

DOLL IN STORY MEDIA USE IN IMPROVING CHILDREN'S LANGUAGE SKILLS AT MI MA'ARIF NU BEJI

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Abstract. Language is an essential communication tool in human life because, in addition to functioning as a tool to express thoughts and feelings to others, it also acts as a tool to understand the feelings and opinions of others. One suitable learning medium that can develop children's language skills is *the doll in story media*. The use of *beauty in story media* will improve children's language skills, and also, children will quickly understand the material presented by the teacher. This research was conducted at MI Ma'arif NU Beji. The method used in this research is *field research* (field research). Data collection techniques used are observation, interviews and documentation and data analysis techniques are descriptive qualitative. The results of the study from the use of *dolls in story media* are (1) increasing the level of concentration of students in listening and listening well, (2) focusing students' views on what is conveyed or told by the teacher, (3) increasing children's imagination power, (4) improve children's speaking skills, (5) the ability to understand the discussion of the contents of stories or fairy tales.

Keywords: media *doll in story*, children's language ability.

INTRODUCTION

Good education should start from childhood. Childhood is a golden period of growth in which the child's brain develops very rapidly. This period is the most appropriate time to create all the potential in children. This period determines a person's development in adulthood. Therefore, at this time, the child must be given stimulation so that the child's brain develops optimally. One aspect of child development is the aspect of language development. Language development includes reading, writing, listening, listening, speaking, and communicating. Language is an essential communication tool in human life because, in addition to functioning as a tool to express thoughts and feelings to others, it also acts as a tool to understand the feelings and opinions of others. According to Santrock, a language is a form of communication that is spoken, written or symbolized based on a system of symbols. Of course, talking about language plays a significant role in all aspects, especially in the learning process. If children have good language skills in learning, they will be absorbed optimally. The improvement of children's language skills cannot be separated from the role of the teacher in applying effective methods of learning in the classroom. One method that can be used is the storytelling method. The storytelling method has several significant benefits for achieving educational goals. According to Moeslicatoen (2004), listening to exciting stories that are close to their environment is an exciting activity.

Teachers can use storytelling activities to instil confidence in children so that they can speak well. Storytelling activities provide a learning experience to practice listening and develop each child's cognitive, affective, and psychomotor abilities (Ika Yunita, 2014). But in reality, children are often unable to answer or retell the contents of the story that the teacher brings. The child only says two words, not a few sentences. This is because when the child retells the story, the child lacks the material to be told. In addition, children often forget what sentences the teacher said when telling stories. This shows that children's language skills have not developed optimally.

The problems above can be overcome by choosing the right media that can improve children's language skills. Learning media is defined as everything that can be used to channel messages, stimulate students' thoughts, feelings, attention and abilities so that they can encourage the learning process (Gde Wawan Sudhata and Made Tegh, 2015). The same thing was conveyed by Suryani and Agung (2012) that learning media are media used in learning, which include teacher aids in teaching and means of carrying messages from learning resources to learning message recipients (students). This is in line with Briggs (1970) who stated that learning media is a means to provide stimulation for students so that the teaching and learning process occurs (Nunuk Suryani, et al, 2019). The use of learning media is inseparable from the role of the teacher in facilitating learning. Teachers can at least use simple media, but have good effectiveness in supporting the achievement of learning objectives. In line with the opinion of Sudjana and Rivai (1991) that media is useful for making teaching more interesting so that it can foster learning motivation in students, clarifying the meaning of teaching materials so that they are easier to understand so that teachers master good teaching goals, make learning methods more varied, by combining communication verbal communication from the teacher with other media so that students are not bored, thus making students more involved in learning activities, not only listening, but also various other activities, such as observing, demonstrating, presenting and others (Nunuk Suryani, et al, 2019).

Doll in story media is used as an alternative media for learning activities for story or fairy tale material in order to improve children's language skills. *Doll in story* media is media that uses hand puppets as a tool to support learning. Hand puppets were chosen because hand puppets are more practical, do not require a lot of space and time. Hand puppets are also easy to obtain, even hand puppets can be made by the teacher himself. In addition, hand puppets were chosen because they are easier to play and do not require other tools to play them. Hand puppets help children to pay more attention to the content of the story. In addition, the use of this media can have positive impacts such as improving children's speaking skills, increasing vocabulary, the ability to compose sentences, understanding what is being told faster and so on. Even dolls can encourage the growth of a child's fantasy and imagination.

Based on previous research by Ika Yunita in her scientific work entitled "Improving Speaking Skills Using Storytelling Method with Hand Puppets in Children Group A 1D1 TK Kartika III-38 Kentungan, Depok, Sleman, concluded that children's speaking skills increased to 83% of the results using puppet media hand. Then the research conducted by Lailatul Izzati and Yulsyofriend in the title "The Effect of Storytelling Method with Hand Puppets on Cognitive Development of Early Childhood Ana" , shows that storytelling method using hand puppets can develop early childhood cognitive. Furthermore, the article entitled "The Influence of Storytelling Methods on Language and Character Development of Elementary School Children" by Siti Nur Hidayah concluded that the storytelling method can improve language and character education in children. From several literary reviews that the author has done, there are differences with the contents of the discussion in this paper, because this paper discusses the use of *dolls in story media* through the storytelling method in improving children's language. Where the author will discuss the improvement of children's language from several aspects, namely: (1) writing, (2) listening, (3) listening (3) speaking and (5) communicating.

RESEARCH METHOD

The type of research that the researcher uses is *field research* by observing directly the process of using *doll stories* in developing children's language skills at MI Ma'arif NU Beji. This study uses a qualitative approach. This research approach is used to obtain scientific data without eliminating a series of activities or processes to collect data or information about activities in the field.

Data collection techniques using observation techniques, interviews and documentation. Researchers went into the field observing teacher learning by using *doll story media* and conducting interviews with teachers and students as well as taking several documents from teachers regarding the use of *doll story media* in developing children's language skills at MI Ma'arif NU Beji. The data collected in this study are in the form of words, sentences, or pictures of events that have meaning and are able to spur the emergence of a more real understanding regarding the use of *doll in story media* in learning to develop children's language skills at MI Ma'arif NU Beji.

Analysis technique used is a qualitative descriptive analysis technique, namely through three stages; data reduction by classifying, discarding unnecessary, directing, and organizing (Sugiono, 2014). Second, data presentation by compiling and presenting relevant data. Then draw conclusions in finding the results of research on the use of *doll stories* in developing children's language skills .

RESULT AND ANALYSIS

In story media is story media played with hand puppets as media or tools used by teachers in learning activities made of flannel pieces that are shaped and decorated in such a way so that they can be displayed into various characters with each character presented in appearance. every doll. It is named hand puppet because the players play it by inserting their palm into the doll.

1. Making *Doll in Story Media*

in story media is media that uses tools in the form of hand puppets that are played by a teacher or teacher in supporting learning activities. Where for the manufacture of hand puppets is quite practical and does not require a lot of materials. Here are the steps for making hand puppets. First, make the doll's body, (1) prepare tools and materials in the form of drawing paper, scissors, pencils. (2) Fold the paper in half, for a paper length of 21 cm and a width of 7 cm. (3) Place our hands with two index and middle fingers placed at the ends of the paper and hands placed in the middle of the fold. (4) Draw the pattern following the groove from the bottom 7 cm by adding the distance between the hands and the line. (5) Cut the pattern that has been drawn with scissors. Second, make a doll's head, (1) Prepare drawing paper, (2) Draw a centerline and make a circle with a diameter of 12.5 cm. (3) The picture corresponds to the role of the doll (animal or human). Third, combine the body and head, (1) Glue the head on the neck by straightening the folds, (2) Draw the abdomen according to the desired role. Finally, make the pattern on the flannel and cut out the pattern on the flannel. Then combine the patterns together by sewing them. Sew it with a festoon stitch. To make it easier, first sew the supporting patterns, such as eyes, legs, chest and others. If you sew the body pattern first , then sewing the supporting members is a little difficult. However, if you don't want it to be difficult, the supporting members can just be glued.

2. Implementation of the Use of *Doll in Story Media* in Learning

doll in story media can be used by teachers in thematic learning, especially Indonesian language material. In learning Indonesian, there are skills that must be mastered by children, such as listening, listening, speaking and communicating. These skills will be mastered by children more easily if the teacher in carrying out their learning uses integrative learning. One of the third grade teachers from MI Ma'arif NU Beji named Imroatus Solikhah applies *doll in story media* in his classroom learning on subjects theme 2 sub-theme 4 learning 6 on material about loving animals. In the material there is a fairy tale entitled "The Ant and the Pigeon". The basic competencies that must be achieved by students in learning fairy tales are that students can decipher messages in fairy tales that are presented orally, in writing, and visually for the purpose of enjoyment and students are able to demonstrate messages in fairy tales as a form of self-expression using standard and effective vocabulary. Of course, students are required to be able to read, identify, understand and retell the contents of the fairy tales conveyed by the teacher. The *doll in story media* is used as an alternative

media for teachers in carrying out teaching the material so that students are enthusiastic in learning and learning is more fun.

Based on the observations, the first teacher divided the students into several groups. Then the teacher started playing the hand puppet characters of ants, pigeons and hunters by telling the story from beginning to end. The first tale tells of an ant who was walking and suddenly slipped into the river. The dove that was perched on a tree branch felt sorry for the ant that was in trouble so he dropped a leaf so that the ant could climb up and not sink. After that, the ants finally survived. But suddenly a hunter came who wanted to shoot the pigeon and the ants saw it. The ant rushed to help the pigeon by approaching the hunter and biting the hunter's leg. Finally the dove survived. After the teacher finished demonstrating and telling the story of the ant and the dove, the students were asked to name the characters in the story and answer some questions about the content of the fairy tale that had been told. From the observation, that the children were able to answer the questions quickly and compactly. This shows that students are able to concentrate higher so as to improve listening and listening skills. After that, students were asked to write down the end of the story according to the imagination of the students. Then, the teacher checked the students' work and found many creative works of students' imaginations. Among them, one of the students wrote that the end of the story was that the ant and the dove became good friends, which the pigeon then invited the ant to ride on its back. Finally, students are asked to be able to retell the story of the ant and the dove. After several students came forward to retell, they were able to tell the story according to the plot in the story even though the systematic language was not yet organized. Then the teacher invites the children to discuss what can be used as a moral message from the ant and dove fairy tale. They are enthusiastic to express their opinion about the advice from the fairy tales such as, must help each other, be a good person and make good friends. Then the lesson ends with a message from the teacher to do the same thing to fellow friends like ants and doves.

Based on the results of the presentation of the data above, we can find that learning with *doll in story media* can (1) increase the level of concentration of students in listening and listening well, (2) focus students' views on what is conveyed or told by the teacher, (3) improve children's imagination, (4) improve children's speaking skills, (5) ability to understand the discussion of the contents of stories or fairy tales.

3. Evaluation of the Use of *Doll In Story Media* in Learning

Basically, the development of learning media is adjusted to the learning objectives, user needs, and existing conditions (Nunuk Suryani, et al, 2018). The use of *dolls in story media* in teaching storytelling or fairy tales is very suitable to be used, because this media is effective and can improve the quality of student learning outcomes. The criteria for selecting this media are adjusted to the conditions of students who are categorized as basic level who still like to learn by playing. Then the learning theme delivered by the teacher is very suitable with the media used, namely *doll in story*. So that it supports the achievement of learning objectives that are expected to enable children to hear, listen, speak and communicate well. *Doll in story media* also includes media that is easy to make, easy to get and not complicated enough to make, and its use is practical because it only uses hands and mouth to run it. However, the use of *doll in story media* needs supporting factors from the teacher in playing it in an interesting way so that students don't get bored listening to it, including the support for the sound source of each doll character being distinguished, so the teacher needs to maximally make the creativity of the sound issued so that the child is centered on the story being conveyed. Second, the *doll in story media* must adjust the characteristics of students' learning styles, sometimes there are children who do not like stories, so the teacher must make conditions so that children do not get bored and keep their eyes on the stories conveyed by the teacher.

CONCLUSION

Doll in Story media is a medium used in learning to tell stories by using dolls, such as hand puppets. This media includes media that is effective, practical and can be used anywhere. So that it does not complicate the teacher and can make children more enthusiastic in following the material or learning delivered by the teacher. In addition, the use of this media can improve children's language skills which can be seen from several aspects, namely: (1) writing, (2) listening, (3) listening (3) speaking and (5) communicating. The benefits of using *doll in story media*. The benefits of using *dolls in story media* in learning carried out at MI Ma'arif NU Beji, include: (1) increasing students' concentration levels in listening and listening well, (2) focusing students' views on what is conveyed or told by the teacher. , (3) improve children's imagination, (4) improve children's speaking skills, (5) ability to understand the discussion of the contents of stories or fairy tales.

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