

# **The Influence of Serial Image Media on the Storytelling Ability of Children Aged 4–5 Years at RA Bhinneka Padang Sidempuan**

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## **Abstract**

This study aims to determine the effectiveness of the use of serial image media in improving early childhood storytelling skills, especially in the age group of 4-5 years old at RA Bhinneka Padang Sidempuan. The approach used is quantitative with a pre-experimental design of the One Group Pretest-Posttest Design model. The research sample amounted to 25 children who were selected through total sampling techniques. The data collection technique was carried out by observation, and data analysis using the Wilcoxon Rank Test through the SPSS application. The results of the study showed that before being given treatment, children's storytelling skills were still relatively low. Children have difficulty composing stories in sequence, the use of language is still limited, and many are not confident when speaking in front of friends. After six meetings with the help of serial image media, children's storytelling skills improved significantly. Children become more structured in telling stories, the vocabulary used is more varied, and they appear more courageous in speaking. Statistical analysis showed a significant difference between the results before and after treatment, with a significance value of  $< 0.05$ . These results reinforce that serial image media is the right learning strategy to develop early childhood storytelling skills, as well as build their confidence and verbal communication skills.

**Keywords:** *Serial Image Media, Storytelling Skills, Early Childhood, Learning Effectiveness, Verbal Communication, Confidence, Pre-Experimental Design*

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## Introduction

According to Asmidar Parapat (2020), early age (0-6 years) is the early age of developing the imagination and fantasy of every human being. Growth and development at this time will be decisive for the growth and development of children in the next stage. Early Childhood Education (PAUD) plays an important role in the early stages of children's development, especially in cognitive and concentration aspects. Early childhood is an important phase in individual development, where the cultivation of moral values is the main foundation for forming good character. Early childhood, or often referred to as the golden age, is a child who is in the range of birth age up to six years. At this age, children are in a very rapid developmental phase, both physically, cognitively, linguistically, and emotionally (Widyas et al., 2024).

Language skills, especially storytelling, are one of the important aspects in early childhood development. At the age of 4–5, children are entering a very critical stage of language development, where they begin to learn to compose sentences, convey ideas, and relate experiences or imaginations in a coherent and coherent manner. This ability not only supports language development, but also has an impact on children's cognitive, social, and emotional skills (Berk, 2013; Hidayati & Nurhayati, 2020).

Khodijah and Harahap (2025) Storytelling is not only a means of entertainment, but also an educational medium that stimulates imagination, enriches vocabulary, and trains logical thinking skills. Through stories, children are invited to recognize the flow of events, distinguish cause and effect, and draw simple conclusions. In addition, storytelling encourages children to focus, listen actively, and develop short-term and long-term memories. (Munisa et al., 2023).

Storytelling is one of the alternative learning methods that can be used to stimulate children's linguistic intelligence. Linguistic intelligence is intelligence that is used in daily life because it is related to word processing in language and communication (Syahri & Utami, 2023).

However, in reality, many children have difficulty developing storytelling skills. This difficulty can be caused by a lack of proper stimulation from the environment and learning media that are less attractive and inadequate (Kurniawan, 2019). Therefore, it is important for educators and parents to use media that can help children in honing their storytelling skills.

One of the effective and interesting media to use in storytelling learning is the media of radiant images. This media is in the form of a series of images that form a storyline. Serial picture media can help children develop language skills and logical thinking because they have to observe, understand the relationships between pictures, and compose stories based on the order of the images (Maharani, Ardana, & Putra, 2019).

According to Masita's (2019) research, the use of serial image media can significantly improve early childhood speaking skills. Children who Given stimulation with this media, they are better able to compose sentences and convey ideas more clearly compared to children who only listen to stories without supporting media. This is also supported by the results of research by Khairul Huda, Marlina, and Rahman (2024) which shows that serial image media is able to increase the average value of children's speaking skills from 62.8% to 75%.

In addition, serial image media also has the advantage of increasing children's interest and motivation to learn storytelling because of the visualization of images that are interesting and easy for children to understand. According to Lauroza and Hartati (2018), children who used serial picture media showed a significant increase in storytelling results compared to children who only used ordinary storybooks.

RA Bhinneka Padang Sidempuan as an early childhood education institution has special attention to improving children's storytelling skills. However, based on initial observations and the results of learning evaluations, there are still some children who are not able to develop storytelling skills well. Therefore, the use of serial image media is considered one of the effective solutions to overcome the problem.

Departing from this background, this study aims to find out the extent of the influence of serial image media on the storytelling ability of children aged 4-5 years at RA Bhinneka Padang Sidempuan, so that the results can be used as a reference in the development of more interesting and effective learning methods.

## **Research Methods**

This study is a quantitative research that uses a preexperimental design with a one group pretest posttest design. The research site was conducted at RA Bhinneka Padang Sidempuan from February to April 2025. The population in this study is 25 students of Kindergarten B. The sample of this study is 25 students with a sampling technique using total sampling. The data collection method uses an observation method with a data collection tool using an observation sheet for children's storytelling skills aged 5-6 years. Students are given a pretest first to measure their storytelling skills Before being given a series of media interventions, after being given an intervention for 6 meetings or for 3 weeks, it was re-measured (posttest) to measure children's storytelling ability after being given series image media. The data analysis of this study used univariate analysis using descriptive statistics and bivariate analysis using the Wilcoxon Rank Test, then the data was analyzed using the SPSS program.

## **Results and Research**

### **3.1 Research Results**

Based on the results of the research conducted through a quantitative approach using the pre-experimental method and the One Group Pretest-Posttest Design research design, it was found that serial image media had a significant impact on improving storytelling skills in children aged 4–5 years at RA Bhinneka Padang Sidempuan. The design of this study allows researchers to compare children's abilities before and after being treated in the form of the use of serial image media in learning activities. The research was carried out over a period of two months, from February to April 2025, with 25 study subjects from group B, who were selected through a total sampling technique so that the entire population could be used as a research sample.

In the initial stage, before being given treatment, the researcher first took an initial measurement of the child's storytelling ability by carrying out a pretest. This pretest aims to find out an overview of the child's basic ability to compose and convey stories orally. Based on the results of observations of pretest activities, it was found that most children showed limitations in various aspects of storytelling skills. Children seem to have difficulty in stringing together a storyline that is coherent, logical, and easy to understand. The sentences spoken tend to be intermittent and not continuous, and there is a lack of expression and intonation of the voice that reflects the story being told. In addition, many children are still shy, hesitant, and even reluctant to speak up when asked to tell something in front of their friends.

The visible limitations also include the use of vocabulary that is still very limited and tends to be repetitive. Children often use the same word over and over again or just convey a piece of a sentence without explaining the relationship between the events in the story. They do not understand how to compose a complete narrative from the beginning, middle, to the end of the story. This shows that before treatment is given, children's storytelling skills are still relatively low or at the basic developmental level.

After the implementation of the pretest, the researcher began to provide treatment in the form of learning using the media of serial images. This media consists of a series of images arranged chronologically to form a visual storyline. The goal of this treatment is to help the child understand and build a sequence of stories through concrete and engaging visual stimuli. The treatment was carried out over six meetings over a three-week period, where each learning session lasted 30–45 minutes. During the session, children were invited to observe the pictures

provided, discuss the content and meaning of each picture with the teacher, and compose a story based on their observations and imagination of the pictures.

During the intervention process, the classroom atmosphere became more lively and interactive. The children seemed more interested and enthusiastic about participating in the activities. They begin to show curiosity about the content of the story, ask questions actively, and express opinions about what they see in the images. Serial picture media has been proven to be able to attract children's attention and increase their participation in the learning process. The visual stimulus of pictures makes it easier for children to understand the flow of events and connect them into the form of narratives that they convey orally. Children also learn to develop vocabulary, compose more complex sentences, and adjust voice expressions and intonation according to the stories they are telling.

After all treatment sessions were completed, the researcher again measured the child's storytelling ability through a posttest. This posttest aims to find out the extent of the improvement that occurs after the child is given treatment. Based on the results of the posttest, it was found that almost all children experienced significant improvements in terms of story structure, order of delivery, completeness of sentences, and Vocabulary selection. Children begin to be able to tell stories more smoothly and structured, show the ability to compose a storyline from beginning to end, and tell stories with confidence and appropriate expression. They can not only depict the content of the image descriptively, but are also able to add an imaginative element or independent story development.

This improvement in ability can also be seen from the child's courage to appear in front of the class, interact with friends, and answer the teacher's questions related to the content of the story. Children no longer show shyness or fear as during the pretest, but appear more enthusiastic, confident, and expressive. These results prove that the use of serial image media in the learning process can create a learning atmosphere that supports the growth of early childhood language and communication skills. To strengthen the empirically found results, the researcher conducted a statistical analysis of the pretest and posttest data using the Wilcoxon Rank Test through SPSS software. The results of the analysis showed that there was a significant difference between the pretest and posttest scores, where the significance value (Asymp. Sig.) was below 0.05. This means that there is a significant influence of the use of serial image media on improving children's storytelling skills. Statistically, the hypothesis

The alternative ( $H_a$ ) in this study was accepted, and the null ( $H_0$ ) hypothesis was rejected. From the entire process and data obtained, it can be concluded that serial image media makes a real contribution to the development of early childhood storytelling skills. This media has been proven to help children understand the sequence of events, improve visual memory, enrich vocabulary, and improve verbal narrative skills. Serial picture media not only serves as a learning tool, but also as a means of stimulating fun, stimulating imagination, and strengthening children's confidence in communicating.

The success of the application of serial image media in this study is also inseparable from the role of teachers as active facilitators in guiding, directing, and providing stimuli in accordance with children's development. Teachers who are able to create a supportive, warm, and encouraging learning environment will be very helpful for children in exploring their language skills. Therefore, the use of serial image media is highly recommended as part of the strategy Routine learning in early childhood education, especially in language development and storytelling activities.

## Discussion

The results of the study that have been described earlier show that there is a significant improvement in the storytelling ability of children aged 4–5 years after being given learning using the medium of serial images. This positive change is evident from the results of the

comparison between pretest and posttest scores, both qualitatively through direct observation and quantitatively based on the results of the Wilcoxon Rank Test statistical test, which showed a significance value below 0.05. These results indicate that there are significant differences before and after the intervention is performed, which means that the use of serial image media has a significant effect on children's storytelling skills.

The improvement of children's storytelling skills after intervention is closely related to the characteristics of the serial picture media itself. This media presents a series of concrete and interesting visuals, so it is very suitable for early childhood learning styles that are more dominant in visual observation and direct experience. Children tend to understand and remember information more easily when it is conveyed through visual and interactive media. Images arranged in sequence become a representation of stories that can be captured more easily by children. Not only are they required to recognize the content of the image, but they are also challenged to interpret, sequence, and retell the story based on the image. This process indirectly hone the child's logical thinking skills, information organization skills, and verbal abilities simultaneously.

In learning activities carried out during six meetings, series image media proved effective in encouraging children to actively speak. Children who were initially passive, hesitant, or lacked confidence, began to show the courage to perform, tell stories, and express opinions. This improvement shows that serial image media is not only helpful in linguistic or linguistic aspects, but also in social-emotional aspects, such as confidence, courage, and social interaction.

The implications of this research are very important for the learning process in early childhood education institutions. Teachers as learning facilitators need to choose and apply media that are not only visually appealing, but also able to stimulate children's thinking and language skills. Radiant image media, as evidenced in this study, has been proven to be able to arouse children's motivation to learn, create a pleasant learning atmosphere, and support the achievement of optimal language development. However, the success of this media use remains highly dependent on the way teachers manage it. Teachers are required to not only present media, but also to be able to develop questions, discussions, and activities that are able to stimulate children's active participation.

Considering the overall results of the research, it can be concluded that serial image media is an effective and appropriate learning tool to develop early childhood storytelling skills. This media not only presents material in a form that is easier to understand, but also encourages children to think creatively, formulate ideas in sequence, and dare to convey ideas in front of others. It is important to prepare children to have good communication skills from an early age, as a basis for their future academic and social development.

## Conclusion

Based on the process and results of the research that has been carried out, it can be concluded that the use of serial image media has a significant effect on improving the storytelling ability of children aged 4-5 years at RA Bhinneka Padang Sidempuan. Before being given treatment, most children showed limitations in terms of plotting, the ability to use the right vocabulary, and the courage to tell stories orally in public.

However, after participating in learning activities using serial image media for six meetings, their abilities improved noticeably. Children are able to construct narratives based on logical sequence of images, tell stories with better sentence structure, and show more confident attitudes when speaking in front of the class.

The results of statistical analysis through the Wilcoxon Rank Test showed a significance value lower than 0.05, which means that there is a significant difference between the results before and after treatment. These findings show that serial image media is effective in helping

children develop language skills, especially in terms of storytelling.

Therefore, serial image media can be used as an alternative learning approach that is relevant for use in the early childhood education environment. Teachers are advised to apply this media creatively in order to be able to create an interesting, interactive, and learning atmosphere in accordance with the characteristics of children's development.

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