The Effectiveness of the Symbolic Modeling Method Helped by Profession Cartoon Puppet Media Against Language Skills and Storytelling Skills

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ARTICLE INFO	**ABSTRACT**
    	Teachers are required to be able to apply creative and innovative learning methods by utilizing media so that they can help develop students' language skills and storytelling skills. This study aims to determine the effect, learning completeness, and average difference of the symbolic modeling method assisted by professional cartoon puppet media on language skills and storytelling skills. Data collection methods used interviews, observation, and documentation. The data were processed the Manova test, learning completeness test, average difference test, and N-Gain Score test. The results showed the symbolic modeling method assisted by professional cartoon puppet media had an effect on language skills and storytelling skills, in terms of the multivariate test table and the table test of between subject effects on the manova test with each Sig. 0.000 < 0.05. The learning completeness test obtained a sig value. 0.002 on language skills and Sig. 0.032 on storytelling skills, because the value of Sig. < 0.05, it was concluded that the percentage of students who got posttest scores ≥ 75 was more than 75%. The average difference test obtained sig. 0.039 on language skills and sig. 0.001 on storytelling skills, because the value of Sig. <0.05 concluded that there is a difference in the mean of the two groups. The average N-Gain Score test is 0.71 for language skills, which is included in the high category, which means that interpretation is quite effective, and 0.67 for storytelling skills, which is included in the medium category, which means that interpretation is quite effective.

Introduction

Kindergarten education is one of the formal early childhood education with children aged between 4-6 years before children enter elementary school (SD). Kindergarten education is considered important because it educates children at a golden age, which at this age is a sensitive period in a child's life (Helmawati, 2015). The sensitive period only comes once in a human's lifetime so it is expected to be able to provide stimulation and motivation so that the child's potential can develop optimally.

According to Kridalaksana and Djoko Kentjono (in Chaer, 2014: 32) language is an arbitrary sound symbol system used by members of social groups to work together, communicate, and identify themselves. The role of language for early childhood includes

being a means for thinking, listening, doing storytelling activities, and for children to be able to read and write. In terms of the role of language as a means of carrying out storytelling activities, language needs to be introduced and trained to children every day in a good and optimal way, including by practicing good and correct children's storytelling skills so that they are able to tell stories regularly and skillfully in difficult times. in the future, because speaking is one of the main means of communication.

Based on the results of interviews with group B teachers at Nurul Bahri 02 Batang Kindergarten, some information was obtained, among other things, the language skills of the students were still not good as seen from the latest data on the scale of achievement of language skills KD 3.10 - 4.10, KD 3.11 - 4.11, and KD 3.12 - 4.12 semester Even the 2020/2021 school year. Students who have developed very well (BSB) by 0%; students who develop according to expectations (BSH) by 10%; students who are still developing (MB) by 60%; and students who have not developed (BB) by 30%. Students are said to be able to speak if the child's achievement scale develops according to expectations (BSH) and develops very well (BSB). This is because the learning that is usually applied so far almost does not or rarely uses media as a tool in learning.

The indicators stating that students are capable of speaking according to the Minister of Education and Culture Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education include (1) Retelling what is heard with more vocabulary, (2) Carrying out more complex commands in accordance with the rules conveyed, (3) Expressing desires, feelings, and opinions with simple sentences in communicating with children or adults, (4) Expressing feelings, ideas with the appropriate choice of words when communicating, (5) Demonstrating forms of symbols (pre writing), (6) Making pictures with several scribbles/writings that are already in the form of letters/words, and (7) Saying the number of objects by counting.

In addition to the students' language skills that were still not good, information was also obtained that the students' storytelling skills still needed to be improved. This is shown by students who tend to be passive, lack confidence, have difficulty answering questions given by the teacher, and are less skilled at telling stories in front of their friends, most students have not been able to tell stories coherently, only a few students can assemble sentences into a sentence. good story. So far, the learning method used by the teacher is question and answer, where this method does not attract the attention of students so it does not support students in telling stories.

The indicators that state students are capable of telling stories according to Farida Anggraini (2016) include (1) Rules in storytelling, (2) Development of vocabulary, (3) Development of sentence structure, (4) Expressing ideas, (5) Techniques storytelling, (6) Story telling techniques, and (7) Revealing meaning.

Another problem encountered is that students find it difficult to concentrate on listening to explanations or stories told by the teacher, have not been able to repeat the story that has just been told by the teacher in simple language, and have not been able to be asked questions to review the content and meaning of the story conveyed by the teacher. This can be seen when the teacher tells the story, there are some students who are dumbfounded and do not pay attention. Then when asked to tell a story again, the children were silent and some

even cried because they didn't understand. So, from the problems encountered during the learning above, it can be concluded that students' language skills are still lacking and students' storytelling skills still need to be improved.

This situation is a challenge for teachers in language learning in class. Teachers are required to be able to apply creative and innovative learning methods by utilizing media so that they can help develop students' language skills and storytelling skills. In line with the development of the world of education, there are many learning methods to create a fun learning atmosphere. Komalasari (2014: 176) explains that modeling is learning through observation by adding or subtracting observed behavior, generalizing various observations as well as involving cognitive processes. While symbolic modeling is modeling that is done using the media.

The advantages of symbolic modeling according to Komalasari (2011: 179) are (1) efficient (2) practical (3) more interesting in learning (4) cheaper (5) can reach a larger number of students (6) can increase student changes students in accordance with the figures symbolized in learning. While the weaknesses of symbolic modeling according to Komalasari (2011: 179) are (1) the success of symbolic modeling techniques depends on the researcher's perception of the model (2) If the model is unable to portray the expected behavior, then the behavioral goals obtained by the researcher may be inappropriate (3) It could be that the researcher perceives this modeling as a behavioral decision that he must make, so that the researcher is ultimately less able to adapt the model according to his own style. This is in line with the research of Mulawarman, Aeni, & Asmiarti (2020) which states that "symbolic modeling assisted by puppets is effective for student learning outcomes thereby increasing expressive language skills".

A teacher when carrying out the learning process is still monotonous, one of which is only using the question and answer method. For this reason, this study uses professional wayang cartoon media. Mutoharoh in Desi (2019) in his research explained that wayang cartoon is a form of wayang as usual, but in the form of a cartoon image that is given a rod or wood as a handhold when playing.

Wayang cartoon media has advantages and disadvantages. The advantages of this media include (Kurniawati, 2016): (1) this media is presented in the form of wayang images in the form of imitation of attractive professional cartoon characters so that students are more interested and help facilitate students' understanding in listening to fairy tales; (2) can be used classically or in groups; (3) can be used repeatedly, wayang cartoon media as a description of the characters in the story. Meanwhile, the lack of wayang cartoon media includes (Kurniawati, 2016): (1) it requires creativity in making or using wayang cartoons; (2) wayang cartoon media is easily damaged because it is made of cardboard; (3) teachers need creativity when telling stories using wayang cartoons. Professional wayang cartoon media provides direct experience to students and involves the five senses in playing it. This is in line with the research of Sholichah & Andajani (2017) which states that "the use of newspaper wayang media in teaching storytelling skills for group B children at Hidayatullah Kindergarten Surabaya is very effective".

Based on the results of the study, it was shown that the language skills and storytelling skills of students using the symbolic modeling method assisted by professional wayang cartoon media can affect the achievement of aspects of early childhood development and can achieve mastery. The modeling method can improve storytelling skills because it gives students an active role so that students feel happy in participating in learning. The use of wayang cartoon media also affects students' language skills because students are interested so they don't feel bored when studying the material.

Learning with the symbolic modeling method assisted by professional wayang cartoon media shows differences in the average language ability and average storytelling skills using the question and answer method. This is because the learning process of symbolic modeling methods assisted by professional wayang cartoon media encourages students who are shy to contribute ideas, and learning is also better because students are more active than when using the question and answer method.

Research Methods

This study uses a quantitative approach, namely research that emphasizes its analysis on numerical data (numbers) processed by statistical methods. This type of research is a quantitative research with an experimental method that begins with determining the population and selecting samples from the existing population randomly and is included in the posttest-only-control-design research design (Sugiyono, 2012: 112). The population in this study were all group B students at TK Nurul Bahri 02 Batang for the 2020/2021 academic year. The sample was selected by cluster random sampling (randomly), group B1 was selected as the experimental group and group B3 as the control group. Data collection methods used are interviews, observation, and documentation. The data were processed by testing the validity and reliability of the instrument, prerequisite tests which included the normality test, homogeneity test, and average similarity test and hypothesis testing which included the manova test, learning completeness test, the average difference test, and the N-gain score test. Data were analyzed using SPSS Version 24.0 for Windows and Microsoft Excel.

Findings and Discussion

The initial data used is the latest data on the achievement scale of language skills and storytelling skills in the even semester of the 2020/2021 academic year. Based on the data obtained, then a prerequisite test is carried out. The prerequisite tests used include the normality test, homogeneity test, and average similarity test. The following is an analysis of the output results of each test from the prerequisite test:

Table1. Prerequisite Test

Number	Test	Sig.	Sig. Level	Conclusion	Description
		Language Ability			
1	Normality test (*Shapiro-Wilk Method)*	Experiment(0,099) Control (0,211)	0,05	Sig. > 0,05	the sample comes from a normally

Number	Test		Sig. Level	Conclusion	Description
					distributed population
2	Homogeneity test (*Based on Mean*)	0,436	0,05	Sig. > 0,05	homogeneous data
3	Mean similarity test (*independent sample t-test*)	0,928	0,05	Sig. > 0,05	the initial data on the language abilities of the experimental group and the control group were the same.
Storytelling Skills					
1	Normality test (*Shapiro-Wilk Method)*	Experiment(0,293) Control (0,153)	0,05	Sig. > 0,05	the sample comes from a normally distributed population
2	Homogeneity test (*Based on Mean*)	0,641	0,05	Sig. > 0,05	homogeneous data
3	Mean similarity test (*independent sample t-test*)	0,972	0,05	Sig. > 0,05	the initial data on the storytelling skills of the experimental group and the control group were the same.

The initial data on language skills and storytelling skills that were analyzed were normal, homogeneous, and had the same initial abilities. Then given treatment with the symbolic modeling method assisted by professional wayang cartoon media in the experimental group and the question and answer method in the control group. Furthermore, a posttest was given for language skills and storytelling skills, and the final data analysis was carried out including the Manova test, the learning completeness test, the average difference test, and the N-Gain Score test. The following is an analysis of the output results of each test from the hypothesis test:

Table 2. Hypothesis Testing

Number	Test	Sig.	Sig. Level	Conclusion	Description
Manova Test					
1	Box's M Test	0,13	0,05	Sig. > 0,05	homogeneous variance and covariance matrices
	Pillai's Trace, Wilks' Lambda, Hotelling	0,000	0,05	Sig. < 0,05	the influence of the use of symbolic modeling methods assisted by professional

	Trace, Roy's Largest Root pada Table Multivariate Test				wayang cartoon media on the variables of language skills and storytelling skills
	lavene's test	0,114	0,05	Sig. > 0,05	the covariance of all data groups is the same
	table test of between subject effect	0,000	0,05	Sig. < 0,05	the influence of the use of symbolic modeling methods assisted by professional wayang cartoon media on the variables of language skills and storytelling skills
Study Completeness Test					
2	One-Sample Test Language Ability	0,002	0,05	Sig. < 0,05	the percentage of students who got a posttest score of language proficiency ≥ 75 is more than 75%
	One-Sample Test Storytelling Skills	0,032	0,05	Sig. < 0,05	the percentage of students who got a storytelling skills posttest score ≥ 75 is more than 75%
Average Difference Test					
3	Paired Sampel Test Language Ability	0,039	0,05	Sig. < 0,05	there is a difference in the average language skills taught by the symbolic modeling method assisted by professional cartoon wayang media and language skills taught by the question and answer method
	Paired Sampel Test Storytelling Skills	0,001	0,05	Sig. < 0,05	there is an average difference in storytelling skills taught by the symbolic modeling method assisted by professional wayang cartoon media and storytelling skills taught by the question and answer method

Table 3. Test the N-Gain Score

Number	Scor Acquisition	Control Group	Experiment Group
Language Ability			
1	Highest N-Gain	0,69	0,85
2	Lowest N-Gain	0,18	0,50
3	Average N-Gain	0,37	0,71
4	Percentage	37%	71%

5	Category	Currently	High
6	Interpretation	Ineffective	Effective enough
Storytelling Skills			
1	Highest N-Gain	0,52	0,90
2	Lowest N-Gain	0,30	0,47
3	Average N-Gain	0,45	0,67
4	Percentage	45%	67%
5	Category	Currently	Currently
6	Interpretation	Less effective	Effective enough

The N-Gain test of language ability for the experimental group obtained 9 students in the high category with effective interpretation, 2 students in the high category with quite effective interpretation, 8 students in the medium category with quite effective interpretation and 1 student in the medium category with less effective interpretation. While the N-Gain test for storytelling skills for the experimental class obtained 3 students in the high category with effective interpretations, 6 students in the high category with quite effective interpretations, 6 students in the medium category with quite effective interpretations and 5 students in the medium category with less effective interpretations. So it can be concluded that the symbolic modeling method assisted by professional cartoon puppet media is effective for language skills and storytelling skills.
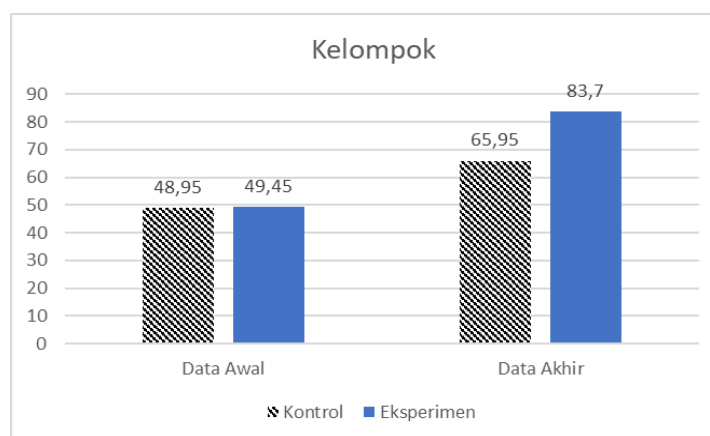

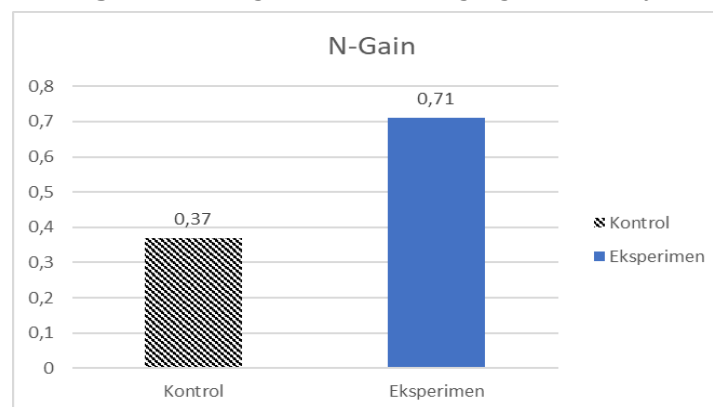**Figure 1.** Average Increase in Language Proficiency

Figure 2. Improvement of the N-Gain Score for Language Proficiency
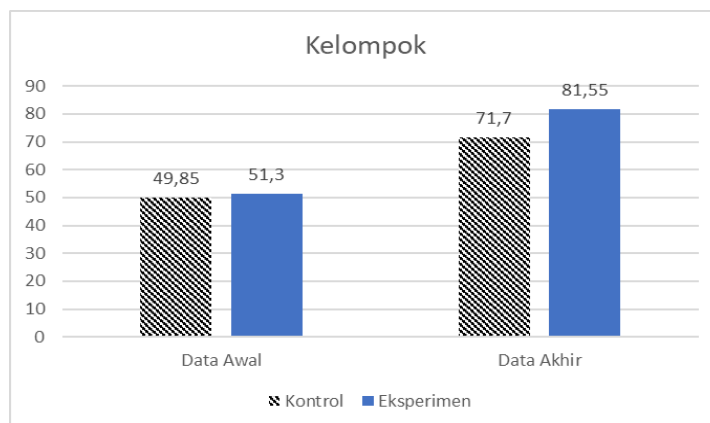
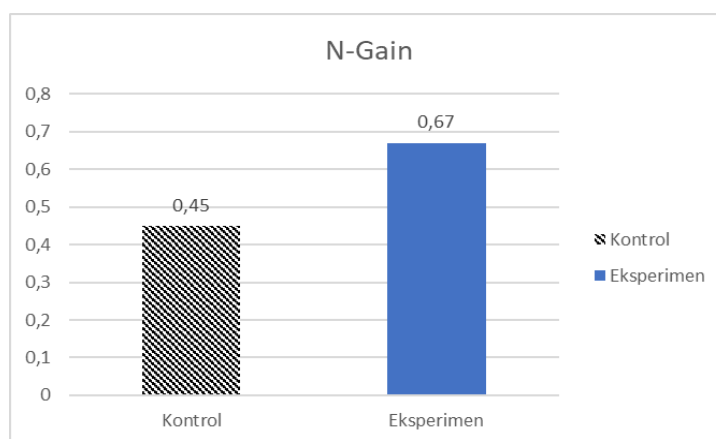**Figure 3.** Average Increase in Storytelling Skills

Figure 4. N-Gain Score Improvement in Storytelling Skills

Figure 1 shows an increase in the average acquisition of language skills, a significant increase occurred in the experimental group, namely the previous average acquisition of 49.45 to 83.70 compared to the acquisition of the control group which previously had an average of 48.95 to 65, 95. Meanwhile, Figure 2 shows that a significant increase in the N-Gain Score in students' language skills occurred in the experimental group, with an N-Gain Score of 0.71 having a high category with a fairly effective interpretation.

Figure 3 shows an increase in the average acquisition of storytelling skills, a significant increase occurred in the experimental group, namely the previous average acquisition of 51.30 to 81.55 compared to the acquisition of the control group which previously had an average of 49.85 to 71, 70. Meanwhile, Figure 4 shows that a significant increase in the N-Gain Score in students' storytelling skills occurred in the experimental group, with an N-Gain Score of 0.67 in the moderate category with a fairly effective interpretation.

In conducting research, learning objectives are not immediately achieved. there were several obstacles in the first meeting, namely students who tended to be passive because they needed adaptation to the symbolic modeling method assisted by professional wayang cartoon media. However, each student meeting experienced an increase in student learning activities.

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