

EFFECTIVENESS OF USED GOODS UTILIZATION AS LEARNING MEDIA ON FABLE FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract: The management of waste or used goods that is still not optimal causes various environmental problems. One way to reduce the presence of used goods is to recycle them into learning media. This study focuses on the effectiveness of used goods effectiveness as learning media on fable storytelling in class VII. The method used is descriptive-qualitative. Students' storytelling skills were assessed by observation method using storytelling skills assessment rubric. Storytelling style, Mastery of the content of the story, volume of voice, and fluency were assessed. The results of the discussion show that the use of used goods as learning media is considered effective with an average student score of 89 which is included in the very good category.

Keywords: *used goods; learning media; storytelling skill; fable.*

INTRODUCTION

Waste or used goods is remnants of the results of human daily activities which sometimes causes many problems such as environmental pollution and health problems. Various efforts have been made to reduce the waste, such as burning or recycling trash.

Waste or used goods are the remnants of human daily activities or natural processes that are solid or semi-solid in the form of organic or inorganic substances that are biodegradable or non-biodegradable which are considered no longer useful and disposed of in the environment. Waste is the remnants of human daily activities and/or natural processes in solid form (Law No. 18, Year 2008) (Purwaningsih, 2021).

The type of waste that is difficult to handle properly and has a greater potential to damage the environment is plastic waste. Purwanto (2021) explained that the law of waste processing has not been maximized in Indonesia so that waste processing has not been efficient. In addition, factors of population growth, lifestyle changes, and people's consumption patterns are the drivers of the growth of plastic waste.

Previous research on waste has been carried out by several people published in journals. Among them, Namely Andy and Lina Purnama in the STUPA Journal (volume 1, April 2019) trying to offer a solution about waste, namely creating a space to educate the public and tourists about the importance of protecting the environment from waste and processing these wastes into something useful and making it a spectacle so that it is interesting.

The advantages of using used goods as teaching materials are reducing waste that is difficult to decompose in the surrounding environment, bringing out student creativity, learning is not only racing to the teacher, but learning also becomes fun, can be used in other subjects, in accordance with expected competencies (Nazihah, 2018). The use of used goods is also to help reduce waste that cannot be decomposed quickly for the sake of preserving the earth (Kencono & Winarsih, 2021).

The process of burning used goods in the end will cause new problems in the form of air pollution, so researchers choose recycling used

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goods to reduce waste used goods by being used as an alternative learning tool in schools.

Ways of learning that are transformed into creative and the use of media will foster students' desire and creativity (Lestari & Asma, 2020). The use of cartoon puppet media in fable story material can help students to concretize the content of the story through the description of story characters depicted through the form of cartoon puppets and students can better understand the content of the story. (Tussifa, Fikriyah, & Nurhabibah, 2021). This animal paper puppet media is a media that presents images of animals made into puppets to facilitate or improve students' imagination skills in writing fabled texts delivered using animal paper puppets (Hidayanti, Purnamasari, & Sarmi, 2021).

Learning media is a tool that has the function of conveying lesson messages more easily understood (Hidayanti et al., 2021). The foundations for the use of learning media are as follows: (1) Philosophical Foundations, (2) Psychological Foundations, (3) Technological Foundations, (4) Emporis Foundations. (Septy, 2021).

Learning media in terms of delivering material, can help and make it easier for teachers to carry it out. The use of learning media in classroom learning activities can increase the interest and motivation of teaching and learning activities. (Purwasih, Anita, & Afrilianto, 2020). In storytelling learning, teachers should empower learning media that are in accordance with the learning methods applied. In addition, learning materials are also a determining factor in media selection (Murianto, 2021).

Yaumi (2018) cites Asyhar's opinion on four rational reasons why learning media is important to use in learning, namely (1) improving the quality of learning, (2) the demands of a new paradigm, (3) market needs, (4) the vision of global education.

Furthermore, Prawiradilaga and Siregar in Batubara's book (2020) have divided the history of the development of the use of media in learning into three main phases, namely as follows: (1) The use of images as teaching tools (1920s). (2) The use of audio media in learning after the invention of radio and audio technology (1930s). (3) The use of audio-visual media as a means of communication in the learning process (1944s).

The activity of recycling used goods or waste is not new in the world of education, but these efforts are still relevant to form a clean, healthy,

disciplined, and creative student character by utilizing the used goods around them as their learning tool. This activity supports the statement that learning process in the educational unit is held interactively, inspiringly, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical development and psychology of students (Eliyanti & Nurlita, 2018).

The focus of this research is the subject of Indonesian for class VII on fable material. Fables or animal stories that resemble humans are considered suitable material and are not difficult to develop by involving data on students' imagination and creativity in using used goods as props to assess students' fable storytelling skills. Fabled stories are stories played by animals, in which there are moral messages to shape the character of students. The various characters played make every reader able to learn the values contained (Wardini, 2020). In recent study, puppet props are effectively used in learning to retell the content of fabled stories (Munawaroh, 2018).

Another study results found that the application of the use of used goods as a medium for simple teaching tools with structured assignments can improve learning activities and biology learning outcomes of class X MIPA3 MAN 2 Bone Students in Bone Regency (Erwing & Ahmad, 2021). By using cardboard as a puppet medium, it can bring out the curiosity and curiosity of students because it is considered unique so that it adds interest and enthusiasm in the learning process in the classroom. Using cardboard as the main material for making puppets besides being easy to get, also does not require a lot of biyaya and its manufacture is also easy, environmentally friendly and also harmless to children (Wijayak, Wismanto, & Mukhlis, 2019).

Many world literati and writers also make use of fabled forms in their essays. One of the famous fable authors was Michael de La Fontaine of France. The Sufi poet Fariuddin Attar of Persia also wrote his most famous work, "the Bird Deliberations" in the form of fables. Usually there is implicit moral message or a deeper meaning in fable. (Yulsaflia, 2019). Part of the fabled story contains a statement indicating a mandate or moral message from the author to the reader that can be found at the end or conclusion of the story (Hidayanti et al., 2021).

Speaking skills in Indonesian are language skills that need to be mastered well, because these skills are the most important indicator for students' success in learning languages (Nuryanto, Abidin, Setijowati, & Sismulyasih, 2018). In line with it, Koesoema (2021) stated that storytelling is always interesting for everyone because stories can form an understanding of oneself and the world around him. Everyone understands and creates a world for us because of the stories they heard. Therefore, storytelling will last longer than the one-way monologue teaching model.

Ardiana (2021) argued, that storytelling activities are most often listened to and without realizing it we often do it in everyday life. But unfortunately, in learning activities, storytelling activities began to be abandoned and seemed outdated. But now storytelling has become a part of the literacy that the government is promoting. Storytelling is the activity of telling stories to explain an event that is conveyed to another person so that the person knows about it.

Assessment of students' storytelling skills includes mastery of story ideas, word selection, accuracy of story logic, expression and behavior, volume of voice, and fluency of student storytelling. (Juniza, Armariena, & Prasrihamni, 2022). Researchers will describe the results of this study to determine the effectiveness of using used goods as a learning media on the storytelling skills of grade VII students of SMP Negeri 7 Depok for the 2021/2022 academic year.

METHOD

This research is descriptive-qualitative. Anggito (2018) explained that qualitative research is a method of collecting data on a natural setting with the intention of interpreting phenomena that occur where the researcher is a key instrument. Describe the results of the research with detailed information to take a conclusion and with a practicum model that refers to the practice of telling students using props that have been made from garbage or used goods.

RESULTS AND DISCUSSION

Storytelling can be more than just storytelling but can be used as a means of combining facts and stories. So that it can steal the attention of early childhood children to hear it (Noegroho, 2022). There are several types of storytelling method,

namely telling stories with tools and without tools. Katoningsih (2021) explained that the first method of storytelling is to use props that function to increase student concentration during the learning process. As for storytelling without props, it only emphasizes expression, facial mimics, vocals, tempo, language style, and intonation of speech. This study refers to the method of telling stories with props.

The implementation of storytelling must master the material / story idea, language mastery, language selection, courage, calmness, ability to convey ideas fluently and regularly so that they are able and skilled in telling stories (Ilmiyah, 2020). Juniza et al. (2022) explained, that indicators in storytelling skills are (1) students are able to conceptualize the content of the story very well and easily understood, (2) students are able to use words, terms and expressions according to stories and varied, (3) students are able to be expressive, sane gestures, calm and not groggy, (4) students are able to tell stories clearly and loudly as a reference for this research. Therefore, the researcher made a research instrument based on Juniza et al.'s (2022) statement as follows.

Table 1. *Student storytelling skills assessment format**

No	Aspects	Score Gain
1.	Storytelling style	
2.	Mastery of the content of the story	
3.	Voice volume	
4.	Fluency	
Total score		The number of scores obtained is divided by eight. (i.e. $400 : 4 = 100$)

*Customized from Juniza et al. (2022)

Assessment index description:

Excellent (Perfect)	:85 – 100
Good	: 71 – 84
Good enough	: 61 – 70
Less good	: 51 – 60
Very bad	: 40 – 50

This research was addressed to representatives of class VII students. 8 SMP Negeri 7 Depok for the 2021/2022 academic year as many as fifteen people as follow.

Table 2. *Panji Raksa Mahardika Haryadi's storytelling skills assesment*

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No	Aspects	Score Gain
1.	Storytelling style	91
2.	Mastery of the content of the story	90
3.	Voice volume	86
4.	Fluency	90
Total score		357
Value		89

Based on the results of research on fable storytelling skills entitled "Empat Sekawan" acting as a dog using props from used items in the form of cardboard, Panji Raksa Mahardika Haryadi obtained a score of 89.25 which was later rounded to 89. This means that student got very good category. The following will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Panji. The dog character is played by Pennant very well. Improvisations carried out in terms of gestures are quite a lot done. The storytelling is flexible and very entertaining to the audience. This makes the assessment related to Panji's storytelling style fall into the category of excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 91.

The second assessment is related to the mastery of the content of the story carried out by Panji. The content of the story is very well mastered by Panji, the storyline presented is clear and coherent, no scenes are missed, the dialogue of the characters is very well mastered, and the mandate in the story is clear and implicitly appropriate. This makes the judgment related to the mastery of the content of the Panji story included into very good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

The third assessment is related to the Panji's voice volume. Panji's voice sounded quite loud with clear articulation. The intonation of the resulting sound is also appropriate and good. The tempo of the sound is normal and corresponds to the scene performed. This makes the assessment regarding Panji's voice volume belongs to the category of excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 86.

The fourth assessment is related to the smoothness of storytelling carried out by Panji. The story is performed without the use of text

assistance. Props in the form of a dog face-shaped mask were used very well and accordingly by Panji. There are no mistakes and repetitions of the scene performed by Panji. This makes the assessment related to the smoothness of Panji's storytelling included into the category of very good. Therefore, accordingly, the assessment rubric that has been made, then the researcher gives a score of 90.

Table 3. *Rafid Athier Mumtaz's storytelling skills assessment*

No	Aspects	Score Gain
1.	Storytelling style	92
2.	Mastery of the content of the story	90
3.	Voice volume	90
4.	Fluency	92
Total score		364
Value		91

Based on the results of research on fable storytelling skills entitled "Empat Sekawan" acting as a cat using props from used items in the form of cardboard, Rafid Athier Mumtaz obtained a score of 91. This means that students are included in the very good category. The following will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Athier. The cat character is played very well, the characteristic of the cat can be seen from the gestures or movements when walking which are quite bent and slow to indicate that the character is old. Improvisation is widely used in terms of gestures or gestures. The storytelling is flexible and very entertaining. This makes the assessment of Athier's storytelling style included into the category of excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 92.

The second assessment is related to the mastery of the content of the story carried out by Athier. The content of the story is very well mastered by Athier, the storyline presented is clear and coherent, no scenes are missed, the dialogue of the characters is performed accordingly and very well, and the moral message in the story is clear and implicitly appropriate. As Gussani (2022) explained that Fairy tales are early stimulation that can stimulate language skills in children. In addition, this fairy tale about the life of animals is intended to be an example for human life in general.

This makes the assessment regarding the mastery of the content of Athier's story belonged to excellent. Category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

The third assessment is related to Athier's voice volume. Athier's voice sounded loud with a very clear vocal articulation. The intonation of the sound perfectly corresponded to the expression displayed and corresponded to the punctuation marks contained in its dialogue to give a comma or period pause. The tempo of the voice produced is suitable to each scene of the story performed. This makes the assessment regarding Athier's voice volume belonged to excellent category. Therefore, according to the assessment rubric that has been made, the researcher gives a score of 90

The fourth assessment is related to the smoothness of the story carried out by Athier. The story is performed by Athier very well without the help of the text. Props in the form of cat masks are used accordingly and very well. There are no mistakes and repetitions of the scenes performed by Athier. This makes the assessment regarding Athier's storytelling fluency belonged to excellent category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 92.

Table 4. *Deswita Khoirunnisa Rohim's storytelling skills assessment*

No	Aspects	Score Gain
1.	Storytelling style	81
2.	Mastery of the content of the story	90
3.	Voice volume	82
4.	Fluency	84
Total Score		337
Value		84

Based on the results of research on fable storytelling skills entitled "Sapi yang Sombong" acting as a goat using props from used items in the form of cardboard and dried leaves, Deswita Khairunisa Rohim obtained a value of 84.25 which was later rounded to 84. This means that student included into the good category. The following will be elaborated according to the predetermined aspects of the assessment.

Speaking skills are the ability of a person to express ideas, ideas as well as thoughts expressed in oral form delivered by the speaker and understood

by the listener (Suheni, Rita, & Putri, 2020). The first assessment is related to the storytelling style carried out by Deswita. The character performed by Deswita is good but has not been able to bring out the characteristics of the character. Improvisation is not visible in either dialogue or movement that can strengthen the character of the goat being played. However, the storytelling is flexible and quite entertaining to the audience. This makes the assessment related to Deswita's storytelling style fall into the good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 81.

The second assessment is related to the mastery of the content of the story carried out by Deswita. The content of the story presented could be mastered very well as evidenced by the sequential, clear, and appropriate storyline. Then the dialogue delivered was not missed and was smooth. This makes the assessment related to the mastery of the content of Deswita's story belonged to very good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

The third assessment is related to the voice volume produced by Deswita. Deswita's voice sounds quite loud and clearly the articulation of her vowels, the intonation is good and corresponds to the emotions that arise, but the tempo tended to be fast. This makes the assessment regarding Deswita's voice volume fall into the good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 82.

The fourth assessment is related to the smoothness of the story carried out by Deswita. The story is performed without looking at the text, this indicated that Deswita already understood the content of the story and the dialogue very well. The improvisations carried out were not visible both in terms of dialogue and movement, so they had not given rise to the characteristics of the sheep character she played, the props in the form of puppets were used quite well, besides that no scenes were repeated. This made the assessment related to the smoothness of Deswita's story belonged to the good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 84.

Table 5. *Najwa Fajria Salsa Dila's storytelling skills assesment*

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No	Aspects	Score Gain
1.	Storytelling style	74
2.	Mastery of the content of the story	84
3.	Voice volume	84
4.	Fluency	85
Total Score		327
Value		82

Based on the results of the research on fable storytelling skills entitled "Kelinci yang Sombong" acted as a turtle by using props from used items in the form of bandos and patchwork, Najwa Fajria Salsa Dila obtained a score of 81.75 which was later rounded to 82. This means that the student is well-categorized. The following will be elaborated according to the predetermined aspects of the assessment.

The first assessment, which is related to the storytelling style carried out by Najwa. The turtle character is well played by Najwa. No improvisation is done as Najwa refers to the text entirely. The storytelling was quite flexible and entertaining. This made the assessment regarding Najwa's smoothness of storytelling belonged to the good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 76.

The second assessment was related to the mastery of the content of the story carried out by Najwa. The content of the story is well mastered by Najwa, the storyline was presented clearly and coherently, no scenes were missed, the character's dialogue was able to be mastered well, and the mandate in the story is implicitly clear. This made the assessment regarding the mastery of the content of Najwa's story belonged to the good category. Therefore, according to the aspects of the assessment that has been made, the researcher gave a score of 84.

The third assessment, which was related to the voice volume by Najwa. Najwa's voice sounded quite loud with clear vocal articulation. The intonation of the voice corresponded to the scene and the expressions brought. The tempo of the voice produced tends to be normal and appropriate. This made the assessment regarding Najwa's vote volume belonged to the good category. Therefore, according to the aspects of the assessment that has been made, the researcher gave a score of 84.

The fourth assessment is related to the fluency of storytelling carried out by Najwa. The story was

well performed by Najwa without looking at the text. Props in the form of a bando with turtle-shaped decoration made of rags are used very well and accordingly. There are no errors and repetitions of the scene. This makes the assessment regarding Najwa's storytelling fluency belonged to excellent category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 85.

Table 6. *Syarifah Hani Al-Thahirah's storytelling skills assesment*

No	Aspects	Score Gain
1.	Storytelling style	74
2.	Mastery of the content of the story	86
3.	Voice volume	76
4.	Fluency	87
Total Score		323
Volume		81

Based on the results of research on fable storytelling skills entitled "Empat Sekawan" acting as an antelope by using props from used items in the form of bandos and tree branches as antelope horns, Syarifah Hani Al-Thahirah obtained a value of 80.75 which was later rounded to 81. This means that the student was well-categorized. The following will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Syarifah. The antelope character was able to be played by Syarifah well even though there were no characteristics of the character. Improvisation was seen several times, especially in terms of hand gestures that tell and remind his friend to move as if entering water. Syarifah's story was quite flexible and entertaining. This made the assessment related to Syarifah's storytelling style belonged to good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 74.

The second assessment was related to the mastery of the content of the story carried out by Syarifah. The content of the story was mastered very well, the storyline was presented clearly and coherently, as well as the dialogue of the characters who can be mastered very well. This made the assessment related to the mastery of the content of Syarifah's story belonged to very good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 86.

The third assessment was related to the voice volume produced by Syarifah. Sharifah's voice sounded quite loud with good vocal articulation, the intonation of the voice was quite in line with the expression displayed, and the tempo of the voice was appropriate. This made the assessment regarding Syarifah's voice volume belonged to the good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 76.

The fourth assessment is related to the smoothness of the story carried out by Syarifah. The story was presented without tools in the form of text, so it can be concluded that Syarifah has mastered and memorized the content of her story and dialogue. Props in the form of a bando with tree branches decorated as if the headland of the antelope was used very well and accordingly by Syarifah. As for the scene, Syarifah did nothing wrong and presented the story smoothly without any repetition. This made the assessment related to the smoothness of Syarifah's storytelling belonged to very good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 87.

Table 7. *Farizah Dwi Agustina's storytelling skills assesment*

No	Aspects	Score Gain
1.	Storytelling style	70
2.	Mastery of the content of the story	83
3.	Voice volume	88
4.	Fluency	78
Total Score		319
Value		80

Based on the results of research on fable storytelling skills entitled "Sapi yang Sombong" the role of frogs as by using puppet props from used items in the form of cardboard and sticks, Farizah Dwi Agustina obtained a value of 79.75 which was later rounded to 80. This means that students belonged to the good category. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Farizah. The frog character was shown quite well even though none of the characteristics of the character have been displayed by Farizah, improvisation tended not to be done because Farizah followed the content of the story in

the text completely, and the rendition was quite entertaining. This makes the assessment regarding Farizah's storytelling style belonged to quite good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 70.

The second assessment is related to the mastery of the content of the story carried out by Farizah. The content of the story was very well mastered, besides that the dialogues presented were also clear and nothing is missed. The storyline was presented in a sequence, clear, and good manner. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 88.

The third assessment is related to the voice volume produced by Farizah. Farizah's voice when telling stories was quite loud, the vocal articulation was clear, as well as a fairly good intonation. In addition, the tempo of the resulting dialogue was also good. This made the assessment regarding Farizah's voice volume belonged to the good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 83.

The fourth assessment is related to the smoothness of the story carried out by Farizah. Without looking at the text, farizah has memorized his storyline and dialogue, the props were in the form of frog puppets that Farizah used quite well, and Farizah played the frog character without any repetition. This made the assessment related to farizah's smoothness of storytelling belonged to the good category. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 78.

Table 8. *Razita Nadhilah Deviani's storytelling skills assesment*

No	Aspects	Score Gain
1.	Storytelling style	90
2.	Mastery of the content of the story	90
3.	Voice volume	90
4.	Fluency	85
Total Score		355
Value		89

Based on the results of the research on fable storytelling skills entitled "Empat Sekawan" as a narrator using home window props from used items in the form of cardboard, Razita Nadhilah Deviani obtained a score of 88.75 which was later rounded

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to 89. This means that student belonged to the excellent category. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Razita. Playing the role of the narrator, Razita did it very well and accordingly. Improvisation was pretty much done in terms of gestures like helping to hold the window as a prop. Her storytelling was flexible and very entertaining. This makes the assessment regarding Razita's storytelling style was categorized as excellent. Therefore, according to the assessment rubric that has been made, the researcher gives a score of 90.

The second assessment is related to the mastery of the content of the story carried out by Razita. The content of the story was able to be mastered by Razita very well, the storyline was presented clearly and in sequence, there were no missed scenes, the narrative of the story was performed very well because Razita played the role of the narrator, and the moral message given was clear from the story that was performed implicitly. This made the assessment related to the mastery of the content of razita's story was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

The third assessment is related to Razita's voice volume. Razita's voice sounded loud with a very clear vocal articulation. The intonation of the sound corresponded to the expression and use of punctuation when she played the role was appropriate. The tempo of the sound produced was also very appropriate and good. This made the assessment regarding Razita's voice volume was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

The fourth assessment is related to the smoothness of the storytelling carried out by Razita. Acting as a narrator, Razita was seen using text as a tool because she felt afraid that she was not optimal even though she already understood the content of the story. Even as a narrator, Razita used props in the form of windows made of cardboard and according to its function very well. There were no errors and repetitions of the scene. This made the assessment related to Razita's smoothness of storytelling was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 85.

Table 9. *Arfan Sabiq Ramadhan's storytelling skills assesment*

No	Aspects	Score Gain
1.	Storytelling style	90
2.	Mastery of the content of the story	88
3.	Voice volume	88
4.	Fluency	92
Total Score		358
Value		90

Based on the results of research on fable storytelling skills entitled "Kelinci yang Sombong" and acting as a rabbit by using mask props and medals from used items in the form of cardboard, cardboard, and canned pieces, Arfan Sabiq Ramadhan obtained a score of 89.5 which was later rounded to 90. This means that student was categorized as excellent. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Arfan. The rabbit character was able to be played by Arfan very well and was able to display the character's characteristics in the form of gestures when walking. Improvisations performed in terms of gestures or gestures were often used. The storytelling was flexible and very entertaining to the audience. This made the assessment related to Arfan's storytelling style was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

The second assessment is related to the mastery of the content of the story carried out by Arfan. The content of the story was mastered by Arfan very well. The storyline was presented clearly and in sequence. There were no missed scenes, as well as the character's dialogue was very well mastered. The moral message was contained in the story quite clearly implicitly. This made the assessment related to the mastery of the content of Arfan's story was categorized very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 88.

The third assessment is related to the Arfan's voice volume. Arfan's voice sounded loudly with very clear vocal articulation. The intonation of the voice was also very appropriate because Arfan already understood the use of punctuation to provide pauses and emphasis of tone in his dialogues. The tempo of the sound produced was

normal and very appropriate. This made the assessment regarding Arfan's voice volume was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 88.

The fourth assessment is related to the smoothness of storytelling carried out by Arfan. The story brought by Arfan smoothly without the help of text. Props in the form of rabbit face-shaped eye masks were used accordingly and very well. This was reinforced by study where found that students were greatly helped by the existence of puppet media when they tell stories in front of the class. They are not fixated on the screenplay script but are more able to improvise by developing their imagination power towards the dolls they hold (Angraini, 2018, p. 45) There were no mistakes and repetitions of the scene performed by Arfan. This made the assessment related to the smoothness of Arfan's storytelling was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 92.

Table 10. *Aisyah Nur Fadiah's storytelling skills assesment*

No	Aspects	Score Gain
1.	Storytelling style	88
2.	Mastery of the content of the story	87
3.	Voice volume	85
4.	Fluency	90
Total Score		350
Value		88

Based on the results of research on fable storytelling skills entitled "Kelinci yang Sombong" and acting as a turtle by using turtle bando props from used ribbon items, Aisyah Nur Fadiah obtained a value of 87.5 which was later rounded to 88. This means that student was categorized as excellent. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Aisyah. The turtle character was played very well by Aisyah, but it was not too optimal in bringing out the characteristics of her character. The improvisation carried out was contained in terms of the appropriate movements. The storytelling was flexible and very entertaining to the audience. This made the assessment regarding Aisyah's storytelling style was categorized as very

good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 88.

The second assessment is related to the mastery of the content of the story carried out by Aisyah. The content of the story was very well mastered, the storyline was presented clearly and coherently, the dialogue of the characters was well mastered and clear, the scenes are performed without anything to miss, and the moral message in the story was clear from the implicitly presented dialogue. This made the assessment related to the mastery of the content of Aisyah's story was categorized as very good. Therefore, according to the aspects of the assessment that has been made, the researcher gave a score of 87.

The third assessment is related to Aisyah's voice volume. Aisyah's voice was quite loud, as well as a clear vocal articulation. The intonation of the voice corresponds to the relaxed and calm expression it brought. The resulting tempo was also appropriate and good. This made the assessment regarding Aisyah's voice volume was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 85.

The fourth research, which is related to the fluency of storytelling conducted by Aisyah. The story was presented by Aisyah without the need for tools in the form of text. Props in the form of a turtle-shaped bando were used by Aisyah very well and suitable to their function. There were no errors and repetitions of the scene. This made the assessment regarding the fluency of Aisyah's storytelling was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

Table 11. *Rendy Ardiansyah's storytelling skills assesment*

No	Aspects	Score Gain
1.	Storytelling style	90
2.	Mastery of the content of the story	90
3.	Voice volume	88
4.	Fluency	88
Total Score		356
Value		89

Based on the results of research on fable storytelling skills entitled "Empat Sekawan" and acting as a chicken using chicken mask props from

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used items in the form of cardboard, Rendy Ardiansyah obtained a score of 89. This means that student was categorized as excellent. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Rendy. The chicken character was able to be played very well by Rendy. Improvisation was quite a lot done in terms of body gestures. The storytelling was flexible and very entertaining. This made the assessment regarding Rendy's storytelling style was categorized as excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

The second assessment is related to the mastery of the content of the story carried out by Rendy. The content of the story was able to be mastered very well by Rendy, the storyline was presented clearly and in sequence, no scenes are missed, the dialogue of the characters was very well mastered, and the moral message in the story conveyed was very explicitly clear. This made the assessment related to Rendy's mastery of the content of the story was categorized as very good. Therefore, according to the aspects of the assessment that has been made, the researcher gave a score of 90.

The third assessment is related to Rendy's voice volume. Rendy's voice sounded loudly with clear vocal articulation. The intonation of the sound emitted corresponded to the expressions and scenes performed. The tempo of the sound produced corresponds to the dialogue performed. This made the assessment regarding Rendy's voice volume was categorized as excellent. Therefore, according to the aspects of the assessment that has been made, the researcher gave a score of 88.

The fourth assessment is related to the smoothness of the story carried out by Rendy. In bringing the story, Rendy did not use the text as an auxiliary tool. Props in the form of chicken masks made of cardboard are used accordingly and very well. There were no mistakes and repetitions of the scene performed by Rendy. This made the assessment regarding Rendy's smooth storytelling was categorized excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 88.

Table 12. *M Aldiansyah Saputra's storytelling skills assessment*

No	Aspects	Score Gain
1.	Storytelling style	58
2.	Mastery of the content of the story	83
3.	Voice volume	73
4.	Fluency	70
Total Score		284
Value		71

Based on the results of research on fable storytelling skills entitled "Tikus yang Malang" and acting as a ferret by using mask props from used items in the form of cardboard, M Aldiansyah Saputra obtained a score of 72.3 which was then rounded to 72. This means that student was categorized as good. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Aldi. There was no improvisation in terms of dialogue or movement, the storytelling tended to be less entertaining. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 58.

The second assessment is related to the mastery of the content of the story carried out by Aldi. In practice, Aldi mastered the content of the story well, the storyline was also well presented. Regarding the dialogue, there were some parts that have been forgotten, but after being reminded again by his friend, Aldi was able to continue the story, so the assessment related to mastery of the content of the story was good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 83.

The third assessment is related to Aldi's voice volume. Aldi's voice sounded quite loud, the intonation released was quite good and appropriate, the articulation sounds clear and good, but regarding the tempo still tended to be fast, so the assessment related to the volume of the sound was categorized as good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 73.

The fourth assessment is related to the smoothness of storytelling carried out by Aldi. The story that Aldi has memorized, but often Aldi forgot his dialogue, so some friends had to remind and occasionally helped by showing the text. The props used were in the form of masks without supports which were used by holding them constantly quite well because they often forgot to be used by Aldi

during dialogue several times. The character of the Weasel character in the story presented was quite well displayed by Aldi, so the assessment related to the smoothness of the story was quite good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 70.

Table 13. *Jeriyanto Rafael Tampubolon's storytelling skills assesment*

No	Aspects	Score Gain
1.	Storytelling style	58
2.	Mastery of the content of the story	82
3.	Voice volume	60
4.	Fluency	70
Total Score		270
Value		68

Based on the results of research on fable storytelling skills entitled "Tikus yang Malang" and acting as a cat using mask props from used items in the form of cardboard, Jeriyanto Rafael Tampubolon obtained a score of 68.5 which was later rounded to 69. This means that student was categorized as good enough. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Jeriyanto. In playing the cat character, Jeriyanto tended to entertain the audience less and show less of a strong cat character in the story. In addition, there was no improvisation in terms of dialogue or movement. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 58.

The second assessment is related to the mastery of the content of the story carried out by Jeriyanto. Mastery of the content of the story was relatively good and appropriate, the storyline presented was also relatively good, but regarding the dialogue still tends to be stammering. This showed the results of the assessment from the aspect of mastering the content of the story, including good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 82.

The third assessment is related to the volume of sound produced by Jeriyanto. In practice, Jeriyanto made a fairly loud voice and good articulation. However, related to intonation was still often flat, and the tempo tended to be fast so that it did not match what was in the story. Therefore, according

to the assessment rubric that has been made, the researcher gives a score of 60.

The fourth assessment is related to the smoothness of the story carried out by Jeriyanto. In bringing the actual story, Jeriyanto has memorized it and did not need to use text, but in some scenes, it had lost focus and was forced to be helped by his friend by seeing the text of the fabled story and then repeating the scene. In addition, the use of props in the form of masks without supports had also been done by holding them constantly well. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 70. This was due to students' difficulties in storytelling practices, among which are because factors in students become less clear and students are less likely to organize their words at the time of telling stories (Ilmiyah, 2020, p. 28).

Table 14. *Akbar Adliansyah's storytelling skills assesment*

No	Aspects	Score Gain
1.	Storytelling style	87
2.	Mastery of the content of the story	86
3.	Voice volume	86
4.	Fluency	85
Total Score		344
Value		86

Based on the results of research on fable storytelling skills entitled "Kelinci yang Sombong" and acting as a monkey by using mask props from used items in the form of cardboard, Akbar Adliansyah obtained a score of 86. This means that student was categorized as excellent. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Akbar. The monkey character was played by Akbar very well and the character's characteristics were able to be displayed well through his walking gestures. Improvisation was found in the gestures that Akbar made to the monkey figure. The storytelling was flexible and entertained the audience. This made the assessment related to Akbar's storytelling style was categorized as excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 87.

The second assessment is related to the mastery of the content of the story carried out by Akbar. The

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content of the story was very well mastered, the storyline was presented clearly and coherently, no scenes were missed, the character's dialogue was very well mastered. This made the assessment related to the mastery of the content of Akbar's story was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 86.

The third assessment is related to Akbar's voice volume. Akbar's voice sounded loudly with clear articulation. The intonation of the sound was properly produced to the expression displayed. The tempo of the resulting sound was normal and appropriate. This made the assessment regarding Akbar's voice volume was categorized as excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 86.

The fourth assessment is related to the smoothness of storytelling carried out by Akbar. The story is presented by Akbar without the need for text as an auxiliary tool. Props in the form of a mask in the form of a monkey face were used well, although it was still not optimal because it was often used to cover the mouth instead of the face. There were no mistakes and repetitions of the scene, it was just that he was often late to enter the next scene because of laughing because he felt funny about the behavior of friends and himself in front of the class. However, the assessment related to the smoothness of Akbar's storytelling was still categorized as excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 85.

Table 15. *Putri Marsya Ningsih's storytelling skills assessment*

No	Aspects	Score Gain
1.	Storytelling style	87
2.	Mastery of the content of the story	90
3.	Voice volume	85
4.	Fluency	88
Total Score		350
Value		88

Based on the results of research on fable storytelling skills entitled "Empat Sekawan" and acting as a deer using mask props from used items in the form of cardboard, Princess Marsya Ningsih obtained a score of 87.5 which was later rounded to 88. This means that student was categorized as

excellent. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Marsya. The deer character was played by Marsya well and accordingly. The improvisation carried out was dominant in terms of gestures. The storytelling was flexible and interesting. This made the assessment related to Marsya's storytelling style was categorized excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 87.

The second assessment is related to the mastery of the content of the story carried out by Marsya. The content of the story was able to be mastered very well by Marsya, the storyline presented was clear and coherent, no scenes were missed, the character dialogue was able to be mastered very well, and the moral message in the story conveyed was very explicitly clear. This made the assessment related to the mastery of the content of Marsya's story was categorized as very good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 90.

The third assessment is related to Marsya's voice volume. Marsya's voice sounded quite loud and the articulation of her vocals was clear. Intonation corresponded to the scene performed, although it was often less controlled due to laughter. The tempo of the resulting sound was normal and appropriate. This made the assessment regarding the volume of sound produced by Marsya was categorized as excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 85.

The fourth assessment is related to the fluency of storytelling carried out by Marsya. The story presented by Marsya without using the text paper was very good. Props in the form of deer masks were used accordingly and very well. There were no mistakes and repetitions of the scenes performed by Marsya. This made the assessment of Marsya's smoothness of storytelling was categorized excellent. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 88.

Table 16. *Muhamad Rydho's storytelling skills assessment*

No	Aspects	Score Gain
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1.	Storytelling style	63
2.	Mastery of the content of the story	83
3.	Voice volume	70
4.	Fluency	76
Total Score		292
Value		73

Based on the results of research on fable storytelling skills entitled "Tikus yang Malang" and acting as a rabbit by using mask props from used items in the form of cardboard and cardboard, Muhamad Rydho obtained a score of 73. This means that student was categorized as good. The results will be elaborated according to the predetermined aspects of the assessment.

The first assessment is related to the storytelling style carried out by Rydho. The rabbit character was played by Rydho quite well, but the character had not seen the characteristics of the character. No improvisational look was done because Rydho was referring to the text entirely. The storytelling tended to be less flexible and less entertaining. This made the assessment regarding Rydho's storytelling style was still categorized as quite good. Therefore, according to the aspects of the assessment that has been made, the researcher gave a score of 63.

The second assessment is related to the mastery of the content of the story carried out by Rydho. The content of the story was well mastered, the storyline was presented clearly and coherently, the dialogue of the characters was performed quite well, the giving of moral message in the dialogue was quite explicitly clear. This makes the assessment related to the mastery of the content of Rydho's story was categorized as good. Therefore, according to the aspects of the assessment that has been made, the researcher gave a score of 83.

The third assessment is related to Rydho's voice volume. Rydho's voice sounded loudly with clear articulation. The intonation of the sound emitted also tended to be flat according to the existing expression and is less in accordance with the use of periods, commas, and other punctuation marks in the dialogue. The tempo of the sound emitted tended to be normal and quite appropriate. This made the assessment regarding Rydho's voice volume was categorized as quite good. Therefore, according to the assessment rubric that has been made, the researcher gave a score of 70.

The fourth assessment is related to the smoothness of the story carried out by Rydho. In bringing the story, Rydho without needing the help

of the text. The props used were not suitable, because Rydho only held his mask and was not worn. There were no mistakes and repetitions of the scene performed by Rydho. This made the assessment regarding the smoothness of Rydho's story still included in the good category. Therefore, according to the aspects of the assessment that has been made, the researcher gave a score of 76.

CONCLUSION

Based on the results of the discussion from the research that has been carried out, the researcher draws the conclusion that the use of used goods as a learning media in students' fable storytelling skills at SMP Negeri 7 Depok, class VII is effective. This was marked by the results of a study of fifteen students with an average score of 83.26 which was then rounded to 83 which was included in the good category. The highest score is 91 obtained by Rafid Athier Mumtaz.

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