

Missing Page Book Story Media to Stimulate Listening in Children 5-6 Years

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Abstract

This action research activity uses the Research and Development (R&D) method by developing a product, namely to overcome problems related to media needs to stimulate children's listening skills. The implementation of media usage trials was carried out on children aged 5-6 years at BKB PAUD Hasanah. The research instruments used were observation, interviews, questionnaires and documentation. The data analysis technique uses qualitative descriptive analysis of the flow model type and quantitative descriptive analysis through a Likert scale and Guttman scale. Based on the data obtained regarding children's listening skills in the first trial of 87.5% and the second trial of 98.4%. In addition, media assessment data from expert judgment and teachers were obtained. Material experts amounted to 92.10% while the percentage obtained from media experts was 90.9% and the teacher's assessment obtained an average percentage score of 87%. So it can be said that the media is declared feasible to be developed and tested in the field.

Keywords: Missing Page Book Story; Media Development; Listening Skills

1. Introduction

The language acquisition process begins with listening skills. Listening skills are basic skills that can affect speaking, writing and reading skills. Children can be said to be skilled at listening if the children are able to interpret the meaning of the message conveyed. Children can understand the words of others and understand the messages conveyed by others through listening skills. Storytelling is one of the activities that can be done to stimulate listening skills so that children can listen to stories and understand the meaning of the stories the children listen to.

Based on observations in the field, four of eight children have not shown good listening skills. The teacher's activities to stimulate listening skills for children are not enough. Less creativity of teachers in developing media to stimulate listening skills. The need for innovative media to support activities to stimulate listening skills. However, the problem in the field is the less activities to stimulate listening skills.

Based on the results of a survey regarding media needs for listening skills given to all teachers in BKB PAUD Hasanah, an average percentage score of 82.6% was found with a strongly agreed category and media storytelling activities are needed for listening skills. Storytelling activities can be done using a variety of props. Storytelling media serves to increase concentration and attract children's attention when listening to stories.

Missing Page Book Story is a series of pages that are characteristic of missing pages. Children will be asked to continue the story on the missing page. This research and development was conducted by trialing the use of Missing Page Book Story media by teachers in children aged 5-6 years based on children's listening skills aspects.

2. Literature Review

2.1 Theory Missing Page Book Story

Storytelling activities can be implemented by using media like storybooks. Hunt said that children's storybooks are literature or reading material that adjusts children's interests, daily life and level of emotional and intellectual development. Children's storybooks are one of the media that are often used. Based on the statement about children's storybooks, it can be said that it means that children as users of children's storybooks therefore, adjust their interests, daily life, level of emotional and intellectual development so that children can easily understand the story.

There are many innovative children's storybooks. Missing Page Book Story is an interesting and innovative children's story book that can be used for storytelling activities with children. One of them is The Story of The Missing Pages which tells the story of someone reading a book but, there are some pages that are missing then ask the audience to imagine to continue the story that happened on the missing page (The Wiggles, 2016). Missing Page Book Story can be used for storytelling activities. Based on this statement, it can be said that Missing Page Book Story is a storybook that is characteristic of having a missing page in the middle of the page and the child who will fill in the story on the missing page.

Missing Page Book Story is a type of serial illustrated storybook. Mitchell said that illustrated storybooks are literature for children that have illustrations and texts that are interrelated. Missing Page Book Story is a type of serial illustrated storybook that consists of a

series of pages. Each page already has a picture along with the narration, however, there is the missing page in the middle of the story and the child will continue the story on the missing page. Missing Page Book Story is used to measure children's ability to explore stories and children's ability to listen to stories so that children can continue the story on the blank page and adjust the storyline.

Missing Page Book Story is a type of printed media. Seels & Glasgow said that printed media comes from paper to provide information or learning to learners. Missing Page Book Story is printed in 21 cm x 30 cm size and printed in boardbook type. Missing Page Book Story media is also included with a media usage guide as a guide for teachers. The guide for use of the Missing Page Book Story media is printed in barcode format and included on the back cover of the Missing Page Book Story.

2.2 Theory Early Childhood Listening Skills

Listening is the first language skill that people learn. Early Years Foundation Stages (EYFS) reveals that listening to stories is listening with attention and responding to what is being listened to. EYFS defines things that must be developed by children in listening skills. In the Early Learning Guidelines (ELGs), listening skills consist of, listening well and responding correctly when listening to literature and while in the classroom, giving comments about what the children listen to and asking questions to clarify understanding, opening conversations when having mutual interactions with teachers or friends. These aspects of listening skills need to be had by children in order to see and measure children's listening skills. Based on the EYFS statement, it can be said that there are three aspects of listening skills, namely, children listen well so the children can wait for a turn to speak, children can listen carefully and can respond correctly. If the child listens well then, the child can also respond and ask questions about what he listens to. besides that, children can also have mutual conversations.

Regarding the skill of listening to stories, Yulianti explains that there are three aspects of listening skills that consist of listening with attention, interpreting and understanding meaning.

In storytelling activities, there are aspects that children need to have and each aspect has its indicators, namely, listening carefully by looking at the child's attention when listening to the story, interpreting by looking at the child's response to the story that has been listened to, and understanding the meaning by looking at the children's understanding of the meaning of the story that has been listened to.

By the time the children grow up, the children will listen more to the people around them so that there will be achievements that children go through in listening skills at each age. Jalongo said that the milestones in listening skills for children aged 5-6 years are, being able to follow more complex instructions, listening to longer stories and identifying with themselves, understanding all types of sentences and clauses, understanding information in the correct order and retelling stories in great detail. Each children has a different development, however, milestones can be used as a measure of children's development according to their age. Based on the statement by Jalongo, it can be said that the Milestone of listening skills in children aged 5-6 years, namely, children can already understand all types of sentences and clauses so that

the children are able to listen to stories with a longer duration then the children can identify the characters in the story with themselves and the children can retell the story that the children listen to in detail. In addition, if the children have a story that the children already know or a story that the children are familiar with, the children can tell it in great detail. The children can also follow instructions and recall information in the correct order.

3. Material and Method

This research uses the Research & Development method by developing a product in the form of Missing Page Book Story along with a guide to using Missing Page Book Story media. as an effort to fulfill the needs of a problem to be researched, so this research will go through the product development stage and trial use of the Development product. This research uses the ADDIE development model. The following are the development stages with the ADDIE model:

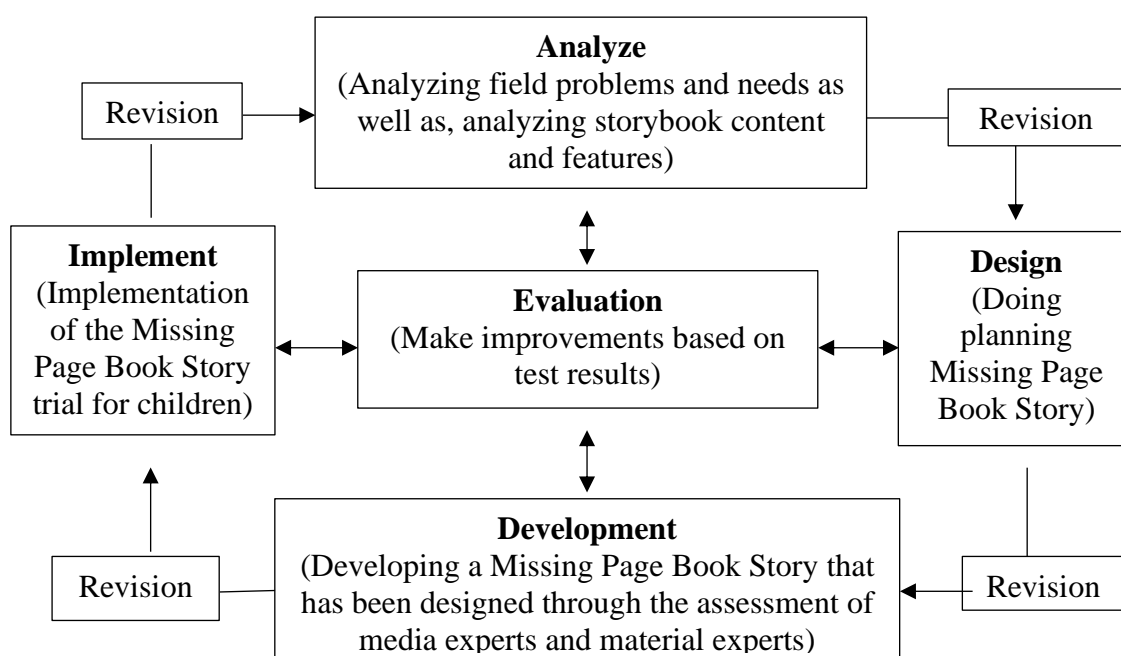


Chart 1. ADDIE Missing Page Book Story Development Model

3.1 Design Study

The data collection process used in this research uses research instruments in the form of observation, interviews, questionnaires and documentation. The observation instrument was carried out three times, consisting of observations before using the Missing Page Book Story media, observations during the first trial using the Missing Page Book Story media and observations during the second trial using the Missing Page Book Story media.

The interview instrument was conducted twice. The first interview was carried out to find out the situation before the Missing Page Book Story media trial was carried out. The second interview was conducted after the media trial was carried out in order to assess the results of the Missing Page Book Story media trial that the teacher had carried out on the children.

The questionnaire instrument was carried out to obtain assessments from expert judgment from material experts, media experts and teachers regarding Missing Page Book Story media as well as guidelines for using Missing Page Book Story media. Questionnaires were also carried out to assess children during trials using the Missing Page Book Story media. The documentation instrument consists of photos and videos during the trial use of the Missing Page Book Story media.

3.2 Data Analysis

The data analysis used in this research consists of qualitative descriptive analysis and quantitative descriptive analysis. In the qualitative descriptive analysis, the flow model type is used, namely, collecting data in the form of observation notes in the field when carrying out Missing Page Book Story media trial activities, then summarizing by selecting the main things and focusing on the important things, after which the data is presented in the form of tables and short descriptions. In the quantitative descriptive analysis used in the form of a Likert scale, namely, the answers used in the validation questionnaire with four assessment scores and the Guttman scale, namely, the answers used in the child assessment questionnaire when testing the use of the Missing Page Book Story media with two assessment scores. The following are categories of levels of achievement and qualifications in quantitative descriptive data analysis:

Table 1. Achievement Levels and Qualifications

Achievement Level	Qualifications	Information
81 – 100%	Good	Feasible, no revision needed
61 – 80%	Good Enough	Not feasible enough, needs revision
41 – 60%	Not Good Enough	Not feasible, needs revision
< 40%	Very Not Good	Very unfeasible, needs revision

4. Result

Data collection used in this research was through observations carried out three times, teacher interviews before using Missing Page Book Story media and after using Missing Page Book Story media, expert judgment questionnaires from material experts and media experts as well as teachers. Apart from that, a questionnaire for assessing children during the trial use of the Missing Page Book Story media and documentation in the form of photos and videos during the trial use of the Missing Page Book Story media.

Based on the observation results, in the first observation the average percentage was 58.9%. Children have a short focus period. Children are easily distracted and children chat with friends not about material. In the second observation, the average percentage was 87.5%. Children listen attentively and enthusiastically. Some children occasionally lose focus and invite their friends to chat. Children relate the story to their personal experiences but compete with each other to speak so that some children just keep quiet and listen. interested in asking questions. All children can continue the story and have the same answer. In the third observation, the average percentage was 98.4%. Children interact with each other in responding. Children actively engage in reciprocal conversations and ask questions. All children can continue the story according to the storyline. Each child was asked why they chose the continuation of the story. The following is a table of scores obtained on children's listening skills.

Table 2. Children's Listening Skills

Observation	Score
Before the implementation of the trial using the Missing Page Book Story media	58,9%
The first trial of using Missing Page Book Story media	87.5%
The second trial of using Missing Page Book Story media	98.4%

Teacher interviews were conducted twice, namely interviews before using the Missing Page Book Story media and after using the Missing Page Book Story media. The following are the results of the teacher interviews that were conducted:

Table 3. Teacher interview results

Interview	Interview Results
Before using the Missing Page Book Story media	he learning method is carried out through lectures. Some children's listening skills are active and ask a lot of questions, however, there are children who are just silent. There is one child who is not interested in studying in class, often pretends to be weak and coughs while studying. Even though he was playing, the child was very active and did not get weak. After taking a break, children start to lose focus and return to studying. The teacher revealed that the activity of stimulating listening skills by telling stories was sometimes carried out, however, it was not a routine activity.
After using Missing Page Book Story media	During the trial use of Missing Page Book Story media, children listened to the story well, children showed an attentive and enthusiastic attitude, children understood the assignment to fill in the blank pages, children were able to continue the story, children were able to express the reasons for choosing the continuation of the story, children were able to answer basic questions given by the teacher, children can ask questions related to the story and children can have reciprocal conversations related to the story.

In the questionnaire data for the Missing Page Book Story media assessment along with media use guidelines from expert judgment from material experts, media experts and teachers. The following are the scores obtained for the Missing Page Book Story media and guidelines for using the media.

Table 4. Results of the Missing Page Book Story Media Assessment Questionnaire and Guidelines for Using Missing Page Book Story Media

	Missing Page Book Story Media	Guide to Using Missing Page Book Story Media
Materials Expert	92.10%	94.2%
Media Expert	90.9%	92.8%
Teacher 1	90%	87.5%
Teacher 2	84.1%	82.5%

Based on the percentage results obtained, it shows that the Missing Page Book Story media product along with the guide to using the Missing Page Book Story media is in the good category so that the media is declared suitable for field trials without the need for revision.

5. Discussion

Research and development is carried out using the ADDIE development model. The following is a description of the Missing Page Book Story media development procedure:

1) Analyze

The problems found were the lack of activities to stimulate listening skills and the need for media to support listening activities. Based on teacher needs survey data, the percentage obtained was 82.6% shows that teachers strongly agree that media for storytelling activities and stimulating listening skills are very much needed.

The results of the story content analysis are about daily life and real events that children often do regarding playing and washing their hands. Apart from that, we analyze the features of storybooks, namely the material used in the form of art paper and printed into a boardbook.

2) Design

Missing Page Book Story media design regarding story themes, story narration, story illustrations and content or discussion for teacher guidebooks in using Missing Page Book Story. The following is the initial draft of the story in Missing Page Book Story:

Table 5. Initial story design in Missing Page Book Story media

No	Design	Description
1.	Material	<ul style="list-style-type: none">• Understand the consequences of not washing your hands• Understand the importance of washing your hands• Understand the 7 hand washing movements Park
2.	Background	<ul style="list-style-type: none">• Park• Housing area• House (Entrance, TV room, bathroom and bedroom)
3.	Figures and Characters	<ul style="list-style-type: none">• Eca: The protagonist who likes to play but has a negligent nature because he forgets to wash his hands before eating.• Father: A good protagonist, often gives Eca something and cares because he always reminds Eca.• Mother: The protagonist who cares and loves Eca

3) Development

Development goes through three stages, namely, pre-production, production and post-production. In pre-production, what is done is determining the book materials for Missing Page Book Story using cardboard board and art paper. Next, at the production stage what is carried out is printing the storyboard that has been made and arranged into a boardbook. Apart from that, the guide for using the Missing Page Book Story media is made in barcode form and is included on the back of the Missing Page Book Story media cover. The final stage is post-production, namely carrying out an assessment from expert judgment consisting of media experts and material experts so that the Missing Page Book Story media

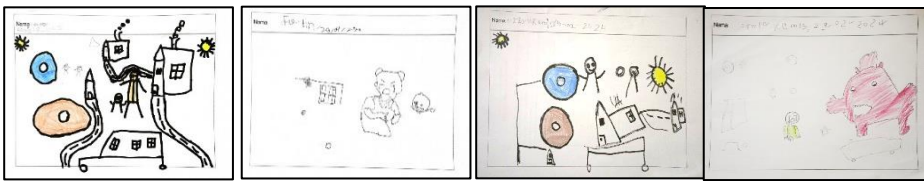
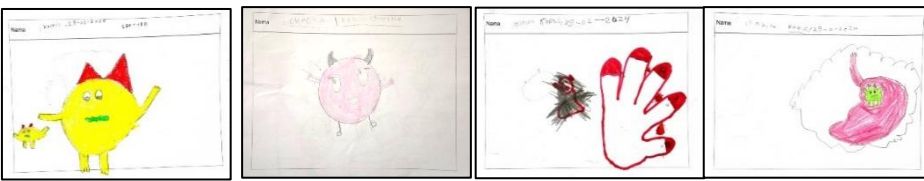
and the media usage guide go through a refinement stage based on input from expert judgment.

Based on an assessment from expert judgment, the Missing Page Book Story media was declared feasible by making improvements according to the input and suggestions given. The percentage obtained from material experts was 92.10%, while the percentage obtained from media experts was 90.9%, indicating that the Missing Page Book Story media product was included in the good category so that the media was declared suitable for field trials with revisions according to suggestions.

4) Implementation

Implementation of trials using Missing Page Book Story media for children aged 5-6 years in BKB PAUD Hasanah. As long as the teacher conducts trials, researchers make observations and fill out child assessment questionnaires to see the results of trials using Missing Page Book Story media. The first trial was conducted on February 22, 2024. The average percentage of children's listening skills in the first trial of using Missing Page Book Story media was 87.5%. Furthermore, the second trial was conducted on February 29, 2024. The average percentage of children's listening skills in the trial use of the second Missing Page Book Story media has increased by reaching a percentage of 98.4% so that the media is declared feasible to stimulate children's listening skills. In the implementation of trials using Missing Page Book Story media, children are directed to continue the story on an empty page. The following is a child's worksheet on the Missing Page Book Story:

Table 6. Children's Worksheet on Missing Page Book Story

1.	Fits the storyline and there are characters				
2.	Fits the storyline but no characters				

The results of trials using the Missing Page Book Story media show that children can fulfill aspects of listening skills. When listening to stories read through Missing Page Book Story, children listen attentively from the beginning to the end of the story, children understand the meaning of the story being read, children can respond appropriately to the story. Children can ask questions related to the story about the characters and events in the story and, children can build reciprocal conversations with teachers and friends about the stories they read by connecting them to personal experiences.

Children can fulfill the characteristics of listening skills which consist of, the ability to concentrate for a period of around 15-20 minutes, the ability to listen to stories read aloud with a longer story duration and children are able to identify story characters, relate events

or characters in the story with personal experiences, the child is able to convey the contents of the story he has listened to and the child's memory skills develop better so that he is able to remember the instructions given sequentially and simultaneously.

5) Evaluation

At the evaluation stage, the Missing Page Book Story media was repaired based on the assessment results. The percentage obtained from the teacher's assessment was 87%, indicating that the Missing Page Book Story media product was in the good category so that the media was declared feasible. Based on the teacher's assessment, the Missing Page Book Story media was declared suitable for use to stimulate the listening skills of children aged 5-6 years.

6. Conclusion, Implication, and Recommendation

Conclusion

In this research and development, it has produced media in the form of Missing Page Book Story and guidelines for using Missing Page Book Story media. The development model carried out is ADDIE, which consists of analyze, design, development, implementation, evaluation. After going through the stages of development and research, the results obtained that Missing Page Book Story is a storytelling media to stimulate listening skills for children aged 5-6 years. Missing Page Book Story media has illustrations and interesting story content so that it can attract children's interest and attention in listening to the stories.

In this research, an assessment was obtained regarding the Missing Page Book Story media along with a guide to using the Missing Page Book Story media. Based on the Missing Page Book Story media assessment from expert judgment, the assessment score from material experts was 92.10%, then the assessment score from media experts was 90.9%. Apart from that, the teacher's assessment obtained an average percentage score of 87% so that the Missing Page Book Story media was included in the good category and was declared suitable for field trials.

In carrying out trials using the Missing Page Book Story media, researchers assessed children's listening skills. The average percentage of children's listening skills in the first trial of using Missing Page Book Story media was 87.5%. The average percentage of children's listening skills in the second trial of using the Missing Page Book Story media increased by reaching a percentage of 98.4% so that the media was declared suitable for stimulating children's listening skills.

Implication

1. Using Missing Page Book Story media can stimulate the listening skills of children aged 5-6 years by understanding the content of the story and the meaning of the story being read.
2. The use of Missing Page Book Story media can be used to support storytelling activities to make it more interesting with the existing innovation, namely having a blank page in the middle of the story.
3. Guide to using the Missing Page Book Story media can make it easier for teachers to understand the media and its use.
4. Guide to using the Missing Page Book Story media is easy to access via barcode scanning using a smartphone.

Recommendation

Based on the process and results of the development research that has been carried out, researchers provide the following suggestions:

1. The research carried out only reached the readability test stage to see the suitability of the Missing Page Book Story media in stimulating listening skills. It is hoped that further researchers can carry out trials by assessing the increase in children's listening abilities during several trials to see the efficiency of the Missing Page Book media Story.
2. Before using Missing Page Book Story media, teachers are advised to first read the guidelines for using Missing Page Book Story media by scanning the barcode on the back cover of the book.
3. Teachers should read stories in an interesting and interactive way. How to use them can be seen in the guide to using the Missing Page Book Story media.

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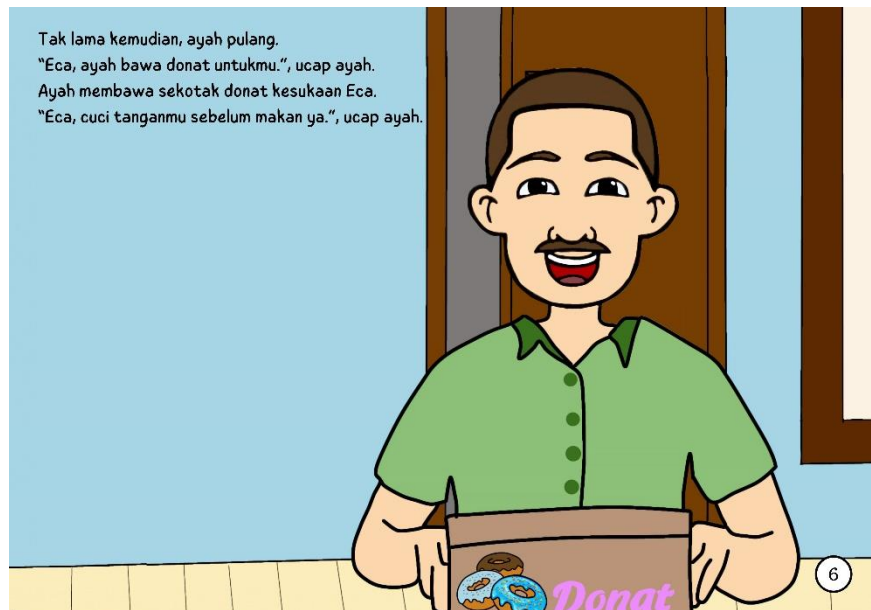
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9. Appendix

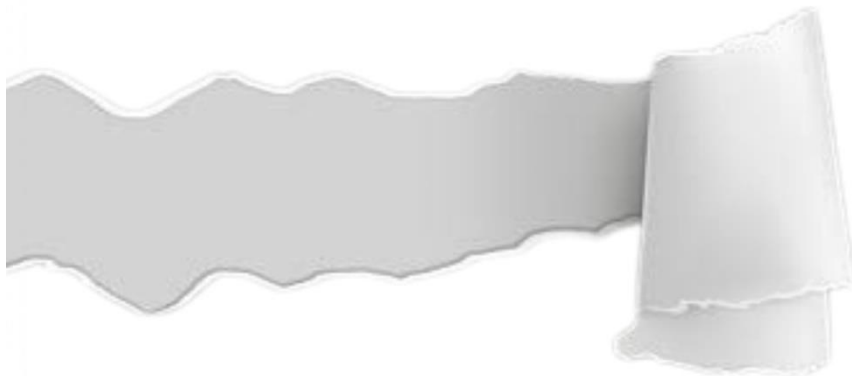
Missing Page Book Story Media







UH OH
Halaman ini hilang!
Apa yang akan terjadi pada Eca ya?
Apakah kamu bisa menebaknya?



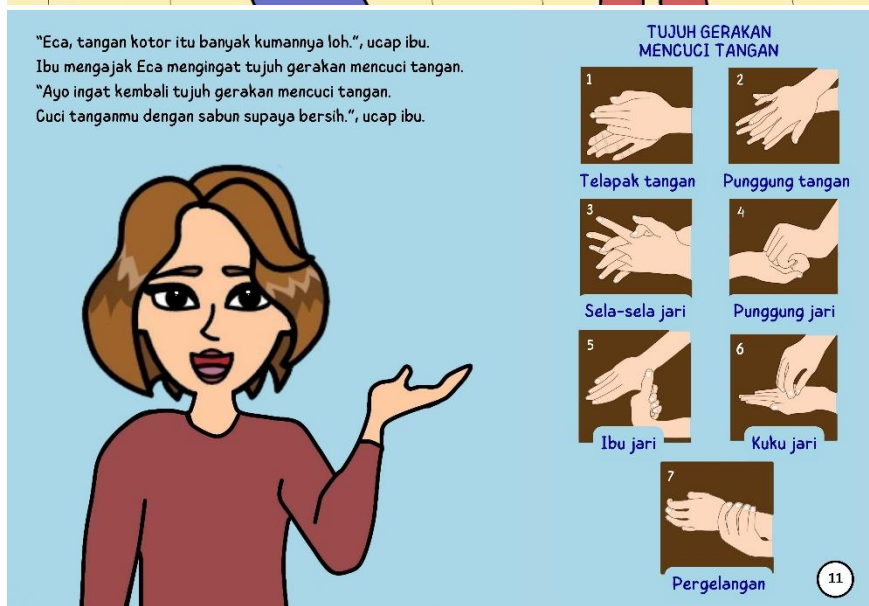
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"Aduh bu, kok perut Eca sakit sekali ya?", ucap Eca bingung.
"Tadi Eca makan donat kan? Apa Eca sudah mencuci tangan?", tanya ibu.
"Oh iya, Eca tidak cuci tangan bu.", ucap Eca.
"Nah, itulah sebabnya perutmu sakit," ucap Ibu.



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"Eca, tangan kotor itu banyak kumannya loh.", ucap ibu.
Ibu mengajak Eca mengingat tujuh gerakan mencuci tangan.
"Ayo ingat kembali tujuh gerakan mencuci tangan.
Cuci tanganmu dengan sabun supaya bersih.", ucap ibu.

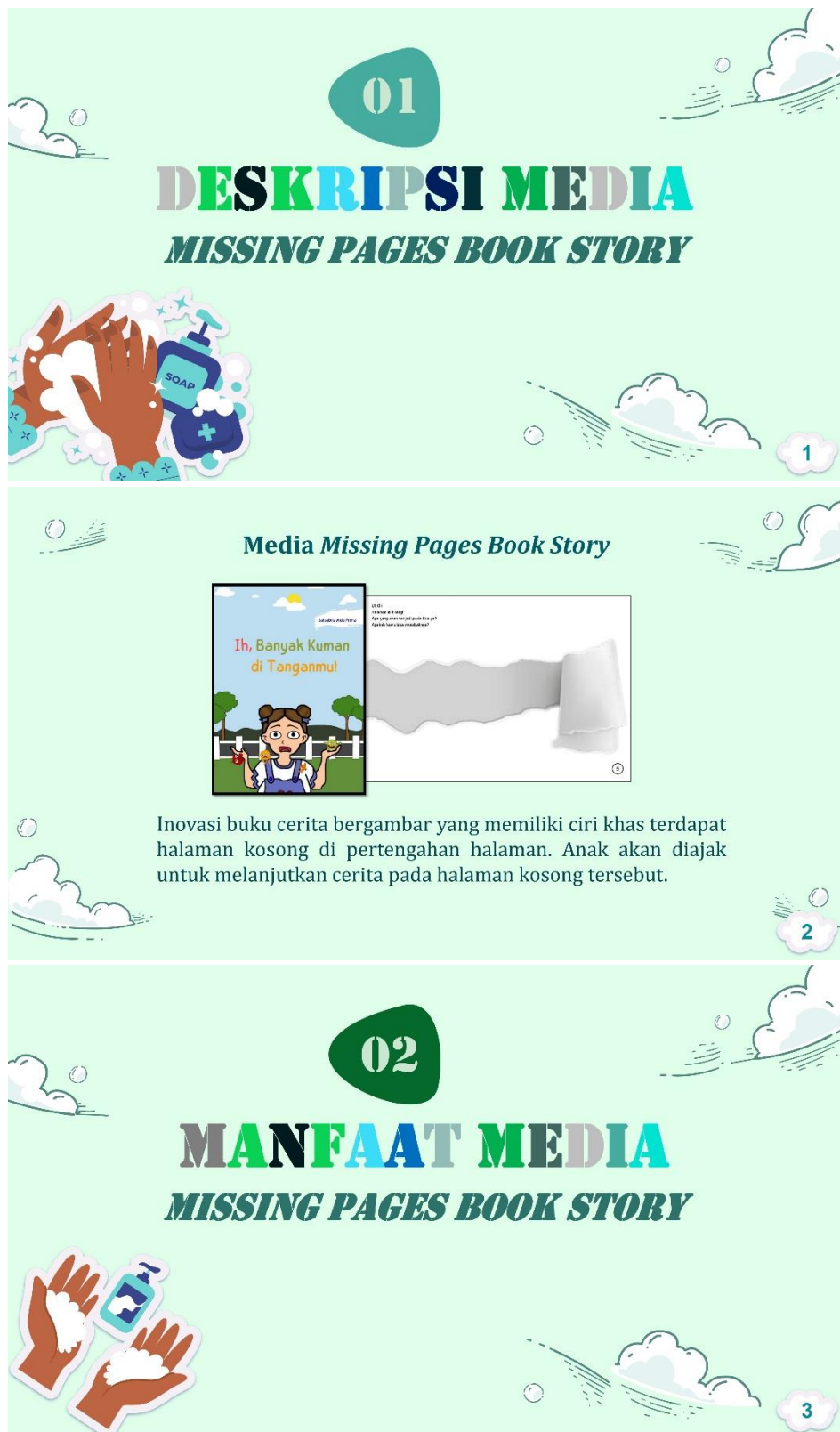


11



Guide to Using Missing Page Book Story Media





Manfaat Media
Missing Pages Book Story



- Menstimulasi keterampilan menyimak anak.
- Menambah kosa kata baru.
- Mendorong anak untuk mengeksplorasi cerita.
- Meningkatkan kemampuan mengungkapkan ide.
- Mengembangkan daya imajinasi anak.
- Melatih fokus anak.

4


03

PERSIAPAN GURU
DALAM PENGGUNAAN
MISSING PAGES BOOK STORY



5

Persiapan Guru
dalam Penggunaan
Missing Pages Book Story



- Guru membuat kondisi kelas kondusif.
- Guru memahami isi cerita yang akan dibacakan.
- Guru mempersiapkan kertas kosong untuk masing-masing anak mengerjakan *Missing Page*.
- Guru membuat suasana kelas yang aktif saat membacakan cerita.
- Guru bertanya mengenai karakter dan adegan dalam cerita pada anak.

6



04

CARA PENGGUNAAN

MISSING PAGES BOOK STORY



Cara Penggunaan *Missing Page Book Story*

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1 Guru membacakan judul buku sambil memperlihatkan tulisan judul pada buku.
- 2 Guru membacakan narasi yang ada di setiap lembar buku dengan suara lantang.
- 3 Guru dapat menyampaikan hal-hal menarik yang berkaitan dengan isi buku baik dari teks cerita maupun ilustrasinya.
- 4 Saat tiba di halaman yang kosong, guru memperlihatkan ada halaman kosong pada anak dan mengajak anak untuk berpikir apa yang terjadi pada halaman tersebut.



Cara Penggunaan *Missing Page Book Story*

- 5 Guru mengintruksikan anak menggambar ilustrasi untuk mengisi halaman kosong tersebut.
- 6 Setelah selesai menggambar, anak menceritakan hasil gambarnya.
- 7 Guru menanyakan alasan anak memilih lanjutan cerita tersebut pada *Missing Page*.
- 8 Guru lanjut membacakan buku sampai halaman akhir.
- 9 Guru memberikan pertanyaan pijakan pada anak.



05

PERTANYAAN PIJAKAN UNTUK ANAK TERKAIT CERITA

10

Pertanyaan Pijakan Untuk Anak Terkait Cerita

Target Menyimak	Pertanyaan Pijakan
Anak mendengarkan dengan penuh perhatian.	Apa kisah yang diceritakan dalam buku ini?
Anak memahami makna cerita.	Apa yang terjadi pada Eca?
Anak menginterpretasi atau memberi respon yang tepat.	Mengapa Eca sakit perut?
Anak mengajukan pertanyaan.	Apakah kalian tahu pentingnya mencuci tangan?
Anak membangun percakapan timbal balik.	Apa yang terjadi jika kalian tidak mencuci tangan setelah bermain dari luar?

11

DAFTAR PUSTAKA

- Menumbuhkan minat baca anak usia dini by PAUDPEDIA
<https://paudpedia.kemdikbud.go.id/galeri-ceria/ruang-baca/menumbuhkan-minat-baca-anak-usia-dini?ref=NDU5LTikYjM3NTUz&ix=OS0yNDcxNTdiNA==>
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