DEVELOPING GLOVE AND FINGER PUPPETS AS MEDIA FOR TEACHING SPEAKING AT THE FIRST YEAR STUDENTS OF SMP DHARMA PANCASILA MEDAN

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DEVELOPING GLOVE AND FINGER PUPPETS AS MEDIA FOR TEACHING SPEAKING AT THE FIRST YEAR STUDENTS OF SMP DHARMA PANCASILA MEDAN

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ABSTRACT

Wulan Dari, Gadis. Registration Number: 2141121013. Developing Glove and Finger Puppets as Media for Teaching Speaking at the First Year Students of SMP Dharma Pancasila Medan. A Thesis. English Educational Program, State University of Medan, 2020.

This study aimed at identifying the students' needs of SMP Dharma Pancasila Medan in learning speaking using media that is glove and finger puppets. The nature of this study was Research and Development (R & D). The steps were conducting the needs analysis, planning, developing the media, obtaining the experts' judgments, revising and finally writing the final product glove and finger puppets. This study involved 24 students of the first year students of SMP Dharma Pancasila Medan as the research subjects. The instruments for collecting the data were questionnaires (needs analysis questionnaire and expert judgment questionnaires). The results of the needs analysis questionnaire were analyzed using percentage and the expert judgment were analyzed using descriptive statistics. Data got from the result of need analysis was being the basis in developing the product. The researcher was develop five puppets. All of the puppet was kind of animal: They are caterpillar, bee, ladybug, dragonfly, and butterfly. The puppet are use to help the students in describing animals. Then, based on the expert judgment, the media are appropriate for the first year students of junior high school. It was proved by the mean value of the appropriateness of the media is 3.6. It is categorized as "Very Good" as its positions is in the interval $3.28 < x < 4.03$.

Key words: *Teaching Media, Speaking Skill, Glove and Finger Puppets*

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INTRODUCTION

The Background of the Study

English has become one of the tools to connect people in communicating with each other from different places and languages as it is the international language that covers almost all of aspects in people's life. For that reason, mastering English is our need. The Indonesian government through the national education fulfill the English' need does decided to put English as a compulsory subject in teaching and learning process for kindergarten, primarily, secondary, senior and university students. As it is stated in PP No 10 & 19 2005, language learning is expected to develop four language skills namely writing, listening, reading and speaking. Those skills must be integrated (Depdikbud RI, 1994:1).

Speaking is one of the important skills to be mastered. Fulcher (2003) states that speaking is the verbal use of language to communicate with others. Through speaking, we can express our ideas and communicate with others. If we can speak English well, our communication will be better because the listener will understand what we talk about. Speaking is the skill that students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus teachers have a responsibility to prepare the students as much as possible to be able to speak English in the real life situations. The English teachers have to find the ways to teach this skill easily.

Although English is taught since Junior to Senior High School, in reality, many students are not able to perform English skills, especially speaking. This problems happened in SMP Dharma Pancasila Medan. Based on the researcher observation in SMP Dharma Pancasila Medan, the researcher found that some

students are not good in speaking English even in a simple conversations. The students were not able to express their ideas fluently. The students prefer to keep silent and fail to participate because they feel worried they will make mistakes. Students have low competency of speaking because the ways of teaching speaking are usually monotonous and still in traditional ways. Teacher just explains the materials from the textbook. The teacher is not able to use the technique that makes students interested in speaking. To overcome this problem, the teacher should have some interesting techniques to motivate the students in learning speaking in English. One of them is using the media.

Generally, media means all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. According to Sudjana (2001:64) the using of media is important to accelerate teaching and learning process and help student in comprehend material from teacher. Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them. Teacher may use puppet as one way to teach students in speaking subject. Puppet means the media which is made to show the character. We can say that puppet is an inanimate object or representational figure animated or manipulated. Puppet is a highly effective and dynamically creative means of exploring the richness of interpersonal communication (Sinclair: 1995:67). Based on Wright (1997:48), puppet is one of media to improve speaking. It can be used as a model especially performing in front of the class. This media is a good resource to develop students' abilities in speaking. Low & Matthew (2000:8) states that puppets can engages the student's attention, provide a context for conversation and promote purposeful

activity. Using the puppet as an alternative teaching media could be considered as the best approach to make the student interested in teaching learning process.

Considering the facts above, this research is intended to develop a media that is talking puppet for teaching English speaking skill to junior high school students. By using this media, it is hoped that the students can enjoy the teaching learning process and can improve their speaking skill in fun way.

REVIEW OF LITERATURE

Teaching Media

Edginton and Montgomery (1996: 10) states that media, the plural form of medium, is a way or means of expressing one's idea or of communicating with people or material used for particular purpose in order to produce a particular effect. Media is a tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting.

Depdiknas (2004, p. 13) stated that using a variety of the media can overcome students' boredom. So, the students will learn enthusiastically, they will enjoy the teaching learning activities and they can understand the lesson easily.The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand. According to Sudjana (2001:64) the function of teaching media in teaching and learning process as follows:

1) The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.

2) The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher

3) The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

By using a media, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. Teachers should make some strategies as well as medium to make the teaching-learning process be conducted well.

Puppet

Puppet is a kind of play thing for children. It is usually like a doll such as small figure of animals like monkey, dog, cat, and etc. Puppet could be used as an effective media to improve speaking. Puppet is an inanimate figure that is made to move by human effort for an audience (Baird, 1973, p.13). Puppets include in visual media because it is an imitation of real thing. It can be played as a model in front of the class. The definition of puppet based on Oxford Dictionary (1995), puppet is a small figure of a person or animal that can be move, for example by pulling strings attached to its limbs, or by putting one's hand inside it. Meanwhile, according to Peyton (2002), puppets are widely recognized for their beneficial influence on learning and social for all ages. It means that puppet language is unique in its ability to help teachers and children learn from one another.

Puppet as a media of teaching language is regarded as central elements of the approach because it can be used as media to attract the students interest in

learning language. The use of puppet have had dual purposes to improve teaching, and to permit teacher and students to interact based on the materials discussed in the class. By using this media the teacher will find many possibilities to enrich educational system.

One of the objectives of puppets used in language teaching is helping the students to understand meaning of word of something. Besides, by using puppets as tools, the students can hear, see, assume, and describe something directly. It provides opportunities for them to create and add variety of character, roles, and events. The use of puppets can encourage and support their participation in many language activities. Students who are reluctant to speak in group settings may participate in oral activities and increase confidence with the aid such as puppets.

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity in the building and operating puppets. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some types and methods of approach. According to Lewis (1973: 364) the commonly used puppets are hand puppets, glove and finger puppets, rod puppets, marionettes and shadow puppets. In this research one type of puppet will be used. The researcher used glove and finger puppet because it is relevant to the junior high school learning materials and it is easy to move because it is controlled by hand. Also, it can be easier to ask students to give responses and opinion because the students can see the object directly and they can touch it.

RESEARCH METHOD

The Design

This research applied Research and Development (R&D). Borg and Gall (2003:569) defined R & D as a development model which the findings of research are used to design new product and procedures. The step of doing this research followed the R&D cycles. It consisted of a cycle in which the product will be developed, field-tested, evaluated and refined until they meet specify criteria of effectiveness quality of similar standard.

The Data and Source of the Data

This research carried out the first year students of SMP Dharma Pancasila Medan which located in Jl. Dr. Mansyur Blok A No.71, Padang Bulan Medan Selayang. The class consists of 24 students in the odd semester. The data of this research are the results of the students' needs analysis and the result of expert judgment. The source of data are the students, and the validators.

The Instrument

The researcher get the data from questionnaire. There were two types of questionnaire used in this research i.e. the questionnaire for need analysis, the questionnaire for the expert judgment of media. Need analysis questionnaire aim to obtain the data about students' interest and the learners need. Then the result from the questionnaire was used as the guideline in designing puppet as a learning media. Expert Judgment Questionnaire was to know the experts' opinions and suggestions towards the media.

Research Procedures

Referring to the research procedure by Borg and Gall's research theory (2003), the researcher follow some steps to develop the media with some modifications which proposes 5 steps of R&D cycle, as follows:

1) Need analysis

Conducting needs analysis has aim to obtain information regarding to the target needs, learner needs, and learning needs. To get data about target needs, the researcher analyze through an analysis on English Curriculum for the first year students.

2) Planning

After getting the information about the students needs, the researcher used these results as a guideline in writing the course grid.

3) Developing media

In this stage, the media that is puppet was actually produced. Story boarding happened in this stage. Storyboarding was an activity in which the researcher designed the raw design of the product. This activity was necessary to make the product consistent and well organized.

4) Obtaining experts' judgment

The next step was obtaining the experts' judgment. The input and revisions from the experts applied to revise and validate the first draft.

5) Revise and developing final product

The next step after validating the first draft of the product, the product evaluated and revised considering collected data in experts' judgments. After that, the researcher developed the final product.

DATA ANALYSIS, FINDINGS AND DISCUSSION

Data Analysis

The findings covers the description aboutthe target needs, and the learning needs.

Target Needs

The description of the target needs can be classified as three parts i.e. necessities, lacks, and wants (Hutchinson and Waters, 1986).

Necessities are simply matters that targets have to know or achieve considering the situation in which the targets would be involved. Necessities for junior high school students have been defined in basic competences. In this study, the focus was on the descriptive text for the grade seven students of junior high school. The basic competence is 3.10 "*Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya",* and 4.13 "*Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*".

Lacks are the targets' gap between what they have already known (their current proficiency) and was to know (the target proficiency). The data shows that most participants (62.5%) were claimed that their english skill is in primary level. They think that their english is not good enough because they get any stumbling when they speak it because they mastered little vocabulary. However, only 2 persons in the classroom claimed that their english was in the intermediate level. It means the participants felt that their current proficiency in english is not good

enough and there are still rooms for improvement. The data above also shows that most of the participants (79.1%) have difficulties in speaking. It is accordance with the objectives of this study that was to develop teaching media that aims to make the students can enjoyed the teaching learning process and can improve their speaking skill.

Wants are the targets' needs in the learning seen from the targets' point of view. In short, these are what the targets want from the learning processes. From the observation, the researcher knew that from the learning processes the students wanted to improve their speaking skill. They wanted to be able to speak english even in the simple conversation.

Learning Needs

The description of the learning needs can be classified as five parts i.e. input, procedure, setting, teacher role, and learner role.

From the data, the researcher know that teacher usually use teaching media but never use puppet as the teaching media. The teaching media that commonly used by the teacher was software presentation (91.6%). The students claimed (87.5%) that this media can help them in order to understand the materials. Although the use of media was considered to help the learning process, the students want an inovation. They need a new media. Most of the students (95.8%) agreed to use new media. The next question was about kind of media that the targets want to use in speaking. The data showed that 50% targets wanted to use a props which is accordance with the materials being taught. It suited with the developed media i.e. glove and finger puppet that can help them in develop their speaking skill.

Next is the analysis of teacher role. Teacher role refers to the types of functions teachers are expected to fulfill. 70.8% of target wanted the teacher re-explained the materials and give more example if they had difficulties in the activities. The other students (25%) wanted the teacher re-explained the materials with the common language to make them clearly understand the materials. And only one person want her friends to help him. The last explanation is learner role. Learner role refers to what the learners need to do in the learning activities. 95.8% of the students strongly agreed that they wanted their peers to read, correct, review, and give feedback for their works. Finally, the results of the needs analysis above were used to develop the new media that is glove and finger puppet for the first year students of junior high school.

Findings

The data above use as basis for developing the media. The researcher was develop five puppets. All of the puppet was kind of animal. The puppets helped the students to describe the animal. The following are the pictures of the puppet:

Caterpillar Puppet

Bee Puppet

Ladybug Puppet

Dragonfly Puppet

Butterfly Puppet

Discussions

The expert judgment was the next stage of this study after the media was developed. Then the product was evaluated and validated by two experts, first is an English lecture of Universitas Negeri Medan and second is English teacher in SMP Dharma Pancasila. This stage was conducted to know whether the product was interesting, appropriate, and applicable for the first year students of SMP Dharma Pancasila Medan. To obtain the experts judgment data, the researcher distributed the questionnaires to the validator.

The items of the materials questionnaire were adapted from the standards of teaching media proposed by Nunan (2004), Graves (2000), Geisert & Futrell (1995), and Heinich,et al (1996). According to them, the media should be appropriate in some aspects, i.e.: goal, contribution, the attraction, and the ease of using the media. Therefore, the purpose of the questionnaire was to know how far the media have accomplished those standards. The result of expert judgements presented in the table below:

Table of The Result of Expert Judgment of Media

No.	Statements	Scores		Mean
		Expert 1	**Expert 2**	
1.	The developed media accomplish the learning objective that is to facilitate the students to communicate with each other.	3	4	3.5
2.	The media help students to develop speaking skill	4	4	4
3.	The media developed help students in understanding the material	3	3	3
4.	The media make students active in teaching and learning process	4	4	4
5.	The media is interesting and can catch students attention	4	3	3.5
6.	The colorful of the media is interesting	4	4	4
7.	The media are easy to be moved	4	3	3.5
8.	The media are easy to be operated	4	3	3.5
Total Score		30	28	29
Average Score		3.75	3.5	3.6

Table above showed us that the mean value of the appropriateness of the media is 3.6. It is categorized as "Very Good" as its positions is in the interval $3.28< x < 4.03$. It can be seen that in terms of goal of the media, the experts agreed that it is clear. It shows by the value 3.5 in those areas. The expert agreed that the media help students to develop speaking skill and understand the material being taught. Then, the expert also agreed that the media is attractive and interesting. The table above shows the agreement of the colorful of the media. Moreover the expert also believed that the media is easy to be moved an operated. It is shown by the values that reached 3.5.

Finally, the conclusion from the results above is that the media has reached the standards of good teaching and learning media.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Glove and finger puppets were aimed to help English teachers in teaching speaking skill to young learners in term descriptive text as the material. The process in developing the puppet was arranged in some steps. The steps include conducting needs analysis, designing the materials (first draft), getting expert judgment and writing the final draft.

Needs analysis was conducted through questionnaires. Based on the needs analysis the researcher concluded that the first year student of SMP Dharma Pancasila needed interesting media to facilitate them in learning English. Furthermore, young learner need appropriate learning media to help them in learning foreign language. As a result this research study developed glove and finger puppet media. The puppets were made from colorful flanel with some addition item such as eyes. There were five kinds puppets developed as media. All puppets are kinds of animal they are caterpillar, bee, ladybug, dragonfly, and butterfly. The puppet are use to help the students in describing animals.

After developing the media, obtaining expert judgement was the next stage. This stage was conducted to know whether the product was interesting, appropriate, and applicable for the first year students of SMP Dharma Pancasila Medan. The conclusion from the results of expert judgement is that the media has reached the standards of good teaching and learning media.

Suggestions

In accordance to the conclusion, the suggestions are proposed as the followings:

1. The English teacher can use talking puppet media to gain students attention and increase their motivation in learning English. But, the English teacher should be aware about the students' condition because teaching speaking with puppet media spend a lot of time. They should not make the students get bored. The English teacher can insert some jokes to attract students' attention while they are bored. English teachers have to teach the lesson in fun ways and use songs, games or learning media because the children need them. Young learners like to learn English in fun ways or when they enjoy the situation.

2. Other researchers are suggested to conduct other studies and develop new innovation of teaching media that can attract students' attentions increase their learning motivation.

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