The development of learning media "Dual-characters Hand Puppet" to stimulate children's expressive language

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ABSTRACT

Dual-characters hand puppet is the result of combining more than one ordinary hand puppet into a new-designed hand puppet. Dual-characters hand puppet is an innovative learning aid which can be used by teachers or adults with storytelling method which has many benefits especially in stimulating children's expressive language. Expressive language is the ability to ask questions, answer questions, communicate orally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of scribbles. The lack of variety of hand puppet design in stimulating children's expressive language is the basis of this research. This study was aimed at determining the feasibility of dual-characters hand puppet in stimulating children's expressive language development and to determine children's responses to the use of the media. This study used an adapted research design from the Borg and Gall Research and Development (R&D) with six (6) stages of research. The results of this study indicated that the media feasibility was 94.5% and content feasibility was 93.7%, both of which were in the "very eligible" category to use. The results of testing the media to measure the child's response received the results as of 87.5% and 85% with the "eligible" category for use.

Keywords: *Dual-characters hand puppet; children; expressive language.*

ABSTRAK

Boneka tangan berkarakter ganda adalah hasil desain dari penggabungan dua boneka tangan biasa. Boneka tangan berkarakter ganda merupakan alat bantu pembelajaran yang digunakan oleh guru atau orang dewasa dengan menggunakan metode bercerita yang memiliki banyak manfaat, salah satunya adalah mengembangkan kemampuan bahasa anak khususnya bahasa ekspresif. Bahasa Ekspresif adalah kemampuan untuk mengajukan pertanyaan, menjawab pertanyaan, berkomunikasi verbal, mengulang apa yang diketahui, mempelajari bahasa pragmatis, mengekspresikan perasaan, ide dan keinginan dalam bentuk coretan-coretan. Kurangnya variasi bentuk boneka tangan dalam menstimulasikan bahasa ekspresif anak merupakan dasar penelitian ini dilaksanakan. Penelitian ini bertujuan untuk menentukan kelayakan dari boneka tangan berkarakter ganda dalam pengembangan bahasa ekspresif anak dan juga untuk mencari tingkat respon anak terhadap penggunaan media ini. Penelitian ini menggunakan desain penelitian model R and D dari Borg and Gall dengan tujuh (7) tahapan penelitian. Hasil penelitian menunjukkan kelayakan secara media sebesar 94.5% dan kelayakan materi sebesar 93.7%. Hasil dari keduanya menunjukkan bahwa media berada dalam kategori sangat layak digunakan. Hasil tes penggunaan media untuk mengukur respon anak mencapai 87.5% dan 85% dengan kategori layak digunakan.

Kata Kunci: *Boneka tangan berkarakter ganda; anak-anak; bahasa ekspresif.*

1. INTRODUCTION

Media is a means of delivering messages from the sender of the message to the recipient of the message, so that in the learning process the media is also a distributor of learning information or a distributor of learning material messages. This learning media is not only a physical means to deliver learning material but is also a communication tool in printed form or in the form of hardware technology. In essence, learning media is considered as a means of conveying information from the source of the message which is forwarded to the recipient of the message. The message or information conveyed is teaching material about learning in order to achieve the objectives of learning or a number of problems that have been formulated so that the learning process requires media as a learning sub-system (Rusman, 2017).

It is not difficult to identify an object to be a learning medium. Things that need to be considered are that the media are hard material and interactive, reusable, educative, exploratory and replicative (Dewi & Budiana, 2018). Early childhood learning media should have these characteristics. One form of learning media that has these characteristics is hand puppet. Hand puppet is an imitation of animals (Sujana & Rivai, 2002) made of various kinds of cloth and made to resemble the face and body shape of the desired character with various kinds of character traits; and has a size larger than finger puppet and is moved from below by someone whose hand is inserted from under the doll by using fingers to move hands and the doll's head (Gunarti et al., 2021).

Hand puppet is one of many learning media that is favored by children. Hand puppet media is also easily found in children's environment in various characters. Hand puppet media is often used in the process of stimulating language development because this media is often

used in storytelling activity that has explicitly developed children's language skills. Hand puppet media has been considered effective and has an influence on increasing expressive language skills of early childhood (Intan et al., 2020; Kusdiyati et al., 2010; Prihanjani et al., 2016; G. G. Sari, 2019). Hand puppet media is considered to have been able to provide significant changes in terms of vocabulary and pronunciation mastery aspect (Intan et al., 2020); actively respond to information and answer questions based on prior knowledge (Mariam & Lestari, 2021); the ability to speak using simple and clear sentences, the ability to ask with a purpose, the ability to answer simple questions, the ability to tell simple experiences, and the ability to retell the stories he heard (Hariyanti, 2019).

In early childhood, children's language development programs include the creation of an atmosphere to develop sensitivity, attitudes, and social skills as well as emotional maturity in the context of play (Kerangka Dasar Dan Struktur Kurikulum PAUD, 2014). Early childhood language skills are divided into two categories, namely receptive language skills and expressive language skills. Expressive language is an ability that must be possessed and stimulated from an early age. Bloom (1974) said that a child began to be able to issue certain words (certain repeated acoustic events) in their conversation by the age of 1 year. Lewis (as cited in Bloom, 1974) even mentions that there is a span of one (1) month for a child to be able to understand the meaning of a new spoken word; and even children take several months (± 17 months) to experience changes in behavior related to a new word that they have understood.

At an early age, expressive language development includes the ability to ask questions, answer questions, communicate orally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of scribbles (*Standar Nasional Pendidikan Anak Usia Dini*, 2014). The inability of children to develop expressive language skills can cause several obstacles in the development of children in the future, such as in social skills (Sumaryanti, 2017), cognitive and academic abilities of children in the future (Nelson et al., 2006). Various disabilities as mentioned above occur in children with various backgrounds or causes. In some areas in Indonesia, there are still many early childhood identified as having low expressive language development both in expressing opinions during apperception activities, shy and afraid to ask or answer the right questions and repeat simple sentences (F. Sari et al., 2020).

Based on interviews that researchers conducted in Aceh Selatan and Aceh Besar with PAUD teachers, parents and children aged 4 to 5 years using the 10 indicator points on children's expressive language development from Permendikbud 137 as a reference, it was found that only 3 out of 10 indicators of language development expressive that can be done by the children. One of the causes of barriers that are most often mentioned is the limited number of tools that can be used to stimulate children's language development and the tendency of parents to want their children to be able to read and write quickly. Introduction section should provide clear information on the scope, context, and significance of the study being conducted by summarizing current understanding, trends, theories or literatures, and background information about the topic, stating the study objectives in the form of the research problem supported by a set of questions, explaining briefly the methodological approach used to examine the research problem, highlighting the potential gaps your study could reveal.

2. LITERATURE REVIEW

The expressive language ability of children aged 4-5 years according to Steinberg and Gleason is included in combinatory development where children are able to speak regularly and structured, their speech can be understood by others and children are able to respond both positively and negatively to the conversation of the other person. This is in accordance with Sugono who stated that spoken language or expressive language is a language that is produced by using organ of speech with phonemes as the basic element. Spoken language includes aspects of pronunciation, grammar (word forms and sentence structure), and vocabulary (Suhartono, 2005). According to Vygotsky, initially the language and thoughts of children are different, then slowly according to the stage of mental development, language and thought are united thus language is an expression of the mind. Children naturally learn language from their interactions with other people to communicate, which is to express their thoughts and desires and understand the thoughts and desires of others. Therefore, the most effective language learning is by associating and communicating with other people (Suyanto, 2005).

The level of achievement of the development of expressive language skills aged 4-5 years in expressing language are: communicating which includes the ability to ask questions, answer questions, communicate orally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in writing. scribble shape (*STPPA*, 2014). Speaking is included in expressive language skills. Bromley stated that speaking ability is an expression in the form of words, some of which are receptive (understood and accepted) and expressive (stated). An example of expressive language is speaking and writing down information to communicate with others. Gordon and Browne add that mastery of expressive language is the more often children express their wants, needs, thoughts and feelings to others verbally (Dhieni et al, 2014).

Storytelling is a technique that is often used by adults to develop children's language skills. Fitriani said that in storytelling activities, it is often found that children tend to like to ask further about the events being told. Sometimes they can't wait for the final fragment of the story or even the children tell their experiences that are similar to the events being told (Fitriani & Aziz, 2021). The use of hand puppet media in the storytelling process is one of the techniques used in the storytelling process (Moeslichaton, 1997). The use of this hand puppet will be able to make the storytelling process more interesting and fun, and is applicable to the use of learning media in the early childhood learning process. Hand puppets are dolls made of cloth that are shaped to resemble faces and body shapes of various shapes with various types of properties, which are played with the hands and moved using the fingers. (Musfiroh, 2005). Hand puppets are dolls that are often used by adults or children as toys, are moved using the hands supported by the fingers, and are made of cloth shaped to represent the characters and traits in the story.

Learning media are all forms of physical equipment designed in a planned manner to convey information and build human interaction. The physical equipment in question may include original objects, printed, visual, audio, audio-visual, multimedia, and web materials. The equipment must be designed and developed intentionally to suit the needs of students and the ability of their level of development and learning objectives (Yaumi, 2018). In the learning process, this learning media has a great function or influence on the tools of the

human senses as well as on understanding the content of learning. Learning that is done through listening alone will have different levels of understanding and the length of memory that lasts about the content of the learning. Learning media is able to arouse and bring students into a fun or happy atmosphere, where there is emotional and mental involvement (Jalinus & Ambiyar, 2016).

3. METHOD

This study uses a Research and Development (R & D) research model whose research procedures are adapted into six stages of research and development from the 10 stages of the Borg and Gall model (Gall et al., 2003). The six stages can be seen in Chart 1.
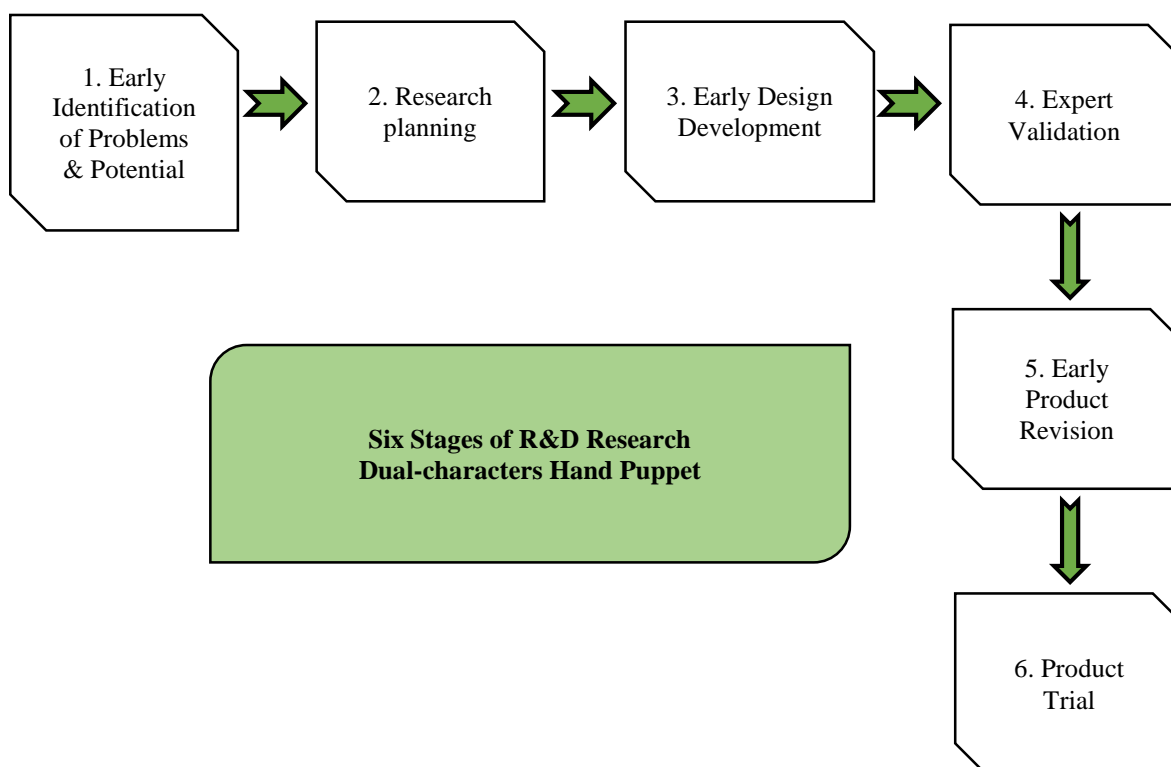
Chart 1. R & D Adaptation Stages in this Research.

4. RESULTS AND DISCUSSION

The stages carried out in this research are as follows:

### 4.1. Early Identification of Problems and Potential

Researchers identified expressive language skills problems experienced by children through journals and initial interviews with parents, teachers and children; which is then continued by looking at the potential for the development of hand puppet media which is growing very rapidly among children. The availability of dolls with various types and sizes is not foreign to children, but hand puppet models that make it easy to use in telling more than one character or story characters in one setting still do not exist. This development is a potential that we can use for the world of education. Because dolls can be a medium for playing while learning for children as well as being a medium for adults (storytellers) to stimulate the development of children's expressive language through the storytelling process.

4.2. Research Planning

The researcher draws up a plan regarding the implementation of the research in the form of data and information that must be collected in stages as follows:

    a. Looking for references related to learning media, especially hand puppets,
    b. Collecting references regarding children's expressive language development,
    c. Looking for examples of hand puppet media circulating in the community.

Researchers collected data in the form of a number of articles relating to learning media and expressive language skills of early childhood. Similar product searches are also carried out through several online shopping media to find out if the product is the same or similar to the planned one.
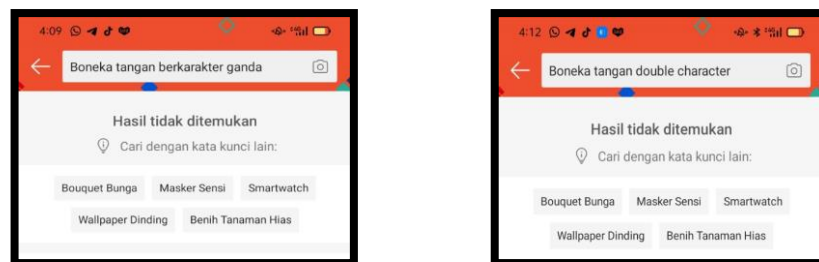

**Figure 1.** Identification of Dual-Characters Hand Puppet Models via Google Search.

4.3. Early Design Development

The steps taken in making this double character hand puppet media are to modify the hand puppets as circulated in the community. The steps are:

    a. Determine the character of the hand puppet according to the story idea,
    b. Choose 4 hand puppets with different characters,
    c. Choose a pair of hand puppets to be combined,
    d. Combining 2 puppet characters into one hand puppet.

The initial design completed at this stage is in the form of 2 double character hand puppets. The first-hand puppet combination is from the Frog character with the Cow character. The second combination of hand puppets is the merging of monkey characters with duck characters.

Frog	Cow

Monkey	Duck
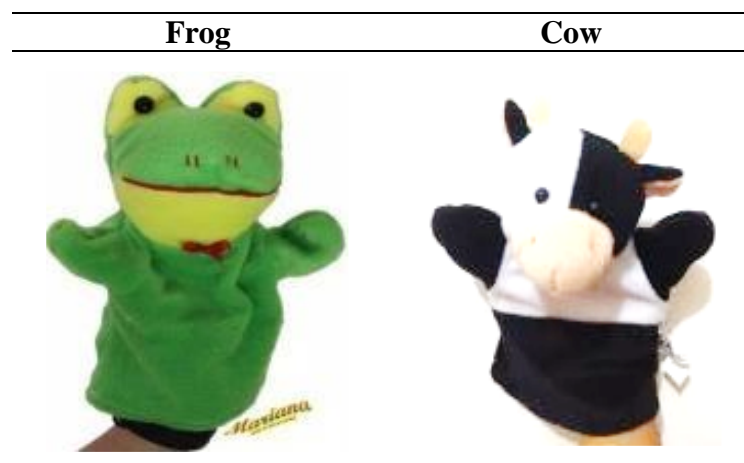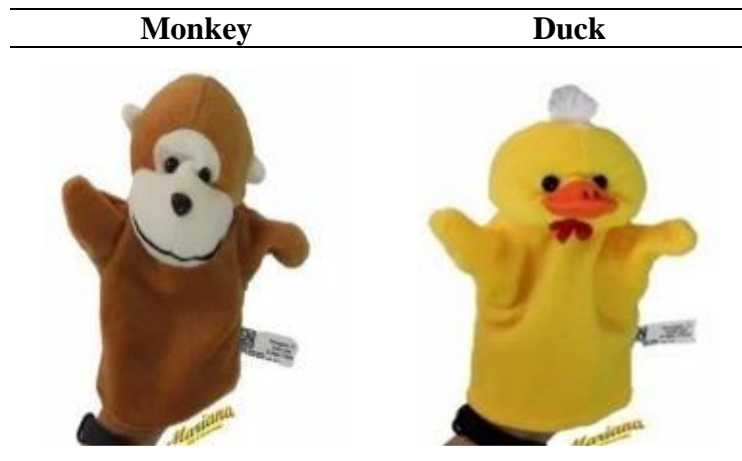
Figure 2. Characters of the Dolls to be combined.

This design also provides a story script entitled "Friends of Help". Here is a synopsis of the script that was delivered.

Figure 3. Story Synopsis.

At this stage, the preparation of research instruments has also been completed based on predetermined criteria. The instruments compiled are media and content validation instruments and the response test instruments on children.

Table 1
Media Validation Instruments.

No	Criteria
1	Dual-characters hand puppet media quality conformity with young children media specifications
2	Appeal quality of dual-characters hand puppet media design
3	The suitability of dual-characters hand puppet media with learning objectives
4	The suitability of dual-characters hand puppet media with children's characteristics
5	The compatibility of dual-characters hand puppet media with learning resources
6	The suitability of the media with the abilities and stages of the child's age
7	Dual-characters hand puppet media compatibility with media function
8	The materials for making dual-characters hand puppets are safe and harmless to children
9	Dual-characters hand puppet media can be used for a relatively long time
10	Compatibility of type, size and color of the media with the characteristics of young children

| 11 | The compatibility of media sizes, colors of writing and pictures for young children |

(Source: instrument adapted from (Jalinus & Ambiyar, 2016))

Table 2
Content Validation Instruments.

No	Criteria
1	The suitability of the content presented in the hand puppet media with the learning objectives to be achieved, namely stimulating the development of expressive language in children
2	The suitability of the double character hand puppet media content with the child's developmental age
3	The suitability of the material displayed in the double character hand puppet media with the story title
4	The benefits of the content presented for daily life skills
5	The suitability of the content for expressive language skills with the abilities of children aged 4-5 years
6	The suitability of the content in improving the early speech development of children aged 4-5 years
7	The level of language used is in accordance with the child's early language development

(Source: Instrument adapted from (Puspitasari, 2017); (Fitriani & Aziz, 2021) (Khasinah, 2015))

Table 3
Trial Instruments.

No	Criteria
1	Telling stories / fairy tales that have been heard
2	Retell the role and character of the characters in the story
3	Retell the contents of the story according to the storyline
4	Telling the meaning of the story
5	Say new words from the story
6	Asking questions according to the content of the discussion in the story
7	Answering questions according to the content of the story
8	Help answer a friend's question

(Source: instrument adapted from (*STPPA*, 2014))

The feasibility of media and content validation instruments and trial instruments was measured using a Likert scale with a range of Very Eligible, Eligible, Less Eligible and Not Eligible.

4.4. Expert Validation

At this stage, validation is carried out on the results of the initial research design in the form of an initial product of double character hand puppet media using research instruments that have been prepared. The validation process is also carried out on product testing instruments on the development of children's abilities. This validation process is carried out by media experts and content experts.

The results of the media validation show the percentage of feasibility of 94.5%, and the validation of the content shows the percentage of eligibility of 93.7%. Both are in the "Very Eligible" category for use. Meanwhile, the results of the feasibility of the product trial instrument also show a percentage result of 95% or "Very Eligible" to measure children's response of the product in stimulating the expressive language.

4.5. Early Product Revision

At this stage, the process of revising the design of the media and test instruments is carried out based on inputs that have been validated by experts in their field. Media-wise, the validator provides input on the suitability of the puppets with the story scripts that have been provided to be used when telling stories using dual-characters hand puppet media. The following is a picture of the early design hand puppets after validation.

Before Validation	After Validation

Figure 4. Photo of Dual-characters Hand Puppets Before and After Validation.

4.6. Early Product Trial

This trial stage is the last stage in this study and was conducted on a small scale to 13 children aged 4-5 years. The steps taken in the implementation of the trial of this dual-characters hand puppet product are:

a. Conducted storytelling activities in an interesting and interactive way using extratextual activities for children aged 4-5 years, of course by using the product of dual-characterss hand puppet;

b. Researchers did recall activity to children about the content of the story; and the recalling process was recorded using a tool from the beginning to the end of the story to observe children's expressive language development skills.

If the dual-characters hand puppet media product has been declared effective from the results of validation and response testing, then the dual-characters hand puppet media can be used and is proven to be suitable for use in the learning process.

Response Test Results of Dual-Characters Hand Puppet
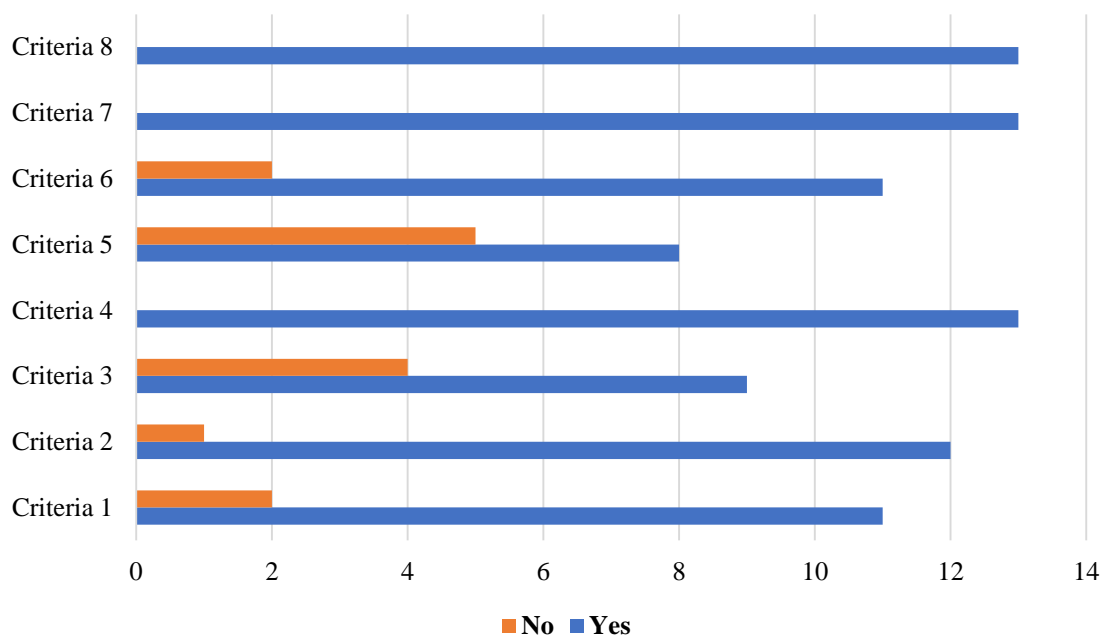
Chart 2. Response of Children's Expressive Language Ability.

The results of product trials on children as a percentage show a nominal response success of 86.25%. This percentage puts this dual-characters hand puppet product in the category of "Eligible" for use in learning because it is considered capable of developing expressive language skills for children aged 4-5 years.

5. CONCLUSION

The development of this dual-characters hand puppet is a new innovation that can be used by educators or adults in developing expressive language skills of children aged 4-5 years. The existence of dual-characters hand puppets is able to enrich educators or adults in providing more characters in the process of telling stories to children, where one hand puppet can display two characters so that it adds chances in increasing the child's vocabularies. The availability of scripts that support the existence of dual-characters hand puppets will make it easier for educators or adults to use this dual-characters hand puppet product.

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