

Developing Hand Puppet Video as Media for Teaching and Learning Speaking in Senior High School

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Abstract

The objectives of this study are to establish the model of hand puppet video for teaching and learning speaking in Senior High school that focused on narrative text, to discover the feasibility of hand puppet video for teaching and learning speaking, and to know the teacher's and student's responses toward the use of hand puppet video for teaching and learning speaking in senior high school. This study adapted Sugiyono's models that include some steps such as: analyzing potentials, problems, and solutions, Design and development, Experts Validation and revision, Teachers' and students' perception, evaluation and revision, and Final product and publication. The finding of this research showed that 1) the developed hand puppet video for teaching learning speaking covered three parts, they were; part 1 (introduction), part 2 (video), and part 3 (exercise) with additional setting features. Part 1 (introduction) consists of a description, material of the narrative text, how to play, and references, Part 2 (video) consists of the narrative stories video in the forms of legend and fable and Part 3 (exercise) in the form of Retelling the story with the student's own word. Furthermore, The Hand Puppet Video is also completed with three guidebooks they are for teachers, students, and the public users 2) The Model Hand Puppet Video was valid to be used as media for teaching and learning speaking in Senior High School, it was revealed by the validation average results from material experts 81, 3 % (very valid) and media experts 88.5% (Very Valid). 3) The teachers and Students showed very positive responses toward the developed product as it is proved by the average results of the questionnaire given to teachers= 87.2% (Very positive), and students' responses of 87.75% (Very Positive). Referring to the findings, it is suggested for the teachers and students to use the developed product as media for teaching and learning to speak of narrative text in senior high school.

Keywords: *hand puppet, video, speaking, research and development*

Introduction

Teaching and Learning other languages beside our mother tongue is a hard job both for teachers and students mainly in English Foreign Language circumstances (Alharbi, 2015). English is as a Foreign language learn by Indonesian students as a compulsory subject starting from eight grade until twelve grade at High School (Fauziyah, 2022). In learning English, the students must master 4 important skills they are speaking, listening, reading and writing

(Wulandari & Fadhilawati, 2019). From those four skills speaking is regarded the most important skill to learn. Speaking is an essential language skill to learn in learning English because the students could demonstrate their real proficiency through speaking in learning English (Zyoud, 2016). Furthermore, speaking itself is the most popular way for people to communicate with others for sharing thoughts, queries, and perhaps information (Kristiani & Pradnyadewi, 2021). Despite the importance of speaking to be mastered, there are many students in Indonesia who have a number of difficulties in learning speaking. The difficulties that students usually encounter when they are speaking in public are they feel shy and nervous. Besides, Students are lack of confidence in front of the class to respond to the teacher's questions. In addition, When the students are required to present something, they are nervous and can not use appropriate vocabulary and grammar in their speaking (Riswandi, 2016). Furthermore, Wulandari & Fadhilawati, (2019) argue that the factors that caused the students difficult to speak English involve lack of vocabulary, lack of grammar understanding and lack of ability to pronounce the word in English. Budiharso in (Fadhilawati, 2015) stated that the low speaking of the students was caused by some factors such as the students lack standard mastery in basic knowledge of vocabulary and grammar, besides that, their academic literacy, especially reading and writing were also lacking.

The difficulties of the students in learning English especially speaking of narrative text were encountered in some Senior High Schools in Blitar. Based on the researchers' observation to 2 senior high schools in Blitar they were SMAN Garum Blitar and SMAN I Sutojayan Blitar it was known that the students' speaking ability was unsatisfied and the students' achievement was below than the minimum mastery of the school (75.00) in which in SMAN I Garum was 56,63 and in SMAN I Sutojayan Blitar was 58.96 Moreover, based on the result of interview with English teachers and also students in those two schools, the researchers got information that they did not have appropriate and interesting media to support teaching learning process. The teaching learning process that usually done in those 2 schools were based on conventional method, the teachers only used LKS and guidebooks that was provided by the government. They did not use any interesting media such as video and also any kinds of application for learning speaking, after that the researchers asked them relating to their needs to improve speaking skill of the students, most of the teachers said that they want video for teaching narrative text and 1 teacher said she wants puppet for supporting the students retelling the stories, therefore we try to make a good decision to fulfill the needs by proposing hand-puppet video as media for learning speaking. Hand Puppets are awesome, fascinating, and fun media that can be implemented by educators in teaching and learning English, particularly in speaking (Toledo & Hoit, 2016). Hand puppet media are media that can be used by both teachers and students in learning activities, which are made of pieces of flannel, cotton, gloves, socks, and so on which are shaped or decorated in such a way that they can be displayed into various characters with their respective characters. respectively. Named hand puppets because the players, teachers, students, or parents are played by inserting their hands into the dolls (Sulianto et al., 2014). In addition, Puppet as a character of doll figure is

funny and fascinating which able to arouse students' motivation to release the idea, opinion, and feeling, and their ability to speak (Husna, 2016). Moreover, there are some advantages of using hand puppet such as 1) Efficient with time, place, cost, and preparation, 2) Does not require complex skills to use 3) Can develop students' imagination and activities in a happy atmosphere (Sulianto et al., 2014).

Based on the needs of the teachers and students in those two schools, the researchers conducted theoretical review especially related how to develop video and handpuppet. There were some previous studies which investigated the use of hand puppet video such as Mauludiyati & Setyaningsih, (2018) they found that hand puppet video was effective to enhance the students' Buddhist learning in Sekolah Minggu Budha. Prananta et al., (2017) revealed that the developed of hand puppets media based Digital Story Telling was valid and effective to be used in elementary school learning with the theme the diversity of our nation's cultures. Marthiasari et al., (2020) proved that the developed hand puppets characters hand puppets were valid as well as efficacious for role playing learning to enhance students' speaking skill at elementary school. Hanif & Prasko, (2018) reported that the use of hand-puppet was effective to increase the elementary school's knowledge about oral health. Moreover, Cahyani et al., (2022) argued that that hand puppet is effective to increase speaking skill in class V of MIN Gunung Rajak Lombok Timur. In addition Rosa, (2022) stated that hand puppet video show was effective to enhance the eight grade students' speaking skill at a Junior high school. lastly, Zakaria et al., (2022) revealed that the developed hand- puppet was valid and could increase the students' learning independence and speaking skill at an elementary school in Blitar. Most of the previous studies about reported about the effectiveness of using hand puppet in teaching learning in elementary school, and 1 in junior high school, although parts of them investigated about speaking but there is no research on developing hand puppet video for teaching speaking especially narrative text in Senior High School level so it can be a gap of this research.

Based on the needs of the teachers and students regarding media for teaching learning speaking especially narrative text, the strengths of Hand puppet video for teaching learning, and the results of previous researchs which revealed that hand puppet/ hand puppet video was effective to enhance teaching learning, and also the gap of the research in which there is very limit study on developing handpuppet video for teaching and learning speaking especially narrative text in Senior High School, therefore the researchers wanted to conduct a study under the title: Developing Hand Puppet Video as a Media for Teaching and Learning Speaking Skill of Narrative Text in Senior High School, specifically the researchers wanted to know how the the model of hand puppet video for teaching and learning speaking in Senior High school that focused on narrative text, How is the feasibility of hand puppet video for teaching and learning speaking of Narrative Text, and how are the teachers' and students' responses toward the use of hand puppet video for teaching and learning speaking of narrative text in senior high school.

Method

These researchers implemented a research and development (R&D) design for developing an appropriate media for teaching and learning speaking of narrative text at the senior high school level. In this research, the researchers adopted the frameworks of (Sugiyono, 2016) in developing the product which is simplified into 3 main stages 1) Finding Potential problem and solution, 2) design and development, and 3) Teachers' and Students' Responses and Finalizationpublication as described as follows:

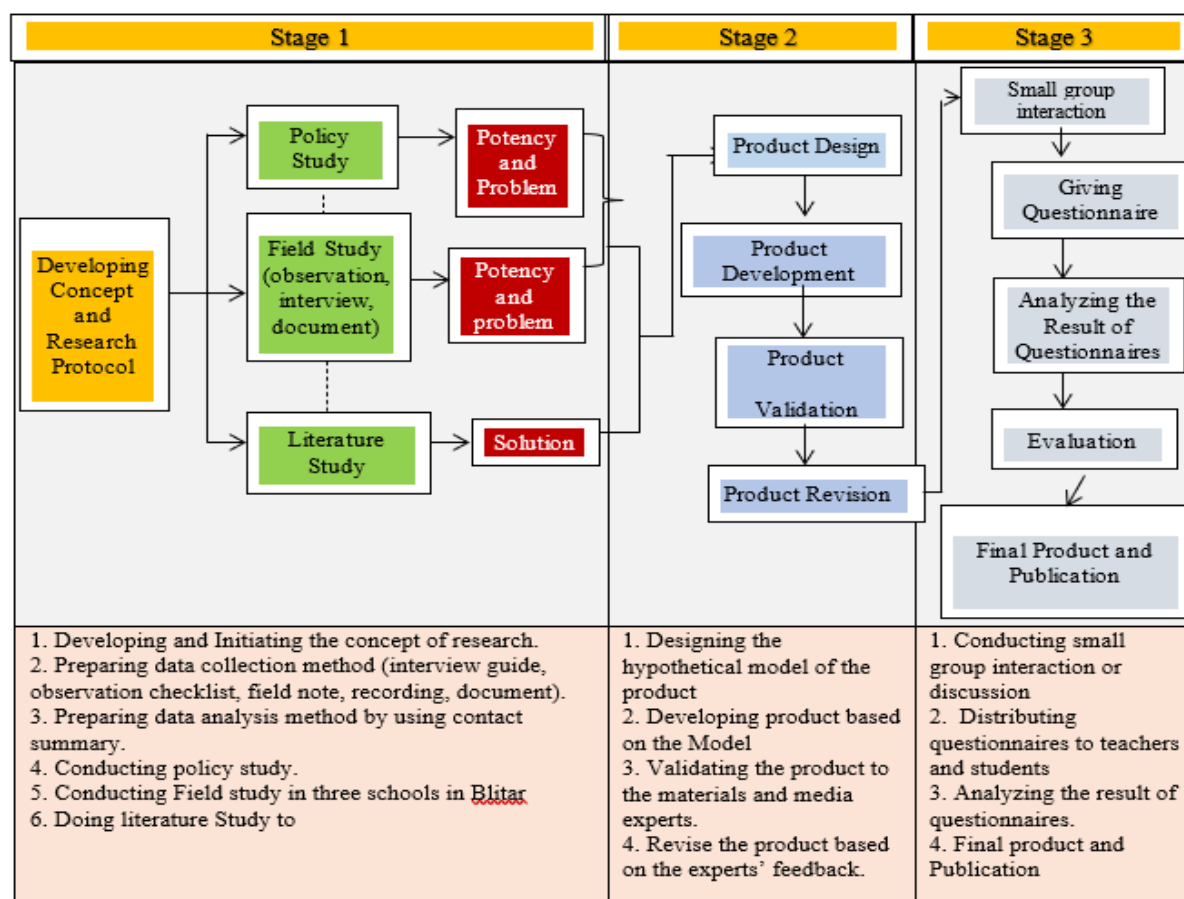


Figure 1: Research Framework of Developing Hand Puppet Video for Teaching and Learning Speaking of Narrative Text in Senior High School

Stage I (Finding of Potential and Problem and Solution)

In stage 1, the researchers conducted a policy study by using content analysis on 6 of January 2020. in this case, the researchers tried to understand and analyzed PERMENDIKBUD number 35 the year of 2020 amendments to the minister of culture and education's rules number 35 the year 2020, concerning curriculum 2013 of Secnior High School to graps the obligations in English instruction. Furthermore, on 7 of January 2020, the researchers learned the 2013 curriculum regarding the English materials of the tenth grades students in Senior high school. The next step, the researchers did a preliminary study in 2 Senior High Schools in Bitar to know the potencies and problems in English teaching and learning. The school where

the researchers conducted preliminary studies were SMAN 1 Garum Kabupaten Blitar (8 of January 2020) and SMAN Sutojoyan Kabupaten Blitar (6 February 2020). After conducting preliminary studies, the researchers did a theoretical study on 9-10 February 2020 by reading some previous research to discover the appropriate solutions to the challenges faced by the schools. Especially the theories related to the media for teaching and learning speaking especially hand puppet videos.

Stage II (designing Product and developing Product)

In stage 2, the researchers designed the product to assist the schools in puzzling out the problems by making a hypothetical model of a hand puppet video for teaching and learning to speak in Senior High School on 12 February 2020. After having a consultation about the product design with the supervisors, the researchers tried to develop the product based on the design that had been made on 17 February 2020. In this case, the product was developed based on the 2013 curriculum and the materials that the researchers took were narrative texts especially related to Legends from Indonesia. It is stated in Basic Competencies 3.8 and 4.8 of Curriculum 2013. After that, the researchers did validation and revision toward the product that had been developed. In this case, the researchers did validation to three material experts, they were: 1) Mr. AF from Universitas Islam Balitar, Mrs. EC from MA Trisula Ludoyo Kabupaten Blitar, and, and Mr. R from MA Trisulo Ludoyo kabupaten Blitar. Besides, the researchers also validated the product with 3 media experts they were 1) Mrs. MRA from Universitas Islam Balitar, 2) Mrs. YP from Universitas Islam Balitar and Mrs. AIN from SMAN 3 Kota Blitar., and 3) the d Moreover, the indicators of material validations include 4 criteria: 1) The Appropriateness of the materials with Basic Competence 3.8 and 4.8, 2) the materials' clarity, evaluation, and order 3) language use, and 4) benefits. Moreover, the indicators of media validation media include 3 criteria they were 1) Media shapes and Views of hand Puppet Videos, 2) Form and Display of Guide Books, and 3) Media usability and benefits languages. Moreover, the researchers analyzed the result of the experts' validation scores in the form of percentages. After determining the average score of media and material experts, the researchers consulted the result to the following score of interpretation in table 1 (Sugiyono, 2016) as follows:

Table 1. Validation Score Interpretation Criteria

Percentage	Description
81-100	Very Valid
61-80	Valid
41-60	Valid Enough
21-40	Less Valid
0-20	Not Valid

(Adapted from Sugiyono, 2016)

Stage 3 (Teachers' and students' responses and Finalization)

After the researchers validated the product to the 3 material experts and 3 media experts as well as revising it based on the experts' suggestions until it was valid to be applied for teaching and learning speaking of Narrative text in Senior junior high school, the researchers distributed the Questionnaire to the English teachers' and students' from SMAN I Garum Kabupaten Blitar, and SMAN I Sutojayan Blitar. But before that firstly, the researchers did small group discussion to introduce the product. In this case, the researchers gave a questionnaire to the 5 teachers and 20 students from three schools personally and online. The questionnaire consisted of 20 statements with 5 options provided, they were: 1) AA (Absolutely Agree) scored 5, 2) A (Agree) scored 4, 3) N (Neutral) scored 3, 4) D (Disagree), scored 2, and 5) AD (Absolutely Disagree) scored 1. The questionnaire result was in the form of percentages and consulted to the following criteria in table 2 to know the degree of the teachers' and students' responses.

Table 2. The Score of Questionnaire Interpretation Criteria

Percentage	Description
81 - 100	Very Good
61 - 80	Good
41 - 60	Good Enough
21 - 40	Less Good
0 - 20	Not Good

(Adapted from Sugiyono 2016)

The researchers assessed the results of the questionnaire's comments on which parts of the generated product wanted to be altered or enhanced after providing a questionnaire to the teachers and students to gain their reactions to the developed product. After that, the researchers converse with the advisors to gain advice on the work that would be published. The researchers created the final output after evaluating and revising it and represented it by the final model of the hand puppet video for teaching and learning the tenth grade speaking skill especially narrative text in senior high school. Lastly, the researchers created the actual products, which included videos (The legend of Sura and baya, The legend of Malin Kundang, The story of Tiger and Mousedeer, Hand Puppets (9 items) and manual guidelines for teachers and students. The researcher then published the work for a small number of Senior High schools in Blitar, in particular the schools where the researcher did research, they were: SMAN I Garum Blitar, and SMAN I Sutojayan Blitar.

Results

In this section, the researchers present the results of the research which consists of the result of the the model of hand puppet video for teaching and learning speaking in Senior High school that focused on narrative text, the result of the feasibility of hand puppet video for teaching and learning speaking, and the result of the teacher's and student's responses toward the use of hand puppet video for teaching and learning speaking of narrative text in senior high school.

The Result of the Hypothetical Model of Hand Puppet Video for Teaching and Learning

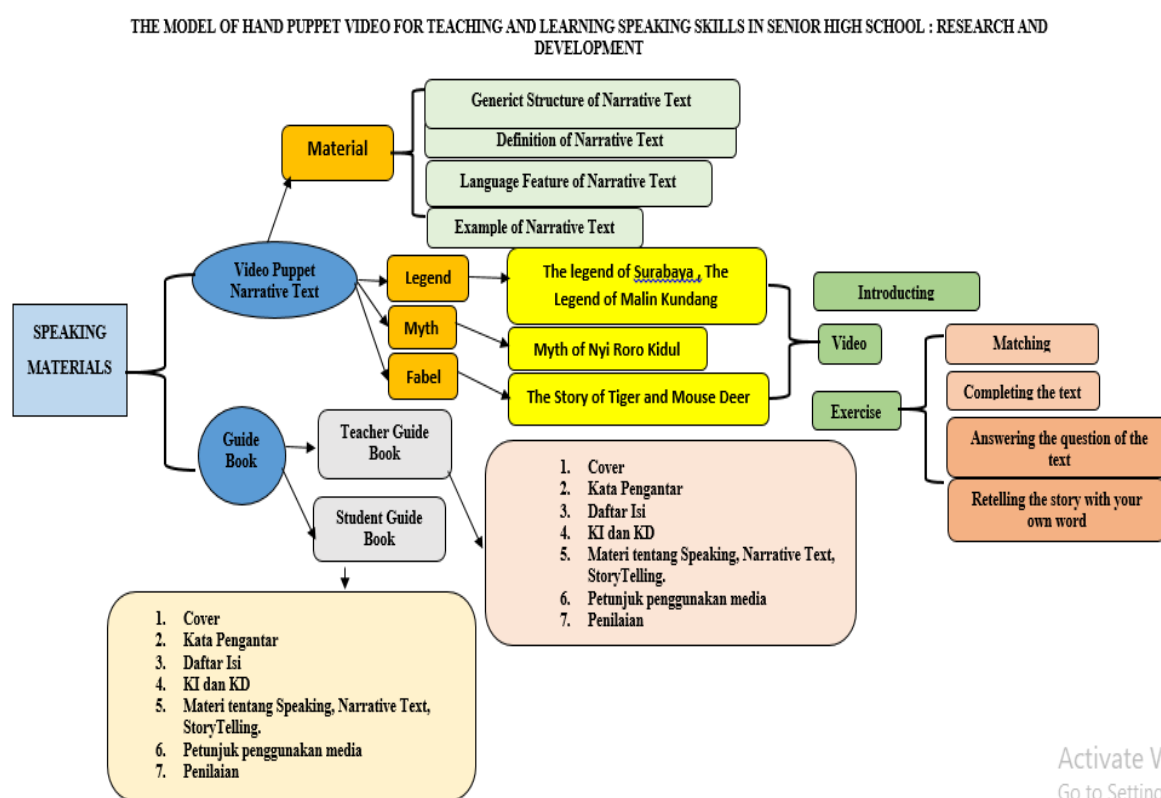


Figure 2. Hypothetical Model Of Hand Puppet Video For Teaching and Learning Speaking

The Final Model of Hand Puppet Video as a Media for Teaching And Learning Speaking Skills Media for the Tenth Grade Students Senior High School

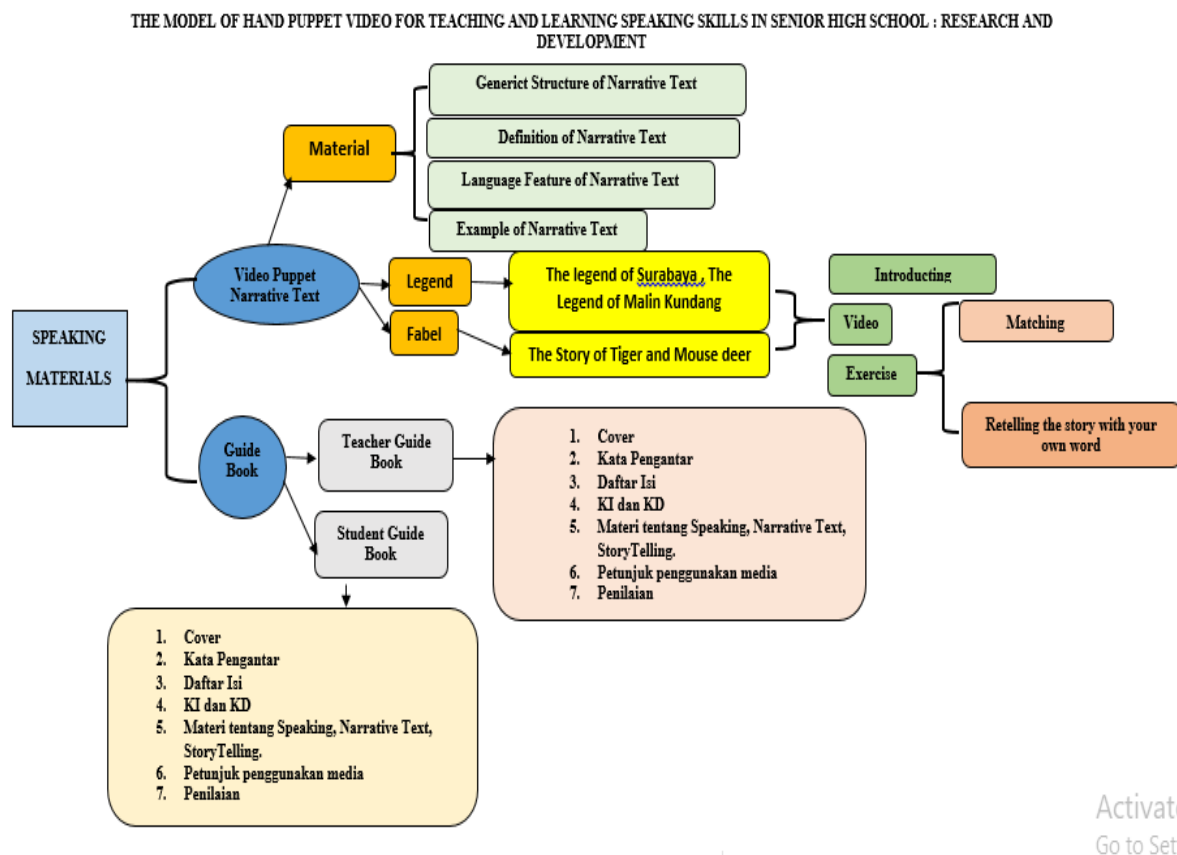


Figure 3. The Final Product of Hand Puppet Video as a Media for Teaching And Learning Speaking Skills for the Tenth Grade Students Senior High School

The product of Hand Puppet Video as a Media for Teaching and Learning Speaking Skills which divided into three parts, they were; part 1 (introduction), part 2 (video), and part 3 (exercise) with additional setting features. Part 1 (introduction) consists of a description, materi of narrative text, how to play, and references. Part 2 (video) consists of mp4 video visual media with a quality of 1280 x 720 pixels (720p), video size is not more than 100mb, the story theme takes from narrative text with Legend story Surabaya and Malin Kundang and story of Fabel Tiger and Mouse deer materials with each video, the characters in the video use hand puppets, equipped with subtitles. Part 3 (exercise) Watching and Retelling the story with your own word.

Furthermore, The Hand Puppet Video also completed with three guide books for teacher, a guide book for students and a guide book for public which consist of a cover page (title, level of education and semester, class, writer), preface, motto, table of content, part 1 introduction (description, materi of narrative text, how to play, and references), part 2 learning (story of legend Surabaya and Malin Kundang, and story of fabel Tiger and Mouse deer materials with each video), part 3 exercise (Watching and Retelling the story with your own word).

The Result of the Feasibility of Hand Puppet Video for Teaching and Learning Speaking

To gain the product validity, the researchers validated the materials of Hand Puppet video to the 3 experts of material and 3 experts of media to know whether the product was valid or not to be implemented as media for learning speaking especially narrative text in Senior High School. The process of validating the product was held on 24 of July 2020- 28 Juli 2020. The product was validated by 3 materials experts with the indicators: 1) The Appropriateness of the materials with Basic Competence 3.8 and 4.8, 2) the materials' clarity, evaluation, and order 3) language use, and 4) The average results from the 3 materials expert was indicating that the media was valid. Moreover, the indicators of media validation media include 3 criteria they were 1) Media shapes and Views of hand Puppet Videos, 2) Form and Display of Guide Books, and 3) Media usability and benefits languages. ^h 2020. The researcher gave the questionnaire directly and online to the 3 experts. The result was calculated based on the material experts and media showing that all material and questions were valid. The average of experts' validation showed in table 1 as follows

Table 3. The average experts' validation

No	Expert	Component	Σ Score	Percentage (%)	Criteria
1	Media Expert	Media	332	88.5%.	Very Valid
2	Material Expert	Content of English Material	183	81,3%.	Very Valid

From the table about we can infer that the developed product received a good assessment from the experts and the product can be applied as media for teaching learning process of speaking skill especially narrative text

The Result of The Teacher's and Student's Responses Toward the Use of Hand Puppet Video for Teaching and Learning Speaking in Senior High School

To find out how teachers and students perceive product use, researchers gave questionnaire to the 5 teachers and 20 students from the school where the researchers conducted research. Aspects of the questionnaire for teachers' responses include, (1) Teacher's Perception on Display, (2) Teacher's Perception on Material Presentation, and (3) Teacher's Perception on Benefits, while for students include, (1) Students' Perception on Display, (2) Students' Perceptions on Material Presentation, and (3) Students' Perception on Benefits. It was conducted on . To the teachers and students of the tenth grade. The results of teacher and student responses are shown in table 2 as follows.

Table 4. The average of teachers' and students' responses

No	Expert	Σ Score	Percentage (%)	Criteria
1	Teachers' Responses	523	87,20%	Very Good
2	Students' Responses	1404	87,75%	Very Good

From the table above, we can infer that the developed product received very good response either from teachers or students. It means the developed product was appropriate as media for teaching and learning speaking especially narrative text in Senior High School

Discussion

The researchers developed hand puppet video that completed with the guidebooks for teachers and students as an alternate media for teaching speaking skill, particularly narrative text in senior high school. The average score from validators of material was 81.30 % (very valid) and media 88.50% (very valid). Moreover. the developed product also gained positive responses from teachers 87.20 % (very good) , and students 87.75% (very good). Those results above might be caused by some factors such as the hand puppet that the researchers developed are suitable to the characters in the story, they are made from flanel, they are interesting, it is in line with Husna, (2016) who said that Puppet as a character of doll figure is funny and fascinating which able to arouse students' motivation to release the idea, opinion, and feeling, and their ability to speak. Furthermore, the materials in the hand puppet video were developed based on the 2013 Curriculum and the materials were organized from easy to difficult, therefore it is suitable to be used by the tenth- grade students in learning speaking especially narrative text. Moreover, the hand puppet video was completed by exercises that help the students to practice retelling stories based on the situation given. The size of video is not more than 100 mb , it is easy for the students to download and install their smartphone, because it does not need much space. Regarding hand puppet that the researchers developed they are very easy to use. All the students and teachers can use it without any obstacle, it is in agreement with Sulianto et al., (2014) who argue that hand puppet Does not require complex skills to use, Beside that the students will also retell story easily because by using hand puppet the students will be able to imagine the story well and having such kind of happy learning it is supports Sulianto et al., (2014) idea which say that hand puppet can develop students' imagination and activities in a happy atmosphere. Moreover the developed product was valid and appropriate to be used as an alternative media for teaching and learning speaking skill especially narrative text those results are in line with Marthiasari et al., (2020) who proved that the developed hand puppets characters hand puppets were valid as well as efficacious for role playing learning to enhance students' speaking skill, Furthermore those results also in line with Zakaria et al., (2022) who revealed that the developed hand- puppet was valid and could increase the students' learning independence and speaking skill at an elementary school

in Blitar. Furthermore, the developed products only covered 2 videos therefore, it is suggested for future researchers to cover more than that the researchers made.

Conclusion

Regarding the results presented previously, Hand Puppet video was valid and suitable as media in teaching and learning speaking especially narrative text to the tenth grade in 3 Senior High Schools in Blitar, it is suggested for English teachers especially the English teachers in Blitar use this product as an alternative media for teaching speaking especially narrative text, in addition, the students are suggested to learn narrative text especially in telling stories related fables and legends by using the developed products. Furthermore, for future researchers, it is suggested to use this research result as reference to conduct study on the use of hand puppet video to improve speaking skills by using another topic such as descriptive text or recount text or by applying research design such as classroom action research or experimental research.

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