

The Effect of Using Hand Puppet Media on Learning Outcomes of Listening to Fairy Tales for Class II Students of SDN 88 Lonrong, Soppeng Regency

Rizal Agustira Rasyid ¹⁾, Widya Hastuti ²⁾

UPT SD Negeri 23 Bangkala Barat, Jeneponto, Indonesia

UPT SD Negeri 7 Kelara, Jeneponto, Indonesia

agustirarizal@gmail.com

Abstract. The main problem in this study is that there are still many students who score below the KKM, this was found by the researchers when conducting initial observations in Class II SDN 88 Lonrong on the Indonesian subject of listening to fairy tales. So, this study aims to improve learning outcomes of listening to fairy tales for Class II students of SD Negeri 88 Lonrong, Soppeng Regency by using hand puppet media in ix during the teaching and learning process. This type of research is pre-experimental research with a one group pre-test-post-test model that only involves one class. The purpose of this study was to determine student learning outcomes by using hand puppet media in second grade students of SD Negeri 88 Lonrong, Soppeng Regency. The sample in this study was class II students, totaling 15 people. The study was carried out for 5 meetings with an interval of 2 months. The results showed that in the pretest activity (without using media), there were 11 students or 73% who were in the incomplete category and 4 students or 27% who experienced completeness. The average learning outcomes obtained by students during the pretest only reached 57.33. Classically, it has not met the minimum completeness criteria (KKM). While in the posttest activity using hand puppet media, there were 14 students who scored above the KKM with an average score of 83.33. This indicates that there is an increase in learning outcomes after being given treatment. So, it can be concluded that the use of hand puppet media has a significant influence on the learning outcomes of listening to fairy tales for the Grade II students of SD Negeri 88 Lonrong, Soppeng Regency.

Keywords: *Hand Puppet Media; Learning Outcomes; Listening to Fairy Tales*

Abstrak. Masalah utama dalam penelitian ini adalah masih banyaknya siswa yang memperoleh nilai di bawah KKM, hal ini ditemukan peneliti saat melakukan observasi awal di Kelas II SDN 88 Lonrong pada mata pelajaran Bahasa Indonesia materi menyimak dongeng. Sehingga penelitian ini bertujuan untuk meningkatkan hasil belajar menyimak dongeng siswa Kelas II SD Negeri 88 Lonrong Kabupaten Soppeng dengan menggunakan media boneka tangan pada ix saat proses belajar mengajar berlangsung. Jenis penelitian ini adalah penelitian pra-eksperimen dengan model one group pre test-post test yaitu hanya melibatkan satu kelas. Tujuan penelitian ini untuk mengetahui hasil belajar siswa dengan menggunakan media boneka tangan pada Siswa Kelas II SD Negeri 88 Lonrong Kabupaten Soppeng. Sampel dalam penelitian ini adalah siswa kelas II yang berjumlah 15 orang. Penelitian dilaksanakan selama 5 kali pertemuan dengan interval waktu 2 bulan. Hasil penelitian menunjukkan bahwa pada kegiatan pretest (tanpa menggunakan media), terdapat 11 siswa atau sebesar 73 % yang berada pada kategori tidak tuntas dan 4 orang siswa atau 27 % yang mengalami ketuntasan. Adapun rata-rata hasil belajar yang diperoleh siswa saat pretest hanya mencapai 57,33. Secara klasikal belum memenuhi kriteria ketuntasan minimal (KKM). Sedangkan pada kegiatan posttest dengan menggunakan media boneka tangan, terdapat 14 orang siswa yang memperoleh nilai di atas KKM dengan rata-rata nilai 83,33. Hal ini menandakan bahwa terdapat peningkatan hasil belajar setelah diberikan perlakuan (treatment). Sehingga dapat disimpulkan bahwa penggunaan media boneka tangan memberikan pengaruh signifikan terhadap hasil belajar menyimak dongeng siswa Kelas II SD Negeri 88 Lonrong Kabupaten Soppeng.

Kata Kunci: *Media Boneka Tangan; Hasil Belajar; Menyimak Dongeng*

INTRODUCTION

Elementary school is a formal educational institution that is used as the first step in preparing future generations. Education forms the basis of every human being, both in terms of values, attitudes, and behaviors that can advance the quality of a nation. Education always adheres to the principles of norms and morals. Means that education will make humans more moral lies in the process of forming the personality of each individual itself. The role of education as a mental builder, the younger generation is very important. Thus, education can be interpreted as a conscious effort made by humans in developing their potential for the process of changing attitudes for the better.

Education basically takes place in the form of a teaching and learning process that involves two parties, namely teachers and students, for that we need a good communication skill so as to create the desired learning goals and to achieve this requires a mastery of language skills. According to Susanto (in Prihanjani 2016) language allows children to translate experiences into symbols that can be used to communicate and think. This means that language has an important influence on a person's ability to communicate. In early childhood, children's language development must always be given a stimulus to stimulate children so that their language development develops well.

Language can help two parties to work together and influence each other. So that the mastery of language skills is very important for human life, it can be imagined if an individual does not have language skills. As stated by Mulyati (in Fatimah 2013), explaining that someone who does not have language skills, the person concerned cannot express thoughts, cannot express feelings, cannot report the facts observed. On the other hand, they also cannot understand the thoughts, feelings, ideas, and facts conveyed by other people.

Language skills can be developed through Indonesian language subjects. Based on the Competency Standards and Basic Competencies for SD/MI in Permendiknas Number 22 of 2006 concerning content standards for primary and secondary education units, that the competency standards of Indonesian language subjects are the minimum ability qualifications of students that describe mastery of knowledge, language skills, and positive attitudes. to Indonesian language and literature. These competency standards are the basis for students to understand and respond to local, regional, national, and global situations. Learning Indonesian is essentially learning language skills, not learning about language and language functions. Learning Indonesian is the main one as a means of communication. Therefore, learning Indonesian is directed at improving the ability of students to communicate in Indonesian properly and

correctly, orally and in writing (Muttaqin, 2017).

Indonesian language learning has four language skills that must be mastered which include aspects of listening, reading, writing, and speaking. Of the four skills, listening is the initial language skill that is mastered by humans. As part of language skills, listening activities are very important, both in language teaching and in everyday life. Therefore, mastery of listening skills must be owned by everyone.

Tarigan (in Widowati 2016) states that improving listening quality means helping to improve one's speaking quality and listening skills are also an important factor for one's success in learning to read effectively. Thus mastery of listening skills will affect other language skills. Listening is an activity that is mostly done by humans, including when learning, interacting, watching television, listening to the radio, and others. Listening activities in human life are carried out more than speaking, reading, and writing activities. For this reason, as a teacher, he should have a good ability to teach listening skills to students, so that they can understand the meaning of communication conveyed by the speaker.

Based on the results of initial observations made by researchers in class II SDN 88 Lonrong, Soppeng Regency, it appears that teachers only use the lecture method in learning Indonesian, especially in

listening to stories. The use of the lecture method which is basically teaching is done by the teacher in a monologue and one-way relationship. This method is widely used by teachers and has long been carried out in the history of education so that it is the most traditional teaching method. Students only listen to the material presented by the teacher and usually continue with working on questions. This causes students to tend to be passive and make learning look less attractive to students.

During the learning process, there were still many students who chatted with their friends and were also busy playing alone, so they did not understand the content of the stories read by the teacher and had difficulty when asked to retell them. This is because the teacher only uses story texts in conveying a story which results in students being less enthusiastic and not focused in listening. So that the ability to listen to students' stories expected by the teacher is not achieved well and is still below the Minimum Completeness Criteria (KKM) that has been set by the teacher, which is 70.

One of the efforts that can be done to overcome these problems is to apply a learning media. Learning media that are in accordance with the psychological development of low-grade children are used as tools to stimulate thoughts, feelings, attention and abilities or learning skills. The existence of the media as a real object in front of students will greatly

assist the process of delivering material. Learning media that is considered appropriate to be used in learning Indonesian, especially the material for listening to stories is hand puppet media.

According to Gunarti (in Sulianto 2014) hand puppets are dolls that are larger than finger puppets and can be inserted into the hands. Fingers can be used to support the movement of the hands and head of the doll. So the understanding of hand puppet media is that dolls are used as media or tools used by teachers in learning activities, their size is larger than finger puppets and can be inserted into the hands.

Hand puppets were chosen because puppets are very close to the world of children and although hand puppets are visual media, they are useful for visualizing the stories conveyed by the teacher. This is in line with the opinion of Daryanto (in Widowati 2016) which states the advantages of hand puppet media, namely: 1. efficient in terms of time, place, cost, and preparation; 2. does not require complex skills; 3. Can develop children's imagination and activities in a happy atmosphere.

RESEARCH METHODS

The approach used in this research is a quantitative approach with the type of experimental research. According to Sugiyono (Nengsih, S. J., & Yulsyofriend, Y. 2022) Experimental research method is a method

used to find the effect of certain treatments on others under controlled conditions.

According to Sugiyono (Nengsih, S. J., & Yulsyofriend, Y. 2022) in experimental research there are several experimental designs that can be used, namely: 1) Pre-Experimental Design, 2) True Experimental Design, 3) Factorial Design, and 4) Quasi Experimental design. The form of the type of experiment used in this study is Pre-Experimental or pre-experimental. According to Sukardi (in Widowati 2016) explains that the research design is a clear description of the relationship between variables, data collection, and data analysis. The design used is a one group pretest-posttest design. This research was conducted in class II SDN 88 Lonrong, Soppeng Regency. The school is located in Lonrong Hamlet, Jampu Village, Liliriaja District, Soppeng Regency. SDN 88 Lonrong is strategically located and easy to reach. This research was conducted in the first semester of the 2017/2018 academic year from September to November. Precisely on September 2, 2017 – November 15, 2017.

The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2014: 80). The population in this study were second grade students at SDN 88 Lonrong, Soppeng Regency.

The sampling technique in this study uses a non-probability sampling technique. Non-probability sampling is a sampling technique that does not provide equal opportunities/opportunities for each element or member of the population to be selected as a sample. In this non-probability sampling, the technique used is saturated sampling which determines the sample if all members of the population are used as samples (Sugiyono, 2015:141-143). Therefore, the researchers took a sample of 15 students in class II. The specifications consist of 9 women and 6 men.

According to Gray (Sugiyono, 2015: 156) states that the instrument is a tool such as a questionnaire, and observation guidelines used to collect data in research. The research instrument used in this study is a test instrument. The test used is an objective test in the form of multiple choice questions with the number of questions given to students as many as 10 questions. By using this form of test, the answer from the test taker is definitely right or wrong, so it is objective. So that the use of multiple choice tests is appropriate to assess low grade elementary school students on story listening material.

Data collection was carried out to obtain the information needed in order to achieve the research objectives. Data collection can be done in various settings, various sources and various ways. In this study, the methods used to collect data are observation, tests and documentation. The data analysis technique

used in this research is descriptive statistical analysis and inferential statistical analysis.

DISCUSSION

The results and analysis of research data were made based on data obtained from research activities on the influence of hand puppet media on learning outcomes for listening to fairy tales for second grade students of SDN 88 Lonrong, Soppeng Regency. This research was conducted for five meetings, the first and second meetings were giving material without using hand puppet media, the third meeting was giving pretest, the fourth meeting was giving material using hand puppet media and the fifth meeting was giving posttest.

The results of the research analysis consist of two, namely the results of the analysis using descriptive statistics and the results of the analysis using inferential statistics.

Descriptive Statistical Analysis Results Level of Learning Outcomes Listening to Fairy Tales without Using Hand Puppet Media or Pretest

Table 1. Description of the Pretest Completeness of Learning Outcomes Listening to Fairy Tales for Class II Students at SDN 88 Lonrong

Score	Category	Freq	%
0 - 69	Not Complete	11	73 %
70 - 100	Complete	4	27 %
Amount		22	100 %

(Source: Data management, 2017)

Based on table 1 above, it can be concluded that the learning outcomes of Listening to Fairy Tales for class II students of SDN Lonrong after the Pre-Test, it was found that 11 students were in the incomplete category with a percentage of 73%, and 4 students who were in the category completed with a percentage of 27%. This means that learning mastery is not classically satisfactory because the average value of 57.33 does not reach the expected KKM of 70.

Level of Learning Outcomes Listening to Fairy Tales of Class II Students by Using Hand Puppet Media

Table 2. Description of Posttest Completeness Learning Outcomes Listening to Fairy Tales for Class II Students at SDN 88 Lonrong

Score	Category	Freq	%
0 - 69	Not Complete	1	6,67 %
70 - 100	Complete	14	93,33 %
Amount		15	100 %

(Source: Data management, 2017)

Based on Table 2 by using the media (Posttest) it can be illustrated that there are 14 students included in the complete category with the percentage of completeness reaching 93.33% and there is 1 student included in the incomplete category with the percentage of completeness 6.67% from 100%. If table 4.6 is associated with indicators of mastery student learning outcomes, it can be concluded that the learning outcomes of listening to fairy tales for class II students at SDN 88 Lonrong after learning using hand puppet media have met the

classical learning outcomes mastery indicators.

Description of Activities of Class II Students at SDN 88 Lonrong During the Teaching and Learning Process

The percentage of observations of student activities during the teaching and learning process took place as many as 5 meetings can be seen in table 3 below.

Table 3. Student Observations in Class (Pre test and Post test)

Component	Test Activities	
	Pre-Test	Post-Test
Attendees	15 (100%)	15 (100%)
Students who are calm (feel comfortable) working on the questions	8 (53,33%)	13 (86,67%)
Students who are not calm (restless) work on the problem	7 (46,67%)	2 (13,33 %)
Students leaving class	7 (46,67%)	0 (0%)

(Source: Data management, 2017)

Inferential Statistical Analysis Results

Based on the results of the study, the normality test of the hypothesis was carried out.

a. Normality test

The results of the normality test using chi squared obtained a value with $dk = n-1 = 15-1 = 14$ at a significant level = 0.05 (management attached).

b. Management of Pre-Test Study Results Statistics

Table 4. Frequency Distribution of Class II Pre-Test Values

Xi	Fi	Fi.Xi	Xi²	Fi.Xi²
30	1	30	900	900
40	2	80	1600	3200
50	3	150	2500	7500
60	5	300	3600	18000
70	2	140	4900	9800
80	2	160	6400	12800
	N = 15	Σ = 860	Σ = 19900	Σ = 52200

$$\text{Mean (X)} = \sqrt{\frac{\sum_{i=1}^n f_i \cdot x_i}{n}} = \frac{860}{15} = 57,33$$

Standard Deviation =

$$\begin{aligned} & \sqrt{\frac{n \sum_{i=1}^k f_i \cdot x_i^2 - (\sum_{i=1}^k f_i \cdot x_i)^2}{n(n-1)}} \\ &= \sqrt{\frac{15(52200) - (860)^2}{15(15-1)}} \\ &= \sqrt{\frac{783000 - 739600}{210}} \\ &= \sqrt{\frac{43400}{210}} \\ &= \sqrt{206,67} \\ &= 14,37 \end{aligned}$$

Management of Post-Test Study Results

Statistics

Table 5. Frequency Distribution of Class II

Post Test Scores

Xi	Fi	Fi.Xi	Xi²	Fi.Xi²
60	1	60	3600	3600
70	4	280	4900	19600
80	3	240	6400	19200
90	3	270	8100	24300
100	4	400	10000	40000
	N = 15	Σ = 1250	Σ = 33000	Σ = 106700

$$\text{Mean (X)} = \sqrt{\frac{\sum_{i=1}^n f_i \cdot x_i}{n}} = \frac{1250}{15} = 83,33$$

Standard Deviation =

$$\begin{aligned} & \sqrt{\frac{n \sum_{i=1}^k f_i \cdot x_i^2 - (\sum_{i=1}^k f_i \cdot x_i)^2}{n(n-1)}} \\ &= \sqrt{\frac{15(106700) - (1250)^2}{15(15-1)}} \\ &= \sqrt{\frac{1600500 - 1562500}{210}} \\ &= \sqrt{\frac{38000}{210}} \\ &= \sqrt{180,95} \\ &= 13,45 \end{aligned}$$

Hypothesis test

The formula used to determine the value of t count

$$\begin{aligned} t_{hitung} &= \frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{83,33 - 57,33}{13,91 \sqrt{\frac{1}{15} + \frac{1}{15}}} \\ &= \frac{26}{13,91 \sqrt{\frac{2}{15}}} \\ &= \frac{26}{13,91 \times 0,13} \\ &= \frac{26}{1,80} \\ &= 14,4 \end{aligned}$$

The test criteria are Ho is accepted if tcount < ttable, and Ho is rejected if tcount > ttable and H1 is accepted. t table. The results of data analysis showed that tcount > ttable, namely 14.44 > 1.76131, with the results of the pre-test, the average value of student learning outcomes was 57.33 which belonged to the low category. While the average value of the post test results is 83.33 which indicates that

the results after being given treatment increased with such a large range. So this shows that H_0 is rejected and H_1 is accepted.

Hand puppet media is an effective way to facilitate students' understanding. Hand puppet media is basically used as a means of communication carried out in the learning process. This is very influential on student learning outcomes. In this case, hand puppet media gives students more understanding of the material because this media gives students the freedom to use it independently.

According to the results of the pre-test, the average value of student learning outcomes was 57.33 with a very low category of 40%, a low category of 33.33, a medium category of 13.33%, a high category of 13.13% and a very high category. is at 0% percentage. Looking at the results of the existing percentages, it can be said that student learning outcomes before using the media are in the low category.

Furthermore, the average value of the post test results is 83.33. Learning outcomes after using evaluation media are much better with such a large increase. The percentage of student learning outcomes after the post test is held is that there are no students in the very low category 0%, in the low category 6.67%, the medium category 26.67%, the high category 20%, and in the very high category of 46,67 %. This indicates that the results after being given treatment increased with such a large range.

The results of inferential statistical analysis using the chi-square test formula, it can be seen that the t-count value is 14.44. With a frequency (dk) of $(15 - 1) = 14$, at a significance level of 5%, the table = 1.76131 is obtained. Because $t_{count} > t_{table}$ at a significance level of 0.05, the alternative hypothesis (H_1) is accepted, which means that the use of hand puppet media has a significant influence because it can improve learning outcomes for listening to fairy tales for second grade students at SDN 88 Lonrong, Soppeng Regency.

Based on the research that has been done, it is true that learning media can stimulate students' thinking and relieve pressure or provide a sense of relaxation in receiving lessons. The application of hand puppet media also builds student learning activity, this can be seen during the student dialogue process using hand puppet media. However, there are some things that the researcher found in conducting this research. In terms of the success of this research, it can be caused because some students have started to understand the material at the time of learning without using the media and it is better understood when using the hand puppet media. In addition, there are also obstacles encountered in this study including, there are students who often disturb other students during learning, students who go in and out of class, students who are not fluent in reading, and students who pay less attention to learning.

Based on the results of data analysis obtained, this study is in line with previous research conducted by Fatimah (2013) with the title *The effect of using hand puppet media on the ability to listen to short stories for mild mentally retarded children in class V*. In her research, Fatimah concluded that there was an influence of media. hand puppet on the ability to listen to mentally retarded children. This can be seen from the results of research before and after the hand puppet media intervention was carried out on the ability to listen to short stories, the results of the pre-test through oral test data and also written tests, children obtained an average score of 49.4. And the children's post test results obtained an average of 62.3. Looking at the average pretest and posttest scores, it can be concluded that there is an influence of hand puppet media on the ability to listen to short stories for mild mentally retarded children in class V.

Research conducted by Prihanjani, et al (2016), entitled *"The application of hand puppet-assisted storytelling methods to improve the speaking skills of children aged 5-6 years*. In their research, Prihanjani, et al. concluded that the application of the storytelling method assisted by hand puppet media can improve children's speaking skills in children aged 5-6 years in the odd semester of the 2016/2017 Academic Year at Dharma Kartini Kindergarten Les Buleleng. This can be seen from the LAP scale with a low category in the first cycle with a percentage of

63.5% but there was a significant increase in the second cycle, namely 88.67%.

Research conducted by Mariana (2014) entitled *"The Influence of Using Hand Puppet Media on Storytelling Skills for Fifth Grade Elementary School Students in Cluster 4, Bantul District*, showed a significant effect on students' storytelling skills compared to those who only used serial image media. Based on the description above, it can be concluded that the use of hand puppet media affects the learning outcomes of listening to fairy tales for the second-grade students of SD Negeri 88 Lonrong, Soppeng Regency.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the hand puppet media has a significant influence on the learning outcomes of listening to fairy tales for the second grade students of SD Negeri 88 Lonrong. This is based on the data obtained after the Soppeng Regency research was conducted. The results of data analysis showed that $t_{count} > t_{table}$ was $14.44 > 1.76131$, with the results of the pre-test, the average value of student learning outcomes was 57.33 which belonged to the low category. While the average value of the post test results is 83.33 which indicates that the results after being given treatment have increased.

REFERENCES

- [1] Anwar. (2013). Definisi Variabel Penelitian. <http://www.lintasjari.com>. Diunduh 30 Mei 2017, 12:46.
- [2] Ardini, Pupung Puspa. (2011). Pengaruh Dongeng dan Komunikasi Terhadap Perkembangan Moral Anak Usia 7-8 Tahun. <https://journal.uny.ac.id>
- [3] Barus, Ulian dan Suratno. (2015). Pemanfaatan Candi Bahal sebagai Media Pembelajaran Alam Terbuka dalam Proses Belajar Mengajar. Medan. Perdana Mitra Handalan.
- [4] Daryanto. (2013). Media Pembelajaran. Yogyakarta: Gava Media. Fatimah, Darul. 2013. Pengaruh Media Hand Puppet Terhadap Kemampuan Menyimak Cerita Pendek Anak Tunagrahita Kelas. Jurusan Pendidikan Luar Biasa, Fakultas Ilmu Pendidikan, Universitas Negeri Surabaya. Jurnal Pendidikan Khusus V.
- [5] Isnaeni, Yari. (2012). Dongeng Bentuk Karakter Anak. Jakarta: Kemdikbud
- [6] Mariana, Siti dan Enny Zubaidah. (2015). Pengaruh Penggunaan Media Boneka Tangan terhadap Keterampilan Bercerita Siswa Kelas V SD Se-Gugus 4 Kecamatan Bantul. Jurnal Prima Edukasia Volume 3–Nomor 2, Juli 2015, (166-176)
- [7] Muttaqin, Firdaus. (2013). Peningkatan Keterampilan Bercerita Melalui Pendekatan Savi Berbantuan Boneka Tangan Pada Siswa Kelas II SDN Karanganyar 01 Semarang. Skripsi. Universitas Negeri Semarang.
- [8] Nurgiyantoro, Burhan. (2010). Penilaian Pembelajaran Bahasa Berbasis Kompetensi. Yogyakarta: BPFE. Nurseto, Tejo. 2011. Membuat Media Pembelajaran Yang Menarik. Jurnal Ekonomi & Pendidikan Universitas Negeri Yogyakarta (Volume 8 Nomor 1, April 2011).
- [9] Prihanjani, dkk. (2016). Penerapan Metode Bercerita Berbantuan Media Boneka Tangan untuk Meningkatkan Kemampuan Berbicara Anak Usia 5-6. eJournal Pendidikan Anak Usia Dini Universitas Pendidikan Ganesha Jurusan Pendidikan Guru Pendidikan Anak Usia Dini (Volume 4. No. 3 - Tahun 2016).
- [10] Rahmatullah, Muhammad. (2011). Pengaruh Pemanfaatan Media Pembelajaran Film Animasi Terhadap Hasil Belajar (Studi Eksperimen pada Mata Pelajaran IPS Siswa Kelas VII SMPN 66 Banjarmasin). Edisi Khusus No. 1, Agustus 2011 1 78 ISSN 1412-565X.
- [11] Ruswandi. (2013). Psikologis Pembelajaran. Bandung: Cipta Pesona Sejahtera
- [12] Setiawan, Dodi. 2016. Penggunaan Media Boneka Tangan (Hand Puppet) untuk Meningkatkan Keterampilan Menyimak Peserta Didik Kelas III SDN 3 Telangkah Tahun Pelajaran 2015/2016. Skripsi. Program Studi PGSD, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Palangkaraya.
- [13] Sulianto, Joko dkk. (2014). Media Boneka Tangan dalam Metode Bercerita untuk Menanamkan Karakter Positif kepada Siswa Sekolah Dasar. Skripsi. Pendidikan Guru Sekolah Dasar, Universitas PGRI Semarang.
- [14] Susanti. (2016). Peningkatan Kemampuan Menyimak Cerita Anak melalui Penggunaan Media Film Animasi. Jurnal Pendidikan Guru Sekolah Dasar Edisi 9 Tahun Ke-5. Universitas Negeri Yogyakarta.
- [15] Simamora, Roymond. (2009). Buku Ajar Pendidikan dalam Keperawatan. Jakarta: Buku Kedokteran EGC. Sudijono, Anas. 2011. Pengantar Evaluasi Pendidikan. Jakarta: Rajawali Pers.
- [16] Sugiyono. (2014). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Penerbit Alfabeta.
- [17] Sugiyono. (2015). Metode Penelitian dan Pengembangan Research and Development. Bandung: Penerbit Alfabeta.
- [18] Sugiyono. (2016). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Penerbit Alfabeta.
- [19] Trisna, I Wyn Eddi dkk. (2014). Pengaruh Strategi Drta Terhadap Keterampilan Menyimak Pada Mata Pelajaran Bahasa Indonesia. Jurnal Mimbar PGSD Universitas Pendidikan Ganesha Jurusan PGSD (Vol: 2 No: 1 Tahun 2014).

- [20] Triutami, IGAAD, (2014). Penerapan Metode Bercerita Berbantuan Media Boneka Tangan untuk Meningkatkan Perkembangan Bahasa pada Anak. e-Journal PG-PAUD Universitas Pendidikan Ganesha Jurusan Pendidikan Guru Pendidikan Anak Usia Dini (Volume 2. No. 1 - Tahun 2014).
- [21] Widowati, Diah Ayu. (2016). Pengaruh Penggunaan Media Boneka Tangan terhadap Keterampilan Menyimak Cerita Siswa Kelas II B SD Negeri Margoyasan Yogyakarta. Skripsi. Universitas Negeri Yogyakarta.