

IMPROVING SPEAKING AND COMMUNICATION ABILITY USING PUPPET STAGE MEDIA IN PRESCHOOL

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DOI: 10.29313/ga:jpaud.v8i1.12413

Abstract

This research aims to determine the effectiveness of using learning media in the form of puppet stage media to improve speaking and communication skills in playgroup children. In general, the use of puppet stage media is used to improve children's language skills, but in this research, it is used as an effort to improve speaking and communication skills in students, especially playgroup children. This research is a quantitative research using observation methods. The subjects of this research were play group students with a total of 12 children. The results of the research show that there is an increase in students' speaking and communication skills after using puppet stage media. To determine the results of this research, researchers used a non-parametric test (Wilcoxon Test) with a pretest average of 7.08 and a posttest average of 18.17. The results of the analysis in this research are that there is an increase in speaking and communication skills after using puppet stage media in playgroup students.

Keywords: Puppet Stage Media; Speaking Skills; Communication.

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Received 25 November 2023. Accepted 07 Juni 2024. Published 15 Juni 2024.

INTRODUCTION

One of the most important components of life is education. Because humans cannot develop and can even be considered backward if they do not make education the foundation of their lives. (Ayu & Sweniti, 2020). Because the progress of a nation is reflected in the quality of education in that nation.

PAUD is an educational institution that seeks to guide children aged three to four years. At this age, children's sensitivity to objects around them matures. In PAUD learning, of course, some achievements must be realized. Learning outcomes in PAUD have objectives, including providing direction to educators so that they can find out which type of learning is suitable according to the child's development at that age, which must be by the learning achievements. is in preschool.

Learning outcomes (CP) are learning competencies that students must achieve at each stage. For PAUD CP, as a reference for learning in class. Meanwhile, project activities to strengthen the profile of Pancasila students do not need to refer to the CP, but can directly refer to the dimensions of the Pancasila student profile which are regulated in the decision of the Head of BSKAP regarding dimensions, elements, and sub-elements. Pancasila student profile. Self-paced course (Standard et al., 2022). Therefore, CP is used for in-class activities, while the Pancasila Student Profile dimensions are used for items that strengthen the Pancasila Student Profile. As a reference for classroom learning.

Speaking ability can be interpreted as a language skill that has developed in a child's life, where this is preceded by listening skills, and at that time the child begins to learn the ability to speak (Apriliana & Khotimah, n.d.) In children in their golden age, speaking skills are This is important because it makes it easier for individuals to communicate what they want to convey to friends or other people. Talking is not only about making sounds, but also about how children express their thoughts, express their opinions, and communicate what they want, such as answering questions given by their teacher.

After children can discuss their wishes and desires with their teacher, students will be involved in communication. The word communication comes from the Latin word "communicate", which means participating or informing. In the KBBI or Big Indonesian Dictionary, the word communicate comes from the word communication which means sending and receiving messages between two or more people so that the message being communicated is easy to understand. Based on this understanding, researchers can conclude that communication means that there is a good reciprocal relationship that occurs after someone gives and receives a message.

The results of observations carried out by researchers at PAUD An-Nur Ngaresrejo in Ngaresrejo village, Sukodono subdistrict, Sidoarjo district, showed that only 2 out of 12 students could speak and communicate. This situation can occur due to a lack of use of learning media as a bridge in improving students' abilities, especially in students' activeness in speaking and communicating. This attracted the attention of researchers to use learning media that already existed in the classroom but had never been used before. One of these media was a puppet stage media. A puppet stage is a learning medium that consists of a "stage" or place for performances of various forms of puppets such as animal puppets, human puppets, or puppets of other shapes and types.

What makes researchers interested in using puppet stage media to improve the abilities of PAUD An-Nur Ngaresrejo students is that apart from being more interesting and having a variety of puppet forms presented, teachers can also be creative about the stories that will be told to students according to the theme. or learning materials. So that communication and information can be conveyed well without the feeling of coercion felt by children when receiving material. This implements learning using puppet stage media very good for use in efforts to improve students' abilities. Previous research written by (Ayu & Sweniti, 2020) stated that the use of puppet stage media can improve children's social interaction skills because there is two-way communication between teachers and students. Another study written by (Apriliana & Khotimah, n.d) stated that improving the speaking skills of preschool children can be done by using learning media in the form of a puppet stage.

Based on the theoretical description, the discovery of problems through observations that have been made means that this research aims to determine the improvement in students' speaking and communication skills after using the puppet stage media at An-Nur Ngaresrejo PAUD.

METHODOLOGY

The research entitled The Effect of Using Puppet Stage Media to Improve Speaking and Communication Skills at An-Nur Ngaresrejo Preschool uses a quantitative type of research because it uses data processing in the form of statistics. This research uses a type of research with a control group or only uses one group as the research subject. O¹ is the observation made by the researcher, X is the provision of the action taken, and O² is the result of the action. The following is an overview of the research

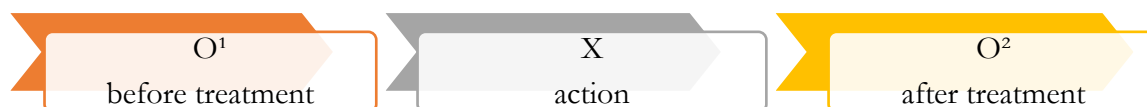


Figure 1. Research Design

The research sample used was PAUD An-Nur students totaling 12 children consisting of seven girls and five boys. The data collection technique in this research is observation and validation sheets from media experts and material experts. To determine the feasibility of providing learning media, researchers carried out validation tests on material experts and media experts and then calculated using a Likert scale. The data analysis technique used is data analysis using the Wilcoxon Match Pairs Test, where the technique is chosen according to the sample data used of less than 30.

RESULTS AND DISCUSSION

The results of research using observation sheets before treatment or before using puppet stage media, the students' speaking and communication skills are as follows:

HASIL REKAPITULASI LEMBAR OBSERVASI KEMAMPUAN BERICARA DAN KEMAMPUAN BERKOMUNIKASI PESERTA DIDIK PAUD AN-NUR NGARESREJO SEBELUM DIBERIKAN PERLAKUAN

Petunjuk:

- 0 : belum terpenuhi
- 1 : sudah terpenuhi

No.	ASPEK YANG DINILAI	PENILAIAN											
		ASA	AA	ESQ	GA	JAR	KSK	MAZ	MCAP	MATA	MHA	MA	MF
Kemampuan Berbicara													
1	Menyebutkan nama, jenis kelamin	1	1	1	1	1	1	1	1	1	1	1	1
2	Mengucapkan suku kata	0	1	1	1	0	1	1	1	1	0	0	0
3	Menggunakan kata ganti	0	0	0	0	0	0	0	0	0	0	0	0
4	Menggunakan kata sifat	0	0	0	0	0	0	1	0	1	0	0	0
5	Menggunakan kata benda	1	0	1	1	1	1	1	1	1	0	0	1
6	Menggunakan konsep waktu	0	0	0	0	0	0	0	0	0	0	0	0
7	Penggunaan kata hubung	0	0	0	0	0	0	0	0	0	0	0	0
8	Penggunaan kata kerja tanpa menggunakan objek	0	1	1	1	1	1	1	1	1	0	1	0
9	Panjang kalimat 6-8 kata	0	0	0	0	0	0	0	1	1	0	0	1
10	Menyusun kalimat sederhana	0	0	0	0	0	1	0	1	0	0	0	0
11	Menyusun kalimat tanya	1	1	0	0	1	0	0	1	0	0	1	1
12	Berpusat pada diri sendiri (egosentrik)	1	1	0	0	0	0	0	0	1	1	1	1
13	Berpusat pada orang lain (sosialisasi)	0	0	0	0	1	0	0	0	0	0	0	0

Figure 2. The Observasion Of Ability To Speak Before Treatment

Kemampuan Berkomunikasi													
14	Berkomunikasi secara lisan dan memiliki perbendaharaan kata	0	0	0	0	0	1	0	1	1	1	0	0
15	Melanjutkan sebagian cerita atau dongeng yang telah dipendengarkan	0	0	0	0	0	0	0	1	0	0	0	0
16	Mengajukan pertanyaan sesuai dengan topik	1	1	1	0	0	1	1	1	1	0	0	0
17	Anak berani mengungkapkan keinginannya, baik berupa penolakan maupun pendapatnya	1	1	0	0	0	1	0	1	0	0	0	0
18	Keberanian untuk berpihak terhadap gagasan yang diyakini kebenarannya	0	0	0	0	0	0	0	0	0	0	0	0
19	Berbicara dengan lancar dengan kalimat sederhana	0	0	0	0	0	0	0	0	1	1	0	1
20	Memberikan informasi mengenai suatu hal	0	1	0	0	0	0	1	0	0	0	0	0
21	Mengekspresikan diri melalui dramatisasi	0	0	0	1	1	1	0	1	0	0	0	0
22	Bercerita dengan menggunakan 3-6 kata dengan menggunakan ekspresi	0	0	1	0	0	0	0	1	1	0	0	0
Skor yang di dapat		6	8	6	5	6	9	7	13	11	4	4	6
Nilai = $\frac{\text{nilai yang di dapat}}{\text{nilai maksimal}} \times 100$		27	36	27	22	27	40	31	59	50	18	18	27

Figure 3. The Observasion Of Ability To Communicate Before Treatment

In the picture above, it can be seen that the ability to speak and communicate at PAUD An-Nur Ngaresrejo is only 2 out of 12 students who have abilities at a level above 50% from observations based on 22 indicators.

However, before providing treatment, the media that will be given to students is subjected to a validation test against two experts, namely media expert validation and material expert validation with the following formula:

$$AP = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

To make it easier to calculate scores for experts, researchers used the following score guide, score 4 (very good), score 3 (good), score 2 (fair), and score 2 (poor).

Table 1. Interval and Category

Interval	Category
76-100%	Very Good
51-75%	Good
26-50%	Fair
1-25%	Poor

The results from the validation of material experts and media experts obtained results according to the table below:

Table 2. The Results Of The First Media Analyst Validation

No.	Assesment	Score Assesment				
		5	4	3	2	1
1	the learning media used can provide development for children			√		
2	The materials used are easy to obtain			√		
3	Do not use materials that are harmful to children			√		
4	Can give rise to creativity					√

5	In accordance with the purpose and function of the media	√
6	Easy to use	√
7	Media is appropriate to the child's level of development	√

Final Score:

$$AP = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

$$\frac{16}{35} \times 100\% = 45\%$$

Table 3. The Results Of The First Materials Analyst Validation

No.	Assessment	Assesment Score				
		5	4	3	2	1
Curriculum						
1	Learning objective			√		
2	Suitability of basic competencies and indicators		√			
Material						
3	Material accuracy				√	
4	Material attractiveness				√	
5	Material is easy to understand			√		
6	Material truth Kebenaran materi			√		
7	Suitability of material to children's characteristics				√	
8	The material is supported by appropriate media		√			
Language						
9	The language used is appropriate to the characteristics of the child				√	
10	The language used is easy to understand			√		

Final Score:

$$AP = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

$$\frac{28}{50} \times 100\% = 56\%$$

Table 2 and Table 3 show the results of the first validation carried out by the researcher. These two results obtained percentages of 45% and 56% or still in the fair and good categories. However, this is not yet appropriate to give to students. So the researcher made improvements through suggestions given by the validator.

Table 4. Suggestions for Improving Validation Results

Suggestions for Improving Validation Results	
Media Expert Validation	Material Expert Validation
Provide more attractive decorations for children	The material should teach several time concepts

The doll is made more sturdy and does not collapse easily	Replace the word "aku" with "saya"
Made more flexible to suit the story	Don't use too many characters

After making improvements as in Table 4 regarding media and materials for puppet stage learning media, the researcher then carried out a second validation to assess the suitability of the media and materials and obtained the following results:

Table 5. The Results Of The Second Media Analyst Validation

No.	Assesment	Score Assesment				
		5	4	3	2	1
1	the learning media used can provide development for children		√			
2	The materials used are easy to obtain	√				
3	Do not use materials that are harmful to children	√				
4	Can give rise to creativity		√			
5	In accordance with the purpose and function of the media		√			
6	Easy to use	√				
7	Media is appropriate to the child's level of development		√			

Final Score:

$$AP = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

$$\frac{31}{35} \times 100\% = \mathbf{88\%}$$

Table 6. The Results Of The Second Materials Analyst Validation

No.	Assesment	Assesment Score				
		5	4	3	2	1
Curriculum						
1	Learning objective		√			
2	Suitability of basic competencies and indicators		√			
Material						
3	Material accuracy		√			
4	Material attractiveness	√				
5	Material is easy to understand	√				
6	Material truth Kebenaran materi		√			
7	Suitability of material to children's characteristics	√				
8	The material is supported by appropriate media	√				
Language						
9	The language used is appropriate to the characteristics of the child		√			
10	The language used is easy to understand	√				

Final Score:

$$AP = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

$$\frac{45}{50} \times 100\% = 90\%$$

In Table 5 and Table 6, it can be seen that the results of the first and second validations showed an increase, namely with a percentage of 88% for media expert validation and 90% for material expert validation. By the intervals and categories listed in Table 1, the two results of this second validation are declared suitable for use.

After the media was declared very suitable for use, the researchers made observations again regarding the improvement in students' speaking and communication skills. The results of observations on speaking and communication skills can be seen in the following picture:

HASIL REKAPITULASI LEMBAR OBSERVASI KEMAMPUAN BERBICARA DAN KEMAMPUAN BERKOMUNIKASI PESERTA DIDIK PAUD AN-NUR NGARESREJO SESUDAH DIBERIKAN PERLAKUAN

Petunjuk:

- 0 : belum terpenuhi
- 1 : sudah terpenuhi

No.	ASPEK YANG DINILAI	PENILAIAN											
		ASA	AA	ESQ	GA	JAR	KSK	MAZ	MCAP	MATA	MHA	MA	MAF
Kemampuan Berbicara													
1	Menyebutkan nama, jenis kelamin	1	1	1	1	1	1	1	1	1	1	1	1
2	Mengucapkan suku kata	1	1	1	1	1	1	1	1	1	1	1	0
3	Menggunakan kata ganti	1	1	1	1	1	1	1	1	1	0	1	1
4	Menggunakan kata sifat	1	1	1	1	0	1	1	1	1	1	1	1
5	Menggunakan kata benda	1	1	1	1	1	1	1	1	1	1	1	1
6	Menggunakan konsep waktu	1	1	1	0	0	1	1	1	1	1	1	0
7	Penggunaan kata hubung	1	0	1	1	1	0	0	0	0	1	1	1
8	Penggunaan kata kerja tanpa menggunakan objek	0	1	1	1	1	1	1	1	1	1	1	0
9	Panjang kalimat 6-8 kata	1	1	1	0	0	1	0	1	1	1	1	1
10	Menyusun kalimat sederhana	1	1	1	0	1	1	1	1	1	1	0	1
11	Menyusun kalimat tanya	1	1	0	1	1	1	1	1	1	1	1	1
12	Berpusat pada diri sendiri (egosentrik)	1	1	1	1	0	1	1	1	1	1	1	1
13	Berpusat pada orang lain (sosialisasi)	0	1	1	1	1	0	0	1	0	0	1	1
Kemampuan Berkomunikasi													
14	Berkomunikasi secara lisan dan memiliki perbendaharaan kata	1	1	1	1	1	1	1	1	1	1	1	0
15	Melanjutkan sebagian cerita atau dongeng yang telah diperdengarkan	1	1	0	0	1	1	1	1	1	0	0	1
16	Mengajukan pertanyaan sesuai dengan topik	1	1	1	1	0	1	1	1	1	1	1	1
17	Anak berani mengungkapkan keinginannya, baik berupa penolakan maupun pendapatnya	1	1	1	1	1	1	1	1	1	1	1	1
18	Keberanian untuk berpihak terhadap gagasan yang diyakini kebenarannya	0	0	1	0	1	1	1	0	1	0	0	1
19	Berbicara dengan lancar dengan kalimat sederhana	1	1	1	1	1	1	1	1	1	1	0	1
20	Memberikan informasi mengenai suatu hal	0	1	1	1	0	1	1	1	1	1	1	1
21	Mengekspresikan diri melalui dramatisasi	1	1	0	1	1	1	0	1	1	0	0	0
22	Bercerita dengan menggunakan 3-6 kata dengan menggunakan ekspresi	1	1	1	1	1	0	1	1	1	1	1	1
Total nilai yang di dapat		18	20	19	17	16	19	18	20	20	17	17	17
Nilai = $\frac{\text{nilai yang di dapat}}{\text{nilai maksimal}} \times 100\%$		81	90	86	77	72	86	81	90	90	77	77	77

Figure 4. The Observasion Of Ability To Speak And Communicate After Treatment

The following are the results of the difference between the pretest and posttest results using the paired sample T-test:

Table 7. Paired Samples Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	7.08	12	2.746	.793
	Posttest	18.17	12	1.403	.405

This data shows that:

The pretest has an average of 7.08 from 22 data.

The posttest has an average of 18.17 from 22 data.

This shows an increase between the pretest and posttest carried out by the researcher.

Table 8. Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	12	.798	.002

The paired samples correlation table above shows that a correlation value of 0.798 was obtained from paired variables with a significance value of 0.002

Table 9. Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – Posttest	-11.083	1.832	.529	-12.247	-9.919	-20.958	11	.000

The table above shows that the value of the paired samples test has a significance value of 0.000 or has normal significance and can be continued in the next test, namely hypothesis testing because in the table it is explained that there are changes that occur before and after the treatment is given.

After carrying out the paired sample test, a normality test was carried out. Because the data held is not data that has a normal distribution, this research uses nonparametric statistical tests because researchers use an ordinal data measurement scale using the One Kolmogorov-Smirnov or 1-sample K-S procedure. This test is used to test from zero the hypothesis of a sample in a certain distribution to determine the difference in the absolute value obtained. The following are the results of the normality test using SPSS version 16.

One-Sample Kolmogorov-Smirnov Test			
		Sebelum (pretest)	sesudah
N		12	12
Normal Parameters ^a	Mean	7.08	18.17
	Std. Deviation	2.746	1.403
Most Extreme Differences	Absolute	.237	.214
	Positive	.237	.214
	Negative	-.131	-.154
Kolmogorov-Smirnov Z		.820	.740

Table 10.
Sample

Asymp. Sig. (2-tailed)	.512	.643
a. Test distribution is Normal.		

One

Kolmogorov – Smirnov Test

Based on the information above, it can be explained that the data has a normal distribution which can be seen from the probability significance value. By the guidelines for decision-making, if the significance value is <0.05 then the data is not normal and vice versa, if the significance value is >0.05 then the data is declared normal.

Based on data carried out by processing the Kolmogorov-Smirnov test for normality testing on data tested non-parametrically, the significance values and values of the variables are as follows

Before (pretest): .512

After (posttest): .643

The probability value of the significance value that has been obtained based on the questionnaire before and after treatment is > 0.05, so the data has a normal or equal distribution and the next test can be carried out, namely hypothesis testing to determine how much influence the use of puppet stage media has on students' speaking and communicating abilities. An-Nur PAUD. Hypothesis testing carried out by researchers aims to determine the value before and after the treatment is given. The tests carried out by researchers used the Wilcoxon test using SPSS as follows.

Table 11. Ranks

Ranks				
		N	Mean Rank	Sum of Ranks
Sesudah (Posttest) - Sebelum (pretest)	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	12 ^b	6.50	78.00
	Ties	0 ^c		
	Total	12		
a. Sesudah (Posttest) < Sebelum (pretest)				
b. Sesudah (Posttest) > Sebelum (pretest)				
c. Sesudah (Posttest) = Sebelum (pretest)				

Based on the Wilcoxon test table above, it can be seen that there are changes that occur before and after treatment. The Positive Ranks value with an N value of 12 means that the twelve children have changed or improved from the pretest and posttest. Mean Ranks or improvements have an average of 6.50 and the Sum of Ranks (positive ranking) is 78.00. and the value of Ties is 0, which means that the results of the pretest and posttest.

After analyzing research data regarding the influence of using puppet stage media on the speaking and communication skills of An-Nur Ngaresrejo PAUD students. The puppet stage is a fun learning medium that suits children's characters, especially PAUD children. This is proven by the validation results carried out by researchers with material experts with a total of 90% or it can be said to be suitable for use with An-Nur Ngaresrejo PAUD students. In the media expert validation results, researchers also got a score of 88% or said to be suitable for use for An-Nur Ngaresrejo PAUD students.

Apart from conducting validity tests to determine the appropriateness of media use, researchers conducted data tests in the form of paired sample statistics to see differences after the pretest and posttest. The results of the pretest and posttest show that the pretest has an average of 7.08 and the posttest has an average of 18.17 from 22 data. After testing the data with a paired

sample test, the data shows a significance value of 0.000, which means the data has a normal distribution, and hypothesis testing can be carried out.

Because the data studied had a non-normal distribution, the researcher used a non-parametric data test and used the Kolmogorov-Smirnov procedure and got a pretest result of 0.512 and a posttest result of 0.643 or >0.05 , so the data had a normal distribution. To determine the difference between the pretest and post-test results, the researcher used a statistical test, namely the Wilcoxon test, which can explain why the test results obtained an average (Mean Ranks) of 78.00 out of 6.50, which can be concluded that there was an increase in speaking and communication skills after using it. puppet stage media.

CONCLUSION

Increasing students' activeness and enthusiasm for learning can be done in many ways, including using learning media which is certainly interesting and can increase children's enthusiasm for learning. If children already have a high enthusiasm for learning, it will be easier to improve their abilities.

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