

IMPROVING SPEECH ABILITY THROUGH HANDPUPPET IN CHILDREN AGED 5-6 AT TKIT CENDEKIA, 2022

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Abstract. This study aims to determine children's initial language skills with the storytelling method can improve children's language skills. This research is based on the ability to speak in class B2 at the very low level of scholarship, students have difficulty expressing their opinions as a result of students having difficulty understanding the teacher's explanation. The method used is Classroom Action Research (CAR), which consists of pre-action cycle 1 and cycle 2. From the results of the study, the percentage rate for cycle 1 was only 60% based on direct observation. After the PTK Cycle I was held, the increase in children with Very Well Developed criteria reached 75% and Developed According to Expectations. In Cycle II it reached 80%, the child's language skills were good. This can be seen from the percentage. By doing the storytelling method, the development of children's language skills can be seen. Children no longer hesitate to communicate with teachers, answer teacher questions or retell stories they hear. The sample in this study was taken as much as 70% of the 12 students in class B2. Academic Year 2022/202 students. The data collection technique used is a questionnaire, an attitude scale. From the results of analysis of data processing, it can be concluded that the language development of kindergarten-aged children is in the expressive phase of language development, where children at this age are already able to communicate verbally with either through participation in the conversation, and being able to express wishes, rejections, and opinions with appropriate sentences.

Keywords: ability to tell stories, hand puppet, children aged 5-6 years.

INTRODUCTION

Early childhood is in a very sensitive state to receive stimulation from the outside. Curiosity and a strong enthusiastic attitude towards everything are the most prominent characteristics. Aspects of child development which include physical, motor, intellectual, emotional, language, and social development take place very quickly and will have a major influence on the child's subsequent development. According to the Ministry of National Education, the function of language development for early childhood is as a tool for communicating with the environment, as a tool for developing children's intellectual abilities, as a tool for developing children's expression and as a tool for expressing feelings and thoughts to others (Sujiono, 2012). Language is used in most human activities, without language humans cannot express their feelings, convey wishes, give suggestions and opinions, even to the level of one's thoughts related to language. The higher the level of mastery of a person's language, the better the use of language in communication.

Humans in expressing their language are also different, some prefer to talk about it directly and some prefer to write it down. Speaking includes language development which is one area that needs to be mastered by early childhood. At this time, early childhood requires various stimuli that can improve children's language development, so that by providing the right stimulation, children's language can be optimally achieved. Language skills have four components consisting of listening skills, speaking skills, reading skills, and writing skills. The four abilities have an interrelated

relationship with one another, which is a unit. These four abilities need to be trained in early childhood because with these language skills children will learn to communicate with others.

One of the problems related to language in early childhood is the ability to speak early childhood, from the results of observations made in class B2 TKIT Scholar 70% of children receive less attention from teachers, because they focus more on reading and writing. As a result, the vocabulary of early childhood is still limited, so that early childhood is less able to express ideas or ideas when answering questions from teachers and children sometimes feel they don't understand what they are talking about. When taking the approach, children feel reluctant to talk and express what they feel to the new teacher, some children choose to be silent when asked what they feel, when the teacher invites children to interact, children tend to be quiet and not busy in class. The problem is the researchers faced, namely that there were no interesting praga tools that could be used to train children's courage to be brave and interested in expressing children's ideas to tell stories at TKIT Scholars. Some of the advantages of using hand puppet media, for telling stories that can help develop emotions, children can express their emotions and worries, children are guided to learn to understand inanimate objects as if they were alive and sound, because of their shape and color, hand puppets are able to attract children's attention and interest and generally children like dolls, by using hand puppet media, it will attract more children's attention and interest in learning activities.

According to Piaget, play is an activity that is repeated for pleasure. Playing with toys is very beneficial for early childhood 0-6 years, because playing can help grow and provide benefits. Stimulate the child's five sensory functions, for example: toys that produce sound, toys with a variety of colors, increase dexterity, for example training children to crawl, walk, jump on one leg, and play ball, improve language intelligence, for example playing puzzles, guessing games, and learning to read books and increase social interaction between children and parents. The steps for learning hand puppet media can pay attention to several things, including formulating clear learning objectives, in this way it will be known whether the use of puppets is appropriate for learning activities to make scripts or play scenarios of hand puppets clearly and purposefully added with interspersed with singing so that interesting, the children's attention is invited to sing together and adjust the contents of the story according to the age and imagination of the child, so after the game you should discuss the roles that have been carried out. But spontaneously hand puppets can be used by children without any scenarios from the teacher, the teacher only introduces objects, how to use dolls and prepare supporting props, play doctor, then the children themselves play dolls. The teacher only motivates or the teacher also plays so that the atmosphere of playing hand puppets can be more interesting.

Speaking is the ability to pronounce language sounds or words to express thoughts. Based on this explanation, it can be concluded that in essence, speaking is an expression of one's thoughts and feelings in the form of language sounds (can be heard). Language plays an important role in human life because language is a means of human communication in everyday life with language, a person can convey ideas, thoughts, feelings to others, both orally and in writing. This is in line with the fact that language is a means of communication between community members in the form of sound symbols produced by human speech organs (Talitha et al., 2019). Language development in early childhood is an effort or activity to develop a child's ability to communicate with their environment through language, including in the syllabus, namely telling the experience of events in a simple way with sequences (indicators) at the age of three to six years. social. At this age children begin to develop a social sense. Children begin to relate a lot to their environment, especially their social environment. Children begin to ask all kinds of things that they live by (Prasanti & El Karimah, 2021). Besides that, children also begin to express opinions and respond to things that can be observed or heard in Early Childhood Education, this media is very well implemented because in this hand puppet media there are various forms of unique and funny characters and attractive colors with sound displayed differently so that children will be interested in seeing and commenting on it. This media will also give interest to students to speak, both in front of educators and in front of their friends. According to Sudjana, hand puppets are puppets that are moved by hand. This hand puppet media is quite popular among children, because children often see and play with puppets in their daily lives (Arsyad, 2017).

The benefit of using hand puppet media in the early childhood learning process is to be able to improve children's intellectual abilities in terms of speaking, especially speaking orally, because with this hand puppet media it will make students more active in the learning process in class. This media is very appropriate to be used in the teaching and learning process, especially to improve children's early speaking skills, because this media can make children have more vocabulary so that in conveying something children do not experience difficulties. One of the exercises that can be given to children is to familiarize children with being able to speak in class, especially for children who are currently occupying kindergarten. By speaking, children can convey messages, thoughts, ideas or ideas that are in themselves with the aim that children can communicate with the people around him. Early speech abilities in children can be formed by creating a conducive learning atmosphere so that children feel more comfortable and confident

RESEARCH METHOD

The type of research used is Classroom Action Research. The instrument in this study was intended to determine the development of speech in class B2 TKIT Scholars, Observation Sheet Instrument for Children Aged 5-6 Years. The time taken by this study was from September 20 to September 25, 2022. In this study the data collection technique was carried out through direct observation carried out by researchers by directly recording the abilities of the children to be observed (Sa'dun Akbar, 2008), observation is data collection techniques by observing every ongoing event and recording it with an observation tool about the things to be studied.

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and other materials so that they can be easily understood and the findings can be informed to others. To find out the effectiveness of a method in learning activities, in this classroom action research, the pre-cycle was carried out for one day, then cycle 1 for 2 days and cycle 2 for 2 days. Percentage will be analyzed using descriptive statistics presented in the form of tables or graphs. Data research instruments are tools that are selected and used by researchers in their activities to collect data so that these activities become systematic and made easier by them. In this study, researchers used observation and documentation sheets. research instrument is a tool that can be used to collect research data.

Subjects of Classroom Action Research (CAR) conducted at TKIT Scholar Semester I of the 2022/2023 Academic Year. There are 12 students in group B, consisting of 6 boys and 6 girls. The object of Classroom Action Research (PTK) in TKIT Scholar is group B aged 5-6 years, totaling 12 children. This study uses a class action research design (CAR). The determination of the research design was based on the desire of the researcher to improve the speaking ability of TKIT Scholar children

RESULT AND ANALYSIS

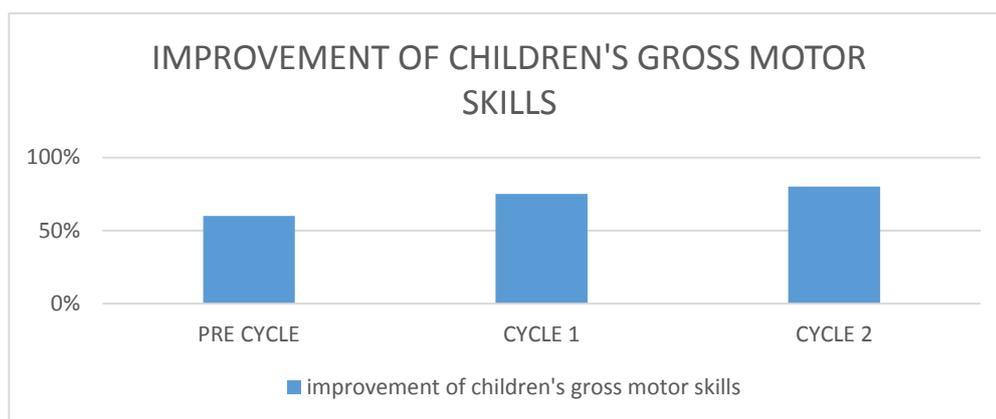
This research was conducted in 3 stages. Each cycle, namely: Action Planning, Action Implementation, Observation/Observation, and Reflection. Before taking action the researcher has made a Daily Learning Implementation Plan (RPPH) which has been attached, an observation sheet, a checklist sheet measuring children's fine motor skills moving hand puppets (hand puppet), observing children's activities and teaching and learning activities from the time the child enters to school. From the results of observing the pre-cycle teaching and learning activities, it was found that the results of the assessment of the measurement of children's fine motor skills in the pre-cycle were 60% success. The pre-cycle implementation was carried out 1 meeting with the classical group model learning carried out in the pre-cycle the researcher directly observed students by inviting them to talk and asking questions after that an assessment was carried out which showed the success of the percentages in the pre-cycle.

The research conducted was a classroom action research conducted in two cycles. Each cycle consists of planning, action, observation, and reflection. The results obtained in this study are the

result of observations about speaking skills which include three indicators, namely being able to speak clearly so that they can be understood, being able to be teaching aids that are considered close to the naturalness of storytelling, there are various kinds of puppets, including hand puppets. When compared to other types of dolls, hand puppets are easier to use and move more freely so that children can interact with the dolls. Speech is not only related to motor skills but also related to children's cognitive and language, that is, to be able to speak, children must have the courage to express what they are going to talk about. So before asking the child to retell the contents of the story, the teacher should provide motivation. This is in accordance with the opinion of Nurbiana Dhieni, Lara Fridani, Gusti Yarmi, & Nany Kusniaty 2005 which states that in learning activities it will be better if the teacher provides reinforcement, rewards, stimulation, and models or good examples. from adults so that their speaking skills can develop optimally. In this case the researcher used motivation in the form of persuasion from the teacher, namely giving prizes used also in the form of love pictures from colored paper.

As for the planning stage in cycle I, before carrying out actions or learning activities, researchers have made preparations. Researchers have prepared daily learning implementation plans (RPPH), observation sheets of children's activities, children's assessment sheets as well as tools and materials used in storytelling activities. The implementation of learning is carried out using scientific learning models and demonstration methods, in cycle I it is carried out in two meetings. The number of children who completed it was 7 children and the number of children who had not completed it was 9 children. The percentage of learning completeness in cycle I increased with a score of 15% with learning completeness from pre-action, this means that cycle one experienced an increase to 75% resulting from reflection on planning, implementation and observation. Planning in cycle 1, namely the researcher makes a daily lesson plan and prepares checklists and anecdotes and prepares media (hand puppets), after that the first implementation is carried out, the researcher does ice breaking and the opening of learning, then the core activities are carried out by conversing and telling stories. using hand puppets (hand puppet) when the activity process takes place the researcher makes observations and assessments and then closes them. Children's ability to speak before action is not optimally developed. By implementing storytelling activities using hand puppets, children can move their fingers while telling freely about what the child wants, right? From the observations of cycle one, it has shown an increase in the percentage from 60% pre-cycle to cycle 1, which is 75%.

Pie 1. Improving Speech Ability Through Handpuppet In Children Aged 5-6



The results showed that there was an increase in children's storytelling skills from pre-cycle and cycle one, followed by cycle two. The improvement obtained is that there are storytelling activities using hand puppets in learning to make children very enthusiastic about doing it, children have self-confidence and don't fight over when they want to express opinions. In addition, children can also convey their ideas and ideas according to their wishes. This storytelling activity can be

said to help children develop speaking skills when children listen to instructions and start telling stories using hand puppets using their thumbs. Based on the results of student observation sheets in the learning process of cycle II there was an increase compared to cycle I in cycle II, students who reached the level of completeness were 9 students or 80% which were categorized as complete while students who did not complete were 1 student or 10%.

The results obtained in Cycle II for 2 meetings showed that speaking ability increased to 80%. In cycle II the researchers carried out planning, implementation and observation. In planning the researcher makes a daily learning plan and also an assessment sheet and the researcher also prepares media to tell stories with hand puppets after that the researcher carries out the implementation by doing the opening in the opening activity the researcher invites the children to be excited by the ice breaking next to the main activity by focusing on the child observing examples of telling stories from researchers and researchers calling one by one the children to demonstrate them then the researcher makes observations and assessments, from the results of assessments and observations in cycle 2. It can be concluded that there has been an increase from cycle 1 of 75% and an increase in cycle 2 to 80%. Based on the data obtained, it can be concluded that using the storytelling method with hand puppets can improve the speaking skills of Class B2 TKIT Scholars. From the results of Cycle II reflection it is known that children are enthusiastic in listening to stories. The atmosphere is more conducive because children who talk a lot make it lively again. Children are also enthusiastic when asked to come forward to retell the story that was just told. This is evident when the teacher asks the child to retell, the teacher does not need to point out who is advanced but the child is already competing to advance. In addition, children are more confident and motivated to retell the contents of the story well..

CONCLUSION

Based on the results of research conducted for 5 days from 3 stages of the cycle, it can be concluded that the storytelling method using hand puppets can improve speaking skills in children aged 5-6 years in class B2 TKIT Scholar. This research was conducted in class B2 in semester 1, academic year 2022-2023 with a total of 12 students. Class B2 action research was carried out in 3 pre-cycle stages of 60% because in cycle 1 during two meetings it achieved an increase to 75%, the second cycle action was 80% the success achieved was 9 students 75% of 12 students only 5 students were categorized as complete while 7 students were categorized as incomplete. so that it is continued in cycle II, in the learning process in cycle II, there has been an increase compared to cycle I in cycle II, students who achieve mastery. Therefore it can be concluded that the media (hand puppet) can improve speaking skills.

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