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## FLANNEL BOARD DOLL: A MEDIA FOR LEARNING SPEAKING SKILLS FOR IBTIDAIYAH MADRASAH STUDENTS

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### Abstract

Students need speaking skills to flow their ideas and thoughts. This study aims to develop a flannel board doll as an attractive and easy-to-use medium in the learning process of speaking. The research was conducted using research and development methods using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The sample of this study was 23 students of class IV MI Roudlotul Ulum—data collection techniques using questionnaires, observation, and documentation. The results of the validation of media products meet the very valid criteria, with the value of the material validator being 90, the media design validator 90, and the learning expert validator 96. This media is equipped with various components that are easy to reach and use, so it gets a student response of 91.99%, with the criteria very positive. Overall, using a flannel board doll in the speaking learning process can make it more engaging, provide a visual and tactile aid, and create a supportive and low-pressure environment for students to practice their speaking skills. Teachers can help improve their students' speaking skills and language proficiency by incorporating this medium into language learning activities. By using a flannel board, learning becomes more enjoyable and less monotonous.

**Keywords:** ADDIE development model, flannel board doll, speaking learning media

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## INTRODUCTION

One of the subjects taught at school is acquiring the Indonesian language. (Susanti, 2015). From an early age, Indonesian language learning is incorporated into the curriculum to equip students with the necessary knowledge and skills to comprehend and use the language effectively and accurately. (Ahmad, 2017). Another objective of learning Indonesian is to cultivate good communication abilities in students. The acquisition of the Indonesian language consists of four key competencies: listening, speaking, reading, and writing skills. (Rizal, 2019).

Speaking is one of the crucial language skills that students need to acquire. (Faizah et al., 2020; Hendri, 2017). Speaking skills are used to convey ideas through spoken language. (Ratnasari & Zubaidah, 2019; Utami, 2016). Speaking skills are the ability to express pronunciation sounds or words to express, present, and convey ideas, thoughts, and feelings. (Fuadah, 2021; Tarigan, 2008). Effective speaking skills can facilitate expressing and communicating one's thoughts and concepts.

Good speaking skills can make it easier for someone to convey their ideas. (Hidayati & Darmuki, 2021; Ilham & Wirijati, n.d). Speaking skill is a mechanical skill, so the more you practice it, the better your speaking skills will be (Faizah et al., 2020; Husna, 2021; Ibda, 2019). Developing speaking skills requires consistent practice to attain proficiency in the language.

In addition, many factors influence speaking skills. (Khan et al., 2018; Madyawati, 2016). That affects speaking skills, which consists of linguistic factors and non-linguistic factors. (Daro, 1994; Krizman et al., 2016). Linguistic factors that affect speaking skills include vocal pronunciation, consonant pronunciation, determination of emphasis, determination of joints, choice of words, choice of expressions, grammar, sentence structure, and sentence variations. (Gereda, 2020; Sanjaya, 2019; Scarborough, 1990). Several non-linguistic elements can influence one's speaking skills, such as confidence, fluency, vocal projection, visual acuity, body language, critical thinking, and a rational attitude. (Gereda, 2020; Haiman, 2017; Tarigan, 2008). These factors need to be considered when learning speaking skills through storytelling activities.

Storytelling is an activity carried out orally by someone with the help of tools or without tools. (Harefa et al., 2022; Sadik, 2008). Storytelling aims to convey a message, information, or just a fairy tale to be heard. (Agusriani et al., 2022; Khairunnisa & Aryanti, 2018).

At the elementary school level, storytelling activities require patience (Lickona, 2012) because many students do not dare to come forward to tell stories (Boje, 2008), even though, as we know, there are lots of stories in the surrounding environment (Khairunnisa & Aryanti, 2018; Shihab, 2019). Therefore, speaking skills learning activities through storytelling need to be developed by taking into account elements such as vocals (Khairunnisa & Aryanti, 2018), voice (Utomo, 2013), expression, appearance (Pamuji & Setyami, 2021), appreciation (Gereda, 2020) and other supports, such as media/props (Rusydiyah, 2020) in the form of pictures/paintings (Aprinawati, 2017), and dolls (Chrisyarani, 2018).

After conducting observations and interviews with a fourth-grade teacher at MI Roudlotul Ulum, researchers discovered that the student's proficiency in Indonesian was inadequate. This was evident from the lack of interaction among students during the learning process. Students appeared passive and uninvolved and struggled to express their ideas freely.

The limited media use in the classroom has also contributed to the students' poor speaking skills. Learning Indonesian in the classroom still relies heavily on conventional tools such as worksheets and textbooks. Moreover, fourth-grade students have limited technological knowledge, as many have not been exposed to technology due to community influences.

Learning media is a teaching aid teachers use to present information/messages in learning through visual, audio, or audio-visual. (Mahnun, 2012; Sumiharsono & Hasanah, 2017; Susilana Rudi, 2007). Learning media has several benefits. (Kurniastuti & Prayogo, 2022; Puspitarini & Hanif, 2019). Some benefits of learning using learning media include: (1) the learning activities are more attractive to students. (Nurgiansah, 2022); (2) the subject matter is more meaningful so that students can understand the material in depth (Lestari et al., 2021); (3) the learning methods carried out are more varied, not monotonous (Dewi et al., 2021); (4) students become more active in the learning process (Adnyani & Agustiana, 2021; Kustandi, 2020).

In addition, according to Levie and Lentz, learning media has four functions, especially visual media. (Abdullah, 2017). The four functions are as follows: (1) the function of attention: learning media aims to attract students' attention and direct that attention to learning. (Sihotang et al., 2020); (2) affective function, learning media must be able to arouse students' attitudes and emotions in learning to be more enthusiastic (Rahadini et al., 2019); (3) cognitive function, learning media has a function to help students understand and remember the explanations that have been delivered (Abdullah, 2017); (4) compensatory function, learning media has a function to accommodate students who are slow and weak in accepting learning (Kustandi, 2020; Purba et al., 2020). Learning media has many functions that can help students achieve the expected learning objectives.

An example of a study conducted by Sari, Habibi, and Astawa titled "The Effect of Storytelling Methods Using Hand Puppets as Media on the Speaking Development of 5-6 Years Old Children Group B Asmaul Husna TK Embung Village" revealed that the influence of storytelling method using hand puppets on children's speaking development was initially low based on five indicators and fifteen descriptors that were determined, with the average developmental achievement falling under the "Undeveloped" category at 45.82%. However, after the final observation, the results showed developmental progress under the "Developing According to Expectations" category, with an average developmental achievement of 88.48% in children (Sari et al., 2022). It can be concluded that by using hand puppets, children's storytelling abilities can improve from the previous 45.82% to 88.48%. This means that

children's storytelling skills can develop with the assistance of the media, in this case, hand puppets.

Rahmalia and Suryana conducted a study entitled "Development of Flannel Board Media to Improve Mathematical Logical Intelligence in Children." The results indicated that the media was highly valid and feasible, with an average rating of 0.93 from material and media experts. The practicality test showed a high practicality percentage of 88%, while the effectiveness percentage was 92%, indicating that Flannel Board Media was highly effective in improving children's mathematical logic. Although children struggled with matching numbers with number symbols for values 11-20, this was expected as they were still in the first semester of their education. The study resulted in a valid, practical, and effective product. (Rahmalia & Suryana, 2021).

Sakti and Farhan conducted a study titled "The Effect of Flannel Board Media on Students' Interest in Learning." The results indicated that using flannel board media significantly affected the interest in learning mathematics among seventh-grade students at Al Rusnaniah Islamic Junior High School. (Sakti & Parhan, 2020).

The use of a flannel board can enhance children's storytelling abilities. This is supported by a previous study titled "Improving Children's Storytelling Abilities through Flannel Board Media." The research suggests that children's storytelling abilities develop very well, with a percentage of 90% in cycle 2 (Evayani et al., 2021). This implies that to improve children's storytelling abilities, as identified by the researcher, one can use a flannel board as a media tool.

Considering the issues mentioned earlier and previous studies, the author has taken the initiative to conduct a study on developing a flannel board doll as a medium for teaching speaking skills to students of Madrasah Ibtidaiyah. The development of the flannel board doll media also considers the characteristics and requirements of fourth-grade students at MI Roudlotul Ulum. The students at MI Roudlotul Ulum have characteristics that tend to be reserved, and they are shy about telling stories in front of the class. Additionally, the students' speaking abilities in the Indonesian language subject are still low. This is evidenced by the limited communication among students during the learning process.

Due to limitations in their media and experiences, many teachers may become outdated in their teaching methods, particularly in teaching speaking skills. Therefore, the flannel board doll media was developed, along with its components, including figure dolls adapted to the theme. These dolls aim to assist students in developing their ideas, fostering storytelling creativity, and stimulating their imaginations.

The objective of this research is twofold: first, to present the process of developing the flannel board puppet media, and second, to examine the students' reactions to this media as a tool for improving their speaking skills. The target audience for this study is fourth-grade students at MI Roudlotul Ulum.

## METHODS

This study is a research and development (RnD) study that follows the ADDIE model. The ADDIE model includes five stages: Analysis, Design, Development, Implementation, and Evaluation. (Branch, 2009; Rasyid et al., 2016). In this study, the subjects were 23 fourth-grade students from MI Roudlotul Ulum. Data were collected through observation, interviews, questionnaires, and documentation during the development and learning. The data were analyzed using both qualitative and quantitative analysis techniques. Qualitative data analysis was based on the interviews and suggestions from validators, while quantitative data analysis included validation results and student responses to product attractiveness. (Dewanti et al., 2018). Media validity analysis refers to the following criteria. (Gitnita & Kamus, 2018).

**Table 1. Product Validity Criteria**

Score	Criteria
81 – 100	Very valid
60 – 80	Valid
40 – 60	Quite valid
20 – 40	Not valid
0 – 20	Invalid

Student response analysis refers to the following criteria. (Rasyid et al., 2016).

**Table 2. Student Response Criteria**

No.	Percentage (%)	Criteria
1.	85%-100%	Very Positive
2.	70%-84%	Positive
3.	50%-69%	Less Positive
4.	0%-49%	Not Positive

## RESULTS AND DISCUSSION

### A. Research and Development Product Results

The study produced a product known as flannel board doll media, which serves as a tool for learning speaking skills among fourth-grade students at MI Roudlotul Ulum. The media comprises several components, including flannel boards, character dolls, instruction cards, usage guides, and media posters. This visual media is used in classroom learning and is designed to be a board-shaped medium with a flannel as the board.

According to Arif, flannel boards are graphic media that effectively convey certain messages/information to the target. (Hasan, 2021; Puspitasari, 2017). It is also mentioned that

flannel board doll media can be classified as two-dimensional. This board is made of plywood or cork and then coated with flannel.

The flannel board doll media has multiple uses, such as visualizing ideas by placing letters, numbers, symbols, and images. It can also be a playground for children to practice their skills and courage in affixing materials to the board. Moreover, it can channel children's talents and interests, such as making pictures, coloring, and creating other works. (Yulista, 2019).

This media uses storage material as the basis for the learning process of speaking skills. A Corvette is a short fictional story with various components: plot, setting, characters, language style, point of view, and message. These components are important for developing students' speaking skills by helping them to organize their ideas, express their thoughts and feelings, and communicate effectively. Using storage material also enables students to practice their creativity and imagination in storytelling. (Puspitasari, 2017).

This study used The ADDIE model to develop the flannel board doll media. The process of developing this media involved several stages. First, the analysis stage was conducted to identify the problems and needs of the students. Second, the design stage was carried out to plan and design the media, including its components. Third, the development stage was done to create and produce the media. Fourth, the implementation stage was conducted to implement and use the media in the learning process. Finally, the evaluation stage was carried out to evaluate the effectiveness of the media and obtain feedback from the students. The researchers created a story with a working theme as an example of using the media. They expected the students to create short stories freely using the flannel board doll media:

## 1. Analyze

During the analysis step of the ADDIE model, the researcher identified the problems related to learning Indonesian speaking skills and collected data through classroom observations and interviews with the homeroom teacher of class IV MI Roudlotul Ulum Sumberejo. The results of the data analysis revealed the following issues: (1) students' lack of interest and participation during speaking practice, (2) the limited media used in speaking learning, and (3) the need for media that can improve students' speaking skills:

- a. Acquiring proficiency in a language, particularly in developing oral communication skills, through using only instructional materials such as workbooks and textbooks during the teaching process.
- b. The learning process becomes dull and uninteresting due to the limited range of media used.
- c. The speaking abilities of fourth-grade Indonesian students are deemed inadequate, with only approximately 30% of students demonstrating proficiency in this area

According to the problem description, one potential solution to the issues outlined is to address the student's needs by analyzing and developing appropriate teaching tools. In

this case, flannel board doll media was created to improve the Indonesian speaking abilities of grade IV MI Roudlotul Ulum students.

## 2. Design

Following the analysis phase, the design stage is typically implemented. In the case of developing flannel board doll media for grade IV MI Roudlotul Ulum students, the design was created by taking into account the unique needs and characteristics of this particular group of learners. It is important to develop learning materials tailored to students' specific characteristics, as research in psychology indicates that young students tend to comprehend concrete concepts more easily than abstract ones. (Ismail & Ilyas, 2020). The design step in the development of flannel board doll media is nailed through two steps, namely:

### a. Preparation of storage material

During the design phase, the initial step involves creating short stories that revolve around the theme of various occupations. These short stories are carefully crafted to suit the characteristics of the students. As determined in the previous step, the research indicates that the developed short stories align with the theme of the fourth book in the grade IV curriculum, which focuses on different occupations.

### b. Designing product models

Following the preparation of short stories, the design phase proceeds with creating and finalizing the model for the media product. This entails making decisions on various aspects of the product, such as its material, shape, size, design, and color. It also involves determining how the product will be utilized in learning.

The results of planning the flannel board doll media product model are as follows:

The flannel board doll media design includes creating a plywood board coated with flannel that measures 90 x 60 cm and can be folded in half. The front side is designed to resemble a hilly landscape and is used as a backdrop for the story, while the backside serves as a storage space for the supporting components. The media has several components, such as seven professional figures made of flannel with Dacron stuffing, including teachers, doctors, nurses, police officers, farmers, fishermen, and architects. There are also instruction cards printed on art paper, sized 7 x 10 cm, with clues related to the story theme, a guide containing information on media usage and examples of short stories printed on art paper sized 20 x 15 cm with spiral binding, posters printed on sticker paper sized 58.5 x 42 cm containing media information, and examples of videos and their developers in the form of a barcode. Bright colors were used in the media design to match the interests and characteristics of the students. The product is used by students selecting a story theme card and then telling the story using the character dolls by attaching them to the flannel board.

### c. Preparation of research instruments

As part of the product development process, a validation instrument in the form of a questionnaire consisting of ten questions, along with criticism and suggestion

columns, was prepared. In addition, researchers obtained input and feedback from supervisors and validators through licensing and consultation procedures.

### 3. Develop

The process of media development is outlined in the following steps:

a. Flannel board manufacturing

The flannel board begins by cutting a piece of plywood measuring 60 x 90 cm. The board is constructed with two sides, with one side as the front and is covered with flannel, while the back side is fitted with wooden edges measuring 3 cm wide. The center of the board is left empty to store the supporting components of the flannel board media. The edges of the front side are installed with wooden ceiling angles. After the board is completed, it is painted and covered with flannel by the predetermined design. Velcro or adhesive attachments are added to the board, depending on the design of the front side of the flannel board. The following is an image of the complete flannel board.



**Figure 1. Flannel Board**

b. Character doll making

To create the character dolls, paper patterns are first made. Flannel is then cut according to these patterns, sewn together, and filled with Dacron. The dolls are designed to match the character's profession, and Velcro is attached to the back. The following is an image of the completed character dolls:





## Figure 2. Character Dolls

### c. Creation of instruction cards, usage guides, and posters

To create the instruction cards, usage guides, and posters, the researchers utilized the Canva application for designing. Bright colors were used in the design of these materials. The "TT Fors" font was used for the instruction cards, while the "Josefin Sans Bold" font was used for the media usage guides and posters. After the design process was completed, the materials were printed and cut. The posters were then affixed to one of the back sides of the flannel board. Once all the media components were completed, they were assembled to form a complete medium. The materials used in creating this media are easily obtainable, and the costs are relatively affordable. Below are images of the instruction cards, usage guides, and posters:



Figure 3. Instruction Cards



Figure 4. Usage Guides



**Figure 5. Poster**

d. Media validation

Media validation is carried out after the media creation process. Researchers consult with supervisors and learning experts about media development during product development. After the media has been developed, the media is validated by material experts, material design experts, and learning experts.

#### 4. Implement

Implementing the flannel board doll media in class IV MI Roudlotul Ulum involved 23 students. In the initial stage, the students were asked to share their stories in front of the class. Then, the media was introduced, and examples of its usage were provided. After giving examples, the students were asked to tell their stories using the flannel board media.

After observing the media implementation, it was found that all 23 students in class IV MI Roudlotul Ulum were actively engaged in learning. They eagerly raised their hands to take turns telling stories using the flannel board media. Some students even initiated group storytelling activities.

There are several limitations to implementing this media in learning. The flannel board media is too large and heavy for fourth-grade students to use. Additionally, the profession puppets created are limited to only a few professions. This causes students to focus only on a limited number of professions.

#### 5. Evaluation

The evaluation step is conducted in parallel with the development process, with input from supervisors and media validators. This process aims to assess the validity of the flannel board doll media to enhance Indonesian speech skills for grade IV students at MI Roudlotul Ulum.

**B. Media Validation Results and Analysis**

A validation process is required to ensure the flannel board doll media is suitable for learning. Lufri expresses that a validator is an individual who assesses the suitability of research instruments and products (prototypes). Validators can come from various backgrounds, such as experts, peers, practitioners, and other relevant individuals. The process of selecting validators is based on their expertise in media design, content, and learning. (Lufri, 2007).

This process involves the evaluation of the media by experts in three fields: material, media design, and learning. The experts will provide feedback on the validity and suitability of the media for learning. The material expert will evaluate the accuracy and relevance of the content, while the media design expert will assess the quality of the design and visual aspects. The learning expert will evaluate the suitability of the media for teaching and learning purposes and provide feedback on how the media can be used effectively in the classroom. This validation process will help ensure that the flannel board doll media is a valid and effective tool for teaching speech skills to grade IV MI Roudlotul Ulum students.

The validation process by the material expert was conducted by Mr. Muh. Zuhdy Hamzah, S.S., M.Pd., a lecturer in Indonesian Language at the Madrasah Ibtidaiyah Teacher Education department at UIN Maulana Malik Ibrahim Malang. The results of the material validation are presented in a table format below:

**Table 3.** Material Validation Results

No	Questions	Score	Max. Score	Grade	Degree of Validity
1	Suitability between material and curriculum	4	5	80	Valid
2	Suitability between material and learning media with basic competencies	5	5	100	Very Valid
3	Suitability between media content (character dolls) and learning material	4	5	80	Valid
4	The material presented according to the characteristics of the students	4	5	80	Valid
5	The material is presented in sequence	4	5	80	Valid
6	The material presented through the media is easy for users (especially students) to understand	5	5	100	Very Valid
7	The material presented through the media can attract students' interest in learning	5	5	100	Very Valid
8	The material presented uses good and correct language	4	5	80	Valid
9	Flannel board learning media can help students practice speaking skills in story material	5	5	100	Very Valid
10	Flannel board doll media is an innovative media for learning speech skills in Indonesian of stories material	5	5	100	Very Valid
<b>Final Score (P)</b>		<b>45</b>	<b>50</b>	<b>90</b>	<b>Very Valid</b>

The material validation results were recapitulated, and the flannel board medium received a score of 90, which is considered very valid. Therefore, no revisions are needed for

the material used on the medium, but the criticisms and suggestions of the validator still need to be considered. The validator suggested adding more characters to the story to reinforce the students' understanding through more diverse media.

A media design validation process was conducted with Ahmad Makki Hasan, M.Pd, an instructor from the Faculty of Tabiya and Teacher Training (FITK) at UIN Maulana Malik Ibrahim Malang. The following table shows the results of the media design validation:

**Table 4. Media Design Validation Results**

No	Questions	Score	Max. Score	Grade	Degree of Validity
1	Media component layout accuracy	5	5	100	Very Valid
2	Media size selection accuracy	4	5	80	Valid
3	Color selection according to the characteristics of the material and students	5	5	100	Very Valid
4	Selection of background according to the characteristics of the material and students	5	5	100	Very Valid
5	Puppet figures according to the material	5	5	100	Very Valid
6	Media development design according to student characteristics	4	5	80	Valid
7	Media is easy to understand by educators and students	4	5	80	Valid
8	The media developed is an innovation of learning media for students' speaking skills	4	5	80	Valid
9	Media is not harmful to students	4	5	80	Valid
10	Ease of use of learning media	5	5	100	Very Valid
<b>Final Score (P)</b>		<b>45</b>	<b>50</b>	<b>90</b>	<b>Very Valid</b>

The results of the media design validation showed a score of 90, with very valid criteria. Therefore, no revision is necessary for the design of the flannel board doll media, but the criticisms and suggestions from the validators should still be considered. The validators suggested creating simple posters with media information to facilitate users' use of the media.

Posters are visual media that aims to convey information, ideas, and concepts through words, numbers, symbols, and images. They present facts and clarify ideas in a way that is both attention-grabbing and easy to understand. Posters are designed to be simple and concise, making them easy to remember and comprehend (Megawati, 2017). Therefore, posters are needed to attract student's attention to the media and facilitate the use of flannel board media.

The validation process by learning experts was carried out by Mrs. Yas Arini, an active teacher who teaches Grade IV at MI Roudlotul Ulum. The table summarizing the validation results is presented below:

**Table 5. Learning Validation Results**

No	Questions	Score	Max. Score	Grade	Degree of Validity
1	Learning media developed by learning objectives	4	5	80	Valid
2	Learning media and instructions for use are easy to understand	5	5	100	Very Valid

3	Learning media can increase students' learning motivation	5	5	100	Very Valid
4	Learning media can help students practice speaking skills	5	5	100	Very Valid
5	Learning media according to student characteristics	4	5	80	Valid
6	Learning media by the need to learn speaking skills	5	5	100	Very Valid
7	The instructions used on the media are easy for users to understand	5	5	100	Very Valid
8	Learning media can provide opportunities for students to learn independently	5	5	100	Very Valid
9	Media can be used in individual or group learning	5	5	100	Very Valid
10	Learning media can add variety to the way educators teach speaking skills	5	5	100	Very Valid
<b>Final Score (P)</b>		<b>48</b>	<b>50</b>	<b>96</b>	<b>Very Valid</b>

The learning expert's validation process of the flannel board doll media design resulted in a score of 96, which means that the design is considered very valid. As a result, there is no need for any revision, but it is still important to consider the feedback and suggestions given by the validator.

The learning expert validator advised to pay attention to using voice during the learning process as it greatly affects the classroom environment. In particular, a loud and clear voice should be considered when teaching speaking skills. Voice is a non-linguistic factor that affects the clarity of the information conveyed, and it is crucial in creating an effective learning atmosphere. (Nurhayati & Bissalam, 2020). Therefore, a loud voice is necessary for this flannel board medium.

### C. Results and Analysis of Students Responses to Flannel Board Doll Media

While implementing flannel board doll media, 23 grade IV students from MI Roudlotul Ulum were given a questionnaire to assess their response to the media. The results indicated a positive response from the students, with an average score of 91.99%. This shows that the media was effective and engaging for the students. The table below presents the summarized results of the student response questionnaire:

**Table 6. Students' Response to the Media**

No	Questions	Percentage Skor	Criteria
1	Flannel board doll media adds enthusiasm for learning	97,39%	Very Positive
2	Flannel board doll media display attracts learning interest	89,56%	Very Positive
3	Flannel board puppet media helps students in practicing Indonesian speaking skills	90,43%	Very Positive

4	The flannel board puppet media is easy for students to understand	87,82%	Very Positive
5	The flannel board doll media is easy for students to use	94,78%	Very Positive
<b>Average</b>		<b>91,99%</b>	<b>Very Positive</b>

Learning media is a prop used by teachers to present information/messages in learning. (Susilana Rudi, 2007). To make learning more engaging, learning media should be designed to pique students' interest and enthusiasm. In order to evaluate the effectiveness of the flannel board media developed in this study, the researchers administered a questionnaire to the students. The goal was to understand their response to the media. Below is an analysis of the student's responses to the media:

The analysis of students' responses to the flannel board doll media revealed that 97.39% of the students agreed that the media increased their enthusiasm for learning, indicating a very positive response. This increase in enthusiasm was seen quantitatively through the percentage of scores obtained and qualitatively through interviews with the class teacher. The teacher reported that during the learning process, the students appeared enthusiastic about taking turns telling stories using the flannel board doll media in front of the class. Thus, it can be concluded that the flannel board doll media effectively increased the enthusiasm of the grade IV students at MI Roudlotul Ulum for learning Indonesian speaking skills, particularly regarding story-telling.

According to the statement, using flannel board doll media can increase students' interest in learning, as evidenced by a score of 89.56% with highly positive criteria. Interviews with fourth-grade teachers also revealed that students showed great interest in the various components of the media and were curious about its function in the learning process. Additionally, the media's attractive design, which includes various supporting components, further enhances its appeal to students. Therefore, it can be inferred that using flannel board doll media effectively stimulates students' interest in learning at MI Roudlotul Ulum in fourth grade.

According to the statement, utilizing flannel board doll media can aid in developing Indonesian speaking skills among students, as demonstrated by a high positive score of 90.43%. The interviews with class teachers corroborate this finding, revealing that before using flannel board media, students were reluctant to share stories in front of the class. However, after introducing flannel board doll media, students became more enthusiastic and willing to share their stories using this medium. In light of this evidence, it can be inferred that using flannel board doll media can effectively enhance the Indonesian speaking skills of fourth-grade students at MI Roudlotul Ulum.

The statement indicates that flannel board doll media is easily comprehensible for students, as evidenced by a high score of 87.82% with very positive criteria. This claim is supported by the feedback from a class IV teacher, who mentioned that the media comes with instruction cards and guidelines that make it easier for students to understand. Additionally, the flannel board doll media is developed by considering the topics covered in the students' theme books, making it even more accessible for them. Based on this information, it can be concluded that flannel board doll media is a medium that is easy for students to comprehend.

The statement reveals that flannel board doll media is straightforward and convenient for students, with a high score of 94.78% and very positive criteria. Furthermore, 74% of students strongly agreed that the media was easy to use. The flannel board doll media comprises simple tools that are easy for students to manipulate. Additionally, the media includes supporting elements, such as instruction cards, usage guides, and posters, that further facilitate its operation by students. Considering these facts, it can be inferred that flannel board doll media is an effective and user-friendly medium for practicing speaking skills in a learning environment.

The use of flannel board media has the potential to offer a new perspective on learning at MI Roudlotul Ulum. Learning can be more enjoyable by incorporating instructional media like a flannel board. The learning environment, which previously solely relied on textbooks and worksheets, becomes more engaging and less monotonous through a flannel board.

## CONCLUSION

In conclusion, the development of flannel board doll media for Indonesian speaking skills at MI Roudlotul Ulum was conducted using the ADDIE model, which consists of five stages. The analysis phase involved problem identification needs analysis and a pre-field process to determine student skills. During the design phase, the materials and media design were specified. Subsequently, the media was developed into a product following consultations with supervisors and validation from experts in relevant fields. The media underwent expert validation, scoring 90 for material experts, 90 for media design experts, and 96 for learning experts. The implementation phase involved testing the developed media on grade 4 Indonesian learning at MI Roudlotul Ulum. Lastly, the evaluation stage involved identifying and correcting any flaws in the media during development and evaluating the media based on trial results. The trial results indicated that the response from MI Roudlotul Ulum grade IV students to flannel board doll media as a medium for practicing Indonesian speaking skills was highly positive, with a questionnaire result score of 91.99%. By using a flannel board, learning becomes more enjoyable and less monotonous.

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