated by the visuals of the book. This shows that he is able to speak based on the images he sees. Rafasyi has developed his morphology and syntax. This is supported by previous research titled The Influence of Storytelling Method on Children's Language Development. The results showed that the storytelling method using image cards positively influenced the children's expressive language in East Java.

…………………………….

**CONCLUSION**

Based on the results of the analysis above, Rafasyi's storytelling ability has mastered almost all indicators of speaking and narrating stories. From a psycholinguistic perspective, sentence patterns are influenced by psychological conditions, stimulation, mother tongue, and environment. Rafasyi has also developed his phonology, morphology, syntax, and semantics well in storytelling. He has one minor weakness in word choice inaccuracies, which is normal for a 5-year-old. These inaccuracies in word choice are often due to unfamiliarity with certain words. Nevertheless, his overall development covers all the indicators mentioned. The storytelling ability of 5-year-olds can be influenced by their emotional state, their mother’s language, their surroundings, and their parenting patterns.

It is suggested that parents utilize storybooks to stimulate their children's language development. The storytelling method has many benefits, especially in enhancing the language development process.

**REFERENCE**

The Ohio State University. (1998). Language files: Materials for an introduction to language (7th ed., pp. 242-243). OSU Department of Linguistics.

Ela, P., Henni, M., & Lia, A. (2024). Improving the semantic acquisition of children aged 4-5 years through storybooks (Car at PAUD Tunas Bangsa Napal Jungur). *1.2*, 125-130. Retrieved from<https://jurnalunived.com/index.php/MJ/article/view/521>

Eve, V. C., & Patricia, M. A. (2010). Children build on pragmatic information in language acquisition. Retrieved from<https://compass.onlinelibrary.wiley.com/doi/10.1111/j.1749-818X.2010.00214.x>

Fashiha, S., Annizhofazul, F. N. S., & Dina, K. (2022). Early children’s language development through storying method. *Buhuts Al-Athfal*, 2. Retrieved from<https://jurnal.uinsyahada.ac.id/index.php/alathfal/article/view/6159>

Martina Galeković (2024). Narrative skills in preschool children: Development and significance in language acquisition. In *International Multidisciplinary Conference "Challenges of Contemporary Higher Education"*. Retrieved from<https://www.researchgate.net/profile/Vladimir-Milosev/publication/380910934_CORRELATION_BETWEEN_PERSONALITY_CHARACTERISTICS_AND_LEADERSHIP_STYLES/links/6655aa970b0d2845745e1556/CORRELATION-BETWEEN-PERSONALITY-CHARACTERISTICS-AND-LEADERSHIP-STYLES.pdf#page=217>

Nur Azizah Lestari, Sitti Nurhidayah Ilyas, Fitriani Dzulfadhilah, & Fadhilah Afifah (2024). Pengaruh penggunaan electronic book terhadap kemampuan berbicara anak usia 5-6 tahun di TK Telkom Makassar. *Jurnal Ilmiah Pendidikan Dasar*. Retrieved from<https://journal.unpas.ac.id/index.php/pendas/article/view/14707/6528>

Rizki, S., & Alim, M. L. (2024). Upaya meningkatkan kemampuan berbicara dengan menggunakan media boneka tangan pada. *Jurnal Pendidikan Tuntas*. Retrieved from<https://publikasi.abidan.org/index.php/jpt/article/view/517/371>

Rita Ruhaeti, Sri Watini, & Arie Widiyastuti (2024). Meningkatkan kemampuan berbicara melalui model SIUUL pada anak TK kelompok B TK Nurul Falah Jakarta. *Jurnal Pendidikan Sains dan Teknologi*. Retrieved from<https://jurnal.minartis.com/index.php/jpst/article/view/2148/1849>

Siti Marfuah, Joko Sulianto, Aryo Andri Nugroho, & Lina Tajqiyah (2024). Pengembangan media big book berbasis problem-based learning untuk meningkatkan kemampuan bercerita anak usia dini. *Jurnal Pendidikan Islam Anak Usia Dini*. Retrieved from<https://ejournal.stitpn.ac.id/index.php/assabiqun/article/view/4425/2033>

Widiyaningrum, N., Masitoh, S., & Hasibuan, R. (2018). The influence of storytelling method on children's language development. *Atlantis Press*, 212. Retrieved from <https://www.atlantis-press.com/>