

# HAND DOLL MEDIA DEVELOPMENT FOR IMPROVING THE ABILITY OF STORY BACK FOR CLASS II SDN 1 SOMBRON

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## ABSTRACT

The students' storytelling ability after using hand puppet media, the material retells the children's stories that were heard using the second grade students' own words. The validity, practicality, and effectiveness of the hand puppet media were used in the material for retelling children's stories that were heard using the second grade students' own words. This study uses a research development (R & D) procedural model with Borg and Gall development procedures. The research subjects were 31 students of class II SDN 1 Sombron, Kediri, by giving tests to students through pretest and posttest research techniques by providing instruments in the form of 4 psychomotor test questions, namely storytelling. The conclusions of this study are: (1) The process of developing hand puppet media is easy to do with creativity and new innovations to make it look more attractive to students. (2) The ability of students to retell the story they have heard using their own words after using hand puppet media increases. The results of the pretest obtained an average score of 81.2 students, while from the posttest results the average score of students was 86.8 (there was an increase of 5.6). From the test results, it can be said that the use of hand puppet media is effectively used in Indonesian language lessons with the material of retelling children's stories that are heard using their own words because students are more active and enthusiastic in learning activities. (3) Validation carried out by material experts and media experts got a score of 85.285% so that it can be stated that the development of hand puppet media is very valid, very effective, very complete, can be used without improvement.

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## 1. INTRODUCTION

Indonesian is domiciled as the national language and the state language. As the national language, Indonesian serves as a unifying language. Meanwhile, as the state language, Indonesian Indonesian has several functions, one of which is as the language of instruction for teachers in the world of education. The process of delivering material to students must use language that is easily understood by students. Indonesian language and literature lessons in elementary schools cover four things, namely listening, speaking, reading, and writing. This was stated by Higgins, (2020), "Language skills have four components, namely: (1) listening skills (listening skills); speaking skills (speaking skills); (3) reading skills (reading skills); and (4) writing skills." So, these four skills are a unit to train students' abilities from an early age starting from cognitive, affective, and psychomotor (O'Connor, 2016).

The purpose of speaking skills for grade 2 students is to train students to speak Indonesian properly and correctly. Students are expected to be able to retell children's stories using traditional teacher-centered learning. Teachers function more as instructors who are very active in delivering material and students as passive recipients of knowledge. Meaningful learning needs to be applied to explore the potential of children to always be creative and develop, so that it becomes an impressive learning experience. The experience gained by students is more memorable if the learning process obtained is the result of their own understanding and discovery. As conveyed Winarni, et al. (2021), that, "people can only know what they have constructed". Therefore, in managing the teaching and learning process, teachers must choose appropriate learning methods, so that learning is more interesting and meaningful. This is because of the demands in the world of education that the learning process is no longer just a transfer of knowledge from teachers to students. As stated by Noemí & Máximo (2014), that in learning educators are also required to be able to provide convenience for students with a learning process that is easy to understand and fun. Therefore, components are needed to support the learning process so that it is easy and fun for students. One of them is by using the experimental method. be heard using their own words without any limitations in accordance with one of the Basic Competencies in learning Indonesian language and literature in grade 2 (Stephan, 2014).

In fact, currently teachers only apply conventional learning so that it has an impact on the quality of student learning outcomes, one of which is difficulty in retelling even though using their own words briefly and clearly. This is evident in SDN 1 Sombron, grade 2 students find it difficult to retell stories they have heard even though they have just been told by the teacher. The solution to this problem is an innovation that makes students interested and shows their interest in Indonesian language and literature lessons by using media that can make it easier for students to understand the material. According to Sudjana in Dipaulo, et al. (2017), "Through the use of teaching media, it is hoped that it can enhance the quality of the teaching and learning process which in turn can affect the quality of student learning outcomes."

In the basic competence of retelling children's stories that are heard using their own words, the suitable media is a three-dimensional hand puppet because it is often used in learning Indonesian language and literature. According to Campbel (2020), "Three-dimensional media that are often used in teaching are models and puppets. Hand puppets are easier to make and play with. Elementary school age children are still classified as a concrete level of thinking so they are not able to understand something abstract. By using hand puppet media, students can be active and easy to retell the stories they hear with the freedom of words that are processed from the results of their thoughts. By using hand puppet media, students can be active and easy to retell the stories they hear with the freedom of words that are processed from the results of their thoughts (Lutz & Samir, 2013).

This development has the following objectives: (1) to show the process of developing hand puppet media with material for retelling children's stories heard using the own words of second grade students of SDN 1 Sombron; (2) To describe students' storytelling abilities after using hand puppet media, the material is to retell children's stories that were heard using the second grade students of SDN 1 Sombron's own words; (3) To determine the validity, practicality, and effectiveness of the hand puppet media used in the material for retelling children's stories that were heard using their own words, grade II students of SDN 1 Sombron.

## 2. RESEARCH METHOD

Research and development methods or in English Research and Development or known as R & D. According to Creswell (2012), "Research and Development is a research method used to produce a particular product, and test the effectiveness of that product." The research and development model of hand puppet media used is a procedural model. The procedural model has a descriptive nature where media development can later produce products that can be useful for all parties by using steps that are in accordance with product development.

This character hand puppet media is made to stimulate students' thinking skills without any limitations. Students will see concrete media that is played with the story-line being played. According to Borg and Gall in Bartholdsson (2020), There are five development steps that can be done more simply as follows.

1. Conduct product analysis to be developed.
2. Develop the initial product.
3. Expert validation and revision.
4. Small-scale field trials and product revisions.

### 5. Large-scale field trials and final products.

The research location taken is SDN 1 Sombron 3 Kediri. The research subjects were class II students. 10 randomly selected students were used as the initial trial. All 31 students became research subjects after the product was revised into a broad trial. Product validation was carried out by two experts, namely material expert, lecturer in Indonesian language and literature courses, Universitas Nusantara PGRI Kediri Ita Kurnia, M.Pd and media expert, lecturer in learning media at Universitas Nusantara PGRI Kediri, Encil Puspitoningrum, M.Pd. The instruments used in this development research are as follows.

#### 1. Test

This test is carried out to determine the students' ability to retell the story they have heard with the provisions that have been made previously, which is an indicator of achievement.

#### 2. Observation

The technique of collecting data by observing is used to examine the validity of the media implemented to students.

#### 3. Interview

Used to dig up data about the practicality of the media used directly after the research was conducted. The validity test in this research is important to do to determine the validity of the data being studied. The indicators used are as follows.

- Reveal the character of the story that is heard
- Convey the character of the story that is heard
- Reveal the setting of the story being listened to
- Reveal the trust of the story heard.

The data analysis stage used in this study was descriptive statistics used to process the data from the assessment results with a formula. In the statistical descriptive analysis, the value of 100% is stated if the appropriate variable is achieved.

## 3. RESULT AND DISCUSSION

The process of developing hand puppet media is as follows. Materials and tools needed include: Fabric dolls 3 colors each half meter wide, Sewing needles, Sewing thread, buffalo paper, Glue gun, Scissors, Ballpoint pens/markers, Patchwork, Carbon, Dacron, Shirt buttons, Flannel.

1. How to make a hand puppet.
2. Draw a pattern on paper.
3. Make 2 same patterns on the fabric.
4. Cut out the pattern that has been drawn.
5. Make the eyes and mouth of the doll with embroidery.
6. Sew both patterns.
7. Draw the pattern of the clothes on the cloth.
8. Cut out the pattern of the clothes and sew on the doll's body.
9. Glue the flannel ribbon accents using hot glue and glue
10. Fill the doll's head with dacron and sew it to make it look neat.
11. After the hand puppet media has been produced and validated, then it is implemented in learning activities and 2 tests are carried out.

The pre-test was carried out without using hand puppets as media and only listening to stories, the average score of students' abilities was 81.2. Post-test was carried out using hand puppet media and obtained a score of 86.8 (there was an increase of 5.6). Thus, it can be stated that the hand puppet media is effectively used in Indonesian language learning activities, especially the material for retelling stories that are heard using the second grade students' own words.

From the results of the validation of media experts and material experts, the total validation value is 85.285% so it can be stated that the hand puppet media in this study can be said to be very valid, very effective, very thorough, can be used without repair. From the results of research that has been done, hand puppet media has several advantages as follows.

1. Attractive shapes and colors
2. Stimulate students' imagination
3. Make students expand their vocabulary

4. Easy for students to use
5. How to make easy
6. Make students interested in learning
7. Cost and time efficient
8. Safe for students/children to use

From the research that has been done, the weakness in this hand puppet media is that the supporting stories made must be adapted to the puppet characters, making it difficult when telling stories if they are not supported by stories that have been made according to the existing hand puppet characters.

In every learning process, of course, every teacher wants his students to be able to understand every lesson that is carried out. because the true success of a teacher in learning activities in the classroom can be seen from the ability of his students (Cleaver et al., 2017). Where the ability to tell stories is one of them which is part of a student's ability to speak. The position of the ability to tell stories is quite important in a field of learning because through storytelling activities, of course, it will be able to become a reference for how big the level of understanding a student has after learning activities (Chakrabarti, Prakash, & Arora, 2018). Speaking is the ability to pronounce articulation sounds or words to express, state, convey thoughts, ideas, and feelings. So that it can be said that by speaking we can convey an intention by using spoken language to be easily understood. In fact, there are still many problems with students' storytelling skills, which include the low storytelling ability of students, the use of learning methods and media that are rarely done. Low student focus in learning, lack of student activity in the learning process and low student self-confidence (Mauluda, Erfan, Wulandari, Hidayati, & Umar, 2020). This will certainly hinder the ability to tell stories and will certainly hinder other abilities such as communication skills between students and teachers or with others. Therefore, the teacher plays an important role as a facilitator for a student. In the teaching and learning process, there will be an interaction between educators and students. The teacher should be a facilitator, so that students have a big role in learning (Higgins, 2020).

Each process of learning activities becomes an important part in determining the results of the learning process itself. Therefore, the supporting factors in learning activities will of course also influence the results of learning such as the use of media as a tool in assisting teachers in conveying messages in learning activities, of course, will also have an impact on the results to be achieved in the learning process. media in the learning activities that will be carried out. Basically, learning must be fun for students so that children do not feel bored in the learning activities carried out so that the learning outcomes obtained will certainly be in accordance with expectations and goals and can be a benchmark for the success of the learning process that has been implemented (Nyoman, Astuti, Setiawan, & Mataram, 2021). Therefore, it is very important to design learning as attractive as possible for children so that learning for children is not a burden and a boring atmosphere and can provide opportunities for children to explore children's abilities, talents, and imaginations without ignoring the interests and talents of each different student (Satriami, Darmiany, & Saputra, 2021). To achieve the learning objectives as stated above, we need a media that can develop and influence the ability, creativity and imagination of students at the elementary school level, one of which is image media where through image media students can increase the imagination and abilities that students have as when children do learning activities using image media in student storytelling learning, the stimulus from the image media will allow students to build their imagination and storytelling skills by looking at the image media shown by the teacher during learning.

#### 4. CONCLUSION

Based on the results of the research conducted, it is concluded that the process of developing hand puppet media according to the available steps is quite easy to make. The mean score of the students' pre-test was 81.2, while the average score of the post-test ability performed using hand puppet media was 86.8, so it can be said that the hand puppet media was effectively used. The validity and effectiveness of the hand puppet media were carried out by media experts and material experts. The total value obtained was 85.285%, so it was stated that the hand puppet media was very valid, very effective, very thorough, could be used without repair.

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