INTERACTIVE STORYTELLING USING PROFESSION PICTURES AND STORYBOOKS FOR CHILDREN'S LANGUAGE ACQUISITION

David Triatna[1]✉

[1]*Master's degree student in early childhood education at UIN Sunan Kalijaga Yogyakarta*
✉*Correspondence: davidtriatna.mpd@gmail.com*

Abstract: *This study investigates the impact of profession pictures and storybooks on children's language acquisition. Employing a qualitative descriptive approach, data were collected through direct observation, structured interviews, and documentation. The study involved children aged 5–6 years at Piri Nitikan Kindergarten, Yogyakarta. The storytelling sessions were divided into two groups: one utilizing profession pictures and the other using storybooks. The findings revealed that profession pictures stimulated children's curiosity and fostered active participation, resulting in notable vocabulary expansion and the use of more complete sentences. Conversely, storybooks enhanced children's comprehension of narrative structures and encouraged using descriptive language. Both methods promoted meaningful engagement and dynamic learning experiences, offering valuable insights for educators. This study underscores the complementary advantages of profession pictures and storybooks in addressing diverse learner needs, fostering an engaging and effective language acquisition environment.*

Keywords: *early childhood education, interactive storytelling, language development, storytelling techniques*

A. Introduction

Early childhood language development is crucial for a child's overall growth, laying the foundation for effective communication, cognitive skills, and socio-emotional development (Annisa et al., 2022). Good language skills are essential for academic success and play a vital role in children's interactions with others and their ability to express emotions, thoughts, and ideas (Novela, 2023). One of the most effective methods for enhancing language skills in early childhood is through storytelling. Children enrich their vocabulary, internalize language structures, and develop an understanding of narratives by actively engaging in listening, understanding, and retelling stories (Khotimah et al., 2021). Additionally, storytelling allows children to express themselves clearly while fostering creativity and imagination as they create and share their stories (Rambe et al., 2021). Thus, storytelling is an enjoyable activity and an essential tool in developing language skills in early childhood (Agustina & Bagus, 2020).

Storytelling offers children a direct and engaging learning experience beyond traditional teaching methods. It helps children comprehend story content through oral narratives often enriched with words, pictures, and sounds. This multimodal approach, which may include improvisation, keeps children engaged and enhances learning and entertainment (Payuyu et al., 2020). Furthermore, storytelling fosters the development of children's imagination and helps them grasp moral values (Yunita, 2018). It also encourages them to ask questions, express curiosity, and engage in simple yet effective dialogue, thus fostering an environment of interactive communication (Nurzaman et al., 2020).

Storytelling is a powerful tool for creating interactive and engaging learning environments in the classroom. Teachers use storytelling to build communication skills in children while boosting their confidence in expressing feelings and ideas (Syafi' et al., 2023). Storytelling is a dynamic approach that transforms the classroom into a space where children are motivated to participate actively, helping them to gain confidence and enhance their oral communication skills (Astuti & Ramdhani, 2023). This method also improves children's vocabulary, boosts their communication ability, and helps them express themselves more creatively, thus encouraging more frequent use of language

in a social context (Samantaray BEd & Asst, 2014).

Interactive storytelling, which emphasizes active participation, offers additional advantages in the learning process (Zein & Puspita, 2021). This approach establishes effective communication channels between teachers and students by integrating interactive elements such as questioning, role-playing, and collaborative retelling. It creates a supportive, low-anxiety learning environment that encourages children to participate in the learning process and motivates them to learn language fun and engagingly (Shavkatovna & Kizi, 2020). Interactive storytelling enhances vocabulary and nurtures imagination, helping children creatively understand and articulate stories (Khotimah et al., 2021).

The creative use of visuals in storytelling, such as profession pictures and storybooks, adds another dimension to the learning process, making it more engaging and accessible to young children (Siregar et al., 2020). Profession pictures, like those depicting various occupations such as doctors, farmers, or police officers, provide children with explicit, concrete representations of the story's context. This visual aid helps them connect more deeply with the narrative, improving comprehension and making the learning experience more relatable (Sumiati & Tirtayani, 2021). These images facilitate understanding and inspire creativity, as children are encouraged to develop their own stories based on what they see (Risyofa, 2022).

Combining visual aids and narrative elements increases children's motivation and engagement, making storytelling a more dynamic and interactive educational tool (Rambe et al., 2021). Captivating images draw children's attention, while interactive elements such as asking questions or encouraging them to share their thoughts further stimulate language development and active participation (Rahmawati et al., 2023). As children engage more with the content, they can practice their language skills in a meaningful, context-rich environment.

This research focuses on the application of interactive storytelling in early childhood education, explicitly using profession pictures and storybooks. The goal is to explore how this method promotes children's engagement, active participation, and potential language development. By examining how interactive storytelling contributes to early childhood education, the study

aims to provide insights into developing innovative learning strategies that meet the unique developmental needs of young children.

This research's significance lies in its contribution to early childhood education and its potential to offer practical strategies for educators. This study provides a new perspective on engaging children in learning activities by introducing a creative approach integrating profession pictures and storybooks. This research highlights the importance of teacher creativity in designing interactive storytelling activities and emphasizes the need for educators to explore innovative methods to enhance student engagement. The novelty of this study is its focus on combining visual aids and narratives, an approach that has been underexplored in current educational practices. Through this innovative approach, the research aims to contribute to theoretical understanding and practical application of interactive storytelling in fostering engagement, participation, and language development in early childhood education settings.

B. Method

This study employs a descriptive-analytical method with a qualitative approach to explore the effectiveness of interactive storytelling in promoting early childhood engagement and participation. Qualitative descriptive research involves collecting data through words or images rather than numeric data (Sugiyono, 2017). This method offers explanations and validation of the phenomena being studied (Ramdhan, 2021). The research was conducted from May 8–15, 2024, at TK Piri Nitikan, Yogyakarta, involving children aged 5–6 years, divided into two groups: profession picture storytelling and storybook storytelling. Data were collected through direct observation, structured interviews with teachers and caregivers, and documentation such as children's drawings and worksheets, with a literature review conducted to contextualize the findings.

Data analysis followed the interactive model by Miles and Huberman (1994), involving stages of data collection, reduction, presentation, and conclusion drawing/verification. Data were first organized and categorized based on children's verbal and non-verbal responses during the sessions (Mahmudah, 2021).

The researcher identified key engagement, comprehension, and language development themes. Data were then reduced to identify the most relevant themes, such as active participation, comprehension, and language expression. Findings were presented using tables, charts, and visual representations, with triangulation used to verify the data from observations, interviews, and documentation. This approach provides a comprehensive framework for examining the effectiveness of interactive storytelling in early childhood language development, contributing valuable insights into creative methods for enhancing language skills.

C. Result and Discussion

The importance of using interactive storytelling, mainly through profession pictures and storybooks, lies in its ability to enhance early childhood language development engagingly and effectively. Previous studies have shown that interactive storytelling fosters children's language skills by providing a rich context for vocabulary expansion, sentence structure understanding, and improvement in speaking and listening abilities. Visual stimuli like profession pictures help children connect abstract language concepts to real-world scenarios, promoting deeper cognitive engagement (Putra Azharin, 2022). Similarly, storybooks have long been recognized for introducing children to narrative structures and supporting cognitive and linguistic development (Nurjanah et al., 2020).

Using profession pictures in interactive storytelling also plays a critical role in developing children's imagination, curiosity, and social skills. Introducing various professions through visual aids exposes children to different societal roles and sparks conversations where they share personal experiences, aspirations, and new vocabulary. This approach increases vocabulary, promotes the use of complete sentences, and improves overall communication skills (Susanti et al., 2023).

On the other hand, storybooks are highly beneficial for introducing complex narrative structures, enabling children to understand and use descriptive language. Research consistently praises storybooks for their impact on children's linguistic skills, particularly in developing comprehension of story sequences and

using descriptive and emotive language (Nurkhalizah & Risalah, 2023).

Direct observations were conducted in a classroom at TK Piri Nitikan, where interactive storytelling techniques using profession pictures and storybooks were implemented with different groups. Children's responses, participation levels, and language development were recorded during the sessions. Table 1 below summarizes the key findings:

Table 1. Observation Results of Storytelling Activities

Observation Results	Group with Profession Pictures Storytelling	Group with Storybook Storytelling
Child Participation	The children were enthusiastic when exposed to profession pictures, showing increased curiosity and active participation in discussions.	The children demonstrated a strong interest in the stories read from the books, engaging actively in follow-up discussions.
Interaction and Communication	Children actively discussed the professions depicted, sharing their thoughts and experiences and practicing new vocabulary.	Children expressed opinions about characters and repeated parts of the story, stimulating group discussions rich in language.
Language Skills	Significant improvements were noted in the children's use of complete sentences and a broader range of vocabulary.	Children better understood story structure, using more complex expressions in everyday conversations.

These findings suggest that interactive storytelling, whether profession pictures or storybooks, effectively enhances children's

engagement and participation. In the group that used profession pictures, children displayed high enthusiasm, with active participation leading to vocabulary expansion and more complex sentence structures. They connected the pictures to their personal experiences and aspirations, enriching their language use. This supports previous studies by (Shavkatovna & Kizi, 2020) which highlighted the positive impact of visual stimuli on linguistic development.

Figure 2. Profession Image Storytelling
(Source: Author Documentation)

The image depicts an interactive storytelling session at TK Piri Nitikan, where a group of children actively participates while observing a picture of a chef on the board. The children appear engaged, some listening attentively while others seem ready to contribute. Children benefit from choosing materials that align with their imagination, and this approach encourages creativity (Susanti et al., 2023). Moreover, teachers are crucial in creating a supportive learning environment for creativity and interactive learning (Taher & Munastiwi, 2019). This activity develops language skills and introduces new vocabulary related to the chef profession, fostering collaboration and participation.

Additionally, Teacher X observed that children's language development improved after engaging in interactive storytelling, demonstrating its effectiveness. Teacher X also created an environment that stimulated the children's imagination and verbal skills through interactive conversations and stories. This approach resulted in enjoyable and memorable learning experiences.

On 15 May 2024, an interview with Teacher Y, who supervised the group using storybooks, revealed that children showed high interest in the stories, engaging actively in Q&A sessions. They often repeated parts of the story they liked and shared opinions

about the characters. Teacher Y noted that using storybooks in storytelling enhanced the children's use of more complex expressions and understanding of story structure. This aligns with research that storybooks increase children's interest in stories, enrich language use, and enhance comprehension of story sequences (Evans & Saint-Aubin, 2005).

Figure 3. Storybook Storytelling
(Source: Author Documentation)

The book in the image, *Dongeng Profesi*, is a vibrant and engaging children's storybook that introduces young readers to various professions. Through colorful illustrations and simple text, the book presents different careers in an accessible and fun way. Children are introduced to roles such as doctors, engineers, teachers, and artists, encouraging them to explore the diverse world of work. Like interactive storytelling sessions, where children actively engage with the story, *Dongeng Profesi* helps improve vocabulary and listening skills and fosters creativity. The book enhances children's understanding of society and the importance of various jobs by using storytelling to teach about professions. Teachers can incorporate such storybooks into their lessons to stimulate curiosity and imagination, much like the research highlighting the benefits of using technology to create personalized storybooks (Listyowati, 2022). This approach helps provide diverse learning materials that keep children motivated and engaged in their educational journey.

The results of this study align with previous research on interactive storytelling. For example, previous research emphasized the effectiveness of both picture-based and book-based storytelling in stimulating children's interest and language development (Rambe et al., 2021). This study extends that finding by highlighting that profession pictures' visual nature enhances

children's imagination and fosters more personal connections to the content, particularly for younger children or those with less language development.

While children in the profession pictures group significantly improved vocabulary and sentence construction, the storybook group demonstrated better comprehension of narrative structure. This difference may be due to the more structured nature of storybooks, which guide children through story sequences. Therefore, both methods support different aspects of language development: profession pictures encourage spontaneous vocabulary use, while storybooks help children understand complex narrative structures.

An important observation is that both storytelling methods foster language development, but the level of engagement differs. The profession picture method encourages more dynamic and collaborative participation, while storybooks, though engaging, are more passive. Children in the picture group were more active in constructing language, but their narrative understanding may not be as developed as those in the storybook group. Educators should balance both approaches based on the language skills they aim to develop (Cabell et al., 2019).

Future research should explore the long-term impact of interactive storytelling on language development, conducting longitudinal studies to understand the sustained effects of both methods on language acquisition. Additionally, future studies could examine the role of teacher involvement in storytelling, focusing on how different teaching strategies or teacher engagement levels influence children's learning outcomes.

Furthermore, further research should consider examining age-specific responses to different types of storytelling media. It would be valuable to assess whether younger children benefit more from the visual stimuli of profession pictures while older children might be more engaged with storybooks. This could help educators tailor storytelling methods to specific age groups, optimizing language development.

This study demonstrates that profession picture- and storybook-based interactive storytelling significantly enhances early childhood language development. While both methods are effective, they offer different benefits: profession pictures

promote active participation and vocabulary expansion, while storybooks improve narrative understanding and complex language use. Educators can create a dynamic and comprehensive learning environment that fosters cognitive, emotional, and social development by integrating both methods into early childhood education. The findings align with previous research emphasizing interactive storytelling's importance in language acquisition (Harapan, 2023) (Rambe et al., 2021; Shavkatovna & Kizi, 2020).

D. Conclusion

This study highlights the potential of interactive storytelling in supporting early childhood language development. Both profession picture storytelling and storybook storytelling offer distinct advantages: profession pictures encourage active participation and vocabulary expansion, while storybooks promote comprehension of narrative structures and descriptive language. These methods seem to complement each other, creating an engaging learning environment. The findings suggest that profession pictures foster dynamic language use, while storybooks help with narrative understanding. Future research should investigate the long-term effects of these methods and explore how children of different ages engage with various storytelling media to optimize language development.

References

Agustina, F., & Bagus, K. (2020). Penanaman Pendidikan Karakter dan Metode Story Telling. *Jurnal Penelitian Medan Agama*, *10*(2). https://doi.org/10.58836/JPMA.V10I2.6408

Annisa, N., Padilah, N., Rulita, R., & Yuniar, R. (2022). Dampak Gadget Terhadap Perkembangan Anak Usia Dini. *Jurnal Pendidikan Indonesia*, *3*(09), 837–849. https://doi.org/10.59141/JAPENDI.V3I09.1159

Astuti, T., & Ramdhani, L. A. (2023). Media Buku Cerita Bergambar mengembangkan Kemampuan Membaca Permulaan Anak Usia 5-6 Tahun. *Journal on Teacher Education*, *5*(1), 387–396. https://doi.org/10.31004/JOTE.V5I1.18665

Cabell, S. Q., Zucker, T. A., DeCoster, J., Melo, C., Forston, L., &

Hamre, B. (2019). Prekindergarten Interactive Book Reading Quality and Children's Language and Literacy Development: Classroom Organization as a Moderator. *Early Education and Development*, *30*(1), 1–18. https://doi.org/10.1080/104092 89.2018.1514845

Evans, M. A., & Saint-Aubin, J. (2005). What Children Are Looking at During Shared Storybook Reading. *Https://Doi.Org/10.1111/ j.1467-9280.2005.01636.x*, *16*(11), 913–920. https://doi. org/10.1111/J.1467-9280.2005.01636.X

Khotimah, S., Kustiono, K., & Ahmadi, F. (2021). Pengaruh Storytelling Berbantu Media Audio Terhadap Kemampuan Menyimak dan Berbicara pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(3), 2020–2029. https:// doi.org/10.31004/OBSESI.V6I3.1813

Kristanti, E., & Harapan, I. (2023). Stimulasi Minat Membaca Pada Anak Usia Dini Melalui Storytelling. *Jurnal Pengabdian Sains Dan Humaniora*, *2*(1), 24–33. https://doi.org/10.32938/ JPSH.2.1.2023.24-33

Listyowati, A. (2022). The Pre-Service Early Childhood Education Teacher in Developing Child's Story Book. *ThufulA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *10*(2).

Mahmudah, F. N. (2021). *Analisis Data Penelitian Kualitatif Manajemen Pendidikan Berbantuan Software Atlas.ti Versi 8*. UAD Press.

Novela, G. T. (2023). Pengaruh Kualifikasi dan Kompetensi Guru terhadap Prestasi Belajar Anak Usia Dini di Sekolah PAUD. *Thufuli: Jurnal Pendidikan Islam Anak Usia Dini*, *1*(2), 46–52. https://doi.org/10.62070/THUFULI.V1I2.1

Nurjanah, A. P., Anggraini, G., Metode, P., Peran, B., Meningkatkan, G., Tanggung, K., Anak, J., Andini, Y. T., & Ramiati, E. (2020). Penggunaan Metode Bermain Peran Guna Meningkatkan Karakter Tanggung Jawab Anak. *Jurnal Ilmiah Potensia*, *5*(1), 8–15. https://doi.org/10.33369/JIP.5.1.8-15

Nurkhalizah, E., & Risalah, F. (2023). Implementasi Storytelling dalam Menanamkan Nilai Pendidikan Karakter pada Anak Usia Dini di TKIT Harapan Umat Karawang. *Risalah, Jurnal*

Pendidikan Dan Studi Islam, *9*(1), 57–69. https://doi.org/10.31943/JURNAL_RISALAH.V9I1.389

Nurzaman, I., Gandana, G., & Wahidah, A. S. (2020). Developing Interactive Storytelling Model to Facilitate Young Learners' Speaking Skills. *International Conference on Elementary Education*, *2*(1), 64–69. http://proceedings.upi.edu/index.php/icee/article/view/607

Payuyu, K., Isa, A. H., Djibu, R., & Rahmat, A. (2020). The Implementation of Storytelling Method in Improving the Ability to Speak Early Childhood in Tolangohula State Kindergarten. *International Journal of Innovations in Engineering Research and Technology*, *7*(07), 1–7. https://www.neliti.com/id/publications/337201/

Putra Azharin, B. (2022). Meningkatkan Kemampuan Berbicara Anak Usia Dini Dengan Media Gambar Seri. *JOURNAL FASCHO : JURNAL PENELITIAN DAN PENDIDIKAN ANAK USIA DINI*, *1*(2), 43–50. https://www.ejournal.stitmuhngawi.ac.id/index.php/Fascho/article/view/59

Rahmawati, L., Irsyad, M., Qonaah, I., & Mahmudah, U. (2023). Pendampingan Pembelajaran Melalui Metode Strorytelling Pada Anak Kelompok B Dalam Rangka Peningkatan Keterampilan Menulis Di RA Miftahul Huda Tlogomojo, Pati. *Tarbi: Jurnal Ilmiah Mahasiswa*, *2*(2), 580–594. https://doi.org/10.33507/TARBI.V2I2.1338

Rambe, A. M., Sumadi, T., & Meilani, R. S. M. (2021). Peranan Storytelling dalam Pengembangan Kemampuan Berbicara pada Anak Usia 4-5 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 2134–2145. https://doi.org/10.31004/OBSESI.V5I2.1121

Ramdhan, M. (2021). *Metode Penelitian*. Cipta Media Nusantara.

Risyofa, A. (2022). Meningkatkan Kecerdasan Anak Melalui Keterampilan Mendongeng. *SENTRI: Jurnal Riset Ilmiah*, *1*(1), 90–102. https://doi.org/10.55681/SENTRI.V1I1.202

Samantaray BEd, P., & Asst, M. (2014). Use of Story Telling Method to Develop Spoken English Skill. *International Journal of Language & Linguistics*, *1*(1). www.ijllnet.com

Shavkatovna, S. A., & Kizi, K. G. A. (2020). The Impact of Storytelling In The Classroom. *The American Journal of Social Science and Education Innovations*, *2*(08), 341–346. https://doi.org/10.37547/TAJSSEI/VOLUME02ISSUE08-57

Siregar, S. M., Utomo, B., & Marlina, L. (2020). Perancangan Buku Interaktif untuk Memperkenalkan Ragam Profesi Sebagai Sarana Pengembangan Minat Pelajar Usia Dini. *Prosiding Konferensi Nasional Pengabdian Kepada Masyarakat Dan Corporate Social Responsibility (PKM-CSR)*, *3*, 828–834. https://doi.org/10.37695/PKMCSR.V3I0.881

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

Sumiati, N. K., & Tirtayani, L. A. (2021). Pemanfaatan Buku Cerita Bergambar Digital Berbasis Audio Visual terhadap Stimulasi Kemampuan Empati Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *9*(2), 220–230. https://doi.org/10.23887/PAUD.V9I2.35514

Susanti, F. M., Hidayati, S., Aghnaita, A., & Muzakki, M. (2023). Creativity Development of Children 5-6 years old Through Loose Parts Media. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *11*(1), 21–38. https://doi.org/10.21043/THUFULA.V11I1.20114

Syafi', A., Syekh, I., Cirebon, N., & Gumiandari, S. (2023). Meningkatkan Kecerdasan Bahasa Pada Anak Usia Dini Melalui Metode Story Telling di RA Nurul Anwar. *Journal of Student Research*, *1*(1), 72–86. https://doi.org/10.55606/JSR.V1I1.942

Taher, S. M., & Munastiwi, E. (2019). Peran Guru Dalam Mengembangkan Kreativitas Anak Usia Dini Di TK Islam Terpadu Salsabila Al-Muthi'in Yogyakarta. *Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, *4*(2).

Yunita, N. (2018). Pengaruh Metode Story Telling Terhadap Keterampilan Berbicara Pada Anak Kelompok A1 Tk Taman Ananda Surabaya. *Pedagogi : Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, *4*(1), 104–114. https://doi.org/10.30651/PEDAGOGI.V4I1.3610

Zein, R., & Puspita, V. (2021). Efektivitas Pengembangan Model Bercerita terpadu terhadap Kemampuan Berbahasa Anak Usia 5-6 Tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 2168–2178. https://doi.org/10.31004/OBSESI.V5I2.1123