

PROFESSION PUPPET BOARD AS INDONESIAN LANGUAGE LEARNING MEDIA TO DEVELOP STUDENTS' SPEAKING SKILLS

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ABSTRACT

This study aims to develop a learning media called "Profession Puppet Board" to improve students' speaking skills in the Indonesian language. Through performance analysis, students were identified as needing more varied learning resources and improved speaking skills. The material analysis focused on thematic learning about professions, and the media used consisted of plywood boards and puppets made of flannel fabric. The method of this study is RnD (research and development) method with the ADDIE model. The research sample consisted of 19 fourth-grade students from MI Roudlotul Ulum. The data collection techniques included questionnaires, observations, and documentation. The media product was validated and met the criteria for material expert, media design expert, and learning expert. The validation results showed that the material expert validator scored 90, the media design expert validator scored 90, and the learning validator scored 96. The resulting media includes easily accessible and user-friendly components that received a positive response from students with a rating of 87,3%. The use of the "Profession Puppet Board" in the speaking learning process was found to increase student engagement, provide visual and tactile aids, and create a supportive environment for students to practice their speaking skills.

Keywords: Profession Puppet Board, ADDIE, Speaking skills

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media pembelajaran yang bernama "Papan Boneka Profesi" untuk mengembangkan kemampuan berbicara siswa dalam Bahasa Indonesia. Melalui analisis kegiatan, para siswa membutuhkan sumber pembelajaran yang lebih bervariasi dan peningkatan kemampuan berbicara mereka. Materi difokuskan pada pembelajaran tematik tentang pekerjaan, dan media yang digunakan terdiri dari papan triplek dan boneka profesi yang terbuat dari kain flannel. Penelitian ini menggunakan metode penelitian RnD dengan model ADDIE. Sampel penelitian ini terdiri dari 19 siswa kelas IV MI Roudlotul Ulum. Teknik pengumpulan data meliputi angket, observasi, dan dokumentasi. Produk media dinyatakan valid dan memenuhi kriteria ahli materi, ahli desain media, dan ahli pembelajaran. Hasil validasi menunjukkan bahwa validasi ahli materi mendapatkan skor 90, validasi ahli desain media mendapatkan skor 90, dan validasi pembelajaran mendapatkan skor 96. Hasil dari penelitian ini yaitu media mudah digunakan dan memiliki komponen yang aman yang mendapatkan respon positif dari para siswa sebesar 87,3%. Papan boneka profesi dalam proses pembelajaran berbicara dapat menambah keaktifan siswa, menambah variasi media pembelajaran, dan mendukung siswa untuk meningkatkan kemampuan berbicara mereka.

Kata kunci: Papan Boneka Profesi, ADDIE, Kemampuan Berbicara

Introduction

In school, students are taught the Indonesian language as one of their subjects (Misnawati et al., 2022). Indonesian language learning is introduced in the curriculum at a young age with the aim of equipping students with the essential knowledge and skills to understand and use the language proficiently and precisely (Ahmad, 2017; Sari, 2017). Moreover, it is intended to develop students' communication skills (Ali, 2020). The Indonesian language acquisition process encompasses four crucial competencies: listening, speaking, reading, and writing (Muhsyanur et al., 2021) (Rizal, 2019).

The acquisition of speaking skills is essential for students to master (Faizah et al., 2020). These skills enable individuals to communicate their thoughts and ideas through verbal language, facilitating effective expression and conveying of information (Ratnasari & Zubaidah, 2019; Utami, 2016). Proficiency in speaking involves the ability to accurately articulate sounds and words to express one's emotions, ideas, and concepts (Fuadah, 2021; Tarigan, 2008). With consistent practice, one's speaking skills can improve, allowing for more effective communication of their thoughts and ideas (Faizah et al., 2020; Husna, 2021; Ibda, 2019). Therefore, regular practice is crucial to achieving fluency in speaking skills.

Speaking skills can be influenced by various factors, including linguistic and non-linguistic elements (Ani, 2018). Linguistic factors include elements such as pronunciation, grammar, sentence structure, and word choice, while non-linguistic factors include confidence, fluency, body language, and critical thinking (Dewanti, 2022). These factors need to be considered when teaching speaking skills through activities such as storytelling. Storytelling is an oral activity that aims to convey a message or information and can be supported by tools such as pictures or dolls (Kurnia, 2019). At the elementary school level, patience is required as many students may be hesitant to tell stories. Therefore, speaking skills learning activities through storytelling should consider elements such as voice, expression, appearance, and appreciation (R. V. K. Dwi, n.d.,). Additionally, media or props can also be used to support storytelling activities.

Storytelling is an oral activity that can be done with or without tools, aiming to convey a message or information, and even entertain with fairy tales (Agusriani et al., 2022; Khairunnisa & Aryanti, 2018). However, many elementary school students may lack the confidence to speak up during storytelling activities, requiring patience from the teacher (Lickona, 2012). To develop speaking skills through storytelling, it is essential to consider various elements such as vocal quality, expression, appearance, and appreciation, along with supportive media or props like pictures, paintings, or dolls (Khairunnisa & Aryanti, 2018; Pamuji & Setyami, 2021; Rusydiyah, 2020).

Researchers found that the students at MI Roudlotul Ulum had inadequate proficiency in speaking the Indonesian language, based on observations and interviews with a fourth-grade teacher. The lack of interaction among students during the learning process indicated their passivity and difficulty in expressing their ideas. The researchers attributed this to the limited use of media in the classroom, which still relied heavily on traditional tools like worksheets and textbooks. Additionally, the fourth-grade students had limited technological knowledge, as their exposure to technology was limited due to community influences.

Learning media refers to the instructional aids that teachers use to deliver information or messages through visual, audio, or audio-visual means (Mahnun, 2012; Sumiharsono & Hasanah, 2017; Susilana & C. R., 2007). The use of learning media offers various advantages (Kurniastuti & Prayogo, 2022; Puspitarini & Hanif, 2019), including: (1) making learning activities more engaging for students (Nurgiansah, 2022); (2) helping students understand the material more deeply as it becomes more meaningful (Lestari et al., 2021); (3) providing a more diverse and less monotonous approach to learning (R. R. V. K. Dewi et al., 2021); and (4) encouraging students to be more actively involved in the learning process (Adnyani & Agustiana, 2021; Kustandi, 2020).

Learning media offers various functions that can help students achieve their learning objectives. According to Levie and Lentz, learning media, particularly visual media, has four functions, which are: (1) attracting students' attention to learning (Sihotang et al., 2020); (2) evoking positive attitudes and emotions in students towards learning (Rahadini et al., 2019); (3) helping students understand and remember the information that has been delivered (Abdullah, 2017); and (4) accommodating slow and weak learners (Kustandi, 2020; Purba et al., 2020).

Levie and Lentz have identified four key functions of learning media, with a particular focus on visual media (Juliyana et al., 2022). These four functions include the ability to capture and maintain students' attention, as well as to stimulate their emotional and affective responses to learning, in order to increase their enthusiasm and motivation for the material. Additionally, learning media must have a cognitive function, meaning that it aids students in understanding and retaining information. Finally, learning media can have a compensatory function, which assists students who may struggle with the material due to cognitive or learning difficulties, as observed by (Kustandi, 2020) and (Purba et al., 2020). Overall, the use of learning media can be instrumental in helping students achieve their desired learning outcomes.

Sisca and Rachma conducted a study titled "Implementation of Finger Puppet Media in Developing Speaking Skills of Early Childhood Group B Children at TK Kosgoro Surabaya," which demonstrated that the application of finger puppet media helped teachers at TK Kosgoro to develop the speaking skills of young children. This was evidenced by the fact that almost all children had developed their speaking skills and only a few needed more guidance from the teacher in storytelling (Chrestiany & Hasibuan, 2018).

Another study was conducted by Erwin in 2015 titled "Development of Sock Puppet Learning Media to Improve Speaking Skills of Second Grade Elementary School Students." This study showed that students' speaking skills can be improved through the use of sock puppets as a learning media. Based on the research data, more than 70% of students had completed their learning with a score of more than 75. In terms of the analysis of the use of sock puppet media, it had a positive, effective, and efficient effect, that is, it improved children's skills in various aspects, such as listening, speaking, reading, and writing (Permana, 2015).

Another study was conducted by Nenden in 2018 titled "Development of Finger Puppet Media for Career Introduction for Lower Grade Elementary School Students at SD Muhammadiyah Wonokromo II." The results of this study showed that finger puppets are suitable for introducing career types to lower-grade students. This is evidenced by the validation results from material and media experts, which stated that this media received a good/feasible category with a score of 62 during validation with material experts and a very good/feasible category with a score of 143 during validation with media experts. In addition, this was also demonstrated by the results of initial trials, which obtained a percentage of 100% falling under the category of very good/feasible, the results of field trials, which obtained 99.3% falling under the category of very good/feasible, and the results of operational field trials, which obtained 100% with a very good and feasible category of use (Pramtiana, 2018).

Given the issues outlined above and previous research, the author undertook a study on the development of profession puppet board media as a medium for teaching speaking skills to fourth-grade students at MI Roudlotul Ulum. The development of the profession puppet board media considered the specific characteristics and requirements of the students at Madrasah Ibtidaiyah.

Many teachers may become outdated in their teaching methods when it comes to teaching speaking skills due to their limitations in media and experiences. To address this issue, the profession puppet board media was developed, complete with its components, including figure dolls that are adapted to the theme. The dolls aim to help students develop their ideas, promote creativity in storytelling, and stimulate their imaginations.

The objective of this study is two-fold: first, to present the process of developing the profession puppet board media, and second, to evaluate the students' response to this media as a tool for enhancing their speaking skills. The study's target audience is fourth-grade students at MI Roudlotul Ulum.

Method

This research is an RnD (Research and Development) study that adopts the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. In this study, the participants were 19 fourth-grade students from MI Roudlotul Ulum. The data were gathered through observation, interviews, questionnaires, and documentation during the development and learning process. Both qualitative and quantitative data analysis techniques were utilized to analyze the data. Qualitative data analysis was based on interviews and suggestions from validators, while quantitative data analysis included validation results and students' responses to the product's attractiveness. The media's validity was evaluated based on the criteria provided (Gitnita et al., 2018).

Result and Discussion

1. Analysis

The analysis phase is the initial phase before designing a profession puppet board media. In this phase, performance analysis, student analysis, material analysis, and learning objectives analysis are carried out. The analysis activities are carried out through interviews and observations with the aim of identifying the conditions and needs of students (Cahyadi, 2019).

a. Performance Analysis

The performance analysis activity is aimed at identifying the problems faced by educators and students in learning (Syaidah & Faizah, 2021). Based on observations and interviews at MI Roudlotul Ulum, several problems were identified, including: (1) students need other learning resources to understand the material during learning; (2) the availability of supporting media is still limited; (3) the teacher only uses worksheets in the learning process; (4) lack of creativity and limitations of the teacher in developing media; (5) lack of speaking skills and abilities of students.

b. Student Analysis

Student analysis includes initial knowledge, interests and talents in general, learning styles, language skills, and attitudes (Lubis, 2018). 19 students in grade IV MI Roudlotul Ulum aged between 8 and 9 years old and are in the concrete operational development phase. At this developmental phase, children cannot think abstractly, and they have the ability to think logically through concrete objects.

c. Material Analysis

Material analysis focuses on thematic learning of the Indonesian language subject about professions. Several professions are developed, namely: teacher, doctor, farmer, engineer, police, and fisherman. The materials used are plywood boards and profession puppet. In addition, there is a guidebook used to guide the use of profession puppet board media.

d. Learning Objectives Analysis

Learning objectives analysis is a necessary step to determine the skills or competencies that students need to have. This is intended so that the product created still refers to the learning objectives that students will achieve after using the development product in learning, including knowledge, attitudes, and skills. Based on the analyzed problems, a media that can improve students' speaking skills is needed. From these problems, the solution taken by the researcher is to develop a profession puppet board media as a learning media to train students' speaking skills.

2. Design Phase

In this phase, the developer designs the product by adjusting the results of the needs analysis and problem identification. Next, the researcher carries out two phases, namely compiling story material and designing the development product model. The developer chose a story with a theme of various occupations according to the needs of students and learning

objectives. Then, the researcher designs and determines the model of the media product, including the materials, shape, size, design, color, and how to use the product.

3. Development Phase

In this phase, the developer creates and arranges all media components into a whole media. At this phase, validation is also carried out to assess the validity of the media before it is applied to learning. In the next phase, namely the development phase, the researcher creates the media according to the design planned in the design phase. During the development process, validation is also carried out by material experts, media design experts, and learning experts. In the validation process, the profession puppet board media was deemed valid with a score of 90 from the material validator, a score of 90 from the media design expert validator, and a score of 96 from the learning expert validator.

The following data presents the validation results from material expert, media design expert, and learning expert validators:

a. Material Validation

Table 1. Results of Material Validation

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 competences	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	Profession Puppet Board media can help students practice speaking skills of storiette material	5	5	100	Very Valid
10	Profession Puppet Board media is an innovative media for learning speech skills Indonesian of storiette material	5	5	100	Very Valid
Final Score (P)		45	50	90	Very Valid

The validation of material experts yielded a score of 90 with a highly valid criterion. Therefore, the profession puppet board media material is considered valid and implementable.

b. Media Design Expert Validation

Table 2. Results of Media Design Expert Validation

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 safety to students	4	5	80	Valid
10	Easy of use of learning media	5	5	100	Very Valid
	Final Score (<i>P</i>)	45	50	90	Very Valid

Based on the validation results of the media design expert recapitulation, it obtained a score of 90 with a criterion of very valid. Therefore, the profession puppet board media design does not require revision and can be implemented.

c. Learning Expert Validation

Table 3. Results of Learning Expert Validation

No	Questions	Score	Max. Score	Grade	Degree of Validity
1	Learning media developed in accordance with 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 in accordance with the needs of learning 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
	Final Score (<i>P</i>)	48	50	96	Very Valid

Based on the validation recapitulation results, a value of 96 was obtained with a highly valid criterion for learning. Therefore, a profession puppet board media can be implemented in learning.

4. Implementation

In this phase, the developer implements/practices the profession puppet board media to fourth-grade students of MI Roudlotul Ulum.



Figure 1. Story Telling

Prior to the introduction of the media, as illustrated in the first image, a student appears to be hesitant and perplexed to discuss a profession. Additionally, some students urge and nudge each other to persuade their peer to move to the front. In the second image, a student takes the initiative and brings their friend to the front of the classroom. Ultimately, they both alternate in recounting their tale.



Figure 2. The developer offers motivation and instructions for utilizing the media

In the following phase, the use of the profession puppet board is presented to the students along with a demonstration. The profession puppet board kit comes with a guide book for easy use by anyone at any time. The instructor shares an example story that pertains to a particular occupation. Following this, each student takes turns telling their chosen puppet's story to the class, based on their chosen profession.



Figure 3. The developer tells a story about a teacher

The use of a profession puppet board media during the learning process resulted in students being more actively engaged and exhibiting greater enthusiasm, as indicated by the observation results. At the end of the activity, prizes were awarded, a group photo was taken of the students, development practitioners, and class teacher, and learning materials were provided to the school.



Picture 4. Student tells a story about a doctor

Figure 4. A picture taken with students, a developer, and a fourth-grade teacher

5. Evaluation

In this phase, the development process is evaluated by the developer through an assessment of the learning process (Widyastuti & Susiana, 2019). Additionally, the validation results and student feedback on the appeal of the product are analyzed. The degree of product appeal is measured through a questionnaire that is given to students after the product has been applied. The questionnaire consists of 7 items and employs a Likert scale with a range of 1-5. The subsequent table shows the data results of student responses on the product's attractiveness.

Table 4. Students' Response to the Media

No	Questions	Percentage Skor	Criteria
1	Profession puppet board media adds enthusiasm for learning	89%	Very positive
2	The display of profession puppet board media is attractive for learning purposes	80%	Very positive
3	Profession puppet board media helps students in practicing their Indonesian speaking skills.	86%	Very positive
4	Profession puppet board media is easily understood by students.	92%	Very positive
5	Profession puppet board media is easy to use by students	84%	Very positive
6	Profession puppet board media helps students in describing stories created by students	91%	Very positive
7	The learning atmosphere becomes more enjoyable because of the existence of Profession puppet board media.	87%	Very positive
Average		87%	Very positive

The table above shows that the profession puppet board media has an average attractiveness score of 87%, which falls into the highly attractive category. Therefore, it can be deduced that students are greatly attracted to this form of media.

Conclusion

Using the ADDIE model, the profession puppet board media was developed through five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, the problem was identified, and the students' needs and characteristics were analyzed. The design stage followed by designing the media according to the needs. In the development stage, the profession puppet board media was created and assembled in its entirety, followed

by a validation process that obtained a score of 90 from the material validator, 90 from the media design validator, and 96 from the learning validator. The implementation stage involved applying the profession puppet board media to the research subjects. The final stage was evaluation, which was conducted throughout the development process, analyzing the validation data and the attractiveness of the product. The profession puppet board media received an average score of 87% from the student response analysis, indicating that it is a highly attractive media for students. Thus, it can be concluded that the profession puppet board media is an engaging media for students.

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