

**Original Article**

**THE ROLE OF STORYTELLING IN LANGUAGE DEVELOPMENT IN CHILDREN AGED 4–6 YEARS**

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**Abstract**

Speaking ability is one aspect of language development that can be optimized at an early age. Storytelling is one method to optimize speaking ability in early childhood. This study aims to describe the role of storytelling activities on early childhood speaking ability. The approach used in this study is descriptive qualitative, with document analysis and observation methods. Primary data sources come from books and scientific journals related to storytelling and early childhood speaking skills, while secondary data sources come from 4-year-old children. The results of the study indicate that storytelling has three components: the storyteller, the story, and the listener. Stories are a medium to teach vocabulary and sentences for children to listen to, so that children will be encouraged to say the words or sentences they hear. Storytelling can foster new attitudes so that responses emerge in the form of words or sentences, make children recognize environmental conditions so they can respond using words or sentences, and foster a desire to express opinions.

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**Keywords** : Early childhood , speaking skills , storytelling.

**1. INTRODUCTION**

Early childhood education is a crucial period in children's growth and development, especially in the aspect of language development which is the foundation for their communication and social interaction skills in the future (Fajari & Zulkarnaen, 2023; Shofia & Dirgayunita, 2024) . The age period of 4–6 years is a critical phase for the formation of values, morals, and basic abilities that are reflected in everyday attitudes, where Erikson identified this period as the \*sense of initiative\* phase that encourages children to develop initiatives through curiosity about their surroundings (Lestari & Prima, 2023) . Language makes a significant contribution to children's development, because through language skills, children can express their thoughts, feelings, and carry out social interactions effectively in their environment (Dewi & Aryanti, 2017; Fajari & Zulkarnaen, 2023) .

Language development at this age is at its peak, marked by children's active learning of vocabulary, grammar, and communication skills, which are essential for overall growth and maturity (Fono et al., 2023) . Furthermore, mastery of language skills at this age is an important indicator of a child's success in school and in building social relationships with peers and adults (Lubis & Khadijah, 2025) . Therefore, an appropriate and engaging learning approach is needed to optimize children's language potential, one of which is through the storytelling method, which has been proven effective in enriching vocabulary and improving verbal expression skills (Rambe et al., 2021; Syamsiyah & Hardiyana, 2021) . This method functions not only as a medium of entertainment but also as a learning strategy that can stimulate children's imagination while introducing new concepts in a meaningful context (Silitonga et al., 2023) . Through storytelling activities, children are expected to be able to train their comprehension and expand their



vocabulary through communicative interactions with peers and adults (Habibatullah et al., 2021; Sihoming et al., 2024) .

Ideally, children aged 4–6 years can produce 1,500 to 14,000 words of vocabulary each day, so storytelling activities are considered relevant to support this developmental target (Alam & Kurniati, 2023). It is important to understand that language development is not just the ability to pronounce words, but also includes understanding abstract concepts and complex communication structures (Mahriani & Jannah, 2025) . At this developmental stage, children aged 4–6 years begin to demonstrate the ability to understand language rules, follow two commands simultaneously, and repeat complex sentences. While in the expressive aspect, they are able to construct complete sentences, provide reasons, and even retell stories they have heard, which indicates the maturation of their cognitive abilities and auditory retention (Kusuma et al., 2021) .

This expansion of skills is in line with an increase in vocabulary, reaching 4,000 to 6,000 words by the age of four, and mastery of thousands more words by the age of six (Fadlan, 2019; Syamsuardi et al., 2021) . This suggests that language-rich interactions, such as through storytelling, are crucial for accelerating vocabulary acquisition and understanding of sentence structure in children (Agusriani et al., 2022; Fajari & Zulkarnaen, 2023) . Furthermore, the verbal interactions that occur during storytelling encourage children to actively participate, enabling them to become more than passive listeners but also language users capable of expressing their ideas and feelings (Sulistyaningrum & Kastuhandani, 2025) . Optimal speaking ability in early childhood is characterized by clear pronunciation of words, fluency in speaking, and the ability to construct sentences consisting of 6–8 words and can be understood by others even though there are still grammatical errors (Sudarti et al., 2023) .

## **2. LIBRARY REVIEW**

### **Storytelling Concept**

Storytelling is defined as a form of language stimulation that is effective for both age-appropriate and developmentally disabled children, where the storyteller and listener build a synergistic relationship to improve literacy skills (Sari, 2022) . This activity utilizes narratives to convey information and values verbally, thus creating a rich communication experience for children (Fono et al., 2023; Sari, 2022) . According to Sonawat & Francis, language development in children aged 4–6 years includes listening, speaking, reading, and writing skills, where children at this stage begin to be able to tell short stories, follow long conversations, and understand given commands (Rumbaroa, 2021) . At this age range, children have acquired almost all the elements of adult language with a vocabulary of around 3000 words, so they begin to be able to tell stories about their lives and connect words with actions as a whole (Apriani et al., 2018) .

### **Language Development in Early Childhood**

Language development in early childhood is a complex and unique process for each individual, which is greatly influenced by stimuli provided by the immediate environment (Budiarti et al., 2023) . Children between the ages of 3 and 6 years have receptive language where they begin to demonstrate their understanding of grammar in conversation, show interest in books or stories, and understand the relationship between

sounds and words (Sary & Indah, 2023) . In the next stage, children enter the expressive language phase which is characterized by the ability to convey thoughts, feelings, and needs verbally, where they begin to construct simple sentences, increase vocabulary, and practice speaking skills according to their developmental stage (Karyadi, 2023; Rambe et al., 2021) .

At the age of 4–5 years, children's language skills become more complex, where they can express something using good sentences, actively participate in conversations, and understand simple stories (Rambe et al., 2021) . Furthermore, at the age of 5–6 years, the characteristics of children's language skills experience more specific improvements, such as pronouncing more than 2,500 words, becoming better listeners, and actively participating in conversations by being able to listen and respond to others' conversations (Choirina, 2020) . Communication allows children to acquire a large vocabulary and at the same time be able to express themselves, where children will learn how to participate in a conversation and solve problems (Sulaiman et al., 2019) . Language development is the process of a child skillfully processing their language so that they can communicate their intentions, goals, thoughts, and feelings to others (Mediyawati, 2020) .

This process allows children to understand the information received and process it into an effective form of communication, so that they can interact socially and fulfill their life needs (Deiniatur, 2017; Udjir & Watini, 2022) . Children aged 3–4 years ideally have mastered more than 1,000 vocabulary words and are able to construct sentences consisting of three to four words with an understanding of cause and effect, while at the age of 4–5 years their vocabulary increases to around 1,000–1,500 words which allows them to communicate not only with their families, but also begin to actively interact with peers and other people as a result of the increasing knowledge and vocabulary they have (A'yuni, 2022) .

## **Language Development in Early Childhood**

The language development stage in early childhood experiences a significant increase with age, where in the age range of 3-4 years children begin to understand nouns, verbs, and question words and master around 65% of vocabulary (Rumbaroa, 2021) . At the age of 4-5 years, children's vocabulary increases drastically to 4,000 to 6,000 words with the ability to construct sentences consisting of 5-6 words, which then at the age of 5 years increases to 5,000 to 8,000 words accompanied by the use of increasingly complex sentences (Amri, 2017; Aprinawati, 2017) . At the age of 5–6 years, children's language skills mature with a vocabulary of 2,000 to 25,000 words, where they begin to use conjunctions, prepositions, and articles in everyday conversation and are able to combine words into long sentences (Anggraini et al., 2019; Simamora et al., 2019) . At this stage, children also begin to adjust the use of words or sentences to make them easily understood by their listeners, including in the context of invitations to play or resolving disputes, as well as using sentence structure and grammar such as prefixes, verbs, and the use of time more appropriately (Brantasari, 2022; Sukrin, 2021) . Mastery of vocabulary is very influential in the speaking process, because if children do not master sufficient vocabulary, they cannot carry out the communication process effectively (Wati, 2018) .

## **The Relationship Between Storytelling and Language Development**

Storytelling activities have a close and significant relationship with early childhood language development because through storytelling, children are encouraged to communicate reciprocally, which indirectly influences the development of their thinking skills and language skills (Mainizar, 2013) . Through coherent storytelling, children not only absorb new vocabulary but also learn to construct sentences logically and understand complex narrative structures (Elya et al., 2019; Tanfidiyah & Utama, 2019) . Furthermore, storytelling is a way of learning language by enriching vocabulary and acquiring new language structures (Rambe et al., 2021) .

This activity also facilitates children to understand the relationship between sounds and words, so they can combine four to five vocabulary words and start to actively speak even though they are not yet focused on one topic of conversation (Rambe et al., 2021) . In the next stage of development, children aged 5–6 years reach the peak of expressive language skills with a vocabulary of around 8,000 words, so they are able to express desires, feelings, and opinions with more complex sentences and retell the contents of the story in a simple way (Pebriana, 2017; Setiawati et al., 2022) (Agusriani et al., 2022; Melsi et al., 2023; Pebriana, 2017) (Ihsanda, 2024; Zikri et al., 2025)

## **The Relationship Between Storytelling and Language Development**

The storytelling process significantly encourages children to develop their listening, speaking, reading, and writing skills because they are trained to understand the expansion of meaning and improve their mastery of language skills through interactions with vocabulary that involve cognitive processes (Agusriani et al., 2022; Paidah et al., 2024) . Through this activity, children are trained to express feelings and information through words and expressions, thus indirectly enriching their vocabulary and facilitating oral communication skills with their surroundings (Chandra & Eliza, 2020; Tanfidiyah & Utama, 2019) . In addition, the storytelling method allows children to receive more new vocabulary and trains them to retell the contents of the story conveyed by the teacher (Silitonga et al., 2023; Sudarti et al., 2023) .

This retelling ability includes arranging stories sequentially and coherently, responding to story-related questions, and accurately describing characters, which ultimately improves children's speaking skills and vocabulary (Risyanindya et al., 2024) . This aligns with Piaget's view that early childhood children are egocentric, so listening to stories plays an important role in helping reduce this egocentric nature while simultaneously training social awareness and instilling empathy in children (Syam & Damayanti, 2020) . Furthermore, storytelling plays a role in helping teachers better teach new vocabulary, revise new phrases, sentence structures, and memorize new phrases in contexts that are interesting to children (Rambe et al., 2021) . Using storytelling methods with diverse themes and telling stories repeatedly will help enrich children's vocabulary knowledge and improve their vocabulary skills (Hartati et al., 2021) .

### **3. RESEARCH METHODOLOGY**

This study used a quantitative approach with a pre-experimental design that aims to measure the impact of the implementation of the storytelling method on the language skills of early childhood before and after being given treatment (Yanti et al., 2023) .

The design used in this study is a one-group pretest-posttest design, where one group of subjects was given a pretest before treatment, then given the storytelling treatment, and finally given a posttest to measure the changes that occurred (Hernawati et al., 2024; Vinata & Rasmani, 2025). This design was chosen to determine the extent to which a particular treatment can have an impact on other variables in a controlled situation, by comparing conditions before and after the intervention (Sulistyaningrum & Kastuhandani, 2025).

## Research Design

This study used a pre-experimental design with a one group pretest-posttest design, where one group of subjects was given a pretest before the storytelling treatment, then given an intervention, and then given a posttest to measure changes in language skills that occurred (Masitah & Hastuti, 2016; Yanti et al., 2023). This design was chosen because it allows researchers to evaluate the effectiveness of the intervention directly by comparing the initial and final scores of the subjects without the need for a control group (Aris, 2018; Sudarti et al., 2023). In this design, measurements are carried out twice, namely O1 (pretest) before being given treatment (X) and O2 (posttest) after being given treatment, so that the comparison between the two measurements can show the effect of the intervention on the variables studied (Ghofur & Nurhayati, 2023; Tatminingsih, 2022; Yanti & Kurniawan, 2021).

In this scheme, O1 represents the pretest conducted before the intervention to determine the initial condition of the child's language ability, X represents the treatment in the form of the application of the storytelling method, and O2 is the posttest conducted after the intervention to measure the final results (Najamuddin & Hidayaturrahman, 2017; Sulistyaningrum & Kastuhandani, 2025). Although this design does not use a control group, observing changes in scores in the same group can still provide an initial picture of the effectiveness of the intervention given (Qotrunnida et al., 2023; Saudia & Wardani, 2022). This design allows researchers to compare the condition of the subjects before and after receiving treatment to determine whether there are significant changes due to the intervention given (Putra & Astuti, 2023; Rahmatillah et al., 2018). The difference in scores between O1 and O2 is assumed to be the effect of the treatment given (Julaeha et al., 2019; Pareira & Atal, 2019).

Systematically, this research design can be explained that O1 is the pretest score before treatment is given, X is the treatment in the form of the application of the storytelling method, and O2 is the posttest score after treatment is given (Irwanto et al., 2018; Pareira & Atal, 2019; Rahmatillah et al., 2018). The use of this design allows researchers to know and compare the development of children's language abilities before and after treatment accurately (Fitria et al., 2023; Pertiwi et al., 2018). The initial measurement (O1) was carried out to determine the child's initial language vocabulary ability before intervention, while the final measurement (O2) was carried out after treatment to see the improvements that occurred (Ningtias, 2022; Sitepu et al., 2024).

## Research Subjects

The research subjects in this study were early childhood children aged 4–6 years and actively enrolled in kindergarten or early childhood education institutions at the research location. Subject selection was carried out using purposive sampling to ensure

that participants had characteristics that were in accordance with the research objectives, namely children who were at the stage of rapid language development and were not yet able to read formally (Amalinda & Widyasari, 2022; Zikri et al., 2025) . This technique was chosen with certain considerations so that the samples obtained truly represented the characteristics of the population studied, namely children who were in the golden phase of cognitive and language development (Dewi et al., 2023; Hadi, 2018) . The criteria set in sample selection included children who had normal hearing abilities, did not have significant speech barriers, and were willing to participate in the entire series of research activities from beginning to end (Afifah et al., 2023; Sulistyaningrum & Kastuhandani, 2025) .

## **Research Instruments**

The research instrument used in this study was a language ability test designed to measure vocabulary and story comprehension in early childhood before and after storytelling (Syahputri & Suminar, 2021) . This test was designed in the form of oral and picture questions tailored to the child's cognitive developmental level to assess their ability to name vocabulary, re-explain story content, and answer questions related to narrative details (Khalisha & Gustiana, 2024; Syamsuardi et al., 2021) . Assessment for the pretest, treatment, and posttest results used several research instrument items covering aspects of accuracy, clarity, and vocabulary, where each instrument item has specific assessment criteria (Sudarti et al., 2023) .

These criteria include an assessment scale used to measure vocabulary mastery, sentence construction skills, and accuracy in understanding story content (Rafiola et al., 2022; Zikri et al., 2025) . The data collection procedure was carried out through several stages, starting with initial observations of the child's language ability, then continued with a pretest to measure the subject's initial abilities before receiving storytelling intervention (Alfarizka & Nirwana, 2024; Aris, 2018) . After the pretest was carried out, the subject was then given an intervention in the form of storytelling activities which were carried out periodically according to a predetermined schedule over several meetings (Putri & Eliza, 2023) . After the entire series of interventions were completed, a posttest was then administered to measure the subject's final abilities after receiving storytelling treatment.

## **Data Collection Procedure**

The data collection stage begins with the preparation of valid instruments, then a pretest is conducted to measure the subject's initial abilities, followed by periodic storytelling interventions, and ends with a posttest to evaluate changes that occur after treatment (Ghofur & Nurhayati, 2023; Rofi'ah et al., 2018) . The data collected from the pretest and posttest results are then analyzed using descriptive statistics to determine the average value, minimum, and maximum scores, as well as an inferential test in the form of a paired sample t-test to test the significance of differences in scores before and after the intervention (Sulistyaningrum & Kastuhandani, 2025) . Data analysis in this study uses descriptive and inferential statistical approaches to test the formulated hypotheses (Melsi et al., 2023; Syamsuardi et al., 2021) .

The data analysis techniques used include statistical tests to compare pretest and posttest scores to determine the significance of the increase in children's language skills after receiving storytelling intervention (Kurnia et al., 2023; Syahputri & Suminar,

2021). Data processing was carried out using a t-test in the form of a \*Paired Sample t-Test\* to compare two conditions on the same subject in two different time periods, namely before and after the intervention (Afifah et al., 2023). This test aims to determine whether there is an influence or difference in the average value between two paired data groups (Hadi, 2018). The \*Paired Sample t-Test\* test was chosen because the data used is on an interval or ratio scale with a sample size of less than 30, and aims to test the null hypothesis (H<sub>0</sub>) which states there is no influence of the intervention on children's language skills and the alternative hypothesis which states there is a significant influence (Afifah et al., 2023).

Before conducting the hypothesis test, the initial stage of data analysis includes a normality test using Shapiro-Wilk to ensure that the data is normally distributed with a p-value criterion greater than 0.05 (Putri & Pamungkas, 2025). If the data has met the normality assumption, the next step is to conduct a homogeneity test to ensure the variance between data groups is the same (Muzekki & Januar, 2026). This homogeneity test is carried out using the Levene test to determine the similarity of variance between the pretest and posttest groups, where the data is declared homogeneous if the significance value is greater than 0.05 (Efanovia et al., 2023; Rahayu, 2021). After meeting the assumptions of normality and homogeneity, the study continued with a hypothesis test using the \*Paired Sample t-Test\* to determine significant differences between the pretest and posttest scores in the group given the storytelling intervention (Primasari & Hidayat, 2022; Ratnasari & Zubaidah, 2019). This test is used to determine the average difference between two paired measurements, namely the scores before treatment and after treatment (Aulia et al., 2022; FADLUN NAFIS BANGSRI et al., 2025).

The results of the hypothesis test show that the significance value obtained is less than 0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted, which means there is a significant difference between children's language abilities before and after being given storytelling intervention (Mufarrohah et al., 2021; Sudarti et al., 2023). This indicates that the storytelling method has a significant influence in improving the language abilities of early childhood (Amirah & Liansari, 2023; Sudarti et al., 2023). In addition to the hypothesis test, this study also calculated the \*N-Gain\* score to measure the effectiveness of the treatment in improving children's language abilities, where the value is obtained from normalizing the difference between pretest and posttest scores against the maximum possible score (Mufidah & Kurnianto, 2025).

## **Data Analysis Techniques**

The initial stage of the analysis begins with prerequisite tests which include a normality test using the Shapiro-Wilk method and a homogeneity of variance test using Levene Statistics, with a significance level set at 0.05 (Fatikasari et al., 2026). Data is declared normally distributed if the significance value of the test results is greater than the specified alpha (Apriliyana, 2020; Hayya et al., 2025). Meanwhile, for the homogeneity test, data is declared homogeneous if the significance value of the test results is greater than the specified alpha (Ardila et al., 2025; Dwirani et al., 2022).

If the data has met the assumptions of normality and homogeneity, then it is continued with a hypothesis test using the \*Paired Sample t-Test\* to determine the significance of the difference in pretest and posttest scores (Rahmatillah et al., 2018; Wahab et al., 2021). The results of statistical calculations show that the calculated t-value is greater than the t-table value, so it can be concluded that there is a significant effect of the

storytelling method on improving children's language skills (Ghofur & Nurhayati, 2023; Yanti & Kurniawan, 2021) . This decision is taken based on the significance value criteria, where if the Sig. value  $<0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted, which means that the storytelling intervention has a significant effect (Febrianti et al., 2025; Ninawati, 2023) .

Results and Discussion

## 4. RESULTS AND DISCUSSION

### Results

*Storytelling* is the process of conveying a story. This can be done through various media, such as words, images, or sound (Cristin et al., 2021: 1). When someone tells a story to another person, they need a tool or medium to convey it. For example, when telling a story, they need words to say . For example , in everyday life , when someone wants to tell someone about an incident , they must meet the person in question and then narrate the event they heard or saw using spoken language.

*Storytelling* is a matter related to three main relationships between the storyteller, the storyteller, and the listener. These three relationships are called the storytelling triangle. The storytelling triangle *is* an interaction involving three main elements in storytelling (Cristin et al., 2021: 3). This can be seen from a lay perspective: generally, when someone wants to tell a story, they act as the storyteller. They also need another person to be the target of the story, and they need an event to tell the story. Therefore, storytelling is impossible without one of these elements.

Storytellers can obtain sources for storytelling in various ways (Cristin et al., 2021: 3). A storyteller is someone who tells a story through a story source. Sources that can be used include folktales, fables, or even recent events or other everyday life stories. Listeners grasp the story according to what the storyteller conveys (Cristin et al., 2021: 3). When a storyteller tells a story, it fosters an interpretation in the listener. When listeners grasp the content of the story conveyed by the storyteller, they will react according to their interpretation . This also applies to storytelling activities targeting early childhood. Observations show that when a young child listens to a story from a storyteller using picture books , he or she responds by asking questions about the story. This is because stories or fairy tales play a role in shaping new thoughts in children.

When new thoughts emerge , children will express them through speech, for example, in the form of questions. According to Patmonodewo, children 's language development gradually shifts from vocal expression to communication, and from simply communicating using gestures and signs to communicating through precise and clear speech (Patmonodewo, 2008: 29). Language development here includes the ability to speak. Stories or fables are objects that come to life among the listener and the storyteller. The story itself serves as a vehicle for conveying various intrinsic and extrinsic elements of the story, as well as a trigger that can provide meaning in the listener's mind (Cristin et al., 2021: 3).

Stories or fairy tales are a link between the storyteller and the listener. When linked to early childhood language development, particularly speaking skills, stories or fairy tales serve as a medium for teaching vocabulary and sentences for listening . As children hone their listening skills, their speaking skills also develop. Children are encouraged to speak the words or sentences they hear.

Figure 1. Story triangle

Storytelling has several advantages when applied to early childhood. Stories can be used to summarize a principle or guideline or convey a value (Cristin et al., 2021: 2). Observations of

children who had been read a picture story about keeping the house clean revealed that one time, the child threw plastic in the trash, but it didn't end up in the basket. The child responded by saying, "I littered." This response reflects an attitude formed after the child listened to the story read by an adult. This sentence-like response also demonstrates the child's developing language skills.

Storytelling fosters thinking skills and provides opportunities for children to learn to analyze events around them. Various stories are told with feelings that reflect what they experience, feel, and see based on their experiences (Tarigan, 1991: 35). *Storytelling* has its own significance when applied to early childhood. This meaningful role is certainly important for early childhood development. One such development is language development, which includes the aspect of speaking. This is evident during observation. When a child sees an adult grumbling, he quietly says that the person is angry.

According to one study, the advantage of *storytelling* or other storytelling methods is that they help children develop and practice their language skills. Through stories, children are encouraged to be more active in developing their language. Storytelling is an engaging and highly popular learning method, especially when supported by simple, easy-to-understand language, which increases their potential for language development (Supriatna et al., 2022). Early childhood children particularly enjoy picture books.

Storytelling using picture books is one way to engage children's interest in listening. Picture books can help elicit responses from children about the story they're reading. Observations show that a child expressed his opinion about a picture of a pine tree in a picture book. He said, "This pine tree is sharp. There's a point here," while pointing to the pointy tip of the tree.

## Discussion

*Storytelling* has three elements: the storyteller, the story, and the listener. Without these three elements, storytelling would not occur. A storyteller is a person who tells a story through a source. Sources that can be used include folktales, fables, recent events, or other everyday life stories. In relation to the application of *storytelling* to children, the storyteller is an adult who wants to teach a message, principle, skill, or various abilities.

The listener is the person who captures the content of the story told by the storyteller. In this case, the listener is a young child. When the storyteller tells a story, it fosters an interpretation in the child. When the child grasps the content conveyed by the storyteller or adult, he or she will react according to their interpretation.

Stories or fairy tales are a link between the storyteller and the listener. When linked to early childhood language development, particularly speaking skills, stories or fairy tales serve as a medium for teaching vocabulary and sentences for listening. As children hone their listening skills, their speaking skills also develop. Children are encouraged to speak the words or sentences they hear.

The advantage of storytelling for developing children's speaking skills is that attitudes develop after listening to stories told by adults. Responses in the form of words or sentences demonstrate the child's developing speaking skills.



Figure 2. The process of developing speaking ability

*Storytelling* has a unique meaning when applied to early childhood. This meaningful role is crucial for early childhood development. One such development is language development,

which includes the aspect of speaking. Children will be able to recognize conditions in their surroundings and then respond to them with words or sentences.

Another advantage of *storytelling* is that using age -appropriate books for young children encourages them to actively respond with words or sentences. For example, young children will really enjoy being read to by picture books . Their interest will foster a desire to respond or express their opinions, thereby honing their communication skills. In summary, the advantages of *storytelling* can be seen in the following table .

Table 1. Advantages of *Storytelling*

<b>The Advantages of <i>Storytelling</i></b>	<b>Response</b>
Growing new attitudes	
Recognizing environmental conditions	In the form of words or sentences
Desire to express an opinion	

## CONCLUSION

Storytelling has three elements: the storyteller, the story, and the listener. Early childhood is the listener in storytelling, capturing the storyteller's content and reacting accordingly. Stories or fables serve as a medium for teaching vocabulary and sentences for children to listen to. As children hone their listening skills, they are encouraged to speak the words or sentences they hear. The advantages of storytelling for optimizing early childhood speaking skills include the development of new attitudes that elicit responses in the form of words or sentences, enabling children to recognize environmental conditions so they can respond using words or sentences, and fostering a desire to express opinions. Storytelling is an activity that can be done anywhere. It is implemented not only in schools but also at home or in the family environment. Adults can consistently engage in storytelling activities with children to foster speaking skills. Adults can provide guidance so that children's speaking skills can be optimized.

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