

## Implementation of storytelling with doll rock to improve the ability to own stories in Indonesian learning

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### Abstract

The skill of listening to stories is a very important language skill. Story listening skills aim to improve the communicative aspect. Improving story listening skills needs to be improved by using appropriate learning approaches and methods. Learning methods that can not only condition the atmosphere of learning but intensive steps that are directly related to listening to stories. One method that can be used in learning to listen to stories is to apply storytelling. The problems that arise are how to improve the skills of listening to stories using puppet media by applying storyintelligence, as well as how changes in student behavior after storytelling are applied in learning. The purpose of this study was to describe the improvement of story listening skills and changes in student behavior during learning by applying storytelling.

*Keyword* : Storytelling, doll, rock, listening, improving;

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### 1. Introduction

Listening is one of the four skills in the language. One of the most important but often abandoned activities is listening skills. Listening activities are related to one another. Listening is the activity of perceiving, processing and interpreting a problem by involving one's senses. Listening is related and beneficial by listening and speaking, listening and reading, speaking and reading, and verbal and written expressions.

According to Tarigan (1985: 19), listening is a process of listening to oral symbols attentively, understanding, appreciating, and interpreting to obtain information, capturing content or messages, and understanding the meaning of communication that has been conveyed by the speaker through speech or spoken language. . Listening based on this opinion is a process that involves the sense of hearing, carried out with full concentration, with the aim of obtaining, capturing and understanding the purpose of oral communication carried out by the speaker.

Anderson (1972: 68) in Tarigan states listening is a major process of listening, recognizing, and interpreting spoken symbols. Listening according to Anderson is stated not only as a process of hearing and knowing the content of a conversation but also necessary to understand or make in-depth interpretations in order to respond appropriately to the contents of the conversation.

Haryadi and Zamzani also argue that listening is an activity carried out by a person with the sound of the language as the target and to understand the content conveyed by

the sound. Listening focuses on understanding the sounds of the language conveyed by the speaker to the listener. The sound of the language, apart from needing to be heard, also needs to be recognized by its target so that it can be understood with its precise intent, purpose, and context.

Based on this understanding, it can be concluded that listening is a process of listening to both non-language sounds and language sounds with full understanding, attention, appreciation, and interpretation, by using ear activity in capturing messages that are played to obtain information and understand the content conveyed by these sounds.

In Listening, as a teacher, it is fitting to stimulate the development of children's listening abilities with appropriate strategies so that learning outcomes can work well and children's listening abilities can develop optimally.

Teaching and learning activities currently require teacher creativity in using a variety of attractive methods and can foster an active role for students. As much as possible students are given activities that allow them to gain a better understanding. One method that can be used to improve students' listening skills is the storytelling method.

Stories are a good and efficient learning tool in the process of learning to speak for school children. Stories that are told properly and correctly can inspire action, help develop cultural appreciation, and expand children's knowledge. Stories can also provide fun when they are told and heard, helping children understand their world and how they relate to others (Pratiwi, 2010: 171).

There are so many learning media used by teachers in storytelling activities. One of them is the puppet media which is often used in these activities. Researchers used puppet media for SD Class II because at the age of SD Class 1 - 3 (low class) was in a concrete operational period. Dolls are a medium that can shape children's imagination in learning. And puppet media can encourage children to be active, expressive, and creative. In general, children like dolls, so dolls can invite children's interest and interest so that children are more enthusiastic in learning.

However, the facts in the field show that the factors causing the low listening ability of grade II B students at SD Integral Hidayatullah Semanding are the factors of the class teacher. Lack of teacher creativity in applying methods and using media that can help students in learning. So they still lack self-confidence and they feel that speaking in front of their friends is difficult.

Based on the description above, it can be concluded that it is necessary to research the listening ability of class II B students using interesting media and methods. Researchers Apply storytelling because it can develop children's listening abilities, with the help of dolls. After all, dolls are able to shape children's imaginations in learning to increase.

## **2. Reseach Methode**

The research used the classroom action research method (PTK), which was carried out in 2 cycles. Research with model design by Kemmis and Taggart is in the form of a spiral from one cycle to the next. There are cycles of planning (planning), action, observation (observation), and reflection (reflection). The next cycle of revised planning, observational action, and reflection. The data contained research actions, namely quantitative data and qualitative data. The data sources in this study used two

primary data sources and a secondary data source. Additional data of this research is documentation of classroom learning activities. The presence of the researcher here is only to observe and assess the activities of the teacher while the teacher is practicing the learning that has been prepared by the researcher. When the teacher finds problems in implementing learning, the researcher provides suggestions and improvements so that learning can be achieved. Data collection techniques use observation, tests.

This research is located at SD Integral Hidayatullah Semanding which is located at Krajan Hamlet RT 004 RW 004 Karang Village, Semanding District, Tuban Regency. The reason for choosing the location was the sufficient number of students and the problem became the focus of the problem at that location.

The subjects in this study were 11-grade students of SD Integral Hidayatullah Semanding consisting of five female students and six male students.

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### 3. Result and Discussion

Based on research on pre-cycle conditions, cycle I, cycle II, it was obtained an increase in the ability to listen to stories and reading interest as follows Table1 and Fig. 1:

Table 1. Percentage of Improved Ability to Listen to Students' Stories in Pre-Cycle, Cycle I, Cycle II in Class IIB SD Integral Hidayatullah Semanding T

Cyle	Indikator				
	1	2	3	4	5
Pre-Cyle	2,53%	2,53%	2,60%	2,50%	2,10%
Cyle I	2,60%	2,80%	2,40%	2,80%	2,60%
Cyle II	2,70%	3,30%	3,30%	3,60%	3,20%

The results of the study after learning by applying storytelling in pre-cycle learning, students were less enthusiastic about the learning carried out. This resulted in low listening ability test results with 56.3% of students completing. Cycle I experienced an increase in learning activities. Students have started paying attention to the teacher, not talking to themselves, responding to the content of the story so that in the first cycle there is an increase in understanding the story at every meeting 1 and meeting 2. In cycle II students experience a change in attitude for the better and pay attention to the teacher when learning. In this second cycle, the teacher began to improve in delivering learning using the storytelling method. The teacher begins to live up to the characters

contained in the story, students are interested and focus on learning. As well as the class atmosphere which is starting to be conducive even though some students talk. Students dare to ask forward questions to convey the results of their answers. So that in cycle II it increases from Cycle I. Cycle II there is an increase in each meeting, namely the first meeting which completed 61.49% to 72.29% of students have completed. In Cycle II the teacher motivates students to like to read any book because books are a storehouse of knowledge that will make students smart. In listening activities in every meeting, there was an increase in each indicator, in every meeting students seemed to pay attention to the teacher's explanation when the teacher explained. Students become enthusiastic or enthusiastic when participating in learning because learning using the storytelling method is attractive to students. To make passive students active by using methods that are fun for the students themselves.

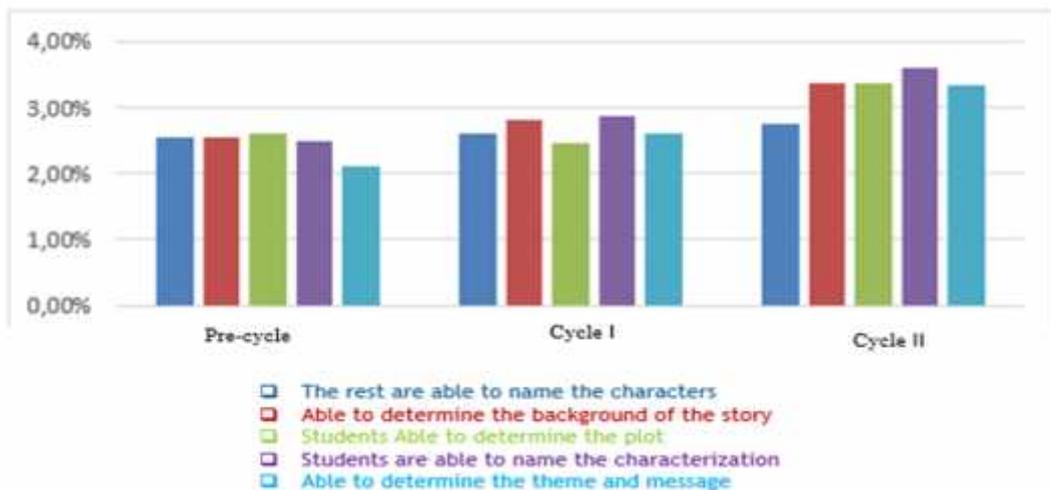


Fig 1. Graph of the Percentage of Improved Story Listening Ability in Pre-cycle, Cycle I, Cycle II

The results stated that the application of storytelling was able to increase students' listening ability. Storytelling activities facilitate students' understanding of listening to stories, namely with an average cycle II of 75.83 higher than cycle I 63.83, and using this method makes students active, paying attention to teachers, enthusiastic in learning.

#### 4. Conclusion

Based on data analysis, it is concluded: first, the storytelling method can improve the ability to listen to stories in Indonesian language learning in grade II B SD Integral Hidayatullah Semanding. The ability to listen to stories adds from 63.83 in the first cycle to 75.83 in the second cycle. The application of learning to read stories by applying the storytelling method has succeeded in improving the ability of the story as measured by the test by emphasizing the character, characterization, setting, plot, theme, and message. Increase student activeness, measured students using observation sheets with specified indicators.

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