

# The Development Of Hand Puppet As A Creative Media To Improve Speaking Skills For Students In Class V Sd.Rk.No.1 Sibolga

Netty<sup>1</sup>,\_Abdurahman A<sup>2</sup>, Elly P<sup>3</sup>

{nettnip@yahoo.com}

Postgraduate Program, Universitas Negeri Medan, Jalan Williem Iskandar Pasar V Medan Estate, Medan  
20221, North Sumatera, Indonesia<sup>1,2,3</sup>

**Abstract.** The development of this hand puppet media aims to improve students' speaking skills. students are actively involved in using hand puppets by presenting the text they have been working on. The research subjects were 30 students of class V B SD.RK No 1 Sibolga. This media development trial was carried out using the Steady method (five-stage method) which was modified from the results of the Borg and Gall design which included (1) Preliminary Research Phase, (2) Model Development Phase, (3) Model Validation Phase, and (4) Effectiveness Test Phase, and (5) Dissemination Phase. In the interview process with the fifth grade Indonesian language teacher, it was found that learning activities to achieve students' speaking skills based on KD 4.3 are usually carried out using the discussion method. Then one of them conveys the results of the discussion by reading. This method does not support the participation of all students in speaking, only active students will advance. This happens because of the lack of concrete media that involves all students playing an individual role. So the purpose of this development research is to develop hand puppets as creative media to improve students' speaking skills based on the validity and practicality of the media. Product validity can be seen from the results of the approval given by media experts through a validation process where the score obtained is 80% with a valid category, and the results of material validation get a score of 92% in the very good category, and the results of media validation with a score of 88.9% while practicality data is known from the increase in the percentage of students from 68.7% pretest results to 81% posttest results. From the results obtained both from the results of validity and practicality, the hand puppet media can be said to be a creative medium and suitable to be used as a learning medium to improve students' speaking skills.

**Keywords:** Media development, Hand Puppets, Speaking skills.

## 1 Introduction

Advances in technology today make children more busy using gadgets than interacting with other people, including their peers. This makes children less able to communicate with those around them. Communication is an interaction process that involves two or more people in sending and receiving messages (Alo Liliwari, 2017). Lack of communication can impact on speaking skills. It is the teacher's job at school how students can communicate with speaking skills. According to TW. Solchan (2020) the essence of speaking is the expression of one's thoughts and feelings in the form of language sounds. while Supriyana (2019) concludes that a person's level of speaking proficiency is seen from his level of understanding of the language. The more often students express their opinions, the better they are at speaking and have the confidence to communicate with their peers. These speaking skills are obtained from the educational path that teaches the use of standard language and exercises (Subhyani et al, 2018).

In the 2013 Curriculum, speaking skills are abilities that must be achieved by fifth grade elementary school students. Basic Competence 3.4 is to analyze the information conveyed by advertisement exposure from print or electronic media and Basic Competence 4.4 is to re-enact the information conveyed by advertisement exposure from print or electronic media in spoken, written and visual language. Students first make a summary of the existing text then students explain or explain the summary results using effective sentences in front of the class. These two basic competencies show that there is a relationship between listening and speaking skills. However, it is generally easier for students to write than to speak, meaning that students' speaking skills are still lacking.

Developing speaking skills cannot only depend on the activeness of the teacher but students must be actively involved in learning activities and give them the experience of speaking themselves. This means that students learn by experiencing the learning process themselves. Therefore, the development of speaking skills requires a method that requires the active participation of students. In this case the researcher uses a presentation method using hand puppet media. The development of learning media using hand puppets has a positive influence on students that hand puppets have a special attraction for students, (Dhieni 2011). Hand puppet media is an alternative to foster students' interest and interest in speaking. Tompkins and Hoskisson (Siti Mariana, 2014: 47) revealed that simple dolls can provide opportunities for children to develop creativity and dramatic skills.

Learning with hand puppet media makes students not bored and gain real experience during the learning process. In addition, making hand puppet media is very easy and simple, so teachers don't need to have trouble finding this media. This is in line with the opinion of Daryanto (2013: 33) which states the advantages of hand puppet media, namely: 1) efficient in terms of time, place, cost, and preparation; 2) does not require complex skills; 3) can develop children's imagination and activities in a happy atmosphere. Using media is one way to improve the learning process that is fun and has a positive impact on students. Students get all-time learning outcomes (Saragin, 2018). Hand puppet media is used as a creative medium in Indonesian language learning. Students are actively involved in performing or presenting, describing the content of the lesson in turns so

that they can achieve the KD 4.4 objectives, namely (a) practicing oral expression skills, (b) training self-confidence, (c) developing fantasy and imagination, and (d) fostering and developing attitudes, as well as good behavior. With the media of hand puppets, the level of speaking skills is getting better. The level of intellectual, emotional and spiritual intelligence of children develops because without realizing it, children will get used to memorizing and dare to appear in front of others.

Hand puppet media is a creative medium for teachers. The formulation of the problem is formulated as follows:

How is the process of developing hand puppet media as a creative medium to improve students' speaking skills?

How can the validation results of developing hand puppets improve students' speaking skills?

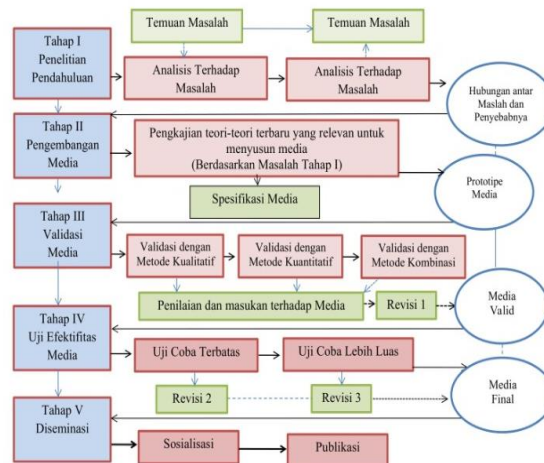
How is the effectiveness of hand puppet media as a creative medium in learning to improve students' speaking skills?

With the aim based on the formulation of the problem, namely to describe the process of developing hand puppets to improve students' speaking skills. Knowing the results of the validation of the development of hand puppet media to improve students' speaking skills. Knowing the effectiveness of developing hand puppet media to improve students' speaking skills.

The benefits of developing this media are addressed to several parties, specifically to the school, which is divided into three interests, namely Benefits for Students 1). The use of hand puppet media can improve students' memorization. 2). The use of hand puppet media can increase the interest and enthusiasm of students to speak fluently and confidently. 3). Students are able to use hand puppet media both at school and at home (if any). Benefits for teachers 1) The results of this development provide motivation in using appropriate media to improve students' speaking skills. 2) Provide new experiences that there are many methods to improve students' speaking skills 3). That by using the media learning activities will be more lively and enthusiastic. The benefits for schools are used as a basis for consideration to complete learning facilities and infrastructure in supporting the quality of student learning outcomes.

## **2. Research Methods**

This study uses the Five-Stage Model (Stable) which is modified from the Borg and Gall design, namely the R&D model without reducing the existing one but having differences in the research stages to produce certain products and test the effectiveness of the product. This study focuses on students' speaking skills using hand puppet learning media. Development research serves to develop products, namely creating new products that have never existed before at SD.RK.No.1 namely hand puppet media devices and learning modules. The research stages were carried out according to the Mantap model developed by Sumarni and two other colleagues.



**Fig. 1.** Learning media development procedure

#### Phase I : Preliminary Research

Exploring research problems and limiting problems through analysis of the level of urgency and feasibility of problems to be researched. Finding the causes of problems, analyzing the relationship between problems and causes and analyzing the needs of the object of research.

#### Phase II: Product Development

Review relevant media to solve problems by creating new products or developing existing ones. Based on this analysis, the product structure is formulated according to the needs of the object.

#### Phase III: Conduct Product Validation Test

Testing the feasibility of the product qualitatively, quantitatively, or both. Qualitative product validation tests can be carried out through Expert Assessment with the Delphi technique, namely sending media concepts to one expert/expert for input.

#### Stage IV: Conduct Product Effectiveness Test

Conduct product trials both quantitatively and qualitatively. To get more comprehensive results, the research method used is the mixed method with limited group product trials. The determination of the trial subjects was selected by being controlled by the research objectives.

#### Stage V: Dissemination

Socializing and disseminating finished products. The results of the study strengthen the assumptions that have been there before with scientific analysis. The results of media research and development are disseminated so that many parties can take advantage of the products of the media development. Dissemination is done by:

Writing articles in national and international scientific journals and

Publish a book.

The research was conducted in SD.RK.No 1 class V B as the research subject because apart from being close to the researcher, hand puppet media did not yet exist in the school. The research was conducted using quantitative methods to obtain accurate data based on the responses given by both students as subjects and validators. The data used are in the form of 1). The student questionnaire contains statements related to the use of media. 2). Expert validation team questionnaire; questionnaire sheet to obtain assessment data from media experts and material experts, product design experts. Assessment is adjusted between media, materials and learning products.

Data analysis is based on the value of students' speaking skills practice, student responses, validation of the feasibility of the content of the material and validation of media feasibility by expert validators. The data were analyzed descriptively quantitatively, namely calculating the percentage of indicators for each category in the developed learning media, with the formula:

$$\text{"Percentage score"} = \frac{\text{"Number of indicators per category"}}{\text{"Number of category total indicators"}} \times 100\% \quad (1)$$

(1)

From the results of calculations using the formula above, a number is produced in the form of a percent. The score classification is then converted into a classification in the form of a percentage (Sugiyono, 2017:352), then interpreted with qualitative sentences, according to the table below:

**Table 1** Percentage of Indicator Compliance Criteria

Score	Interval Percentage	Criteria
A	$81\% \leq X < 100\%$	Very Good
B	$61\% \leq X < 80\%$	Good
C	$41\% \leq X < 60\%$	Average
D	$21\% \leq X < 40\%$	Poor
E	$0\% \leq X < 20\%$	Very Poor

Which is made in the form of a Likert scale that has been given a score as in the table below;

**Table 2** Answer Criteria for Validation Instruments

Types of Likert Scale and its Score

No.	Answer Criteria	Score
1	Very Good	4
2	Good	3
3	Average	2
4	Poor	1

### **3. Results and Discussion**

#### 1. Development of Hand Puppet Media to improve Students' Speaking Skills

##### a. Hand Puppet Media Development Process

The making of hand puppet media in this study is different from hand puppets in general. The basic materials are selected from soft materials, forming a pattern and sewing the pattern as the clothes used. The location of the development of this hand puppet product is to have costumes that can be replaced as desired so that the media is not only more cost-effective but also does not make you bored. On the head and clothes are glued so that the clothes stick to the head.





The stages of making puppet learning media are as follows:

Doll's head: The head is separated from the doll's body

Forming a dress pattern: Determining the size of the clothes according to the size of the doll's head so that there is harmony between the size of the head and the clothes that will be worn on the doll. For the selection of shirt materials, skirts and pants are adjusted to the applicable school uniform or tailored to the needs.

The pattern of the clothes is sewn like the clothes of school children in general

**Table 3** The Steps for making hand puppets

Process Description	Picture	Exp
<p>The head of the doll is shaped according to the needs. The adhesive cloth is sewn around the neck of the doll</p>		
<p>The fabric is shaped according to the doll's clothes pattern</p>		
<p>The pattern of the shirt is sewn using adhesive on the neck of the shirt.</p>		
<p>The clothes that are ready to wear are attached to the neck of the doll.</p>		

b. Teaching Material Development Process

This study focuses on students' speaking skills based on Basic Competence 3.4, namely analyzing information conveyed by advertisement exposures from print or electronic media and Basic Competence 4.4, namely re-enacting information conveyed by advertisement exposures from print or electronic media in spoken, written and visual language. The teaching materials in the student book 5i Thematic Integrated Themes of **Objects in Our Circumstances** from the publisher

Erlangga that in KD 4.4 are Demonstrating information using spoken language and Competency Indicators in 4.4.1 are presenting information conveyed using spoken language.

The learning design carried out in the students' speaking skills learning activities is as follows :

The first meeting

The teacher conveys material about speaking skills. The teacher conveys what needs to be considered when practicing speaking skills in presentation activities, namely paying attention to speech (vocals), voice, expression, appearance, appreciation in accordance with the assessment of speaking skills based on linguistic factors.

Second meeting

The teacher presents promotional materials for making advertisements by paying attention to the elements of advertising. Students are given the opportunity to make advertisements, namely the promotion of the school where they have studied for five years. In making advertisements, you can use tools in the form of images related to schools.

Third Meeting

Carry out direct learning according to the Learning Implementation Plan as follows :

Initial Activity

The teacher opens the lesson by greeting and the teacher appoints one student to lead the prayer together, one of the students cleans the blackboard before the lesson begins.

Student attendance. The teacher checks student attendance.

The teacher triggers students' curiosity about the learning objectives.

The teacher explains the learning objectives, motivates students to be actively involved in the learning process.

c. Core Activities

The teacher introduces the hand puppet media to the students.

The teacher tells students about the signs in playing hand puppets before students try them, namely how to play the dolls must be right not to let go, the story is told enough, intonation must be considered, timing and speaking skills in storytelling need to be considered.

The teacher explains how to use hand puppet media and gives an example of how to use hand puppet media with storytelling material, namely by inserting the palm of the hand into the doll and then the fingers can be used to support the movement of the hands and head of the doll.

The teacher invites students to use hand puppets to present the promotional advertisements that they have done. During the presentation, the other students paid attention to their friend's



presentation, then followed by a question and answer session with the presenting student. The teacher gives freedom of time during the presentation so that students do not rush to convey their promotional exposure.

The teacher makes an assessment of the students who are presenting.

The teacher gives feedback to the students who have made their presentation

#### d. End Activities

The teacher provides reinforcement and brief explanations and conclusions and holds questions and answers to all students to determine the level of development and increase in students' knowledge and understanding of advertising.

The teacher asks one of the students to conclude the lesson and give a reward for the student who makes a good presentation.

### 2. Validation of Hand Puppet Development as a Creative Media

Validation is carried out by experts using validation instruments and revising some points that need to be improved. Based on the questionnaire given, the validation results are as follows 1) the results of the validation carried out by media experts on the developed design were obtained with a percentage of 98.07% with very good criteria (VGB). 2) the results of the validation carried out by learning materials experts as the first validators of the product design developed obtained a score of 144 and a percentage of 92.3% with very good criteria (VGB), 3) the results of the validation carried out by design experts on the developed designs were obtained by the total score is 94 with a percentage of 92.5% with very good criteria (VGB).

### 3. Test the effectiveness of Hand Puppets as Creative Media

The effectiveness of learning hand puppets as creative media is known through learning outcomes tests. The form of test used to test the effectiveness of hand puppet learning media as a creative medium is an essay test. The essay test was taken in two stages, namely pretest (before) and posttest (after) using hand puppets. The purpose of the pretest was to determine the average initial ability of students before using hand puppet learning media as a creative medium in learning. While the posttest aims to determine the ability of students' speaking skills using hand puppets.

The effectiveness of the learning process without using hand puppets got a score of 2063 with an ideal score of 3000, while the effectiveness of the learning process using hand puppets got a score of 2430 with an ideal score of 3000. The difference between the pretest and posttest percentages was 12% with the posttest score better than the pretest. So, the contribution of the effectiveness of the use of hand puppets as creative media in the presentation text material is 12%. In conclusion, hand puppets as creative media in learning are more effective by 81% in the good category and the effectiveness of the lecture method by 68.7% in the less category. So hand puppets as creative

media are declared effective to be used as additional teaching materials for students in the text presentation material.

**Table 4** Summary of the Average Pretest and Posttest

No	Group	Score Averages	Difference
1	Before ( <i>Pretest</i> )	68,7	11.3
2	After ( <i>posttest</i> )	81	

The table above shows that the difference from pretest to posttest scores obtained is 12 with an average pretest of 68.7 on the "enough" criteria and an average posttest of 81 on the "good" criteria. it can be concluded that learning to use hand puppets as creative media can improve student learning outcomes in learning Indonesian, especially students' speaking skills.

From the results obtained, it can be concluded that hand puppets function as media that should be taken into account to involve students in speaking skills with presentation activities or explain texts so that students are more active in expressing learning content using hand puppet media, not only that students may be more interested to play it. With hand puppet media students can have speaking skills which he pours out by expressing during presentations according to the speaking method that students have learned.

Not only that, hand puppet media makes students enthusiastic about participating in learning and encourages students to be active in learning, makes students understand the material using hand puppet media, can make students work well in groups even though the class conditions and situations become very crowded but the class can still well controlled by the teacher. This is in line with the theory "the most important thing from using hand puppets in learning activities is that each student gains new experiences to improve speaking skills." (Gunarti, 2010:10). The development of learning media to achieve speaking skills using hand puppets has a positive influence on students that hand puppets have a special attraction for students. Learning with hand puppet media makes students not bored and gain real experience during the process.

## 4. Conclusion

### 1. Conclusions

Based on the description of the research results, conclusions can be drawn relating to the development of hand puppets as creative media for the fifth grade students of SD. RK. No. 1 Sibolga, conclusions obtained based on the formulation of the problem, research objectives, results, and discussion, can be described as follows:

Based on the results of the needs analysis obtained a score of 85% indicating that teachers and students need hand puppet media in the learning process. Media design to be appropriate media helps the effectiveness of learning with a score of 81%.

Based on the results of the distribution of learning media in the expanded trial, the total score was 4731 with a percentage of 81.5% with Good (B) criteria. So from the results of the motivation stated. Based on the results of the calculation of the questionnaire to see the motivation of students in the expanded trial of the development of hand puppets as creative media, the total score was 4731 with a percentage of 81.5% with criteria Good (B). So from the results of the motivation, it was stated that hand puppets were effective as a medium to improve students' speaking skills.

## 2 Suggestions

Learning outcomes of text exposure using hand puppets as creative media have been described at the conclusion of the research results of developing hand puppet media. Hand puppet media in learning is expected to be used in the learning process outside and inside the classroom to help students actualize themselves in learning materials. The research products in the form of hand puppets and teaching materials are expected to be used as a reference for research on the development of the next learning teaching materials. The results of this study are expected to be able to carry out further and in-depth research on learning text exposure, the need for collaboration between educational institutions because in this study it has limitations and needs to be followed up in the steps of this research by conducting the same study, but at different locations and schools. which can play a role in enriching and adding additional data on cases of educational institutions to be used as evaluation material.

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