

Storytelling Methods and Learning Styles on Early Childhood Speaking Skills

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Abstract: This study aims to analyze the influence of storytelling methods on early childhood speaking ability in several early childhood schools, to analyze the influence of learning style on early childhood speaking ability, and to analyze the influence of storytelling methods and learning styles on early childhood speaking ability. The method in this study uses This type of research uses a quantitative research approach. The design in this study uses a case study design *which* is a method to collect and analyze data related to a case. The techniques used in data collection include, observation, documentation, questionnaires. The data analysis used was in the form of descriptive analysis, validity and reliability test, classical assumption test, and *multiple linear regression analysis*. The results of the study show that there is a positive and significant influence between storytelling methods on children's learning abilities, there is a positive and significant influence between learning styles on children's learning abilities. Based on the results of the study using the F test, it shows that the storytelling method and learning style simultaneously have a significant influence on the ability of early childhood learning in early childhood schools. As a suggestion for teachers to pay attention to the emotional involvement and active involvement of students, so that the storytelling method applied can encourage students to feel and express their feelings and provide opportunities for students to retell the content of the story in the words of the students.

Keywords: storytelling method, learning style, speaking ability, early childhood

Introduction

Early Childhood Education (PAUD) is very important, because the development of children in the future will be greatly determined by various meaningful stimulations provided from an early age. The beginning of a child's life is the most appropriate time to provide stimulation and educational encouragement so that children can develop optimally. Early Childhood Education (PAUD) is an educational program that is carried out for children aged 0-6 years, which leads to a coaching effort for children aged 0-6 years through the provision of a stimulus (introductory moment) of education. (Safari, 2021)

Physical growth and healthy spiritual development will help and facilitate in getting good readiness as you move forward to the next level of education. Early childhood is the golden age of child development where all aspects of development can be easily stimulated, this golden period lasts only once throughout the span of human life.

Early childhood needs to be a comprehensive development effort that involves aspects of parenting, health, education, and protection, namely by providing stimuli that can help develop early childhood potential through the role of parents, teachers, and the environment around children. In early childhood education, educators occupy a very important position in improving language skills in their students, One of the basic skills that is considered important for early childhood development is the ability to speak.

These skills are fundamental to good communication and are essential for a child's cognitive, social, and emotional development. From an early age, children learn to articulate their ideas, feelings, and thoughts through speech. Therefore, the development of speaking skills needs to receive special attention in early childhood education. Early childhood speaking skills are according to abilities that include mastery of vocabulary, vocabulary expression, and sentence forming.

Speaking skills encompass three main processes that are interconnected with each other. These three processes of speaking ability are word pronunciation, vocabulary building and forming sentences. Speaking ability is included in the aspect of early childhood language development. (Adawiyah *et al.*, 2023). Children aged 4-5 years can already develop speaking skills for communication purposes. Early childhood is already aware that language is a communication system, able to form the right complex sentences and good vocabulary mastery.

The speaking ability of children aged 4-5 years is no longer in the form of short expressions, but is able to express their thoughts in the right spoken language. One of the means used by educators To provide stimulus to the development of speech in early childhood is to use the storytelling method. According to the Kusuma *et al.*, (2021) that in an effort to help children develop language skills so that they can provide stimulation to help to be able to speak as much as possible.

The benefit of the storytelling method is that it makes good use of a child's hearing to help expand vocabulary and develop his ability to speak and express. The storytelling method is one of the methods that can be applied in the learning process. The story method is a person's verbal activity to convey something to others. It can be information, or something else like a fairy tale that has the purpose of entertaining.

Storytelling can be done with tools (media) or without the help of any tools. In early childhood children, the stories used are stories that can foster emotional, social, spiritual feelings of the child who listens to them (Nurrizalia and Nengsih, 2022:72). Then in the research Adawiyah *et al.*, (2023) shows that there is an influence between storytelling methods on early childhood speaking ability. This means that the storytelling method is effective in improving speaking skills in early childhood. This is also supported by research Febriana *et al.*, (2023) stating that the storytelling method using hand puppet media has a positive effect, this is evident from the results of observations on children's speech skills that experience differences before and after being treated.

In addition to the storytelling method, the learning style provided by educators greatly affects early childhood speaking ability, as expressed by Ali *et al.*, (2024:95) that learning style is an important factor that educators must pay attention to in creating an

effective and enjoyable learning experience. Learning style is the unique way that each child has in absorbing, processing or processing, and remembering information effectively. Educators need to understand the characteristics of students, including each learning style.

An educator who understands the learning style of students can condition learning activities that can facilitate the learning style of each student. The suitability between learning activities and learning styles can support optimal learning activities (Laughter) *et al.*, 2023). This is supported by research conducted by Elya (2020) that learning style has a significant effect on children's speaking ability. This means that to improve children's speaking skills, children who have a learning style *Auditory*, it is more appropriate to use the storytelling method with the medium of hand puppets.

Then the children who were taught used the storytelling method with power point media, which had a visual learning style and higher speaking ability than children who had an *auditory* learning style. Therefore, in improving children's speaking skills, the use of storytelling methods and learning styles that children have is very helpful.

This research was conducted in several PAUD schools. Based on the results of observations that have been made in several schools where problems are still found, namely students whose speech skills are low so that generally students cannot directly convey what is needed both related to learning in the classroom and activities outside the classroom. When children are asked to tell their experiences or events in front of the class, there are some students who are not able to tell the experience/incident in order and in sequence.

The application of the storytelling method applied by every PAUD teacher in each school found that there were still some students who could not understand the fairy tales conveyed, but there were also students who could talk related to the fairy tales presented by the educator teachers. Children will wait for stimulation in the form of questions from the teacher. In addition, children are also not able to answer and retell the content of the story that has been conveyed by the teacher.

Children's ability to answer or retell the content of the story presented by the teacher, most of them have not been able to explain it correctly. Children will only say one or two words that are not in the form of sentences, because when retelling the content of the story, the child lacks the material to tell. Likewise, in terms of the learning style conveyed by educators with doll aids, it can be seen that students cannot respond well if there are questions asked by teachers related to the learning style being taught.

With the problems that occur in several PAUD schools with early childhood speaking skills, it is important for every PAUD teacher to pay attention to the use of appropriate methods and media in developing speaking skills. If the methods and media used are interesting to children, it will provide the child's ability to answer or retell the content of the story presented by the teacher. Based on the background of the problems that have been presented, the purpose of this study is to find out which storytelling methods affect early childhood speaking ability and find out learning styles that affect early childhood speaking skills, as well as storytelling methods and learning styles affect early childhood speaking skills.

Early Childhood

Early childhood is an important developmental stage in a person's life that spans the age from birth to the age of six. The definition of early childhood includes a golden period in which children actively absorb information from their surroundings. This process becomes the main foundation for subsequent physical, cognitive, social, and emotional growth.

Through experience and interaction with the world, early childhood develops the skills, language skills, and mindset that underlie their intelligence and future potential. Therefore, the right approach to attention and stimulation at this age can help optimize the child's overall development so as to form a solid foundation for their future success (Syafnita, 2023:3).

Early childhood is a unique, different individual and has its own characteristics according to its age stage. On the basis of certain characteristics that children have that differentiate between children and adults, the provision of stimuli must be adjusted to the characteristics of early childhood for the development of their abilities in the future.

Learn More Khadijah and Zahraini (2021:11) states that Early Childhood (PAUD) is an individual who is in the age range of 0-6 years or according to experts 0-8 years. This age is referred to as the golden age (*Golden Age*), because children at this age experience very significant development in the process of their developmental stages. This age period is important because during this period there is a maturation of physical and psychological functions that are ready to respond to stimulation that comes from their environment.

Early childhood according to Shah *et al.*, (2023:16) are children in the age range of 0-6 years who are experiencing very rapid growth and development, so the right stimulation is needed so that they can grow and develop optimally. The provision of stimulation must be provided through the family environment, non-formal PAUD channels such as childcare centers (TPA) or play groups (KB) and formal PAUD channels such as kindergarten and RA.

Early Childhood Education (PAUD) according to Chairunnisa (2024:225) is an educational system set up to encourage holistic growth and development in children, with a focus on the development of all aspects of their personality. PAUD includes efforts to motivate, guide, nurture, and provide learning activities that aim to develop children's abilities and skills (competencies).

With early childhood education (PAUD), it is hoped that children can develop their diverse potential, including religious, cognitive, social-emotional, language, gross and fine motor arts, and independence. This includes a strong understanding of the teachings of the religion they embrace, the formation of desired behavioral habits, the mastery of basic knowledge and skills that are appropriate to their needs and development, and being able to develop positive motivation and learning attitudes.

Learning Methods

The learning method can be interpreted as a presentation technique mastered by a teacher to present the subject matter to students in the classroom, either individually or in groups so that the subject matter can be absorbed, understood and utilized by students

properly (Akbar, 2020:19). Learning method is a method or system used in learning that aims to enable students to know, understand, use and master certain subject matter. Each teacher will use the appropriate method to achieve the teaching objectives (Harrera) *et al.*, 2024:96).

According to Warmansyah *et al.*, (2023:55) The learning method involves choosing a teaching strategy that is in accordance with the learning objectives and characteristics of the learners. Some examples of commonly used learning methods include lectures, group discussions, questions and answers, simulations, projects, individual assignments, and others. Each learning method has advantages and disadvantages that educators must consider in choosing the appropriate method to achieve learning goals. The characteristics of a good method for the teaching and learning process are: 1) flexible, flexible, and have power that is in accordance with the character of the students and the material; 2) be functional in uniting theory with practice and lead students to practical skills; 3) does not reduce the material, in fact, on the contrary, it develops the material; 4) giving students the freedom to express their opinions; and 5) able to place teachers in the right and respectable position in the entire learning process.

Early childhood learning methods should be challenging and fun and involve elements such as play, movement, singing, and learning. Methods that are often used for the teaching and learning process, basic methods that can be used by educators should have the desire to convey knowledge to students. Thus, the learning method is a way to convey or instill knowledge to students through a teaching and learning activity, both at school and outside school (Full) *et al.*, 2022:122).

The learning method according to Deluma *et al.*, (2023:97) refers to an approach that acts as a bridge between the designed learning plan and the reality of its implementation in the form of concrete activities. This method is interpreted as an instrument that allows the transition from a learning plan to a real action in an effort to achieve the learning goals that have been set.

Through the application of various appropriate methods, learning methods become tools that guide educators to create situations that support the learning process of students. Thus, learning methods become important vehicles that direct learning from concepts to meaningful learning experiences for students.

Storytelling Method

Storytelling is a way of delivering stories that are done orally. The storytelling method can be done by educators by choosing a story topic that is interesting to the child so as to encourage children to give responses to the stories that have been read or told by the educator. The application of this method can also be done by asking children to tell about their personal experiences related to the ongoing learning theme.

The story method is an experience for early childhood by bringing stories to children orally that must attract and invite children's attention and are inseparable from the purpose of early childhood education. Usually stories are associated with the world of early

childhood life, so they can understand the content of the story, the child will listen attentively and easily grasp the content of the story (Marlina, 2024:55).

According to Summarino (2023:155), telling a story is telling something that tells about an act or an event and is conveyed orally with the aim of sharing experiences and knowledge with others. Telling a story is telling something that tells about an action, an experience that actually happens or something that is just fictitious. The storytelling method is one of the learning experiences for children by bringing stories orally.

The storytelling method is one of the learning experiences for kindergarten children by bringing stories to children orally. The stories presented by the teacher must be interesting, and invite the attention of children and cannot be separated from the educational goals for kindergarten children. The choice of storytelling method is related to storytelling techniques. Methods are related to the way they are done, while techniques are operational and concrete steps in telling stories. Thus, storytelling techniques are a direct and concrete way to implement storytelling on the basis of the chosen method (Rohmiati *et al.*, 2023:117).

Thus, it can be concluded that the storytelling method is a means used by educators to communicate early childhood learning materials orally through stories. This method is used in learning activities to present, convey information, or explain new concepts, with the aim of fostering a variety of basic skills in children.

Learning Style

Learning and style are part of the learning style. According to the Great Dictionary of the Indonesian Language, style is defined as a person's actions, gestures, and body posture. Learning, on the other hand, is the process of acquiring new knowledge and skills. Learning style refers to an individual's preference for accessing and understanding information. This includes the ways in which a person prefers to learn, process thoughts, and understand different types of information.

Learning style involves a personal tendency to choose a particular method or approach to obtain optimal understanding. This includes the way a person processes information cognitively, such as using images, listening, or engaging in physical activities. By knowing the individual's learning style, learning approaches can be tailored to create an environment that supports a more effective and meaningful learning experience for learners (Suprpto *et al.*, 2024:16).

Learning style can be defined as a person's way of receiving learning outcomes with an optimal acceptance rate compared to other methods. Everyone has their own learning style. Introduction to learning styles is essential. For teachers, by knowing the learning style of each student, teachers can apply the right techniques and strategies both in learning and in self-development. Only with appropriate implementation will the success rate be higher. A student must also understand the type of learning style. Thus, he has the ability to know himself better and know his needs. The introduction of learning styles will provide the right service to what and how should be provided and done so that learning can take place optimally (Lesmana, 2022:64).

Student learning style is the way students choose to obtain information or knowledge in a learning process. Everyone has their own unique and distinctive learning style. There is no better or worse learning style than anyone else. By recognizing the more dominant student learning style, it can determine a more effective way of learning for students. So that when you can take advantage of learning abilities with the maximum, the learning outcomes obtained are also optimal (Stuart, 2023:188).

Learning style according to Lukman (2024:44) is the individual's approach to absorbing, processing, and remembering information. Everyone has a unique way of processing information that affects the way they learn effectively. Learning styles include certain preferences in the way a person absorbs information, whether it is through visual, auditory, kinesthetic, or other methods. Understanding learning styles allows individuals to choose the learning techniques that best suit their needs, thus increasing effectiveness and efficiency in the learning process.

An understanding of learning style is important for an educator to have. Educators need to understand the characteristics of students, including each learning style. An educator who understands the learning style of students can condition learning activities that can facilitate the learning style of each student. The suitability between learning activities and learning styles can support optimal learning activities (Laughter) *et al.*, 2023).

Early Childhood Speaking Skills

Speaking is a process of conveying information, ideas or ideas from the speaker to the listener. In conveying information, orally a speaker must be able to convey it properly and correctly so that the information can be received by the listener. To be a good speaker, the speaker must be able to capture information critically and effectively, this is related to listening activities. If the speaker is a good listener, he is able to capture information well.

Speaking ability is a language ability in speaking articulated sounds or pronouncing words to express, express, convey ideas, thoughts, opinions, ideas, and feelings to others as a speaker partner based on confidence, honesty, truthfulness, and responsibility by eliminating psychological problems such as shyness, low self-esteem, tension, heaviness of the tongue, and so on (Aziz, 2024:2).

One of the basic skills that is crucial for early childhood development is the ability to speak. These skills are fundamental to good communication and are essential for a child's cognitive, social, and emotional development. From an early age, children learn to articulate their ideas, feelings, and thoughts through speech. Therefore, the development of speaking skills needs to receive special attention in early childhood education.

In the context of education, Having good speaking skills can help children interact with their environment, form positive social bonds, and speed up the learning process in the classroom. This ability is an important indicator of a child's readiness to enter the next level of education (Aulia and Normaliza, 2024:229).

Speaking is the activity of expressing, expressing, greeting, or communicating thoughts, ideas or feelings. Speaking is also a language skill that develops and is influenced

by listening skills. Speaking ability is related to the vocabulary acquired by children from listening and reading activities (Abidin, 2020:37).

Adawiyah *et al.*, (2023) Early childhood speaking skills are abilities that include mastery of vocabulary, vocabulary expression, and sentence forming. Speaking skills encompass three main processes that are interconnected with each other. These three processes of speaking ability are word pronunciation, vocabulary building and forming sentences. Speaking ability is included in the aspect of early childhood language development.

According to Rusmaeni *et al.*, (2024) Children's speaking skills are very important because with this ability children can convey what is in their minds orally so that others can understand what they want. In addition, children are also easy to get along with, have good social skills, and can socialize effectively with their peers. If the child's speech skills are still lacking, then the child will find it difficult to socialize and hesitate to convey his ideas and desires to others.

Speaking ability refers to the capacity to express roles or communicate through spoken language. The development of speaking skills in early childhood includes 8000 words that at least the child can understand. However, this can only be achieved if the child is given continuous stimulation; otherwise, his abilities will not develop optimally. This also applies to learning activities in early childhood education schools. The best way to improve children's speaking skills is not only when they focus on the teacher, but also when they are directly involved in learning activities.

Based on the explanation above, it can be stated that early childhood speaking ability is the ability of children to express their thoughts, feelings, ideas, and desires orally through words, sentences, and body language. This ability is one of the important aspects of children's language development and is the basis for communicating with others in their environment.

Relationships Between Variables

The influence of storytelling methods on early childhood speaking ability

According to StuRat (talk) 20:77, 2021 (UTC) The storytelling method is a learning method that uses the teacher's technique of telling about a legend, fairy tale, myth, or a story in which certain moral or intellectual messages are inserted. The storytelling method can provide a stimulus to children's speech development. To tell a story, one must understand it. Stories can help children develop their language skills. In an effort to help children develop their language skills, parents or teachers can give them stimulation to help them speak as much as they can. Benefits of storytelling methods is to make good use of children's hearing to help them expand their vocabulary and develop their ability to speak and express themselves (Kusuma *et al.*, 2021).

Results of research by Adawiyah *et al.*, (2023) shows that there is an influence between storytelling methods on early childhood speaking ability. This means that the storytelling method is effective in improving speaking skills in early childhood. This is also supported by research Febriana *et al.*, (2023) which states that the method of storytelling

using hand puppet media has a positive influence, this is evident from the results of observations on children's speaking abilities that experience differences before and after being treated.

The influence of learning style on early childhood speaking ability

Learning style according to Lukman (2024:44) is the individual's approach to absorbing, processing, and remembering information. Learning styles include certain preferences in the way a person absorbs information, whether it is through visual, auditory, kinesthetic, or other methods. Understanding learning styles allows individuals to choose the learning techniques that best suit their needs, thus increasing effectiveness and efficiency in the learning process.

Research results Elya (2020) stating that learning style has a significant effect on children's speaking ability. This means that to improve children's speaking skills, children who have an auditory learning style, it is more appropriate to use the storytelling method with the medium of hand puppets. Furthermore, children who are taught use the storytelling method with power point media, which has a visual learning style, higher speaking ability than children who have an auditory learning style. Therefore, to improve children's speaking skills, the use of storytelling methods and learning styles that children have is very helpful.

The influence of storytelling methods and learning styles on early childhood speaking skills

According to Sihombing *et al.*, (2022) The storytelling method is a way of delivering or presenting learning materials orally in the form of stories from teachers to students. Learning using the storytelling method can be used to improve early childhood speaking skills. Then Opens (2023:188) Explains that learning style is the way chosen by students to obtain information or knowledge in a learning process.

According to Nawis (2024), to improve children's speaking skills, the application of storytelling methods must be adjusted to children's learning styles. Children with auditory learning styles are taught using the storytelling method using power point media, while children who use visual learning styles are more appropriate to use the storytelling method with visual media. Research results Elya (2020) shows that there is a significant influence on storytelling methods and learning styles on children's speaking skills.

Methodology

Types of Research

This type of research uses a quantitative research approach. According to Karimuddin (2022:2) A quantitative approach is an approach that primarily uses postpositivist paradigms in developing science (such as thinking about cause and effect, reduction to variables, hypotheses and specific questions using measurement and observation as well as testing theory), using research strategies such as experiments and surveys that require statistical data.

Research Design

Design is an important aspect of design and needs to be considered in carrying out a research. The research design leads the researcher to follow the steps or procedures of the research. The design in this study uses a case study design (*case study*) which is a method to collect and analyze data related to a case. Hardani *et al.*, (2020:64) These cases can be related to individuals, groups (work, class, school, ethnicity, race, religion, social, cultural, etc.), families, institutions, organizations, regions/regions, communities, and others. Case studies are directed at examining conditions, activities, developments and important factors related to and supporting these conditions and developments. The design in this study is described as follows.

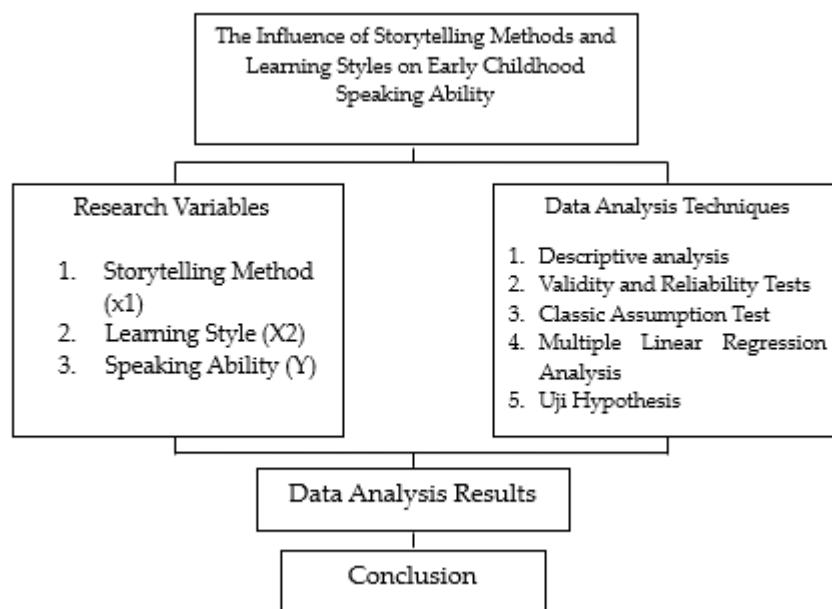


Figure 1. Research Design

Variable Operational Definition

Defining variables operationally is describing or describing research variables in such a way that they are specific (not double interpreted) and measurable (*observable* or *measurable*). The operational definition of the variables in this study can be described as follows:

1. Storytelling methods

Storytelling methods is a means used by educators to communicate early childhood learning materials orally through stories that aim to foster various basic skills in early childhood. According to Aulia and Normaliza (2024:235) The indicators of the storytelling method can be described as follows:

- a) Fun Learning Environment
- b) Emotional Engagement
- c) Social Interaction
- d) Active Involvement of Children

2. Learning style

Learning style is the way or approach that individuals use to absorb, manage, remember, and process information in the learning process. According to Ali *et al.*, (2024:95) Learning style indicators can be described as follows:

- a) Visual Learning Style
- b) Auditory Learning Style
- c) Kinesthesia Learning Style

3. Speaking ability

Speaking ability is the ability that children have to express thoughts, ideas, and feelings orally to others through words, sentences, and body language. According to Rohali and Mulyeni (2023:29) Indicators of speaking ability can be described as follows:

- a) Can distinguish, listen and pronounce certain sounds
- b) Can communicate or speak verbally.
- c) Can improve vocabulary used in daily life
- d) Can tell pictures
- e) Be able to recognize the relationship between spoken and written language.

Data Collection Techniques

The techniques used in data collection include:

1. Observations

Observation is an effort to collect data that is carried out by systematically observing and recording symptoms (phenomena) on a subject object of observation. Observation is often used to assess individual behavior or the process of an activity. The use of observation techniques will be more effective if it is equipped with a format or observation blank as an instrument. The format that is compiled contains the question items about the observed events or behaviors. Observations are made not only to record how the reaction occurred, but also to record the number of times a particular reaction appears, assessing whether the reaction is very, lacking, or not in accordance with a particular reference (Rizal and Ihsan, 2023:71).

2. Documentation

Data collection techniques through documentation involve retrieving information from pre-existing documents in various forms of documents such as archives, reports, or publications from institutions or organizations or from individuals. The advantage of using the documentation method is that the required costs are relatively low, as well as more efficient time and effort savings.

3. Questionnaire

The data collection technique is by distributing questionnaires or questions and answers to early childhood teachers to get the data needed related to storytelling methods and learning styles.

Data Analysis Techniques

To find out whether the results of a study are accepted or rejected by a hypothesis, an analysis of the data that has been obtained is carried out. The data analysis techniques used in this study are:

1. Descriptive Analysis

Descriptive analysis is an analysis that systematically describes factual and accurate data on facts and the relationship between storytelling methods and learning styles on early childhood speaking skills in several early childhood schools.

2. Validity and Reliability Tests

a) Validity Test

Validity is an important key in crafting effective research. If part of the research is invalid, it means that the research is worthless. Validity is a requirement for a study. According to Muin, (2023:61) Validity is a measure that indicates the level of validity or validity of an instrument. This means that a valid or valid instrument has high validity. And vice versa, if the instrument is not valid, it means that it has low validity. The criteria for determining the validity of an instrument are as follows:

- If $r_{\text{counts}} > r_{\text{table}}$, then the statement is declared valid.
- If $r_{\text{counts}} < r_{\text{table}}$, then the statement is declared invalid.

b) Reliability Test

Reliability tests are tools for measuring the level of reliability, the accuracy, accuracy, and consistency of the indicators contained in the instrument. According to Stuart (2024:82) Reliability Test is the extent to which the measurement results using the same object will produce the same data. The criteria for reliability testing are:

- If the value of the reliability coefficient > 0.6 then the instrument has good reliability or in other words the instrument is reliable or reliable.
- If the reliability coefficient value < 0.6 , then the instrument being tested is unreliable.

3. Classic assumption test

a) Normality Test

Parametric statistical analysis serves as a method to examine population parameters through parametric techniques. The application of parametric statistical analysis involves evaluating population parameters using sample data. However, for the use of valid parametric statistical analysis, the data must follow a normal distribution. Verification of data normality is achieved through normality testing. Normality assessments can reinforce whether the sample is from a normally distributed population or even verify the normal distribution of the entire population. In testing the normality of a data, a test is used Kolmogorov-Smirnov. The provision is that if the sig value is < 0.05 , then the data is distributed abnormally. On the other hand, if the sig value is > 0.05 , then the data is normally distributed (Sihotang, 2023:117).

b) *Multicollinearity Test*

The multicollinearity test aims to find out whether the independent variables in the study have the same elements. Supposedly, the independent variables to be analyzed are not allowed to contain the same aspects, indicators, or dimensions, because if the independent variables contain the same aspect or indicator, the regression coefficient obtained becomes biased and meaningless. The test conditions are that if the tolerance value is > 0.1 and the VIF value is < 10 , then it can be said that there is no multicollinearity between independent variables (Sihotang, 2023:126).

c) *Heteroscedasticity Test*

The heteroscedasticity test is a fundamental assessment that must be met in the context of regression analysis. This test is used to ensure the presence or absence of bias in the regression analysis model. There are two different approaches available to identify the presence or absence of heteroscedasticity indicators in regression models. The first approach involves examining the scatterplot graph, while the second approach involves observing the relationship between the predicted values of bound variables (SRESID) and residual errors (ZsPRED). After analyzing the scatterplot graph, if there is no clear pattern and the data points do not show a large spread above and below the zero on the y-axis, then it can be concluded with confidence that there is no indication of heteroscedasticity (Sihotang, 2023:127).

4. Multiple linear regression analysis

Multiple linear regression is a regression model that involves more than one independent variable. Multiple linear regression analysis was performed to determine the direction and extent of the influence of independent variables on dependent variables. The multiple linear regression model is formulated with the following equations:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Description :

Y = Speaking ability

X1 = Storytelling method

X2 = Learning style

α = Constant

β_1, β_2 = Regression theory

ε = Standard error

Result and Discussion

Learning Style

Learning style is an individual's approach to absorbing, processing, and remembering information. Everyone has a unique way of processing information that affects the way they learn effectively. Learning styles include certain preferences in the way a person absorbs information, whether it is through visual, auditory, kinesthetic, or other methods. To find out the role of learning style variables in this study can be seen in the following table 4.8:

Table 1. Respondents' Description of Learning Style

No.	Indicator	Score					Red
		STS	TS	CS	S	SS	
X2.1	Visual Learning Style						
X2.1.1	It is easier for students to understand the content of the story when accompanied by pictures	-	-	6 16,2%	15 40,5%	16 43,2%	4,27
X2.1.2	The use of visual media such as pictures or picture books can increase students' attention to stories	-	-	6 16,2%	23 62,2%	8 21,6%	4,05
X2.1.3	I always use pictures to explain to students about the characters in the story	-	-	6 16,2%	22 59,5%	9 24,3%	4,08
Average Score							4,13
X2.2	Auditory Learning Style						
X2.2.1	Students can quickly grasp the content of the story conveyed by the teacher clearly and easily understands	-	-	12 32,4%	14 37,8%	11 29,7%	3,97
X2.2.2	Students can retell the part of the story that has been heard	-	-	9 24,3%	19 51,4%	9 24,3%	4,00
X2.2.3	Students always pay attention to sounds, rhythms or repetition of words in stories	-	-	13 35,1%	18 48,6%	6 16,2%	3,81
Average Score							3,93
X2.3	Kinesthetic Learning Style						
X2.3.1	Students can understand the content of the story, if it is accompanied by moving activities or practices when the PAUD teacher tells stories in class	-	-	9 24,3%	20 54,1%	8 21,6%	3,97
X2.3.2	Role play can help students to explain the content of the story in real life	-	-	8 21,6	23 62,2%	6 16,2	3,95
X2.3.3	Students can be more involved when storytelling is complemented by relevant activities	-	-	13 35,1%	15 40,05	9 24,3	3,89
Average Score							3,94
Total Average of Learning Style variable index							4,00

Source: Primary data has been processed, year 2025

Based on table 1, which is the results of respondents' answers regarding learning styles, most of the respondents gave an answer in agreement, with a total average index of learning style variables of 4.00, and when viewed from the score criteria, it is perceived as

high or good. The indicator that has the highest average score is the visual learning style of 4.13, where students more easily understand the content of the story when accompanied by pictures, in addition to the use of visual media such as pictures or picture books can increase students' attention to the story and the teacher always uses pictures in explaining to students about the characters in the story. It can be concluded that the respondents' responses regarding early childhood learning styles at PAUD Groups 1 and 2 in Tallo District are good.

Speaking Ability

Early childhood speaking skills are abilities that include mastery of vocabulary, vocabulary expression, and sentence forming. Speaking skills encompass three main processes that are interconnected with each other. These three processes of speaking ability are word pronunciation, vocabulary building and forming sentences. Knowing the role of early childhood speech ability variables in this study can be seen in the following table 2:

Table 2. Respondents' Description of Early Childhood Speaking Ability

No.	Indicator	Score					Red
		STS	TS	CS	S	SS	
Y.1	Distinguishing, Listening and Speaking Sounds						
Y.1.1	Students have the ability to distinguish vocal and consonant sounds in a simple way	-	-	8 21,6%	23 62,2%	6 16,2%	3,95
Y.1.2	Students are always responsive to verbal instruction related to sounds or words	-	-	10 27,0%	19 51,4%	8 21,6%	3,95
Y.1.3	Students can imitate words or sounds or words	-	-	10 27,0%	13 35,1%	14 37,8%	4,11
Average Score							4,00
Y.2	Communicate or Speak Verbally						
Y.2.1	Students have the ability to convey ideas or short stories orally	-	-	7 18,9%	18 48,6%	12 32,4%	4,14
Y.2.2	Students can respond to the teacher's questions with simple sentences	-	-	9 24,3%	17 45,9%	11 29,7%	4,05
Y.2.3	Students show courage to speak in front of small groups	-	-	8 21,6%	17 45,9%	12 32,4%	4,11
Average Score							4,10
Y.3	Increased Vocabulary in Daily Life						
Y.3.1	Students can recognize and use new words obtained from stories that have been given by teachers	-	-	5 13,5%	23 62,2%	9 24,3%	4,11
Y.3.2	Learners have the ability to logically arrange the	-	-	12 32,4%	14 37,8%	11 29,7%	3,97

No.	Indicator	Score					Red
		STS	TS	CS	S	SS	
	sequence of events from each image						
Y.3.3	Students can retell the contents of the picture without the help of the teacher	-	1 2,7%	14 37,8%	13 35,1%	9 24,3%	3,81
Average Score							3,96
Y.4	Telling the Picture						
Y.4.1	Students can describe what has been seen in an image based on simple sentences	-	-	9 24,3%	18 48,6%	10 27,0%	4,03
Y.4.2	Students can relate images based on their personal experiences in a relevant way to the content of the story	-	-	13 35,1%	10 27,0%	14 37,8%	4,03
Y.4.3	Students can retell the contents of the picture without simple help in storytelling activities	-	1 2,7%	11 29,7%	12 32,4%	13 35,1%	4,00
Average Score							4,02
Y5	Getting to Know the Relationship Between Spoken and Written Language						
Y.5.1	I always introduce the relationship of letter sounds in a simple way in storytelling activities	-	-	11 29,7%	15 40,5%	11 29,7%	4,00
Y.5.2	Students have shown interest in the letters or words that appear in the storybook	-	-	14 37,8%	12 32,4%	11 29,7%	3,92
Y.5.3	Students can identify some simple words/labels that often appear in storybooks	-	-	15 40,5%	12 32,4%	10 27,0%	3,86
Average Score							3,93
Total Average index of Early Childhood Speaking Ability variables							4,00

Source: Primary data has been processed, year 2025

Based on table 2, which is the results of the respondents' answers regarding early childhood speaking ability, most of the respondents gave an answer in agreement, with a total average variable index of early childhood speaking ability of 4.00, and when viewed from the score criteria, it is perceived as high or good. The indicator that has the highest average score is communication or speaking orally of 4.10, where students have the ability to convey ideas or short stories orally, in addition to that students can respond to the teacher's questions with simple sentences and students show the courage to speak in front of a small group. It can be concluded that the respondents' responses regarding early childhood speech skills at PAUD Clusters 1 and 2 in Tallo District are good.

Research Instrument Feasibility Test

Validity Testing

The purpose of the validity test is to determine the level of validity of the instrument used in the research. Where through the validity test, it will be possible to find out whether the question items presented in the questionnaire are really able to reveal with certainty about the problem being researched. The technique that can be used for the validity test is to use item analysis, where each value in each question item in the questionnaire is correlated with the total value of all question items for a variable by using the *corrected item total correlation* value above from 0.30, as seen in the results of testing the validity of the research instrument through the following table:

Table 3. Validity Test Results

Variable	Item Code	<i>Corrected Item Total Correlation</i>	Standards	Remarks
Storytelling Method	X1.1.1	0,704	0,30	Valid
	X1.1.2	0,610		
	X1.1.3	0,684		
	X1.2.1	0,782		
	X1.2.2	0,554		
	X1.2.3	0,795		
	X1.3.1	0,601		
	X1.3.2	0,652		
	X1.3.3	0,648		
	X1.4.1	0,737		
	X1.4.2	0,652		
	X1.4.3	0,682		
Learning Style	X2.1.1	0,799	0,30	Valid
	X2.1.2	0,640		
	X2.1.3	0,722		
	X2.2.1	0,515		
	X2.2.2	0,775		
	X2.2.3	0,607		
	X2.3.1	0,817		
	X2.3.2	0,608		
	X2.3.3	0,582		
Early Childhood Speaking Skills	Y.1.1	0,493	0,30	Valid
	Y.1.2	0,671		
	Y.1.3	0,565		
	Y.2.1	0,641		
	Y.2.2	0,493		
	Y.2.3	0,671		
	Y.3.1	0,578		
	Y.3.2	0,743		
	Y.3.3	0,681		
	Y.4.1	0,542		
	Y.4.2	0,760		
	Y.4.3	0,746		

Y.5.1	0,672
Y.5.2	0,598
Y.5.3	0,654

Source: Primary Data Processing Results, 2025

Based on table 3 of the validity test results for the variables of storytelling methods, learning styles and early childhood speaking ability, a greater correlation value was obtained when compared to the standard value. Thus, the indicators or questionnaires used by each variable of storytelling methods, learning styles and early childhood speaking skills are declared valid to be used as variable measurement tools, because they have a correlation value (*corrected item total correlation*) above 0.30.

Reliability Testing

Reliability is an index that shows the extent to which a measuring instrument can be trusted or reliable. A new measuring instrument can be trusted and reliable if there is always consistent results from the unchanging measurement symptoms performed at different times. To conduct a reliability test, the *alpha Cronbach's* technique can be used, where a research instrument is said to be reliable if it has a coefficient of social or alpha needs of 0.60 or more. Overall, the results of the reliability test can be seen in the following table.

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Standard Reliability	Remarks
Storytelling Method	0,889	0,60	Reliable
Learning Style	0,846	0,60	Reliable
Early Childhood Speaking Skills	0,895	0,60	Reliable

Source: Primary Data Processing Results, 2025

Based on the data in table 4, the *Cronbach's alpha value* of all variables, namely storytelling methods, learning styles, and early childhood speaking skills is greater than 0.60, so it can be concluded that the indicators or questionnaires used for the variables of storytelling methods, learning styles, and early childhood speaking ability are all declared reliable or trustworthy as a measuring tool.

Discussion

The Influence of Storytelling Methods on Early Childhood Speaking Ability

The results of the first hypothesis test using the help of the SPSS program, the research findings were obtained that the storytelling method has a positive and significant influence on early childhood speaking skills in early childhood schools. This explains that the application of the storytelling method is able to improve early childhood learning abilities in real terms, so that the more effective the storytelling method is, the higher the development of early childhood learning skills.

The results of these findings are supported by the theory put forward Kusuma *et al.*, (2021) that The storytelling method can provide a stimulus to children's speaking development. To tell a story, one must understand it. Stories can help children develop their language skills. In an effort to help children develop their language skills, parents or

teachers can give them stimulation to help them speak as much as they can. Benefits of storytelling methods is to make good use of children's hearing to help them expand their vocabulary and develop their ability to speak and express.

Based on the results of the analysis carried out, an average score of 4.01 was obtained and based on the category, it was perceived as good. This means that the storytelling method applied by teachers at PAUD Groups 1 and 2 in Tallo District has been implemented well, where it can be from the aspect of a fun learning environment included in the good category related to storytelling activities in the classroom carried out with a warm and fun atmosphere, teachers arrange and use props, so that students have comfort when listening to stories, and the atmosphere in the classroom has supported the learners to focus and enjoy the story.

Then seen from the aspect of emotional involvement it is included in the good category, because when telling stories, teachers try to build emotional closeness with students, besides that the storytelling method used by teachers is able to increase students' sense of empathy for the story characters, and the stories that teachers choose can encourage students to feel and express feelings.

Furthermore, it is seen from social interaction which is included in the good category, because teachers encourage students to always ask questions during the session to tell stories, students are always active to interact with their friends and teachers during storytelling activities because storytelling becomes a medium to strengthen cooperation between students in PAUD schools. For us, judging from the aspect of children's active involvement, it is included in the good category, because teachers always provide opportunities for students to retell the content of the story in their own words, besides that students are always involved to actively participate in the role of the content of the story that has been given by the PAUD teacher and storytelling activities encourage the courage of students to speak in front of their friends.

Some previous research Adawiyah *et al.*, (2023) and Febriana *et al.*, (2023) shows that there is an influence between storytelling methods on early childhood speaking ability. This means that the storytelling method is effective in improving speaking skills in early childhood.

The Influence of Learning Style on Early Childhood Speaking Ability

The results of the second hypothesis test using the help of the SPSS program, the research findings were obtained that learning style has a positive and significant influence on early childhood speaking ability in Early Childhood Early Childhood Schools Clusters 1 and 2 in Tallo District. This provides an explanation that a learning style that is in accordance with the characteristics of children is able to significantly improve students' learning abilities, so that the more appropriate the learning style applied, the more optimal the development of early childhood learning abilities.

According to Ratmawati *et al.*, (2024) that understanding a child's learning style can help educators to individualize instruction and provide the support needed by each learner. By customizing materials, methods, and assessments, educators can create a more relevant,

engaging, and effective learning experience for each learner. Although the importance of communication in early childhood has been recognized, there is still a gap in knowledge about how dialogical learning methods and learning styles affect early childhood communication skills.

From the results of the research conducted through the distribution of questionnaires, an average learning style of 4.00 was obtained and was given a good assessment by the respondents. This can be seen in terms of visual learning styles that are perceived as good, because students find it easier to understand the content of stories when accompanied by pictures, besides that the use of visual media such as pictures or picture books can increase students' attention to stories and teachers always use pictures in explaining to students about the characters in the story.

Judging from the aspect of auditory learning style, it is included in good assessment, because students can quickly grasp the content of the story conveyed by the teacher clearly and easily understand, besides that students can retell the part of the story that has been heard, and students always pay attention to sounds, rhythms or repetition of words in the story. Then seen from the aspect of kinesthetic learning style, it is included in good assessment, because students can understand the content of the story, if accompanied by moving activities or practice when the PAUD teacher tells stories in class, besides that role play can help students to explain the content of the story in real life and students can be more involved when telling stories equipped with relevant activities.

Research results Elya (2020) stating that learning style has a significant effect on children's speaking ability. Then the research Nawis (2024) found that there was a significant influence on learning style on speaking ability.

The Influence of Storytelling Methods and Learning Styles on Early Childhood Speaking Ability

The results of the third hypothesis test using the help of the SPSS program, the research findings were obtained that storytelling methods and learning styles have a joint effect on early childhood speaking skills in PAUD Clusters 1 and 2 in Tallo District. This shows that the combination of storytelling methods and the right learning style can make a significant contribution to improving early childhood speaking skills, so both need to be optimized simultaneously in the learning process.

Research Nawis (2024) found that there was an in-reaction effect between storytelling methods and learning styles on children's speaking skills. This means that to improve children's speaking skills, the application of storytelling methods must be adjusted to children's learning styles. Children with auditory learning styles are taught using the storytelling method using power point media, while children who use visual learning styles are more appropriate to use the storytelling method with power point media as well. Research results Elya (2020) shows that there is a significant influence on storytelling methods and learning styles on children's speaking skills.

Conclusion

Based on the results of the research and discussion that has been presented, the conclusion of the analysis results is as follows.

1. There is a positive and significant influence between storytelling methods on early childhood learning ability in early childhood schools. This indicates that the application of the storytelling method is able to improve early childhood learning abilities in real terms, so that the more effective the storytelling method is, the higher the development of children's learning abilities.
2. There is a positive and significant influence between learning styles on early childhood learning ability in early childhood schools. This indicates that a learning style that is in accordance with the characteristics of children is able to significantly improve students' learning abilities, so that the more appropriate the learning style applied, the more optimal the development of early childhood learning abilities.
3. Based on the results of the study using the F test, it shows that the storytelling method and learning style simultaneously have a significant influence on the ability of early childhood learning in early childhood schools.

Based on the results of the conclusions above, in this case the author suggests that teachers pay attention to the emotional involvement and active involvement of students, so that the storytelling method applied can encourage students to feel and express their feelings and provide opportunities for students to retell the contents of the story in their own words, in addition, teachers should also pay attention to students' auditory learning styles, so that students can pay attention to the sound, rhythm or repetition of words in the story and students can quickly understand the contents of the story conveyed by the teacher clearly and easily understood, Teachers in early childhood schools should introduce students to the relationship between spoken and written language, so that students can identify several simple words/labels that often appear in story books.

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