

Utilization of Hand Puppets from Used Socks and Let's Read Application as Learning Media to Improve Students' Story-Telling Skills

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ARTICLE INFO

Keywords:

Hand puppet;
Learning media;
Let's Read application;
Storytelling;
Used sock.

Article history:

Received 2022-02-03

Revised 2022-06-10

Accepted 2022-12-11

ABSTRACT

This research aims at describing the utilization of hand puppets made from used socks and Let's Read Application as a storytelling medium in improving the speaking skills of the students at Faculty of Teacher Training and Education (FKIP) Al Washliyah University (Univa), Medan. This study also aims to 1) produce the benefits of hand puppets from used socks and the Let's Read application as learning media, 2) test the feasibility of the learning media, and 3) test the effectiveness of the media. This study uses the Research and Development (R&D) ADDIE model. The results show that the feasibility test result conducted by the material validator got an average of 87.5% and media experts got an average of 96.67% with very decent criteria. The limited-scale effectiveness tests of hand puppets made from used socks as a learning medium for the students of FKIP Univa Medan in the 2020-2021 academic year result in an average pre-test score of 41 and an average post-test score of 78. The Hand puppets and Let's Read application are effective to be used in the speaking skills course with t-count of 3,791 and t-table of 2,021. The N-gain calculation data is 0.43. It means that hand puppets made from used socks and the Let's Read application are feasible and effective to be used as learning media for storytelling in the speaking skills course. Students make recordings of storytelling using the hand puppets to display on YouTube. The media can be developed as one of the Indonesian language learning media so that students' understanding and Indonesian language skills increase.

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1. INTRODUCTION

Storytelling skills are needed as a tool to express opinions, ideas, provide information or receive information. In general, storytelling is something that one person can do verbally to another person (Surmaniati et al., 2021). According to Khasinah (2015) Storytelling is telling something that tells about an action or an event that actually happened or is a mere fiction and is conveyed orally with the aim of sharing experiences and knowledge with others. Storytelling skills need to be taught to students and students to convey information.

Based on student learning outcomes of the Faculty of Teacher Training and Education (FKIP) at Al Washliyah University for his storytelling ability is low. As many as 68% of students in the observed class still lack storytelling skills. In addition, the lack of student interest, unfavorable material, and non-creative media are the causes of low student learning outcomes. Therefore, this problem needs to be solved by using various learning media, namely learning Hand Puppets from Used Socks and Let's Read Applications.

The development of increasingly sophisticated technology has become an important means to achieve educational goals that are more effective and efficient. Behind that, there is a big demand for teachers to develop skills in mastering technology and learning media. Students' ability to regulate their own learning is the key to learning in the twenty-first century, particularly in online learning environments during a pandemic situation (Mallipa & Murianty, 2022). Arsyad (2010) states that the role of learning media in the learning and teaching process is very important for educators to implement today. Understanding media in learning activities is more defined as a photographic or electronic tool in capturing, operating, and rearranging visual/verbal information. Danim (2008) states that educational media is defined as an educator's device in establishing communication with his students. Ambiyar (2016) states that learning media is everything about software and hardware that can be applied in providing material from learning resources to students either independently or in groups in order to increase student attention and interest in student learning so that learning activities become more effective. One of the learning media that can be developed is hand puppets made from used materials, for example, socks. This learning media was developed by students themselves because it will increase their creativity in adjusting to the needs of storytelling. In this activity, students will be trained to make hand puppets from socks material to be able to visualize several characters which will later be practiced to students through YouTube recordings. In this research, the purpose of using this hand puppet is to demonstrate an abstract concept into a visual form. Training process is expected to play a role as a leader in classroom reform, lead to the development and improvement of teacher competencies, act as driving agents in classroom management and school management innovation, and contribute to professional organizations through this empowerment (Bachtiar, 2021). Gunarti (2010) states that a hand puppet is a doll whose size is larger than a finger puppet and can be inserted into the hand. Fingers can be used to support the movement of the hands and head of the doll. Yuwanto (2014) argues that doll media is an interesting medium for children because it is concrete, funny, and allows dialogue between dolls and children. Hand puppets can be shaped like humans or animals made of socks. The student wears socks on his hands and forearms, like gloves, with a puppet mouth formed by the area between the heel of the sock and the toes, and the puppeteer's thumb acting as the jaw.

The use of dolls from used socks as learning media can be an alternative as well as student innovation in developing students' storytelling skills. The use of learning media in the form of hand puppets from used socks is carried out on students with the aim that students who will become teachers can be creative with students so that the learning process is fun. Sudjana and Rivai (2010) mention the story method using hand puppet media is an effective method in learning because it can develop imagination, higher absorption in learning, teach students to empathize, and provide higher cultural lessons. The benefits of hand puppets as learning media are to (a) train self-confidence, (b) increase imagination, (c) cultivate creative power, and (d) train verbal and expression. Lecturer skills in using media in learning are the characteristics of professional teachers, especially pedagogic competence (Penyusun, 2005).

These hand puppets can be used to introduce some character examples. Students can do this while telling stories about certain characters and giving examples of some good and bad characters. In order for dolls to become an effective character education medium, students need to develop detailed story scenarios that will be played out. Making doll media from used socks is done by providing a 10-step guide for making it. Then other learning media use the Let's Read application to compose stories. Let's Read is an application in the form of a digital book that can be accessed online or offline. Let's Read application can be regarded as a digital library that provides illustrated reading with a focus on art, culture, and education. Let's Read was initiated by Books for Asia, a literacy program that has been running since 1954. The program accepts the U.S. Library of Congress Literacy Awards for innovations in literacy promotion in December 2017. Through the concept of digitizing illustrated stories, students as Indonesian language teacher candidates who will teach speaking (storytelling) to students can use hand puppet media from socks and the Let's Read application. to improve the storytelling ability of students. The Let's Read application was socialized with user guides for students by installing it to cellphones through the Playstore application.

Storytelling is one of the productive oral language skills that must be mastered by students as prospective Indonesian language educators. Jazeri (2016) argues that this is because students in their activities must be skilled in Indonesian, including mastering the fields of language skills, language teaching, linguistics, and literature. Reading and writing literacy activities must be improved, one of which is storytelling. Miller and Pennycuff (2008) mention that using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. Because of the interrelated nature of the processes involved in reading and writing, storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all areas. Noermanzah (2018) says that the skills of a student in speaking well will show a good pattern of thinking as well. This speaking skill needs to be continuously trained. Nurgiyantoro (2010) states that this self-training activity in speaking can be done through various fields of activity such as storytelling. Storytelling is a form of speaking skill task that aims to reveal a person's verbal pragmatic abilities. Hisam (2016) asserts that speaking skills, such as storytelling, require a person's readiness in mind, mental readiness, courage, clarity of pronunciation, and intonation so that the content of the story (message) conveyed can be easily understood by others.

According to Wan Nor & Lugiman (2012), the objective of this research is to promote and improve the quality of life in modern communities through valuable storytelling by presenting the traditional shadow play in digital conversion of animation. Various kinds of research on e-learning in the context of education have been done previously, mainly regarding the perceptions and practices in online learning (Artini et al., 2020). The outcome is a digital performance shadow puppet animation that narrates stories for a better understanding of life emerging for the future's benefits. Learning through online platforms still requires the class participants to have a good interaction. However, teachers are responsible for every activity conducted in the classroom during the process of teaching and learning practice (Aulia et al., 2022). It can be said that if the teacher uses teaching aids, the children can remember the material being taught better. There is an increase of 14-38 percent compared to not using props at all. Nurjannah (2019) proves that learning using hand puppets fosters concentration, creates conducive learning, prevents students from boredom and attracts students' attention to focus on fairy tales conveyed by the teacher, so that the listening process will be more effective. Irlanati (2012) says that the benefits of hand puppets include: (1) storytelling and storytelling aids, (2) direct communication tools with children, so that children's imaginations are more trained and included in stories, (3) make storytellers more creative. in language and communication interactions, (4) It is easier to instill value in a story with hand puppets. In line with the above opinion, Gustriningsih (2012) explains that students' storytelling skills can improve after learning Indonesian by using hand puppet media. Learning media helps teachers to create a pleasant learning atmosphere, attracts the attention and enthusiasm of students in learning.



Figure 1 - Hand Puppet made from socks

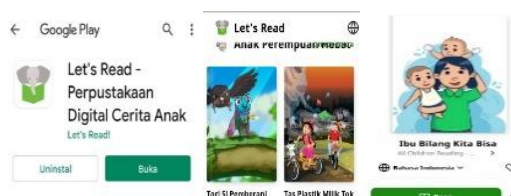


Figure 2 Let's Read Application

Research on Hand Puppet has been extensively researched to improve the storytelling skills of students such as Tambunan (2019), Zuraidah (2020), Mujahidah (2021), Hakim (2019) and other studies. Previous research focused on experimental research to see effectiveness. Research related to Let's Read has also been investigated including Putri (2022), Samsiyah (2009), Ermerawati (2019), and other research. Research conducted focuses on speaking skills. The difference with previous research is that the Hand Puppet and the Let's Read application were jointly developed as learning media for storytelling. Therefore, the purpose of this study was to develop learning media and their effectiveness on students' storytelling abilities. By doing this research, it can be used in learning.

2. METHOD

This study uses a Research and Development (R&D) approach. Sugiyono (2015) states that R&D is a research method used to produce certain products and test their effectiveness. To be able to produce certain products, research that is needs analysis is used. To test the effectiveness of the product so that it can function in the wider community, a tool is needed to test its effectiveness. This research was conducted to develop hand puppets made from socks using the Let's Read application to improve the storytelling skills of FKIP Univa Medan students. The development model in this study refers to the model developed by Borg and Gall (1983). By adapting the method their method, the development steps of this research can be made simpler without compromising the quality of the product as shown in the following figure.

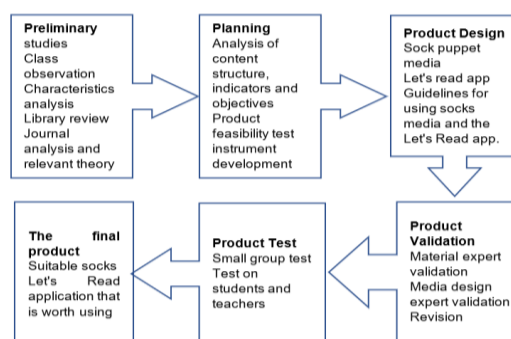


Figure 3 - Media Development Model and Application Modification of Borg & Gall

Data was collected using test and non-test techniques. The test technique used is pre-test and post-test. The pre-test was used to determine the student's retelling learning outcomes before using hand

puppets, while the post-test was used to determine the students' retelling learning outcomes after using hand puppets. The non-test technique uses questionnaires, interviews, observations, and documentation. Data analysis techniques are divided into three, namely initial data analysis, product data analysis, and final data analysis. Initial data analysis was carried out descriptively regarding the level of student and teacher needs for hand puppet media and normality tests. Product data analysis was obtained from the results of expert tests on the design of hand puppets from socks based on expert validation criteria and student and teacher responses. The final data analysis was obtained from the score of student learning outcomes when doing the pre-test and post-test. Data were analyzed using t-test.

3. RESULTS AND DISCUSSION

3.1. Hand Puppet Product Development and Let's Read Applications

The development of hand puppet media is carried out to support the learning process and help students who still have difficulty understanding and remembering the material taught in the Speaking Skills lecture on storytelling material. The development of hand puppet media from used socks was carried out on the basis of the lack of learning media in storytelling learning materials. Hand puppet media was developed with dolls in the form of humans and animals. By utilizing hand puppet media, students will focus their attention on everything that is in the hand puppet. Hand puppets can also make students interested in learning so that students' interest in learning increases. This student experience can be applied during teaching practice in the field. The hand puppet media developed by the researcher using socks material followed the guide book. Hand puppets in the form of humans and animals are developed by moving the doll's mouth. The hand puppets use bright colors. The materials for making hand puppets are socks and flannel. Socks and flannel were chosen because they are easy to shape and there are many bright color options. After understanding the use of hand puppets from socks and the Let's Read application, the practice of telling stories was carried out while being recorded and then published on the YouTube channel.

3.2. Media Doll Product Validation and Let's Read Application

Product validation by hand puppet media validation experts and Let's Read application carried out by media experts and materials experts. Product validation was carried out to determine the feasibility of hand puppet media and the Let's Read application seen from the dimensions of use, technical quality, and presentation. While material validation aims to determine the percentage of the feasibility of the material on the developed media. The value obtained from the experts is then converted into the assessment criteria. By knowing the assessment criteria, it can also be seen the feasibility level of the media and the Let's Read application developed. Product and material validation is carried out by media and materials experts because they have expertise and experience with products. The following are the validation assessment criteria (Lestari, 2017).

Table 1 - Expert Validation Interpretation Criteria Percentage

Percentage	Criteria
$75\% \leq \text{score} \leq 100\%$	Very feasible
$50\% \leq \text{score} \leq 75\%$	Feasible
$25\% \leq \text{score} \leq 50\%$	Enough
$0\% \leq \text{score} \leq 25\%$	Not feasible

After being tested by media experts and material experts, the scores are as follows.

Table 2 - Media and Material Test Results

Worthiness	Score	%	Criteria
Hand puppet appearance	19	95%	very feasible
Let's Read application	18	95%	very feasible
Contents	21	87,5%	very feasible

Based on the table above, the assessment by media experts and material experts shows that the hand puppet media and the Let's Read application meet the very feasible criteria with values of 97.5% and 87.5%, respectively, so that both media are feasible to be tested in storytelling learning. The hand sock puppet media and the Let's Read application were then tested on small groups of students and teachers to generate responses. In the trial, student and teacher representatives filled out a questionnaire in response to the guidebook. Students and teachers provide assessments by filling out the media assessment sheet format for the sock hand puppet and the Let's Read application. Assessments carried out by students and teachers produce a percentage score of eligibility. After being tested by media experts and material experts, a score of 219 out of a total of 240 was obtained with a percentage of 91.25% which was categorized as very feasible criteria. While the assessment carried out by the teacher obtained a score of 35 out of a total of 40. The score was then analyzed to produce a percentage of 87.5% with very feasible criteria. The results of the validation carried out by the experts above explain that hand puppets are very feasible to use. These results strengthen the research conducted by Tambunan (2019) that the validity of the Hand puppet is 80.56% valid or very feasible to use.

3.3. Product Effectiveness Test

Testing the effectiveness of hand puppet media products from socks and the Let's Read application was carried out to find out the differences and increases in the average learning outcomes of students' storytelling skills. The test of the effectiveness of the sock hand puppet media and the Let's Read application was carried out on 21 students of FKIP Univa Medan in the first semester of the 2020-2021 academic year in the Speaking Skills course. Data were taken from student learning outcomes before using the media (pre-test) and after using the media (post-test). Normality test, t-test and N-gain were performed. To determine the effectiveness of using the product, hand puppet media made of socks and the Let's Read application were tested by comparing the results of the pre-test and post-test and then analyzed using the t-test. The t-test was used to determine the difference in the haverage pre-test and post-test and to test the differences in learning outcomes against the use of hand puppet media from socks and the Let's Read application. Data analysis used paired sample t-test with the help of MS-Excel (Sugiyono, 2016: 122). The test results can be seen in the following table.

Table 3 - Results of Paired Sample T-test

Ca	N	Av	Va	t-c	t-t	Cr
Pre-test	21	63,7	123,5	3,791	2,021	Ho rejected
Post-test	21	77,3	150,1			

Note: Ca (Category), Av (Average), Va (Variants), t-c (t-count), t-t (t-table), Cr (Criteria)

Based on the table above, it can be seen that t-count = 3.791. The t-table value with = 5% is 2.021. So the value of t-count > t-table so that the hypothesis Ho is rejected. From this calculation, it can be concluded that there are differences in students' storytelling skills, so hand puppet media from socks and the Let's Read application are effectively used in Speaking Skills courses, especially storytelling. The average increase in students' storytelling skills was calculated by using the N-gain test formula. The data were analyzed descriptively by looking at the percentage of students' storytelling abilities

using N-gain. The following are the test results for increasing the average results of students' storytelling skills using hand puppet media from socks and the Let's Read application.

Table 4 - Test Results of Average Improvement

Precentage	Criteria
Pre-test average	64
Post-test average	77
Average gap	94
N-Gain value	0,433
Criteria	moderate

Based on the table above, it can be seen the results of data processing with the N-gain test on large-scale product trials. The results show that using hand puppet media from socks and the Let's Read application for FKIP Univa Medan students in the first semester of the 2020-2021 academic year in the Speaking Skills course, storytelling skills increased learning outcomes by 0.433 with moderate criteria. There is a difference in the average pre-test and post-test of 13. It can be stated that the use of hand puppet media from socks and the Let's Read application is good for improving storytelling skills. The findings of this study strengthen previous research, namely research by Abbas (2020), Khoiron (2022), Noviyanawati (2022), and Anjeli (2021) that the use of hand puppets can improve storytelling skills.

4. CONCLUSION

Based on the research that has been done, hand puppet media made of socks and the Let's Read application make it easier for students to understand the material, have an attractive design, and improve student learning outcomes of FKIP Univa Medan in the first semester of the 2020-2021 academic year. It can be stated that first, hand puppet media can be developed into other hand media, such as finger puppets and ventriloquist dolls with various types of characters so that they can be used in learning storytelling skills to attract students' attention. Second, more creative and innovative hand puppet media can be used to create a fun learning atmosphere for students. Third, hand puppet media combined with an interesting story theme, it is better to use a puppet stage or a story set that uses MS-Powerpoint slides to make the atmosphere more interesting. And fourth, FKIP Univa Medan students in the first semester of the 2020-2021 academic year can apply this experience in community service and improving the economy through the student entrepreneurship body by producing hand puppets and other dolls from other used materials

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