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Improving The Speaking Skills Of Young Children At Risk Of Special Educational Needs Through Storytelling Based On Vygotsky's Social Interaction Theory

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Abstract

Show A Risk Of Special Educational Needs But Have Not Received A Professional Diagnosis. This Study Aims To Improve Children's Speaking Skills Through Storytelling Grounded In Vygotsky's Social Interaction Theory. The Study Used The Kemmis And Mctaggart Classroom Action Research Model In Two Cycles. Seventeen Children In Group A At TK Negeri Handayani Participated In The Classroom Activities, While The Primary Assessment Focused On Three Children Aged 4-5 Years With Verbal Communication Difficulties. Each Cycle Included Planning, Action, Observation, And Reflection. Data Were Collected Through Observation, Performance Assessment, Interviews, Field Notes, And Documentation And Were Analyzed Using Quantitative And Qualitative Descriptive Techniques. The Intervention Combined Picture Stories, Interactive Dialogue, Guiding Questions, Vocabulary Repetition, Retelling, And Scaffolding Adapted To Each Child's Zone Of Proximal Development. The Mean Speaking Score Increased From 1.33 At Baseline To 2.33 In Cycle I And 3.83 In Cycle II. Teacher Activity Increased From 85.53% To 97.37%, Child Activity From 71.67% To 93.33%, And Positive Responses From 83.33% To 100%. These Findings Indicate That Storytelling Designed As Guided Social Interaction Can Improve Speaking Fluency, Communicative Responses, Vocabulary Mastery, And Confidence Within The Classroom Context Studied.

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Keywords:Early Childhood; Speaking Skills; Special Educational Needs; Storytelling; Vygotsky

INTRODUCTION

Inclusive Education Requires Schools To Reduce Barriers That Limit Students' Attendance, Participation And Learning Success (Whitehurst Et Al., 1988). This Principle Applies To Early Childhood Education Because Early Stimulation Influences A Child's Language, Social, And Emotional Development, And Readiness To Learn. Therefore, Inclusion Is Not Simply Achieved By Placing Diverse Children In One Class. Teachers Need To Adapt The Environment, Strategies, Media, And Forms Of Support So That Each Child Can Participate Meaningfully (Zosh Et Al., 2017).

One Group Requiring Attention Is Early Childhood Children At Risk For Special Needs. The Term "At-Risk" Is Used For Children Who Exhibit Developmental Delays Or Differences Based On Repeated Observations But Have Not Yet Received A Professional Diagnosis. This Identification Is Not Intended To Assign A Label, But Rather To Serve As A Basis For Providing Early Stimulation And Monitoring Development. In Inclusive Education Services, Children's Learning Needs Need To Be Addressed According To The Functional Characteristics Evident In The Classroom (Fakhiratunnisa Et Al., 2022; Heward Et Al., 2017).

Speaking Ability Is An Important Concern Because Children Use Spoken Language To Convey Needs, Express Feelings, Answer Questions, Build Relationships And Participate In Learning Activities (Whitehurst Et Al., 1988). Speech Barriers Can Be Seen Through Limited Vocabulary, Subfluent Speech, Inappropriate Responses, Difficulty Constructing Simple Sentences, Or Hesitation In Speaking In Front Of Others. In Early Childhood, Repeated And Meaningful Stimulation Provides Opportunities For Children To Connect Words With Concrete Experiences (Amelia, 2020; Santrock, 2020).

Initial Observations In Group A Of Handayani State Kindergarten Identified Three Children Aged 4-5 Who Exhibited These Challenges. All Three Had Limited Vocabulary, Were Slow To Respond To Questions, Had Difficulty Expressing Ideas In Simple Sentences, And Lacked Confidence When Speaking. In Certain Situations, The Children Used Gestures More Often Than Spoken Language. Storytelling Lessons Had Been Conducted, But They Tended To Be One-Way, Limiting The Children's Opportunities To Engage In Dialogue, Ask Questions, And Retell The Story (UNESCO, 2020).

Storytelling Is Relevant For Improving These Conditions Because Stories Provide Context Close To Children's Experiences. Through Characters, Events, Images, And Conversations,

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Children Can Hear Language Models, Recognize New Vocabulary, Interpret Meaning, And Try Using Language. Research Purnamasari Et Al. (2023) Studies Have Shown That Storytelling Activities Conducted In A Directed Manner Can Develop The Speaking Skills Of Young Children. However, The Success Of This Method Depends On The Opportunities Given To Children To Use Language Actively, Not Just Listen To The Teacher (National Association For The Education Of Young Children, 2020; Rowe, 2012).

Vygotsky's Social Interaction Theory Provides A Framework For Transforming Storytelling Into Dialogic Learning. Development Occurs Through Interactions With More Competent Individuals Within The Zone Of Proximal Development (ZPD), The Distance Between What A Child Can Do On Their Own And What Can Be Achieved With Assistance. The Teacher Acts As A More Knowledgeable Other, Providing Scaffolding In The Form Of Pronunciation Models, Step-By-Step Questions, Prompts, Vocabulary Repetition, And Reinforcement. Assistance Is Reduced As The Child Begins To Speak More Independently (Vygotsky, 1978).

This Study Combines Storytelling With The ZPD, The Teacher's Role As The More Knowledgeable Other, And Scaffolding In A Classroom Action Research Design. Its Novelty Lies In Its Focus On Children At Risk For Special Needs In Inclusive Classrooms And The Use Of Cyclical Reflection To Tailor Support To Each Child. The Study Aims To Describe The Process Of Implementing The Action And Improving Speaking Fluency, Communicative Responses, Vocabulary Mastery, And Speaking Confidence. The Results Are Expected To Provide A Practical Basis For Teachers To Design Language Stimulation That Is More Responsive To Children's Needs.

METHOD

Research Design And Location

The Research Uses The Kemmis And Mctaggart Classroom Action Research Model Which Includes Planning, Implementation Of Actions, Observation And Reflection.(Kemmis Et Al., 2014)The Action Was Carried Out In Two Cycles In Group A Of Handayani State Kindergarten, Malinau Regency, North Kalimantan. Each Cycle In The Actual Implementation Consisted Of Two Meetings. The Results Of The Reflection On Cycle I Were Used To Improve The Media, Storytelling Techniques, Question Formats, And Scaffolding In Cycle II.

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Participants And Focus Of Observation

All 17 Children In Group A Participated In The Learning Activities. The Primary Measurement Focused On Three Children Aged 4-5 Years, Identified As Ag, Vn, And Gi, Who Were Purposively Selected Based On Developmental Observations And Discussions With The School. Ag Exhibited Limited Vocabulary, Difficulty Constructing Sentences, And Slow Verbal Responses. Vn Lacked Confidence And Often Used Gestures To Replace Spoken Language. Gi Had Difficulty Expressing His Opinions And Required Assistance When Communicating. The Three Children Had Not Yet Received A Professional Diagnosis, So The Study Used The Term "At-Risk For Special Needs" And Did Not Assign A Diagnostic Category.

Learning Actions

Learning Begins With Apperception, Connecting The Story's Theme To The Child's Experiences. The Teacher Then Presents The Story Using Picture Books And Concrete Media, Asking Open-Ended Questions, Introducing And Reviewing Vocabulary, And Providing Opportunities For Children To Engage In Dialogue. In The Retelling Stage, Children Are Asked To Name Characters And Events, Complete Sentences, Or Retell Parts Of The Story In Their Own Words. The Teacher Provides Scaffolding Based On Each Child's Response, Then Reduces The Amount As Children Begin To Complete Speaking Tasks Independently.

Reflections On Cycle I Showed That Media Variation, Teacher Expression And Intonation, Retelling Opportunities, And Individual Assistance Still Needed Strengthening. In Cycle II, The Teacher Used Hand Puppets, Picture Series, Character Cards, Picture Books, And Concrete Objects In A More Varied Manner. Questions Were Structured In Stages, Wait Times Were Extended, And Positive Reinforcement Was Provided Consistently.

Data Collection And Analysis

Data Were Collected Through Observations Of Teacher And Child Activities, Speaking Performance Tests, Semi-Structured Interviews, Field Notes, And Documentation. Speaking Ability Was Assessed On A Scale Of 1-4 For Four Indicators: Fluency, Communicative Response, Vocabulary Mastery, And Speaking Confidence. Teacher And Child Activities Were Assessed Based On The Implementation Of Indicators On The Observation Sheet. Interviews And Documentation Were Used To Explain Changes In Communication Behavior And To Check For Consistency Between Data Sources.

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Quantitative Analysis Was Conducted Descriptively By Calculating Average Scores And Achievement Percentages. Qualitative Analysis Included Selecting Relevant Data, Presenting Findings, And Drawing And Verifying Conclusions By Comparing Observations, Performance, Interviews, Field Notes, And Documentation (Miles Et Al., 2020). The Action Is Declared Successful If At Least 75% Of Subjects Reach The Category Of Developing According To Expectations Or Developing Very Well, The Average Speaking Ability Increases At Each Stage And The Activity Of Teachers And Children Reaches At Least 90% At The End Of The Study.

RESULTS AND DISCUSSION

Research Result

Initial Conditions

At Pre-Intervention, The Average Speaking Ability Of The Three Subjects Was 1.33, Falling Into The Not Yet Developed Category. Ag And Vn Obtained An Average Score Of 1.25, While Gi Obtained A Score Of 1.50. The Children Were Not Yet Consistent In Expressing Ideas Verbally, Had A Limited Vocabulary, Were Unable To Provide Verbal Responses Appropriate To Context, And Were Still Hesitant To Speak In Front Of Teachers Or Peers. These Findings Reinforce The Need For Activities That Provide Language Models And Opportunities For Speaking Practice.

Changes In Cycle I

In Cycle I, Teachers Used Picture Books And Concrete Pictures, Then Engaged The Children In Dialogue, Naming Characters, Answering Questions, And Retelling Parts Of The Story. Children Began Using New Vocabulary And Responding To Questions, Although They Still Needed Prompts And Example Sentences. The Average Score Increased To 2.33. Ag And Vn Earned 2.25, Categorized As Beginning To Develop, While Gi Earned 2.50, Categorized As Developing As Expected.

Teacher Activity Reached 85.53% And Child Activity 71.67%. Children Responded Positively To The Learning Process At 83.33%. Reflection Results Indicated Four Needs For Improvement: More Varied Media, Stronger Storytelling, More Individualized Scaffolding, And Broader Opportunities For Dialogue And Retelling. Because The Success Criteria Had Not Been Met, The Action Was Continued To Cycle II.

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Changes In Cycle II

Improvements In Cycle II Increased Children's Engagement. Hand Puppets, Picture Series, Character Cards, And Concrete Objects Helped Maintain Attention. The Teacher Provided Step-By-Step Questioning, Wait Time, Pronunciation Examples, And Sentence Construction Assistance Tailored To Each Child's Needs. Ag Began Answering With Simple Sentences, Vn Used New Vocabulary When Describing The Pictures, And Gi Was Able To Retell The Story More Coherently.

The Ag And Vn Scores Increased To 3.75, While The Gi Score Reached 4.00. The Focus Group Average Was 3.83, And All Subjects Achieved The Very Well Developed Category. Teacher Activity Reached 97.37%, Children's Activity 93.33%, And Children's Positive Responses 100%. Thus, The Criteria For Successful Action Were Met, And The Research Was Terminated In Cycle II.

Table 1 Development Of Speaking Ability Scores For Each Subject

Subject	Pre-Action	Cycle I	Cycle II	Final Category
Ag	1.25	2.25	3.75	BSB
Vn	1.25	2.25	3.75	BSB
Gi	1.50	2.50	4.00	BSB
Average	1.33	2.33	3.83	BSB

Description: BSB = Very Well Developed.

Table 2. Changes In The Quality Of The Learning Process

Process Indicators	Cycle I	Cycle II	Change
Teacher Activities	85.53%	97.37%	+11.84 Percentage Points
Children's Activities	71.67%	93.33%	+21.66 Percentage Points
Positive Response From Children	83.33%	100.00%	+16.67 Percentage Points

The Percentage Of Children's Activities In Cycle I Using The Calculated Results Was 43 Out Of A Maximum Score Of 60, Namely 71.67%.

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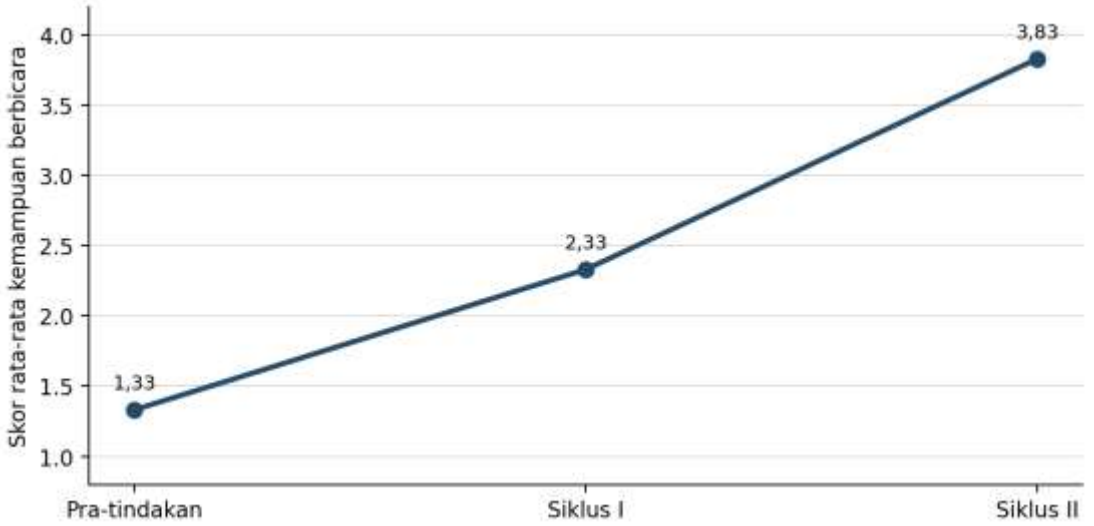


Figure 1 Average Development Of Speaking Ability

Scores Are On A Scale Of 1-4; Higher Scores Indicate Greater Development Of Speaking Skills.

DISCUSSION

The Average Increase From 1.33 To 3.83 Indicates Consistent Change Across All Three Focus Areas. The 2.50-Point Difference Should Be Read As Descriptive Progress Within The Classroom Context, Not As A Statistically Significant Result. The Score Changes Are Supported By Behavioral Data: Children Are Beginning To Answer Questions In Context, Use New Words In Sentences, Retell Stories, And Speak More Confidently (Bozatlı Et Al., 2024; Flores Et Al., 2024).

Storytelling Provides A Clear Context For Language Use. Pictures, Characters, And Sequences Of Events Help Children Connect Words With Meaning. Dialogue Following The Story Encourages Children To Process Information And Produce Utterances, While Retelling Provides Practice Organizing Vocabulary Into Sentences. These Findings Align With (Amelia, 2020; Bronfenbrenner, 1979) Who Reported That Storytelling Methods Can Improve Speaking Skills Through Repeated And Meaningful Language Experiences.

The Application Of Vygotsky's Concepts Explains Why The Changes Became Stronger In Cycle II. The Teacher Did Not Provide The Same Support To All Children. Questions, Word Examples, Visual Cues, And Sentence Models Were Tailored To Each Subject's Responses. As Children Began To Respond, Support Was Reduced And The Space For Conversation Was Expanded (Fakhiratunnisa Et Al., 2022; Guralnick, 2011; Heward Et Al., 2017). This Pattern Is In

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Accordance With The Idea Of ZPD And Scaffolding, Namely Temporary Support That Allows Children To Carry Out Tasks That They Cannot Yet Complete Independently (Dickinson & Tabors, 2001; Fakhiratunnisa Et Al., 2022; Guralnick, 2011).

Fluency Develops When Children Are Given Waiting Time And Model Sentences To Imitate. At The Beginning Of The Study, Children's Utterances Were Generally Short And Interspersed With Pauses. After Repeated Practice, Children Began To Provide Answers In Simple Sentences And Recount Parts Of The Story More Coherently. Communicative Responses Also Improved As The Teacher's Questions Progressed From Concrete To Open-Ended. Children Learned To Understand The Purpose Of The Conversation Before Responding, Resulting In More Contextualized Responses.

Vocabulary Mastery Is Enhanced Through Repetition In Several Forms. Teachers Introduce Words During Storytelling, Demonstrate Their References Through Pictures Or Concrete Objects, Ask Children To Say The Words, And Then Encourage Their Use In Dialogue And Retelling. Repetition In Different Contexts Helps Children Understand The Function Of Words, Not Just Their Sounds. This Pattern Aligns With The Principles Of Language Stimulation In Early Childhood, Which Emphasize Concrete Experiences And Repeated Use (Miles Et Al., 2020; Mol Et Al., 2008).

Speaking Confidence Developed With The Changing Learning Environment. The Teacher Offered Simple Praise And Recognition For The Child's Efforts, Not Just For Correct Answers. Opportunities For Answers Were Provided Without Pressure, And Peers Were Included In The Dialogue. This Social Support Is Crucial Because Speaking Ability Is Determined Not Only By Vocabulary Knowledge But Also By A Sense Of Security When Using Language In Front Of Others. By The End Of Cycle II, All Three Subjects Were Confident In Responding To The Teacher And Speaking In Front Of The Group.

The Quality Of Teacher Implementation And Child Engagement Increased Simultaneously. Teacher Activity Increased By 11.84 Percentage Points, While Child Activity Increased By 21.66 Percentage Points. This Relationship Suggests That Improved Actions After Reflection Contributed To Children's Opportunities For Participation. More Varied Media Maintained Attention, Open-Ended Questions Extended Utterances, And Individual Scaffolding Reduced Task Difficulty. Classroom Action Research Allowed Teachers To Modify Strategies Based On Evidence From Cycle I And Then Examine Their Impact In Cycle II.

The Research's Contribution Lies In The Use Of Storytelling As A Structured Social Interaction Space For At-Risk Children With Special Needs. Children Do Not Have To Wait For A

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Professional Diagnosis To Receive Functional Support In The Classroom. Teachers Can Use Observations To Adjust Media, Questions, Wait Times, And Levels Of Assistance. This Approach Still Requires Caution To Ensure That The Term "At-Risk" Does Not Become A Diagnostic Label Without Professional Examination (Józsa Et Al., 2023; Lufitasari Et Al., 2024).

The Findings Have Limitations. The Primary Measurement Involved Only Three Children In One Classroom, Took Place Over Two Cycles, And Did Not Use A Comparison Group. Scores Were Obtained Through Observation, Which Could Be Influenced By The Child's Emotional State, Health, Motivation, And Familiarity With The Assessor. Family Factors And Interactions Outside Of School Were Also Not Controlled. Therefore, The Results Cannot Be Generalized As An Effect Size For All Early Childhood. Future Research Could Involve More Participants, Follow-Up Monitoring, Independent Assessors, And A Comparison Design To Assess The Sustainability Of Changes.

CONCLUSION

The Storytelling Method Based On Vygotsky's Social Interaction Theory Improved The Speaking Skills Of Three Early Childhood Children At Risk Of Special Needs In The Context Of Group A Of Handayani State Kindergarten. The Average Score Increased From 1.33 In Pre-Action To 2.33 In Cycle I And 3.83 In Cycle II. Changes Included Speaking Fluency, Communicative Responses, Vocabulary Mastery And Speaking Courage. Teacher Activity Increased From 85.53% To 97.37%, Children's Activity From 71.67% To 93.33% And Children's Positive Responses From 83.33% To 100%.

Teachers Can Implement This Activity By Selecting Stories Close To Children's Experiences, Using Concrete Media, Asking Gradual Questions, Providing Wait Time, And Adapting Scaffolding To Each Child's Abilities. Assistance Should Be Gradually Reduced To Allow Children Space To Speak Independently. Research Supports The Use Of This Strategy As A Classroom Practice, But Its Effectiveness In A Broader Population Requires Research With More Robust Samples And Designs.

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